
Designing Your Future, Grade 11, Open

(GWL3O)

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Prerequisite: None

Personal Knowledge and Management Skills

Overall Expectations

By the end of this course, students will:

- analyse their personal characteristics, strengths, interests, skills, and competencies to determine career-related goals;
- maintain a portfolio for use in career planning that provides up-to-date evidence of knowledge, skills, interests, and experience;
- demonstrate an understanding of the personal-management skills, habits, and characteristics that could contribute to success in their selected postsecondary destinations and independent adult life.

Specific Expectations

Self-Knowledge

By the end of this course, students will:

- summarize their personal strengths, interests, skills, and competencies based on a self-assessment (e.g., interest tests, skills inventories) that draws on their school, community, leisure, family, and work experiences;
- identify the transferable skills and personal-management skills most valued by employers, and explain how their own skills can contribute to employability;
- identify occupations and career goals that align with their interests and skills, and identify the areas of growth needed to meet these goals.

Portfolio Development

By the end of this course, students will:

- explain the benefits of the portfolio process as a strategy for directing the management of their own learning;
- describe the purpose and content of both comprehensive portfolios and portfolios targeted for specific purposes (e.g., for specific jobs, interviews, scholarships, program admissions, community-based leadership opportunities);

- select and organize documentation (e.g., certificates of training in cardiopulmonary resuscitation (CPR), Workplace Hazardous Materials Information Systems (WHMIS), Service Excellence, SuperHost; work samples; reference letters) from various sources (e.g., work experience, community involvement, school-based programs) to develop their comprehensive or targeted portfolios;
- explain their choices of specific portfolio items as evidence of selected knowledge, skills, and personal accomplishments.

Personal Management

By the end of this course, students will:

- identify and describe the personal-management skills (e.g., organizational skills, problem solving, scheduling tasks), habits (e.g., meeting timelines), and characteristics (e.g., showing initiative, adaptability) that could contribute to success in their postsecondary learning, work, or community life, and explain their importance;
- explain the internal and external influences (e.g., parental expectations, peer pressure, financial situation) that can affect their career-related decision making;

- describe the range of individual differences in how people manage themselves in dealing with issues such as risk, stress, change, time, planning, and personal finance in various settings (e.g., school, workplace, community);
- demonstrate the use of time- and priority-management strategies to help achieve a healthy lifestyle that balances school, family, work, and leisure activities;
- identify effective risk-, stress-, and anger-management strategies and use them appropriately in school and/or community-based activities.

Interpersonal Knowledge and Skills

Overall Expectations

By the end of this course, students will:

- demonstrate interpersonal and teamwork skills required for success in their school, work, and community activities;
- demonstrate an understanding of the elements of group dynamics in a variety of settings;
- explain ways in which they can make a contribution to their communities and ways in which the community can assist them with career planning.

Specific Expectations

Interpersonal Relations

By the end of this course, students will:

- identify and describe the interpersonal skills (e.g., using active listening, showing mutual respect, using non-verbal language) and teamwork skills (e.g., building consensus, encouraging and recognizing contributions) that contribute to success in post-secondary education/training and employment;
- demonstrate effective and respectful use of interpersonal and teamwork skills in their experiential learning activities (e.g., volunteer work, work experience, cooperative education placement, extracurricular activities);
- communicate appropriately with various audiences (e.g., peers, employers) and in various situations (e.g., attending interviews, writing letters).

Group Dynamics

By the end of this course, students will:

- demonstrate respectful and responsible behaviours (e.g., respect for levels of authority, respect for diversity, responsibility for one's actions) in groups at school and in community-based learning activities;
- explain how diversity (e.g., cultural, economic, gender, intellectual) among members in a group may affect group dynamics

in a positive way (e.g., by providing broader perspectives, a wider range of ideas, more varied strengths);

- explain how conflict-resolution strategies (e.g., mediation, negotiation) can be used to reach mutually agreeable solutions in work-related situations;
- describe the skills necessary to act as an advocate for themselves or others in various situations involving prejudice, bullying, or discrimination.

Connecting With the Community

By the end of this course, students will:

- identify ways in which they can use their interests, skills, and knowledge to contribute to the development of their community or its members (e.g., volunteer work, part-time employment);
- demonstrate the ability to develop networks and other supportive relationships with individuals and groups in the school and community (e.g., mentors, tutors, employers, entrepreneurial clubs, community agencies) in a variety of ways (e.g., through information interviews, job twinning, work experience) for assistance with career exploration and planning;
- describe, on the basis of research, the types of school and community support services available to help students meet postsecondary goals (e.g., student services departments, employment centres, small business centres).

Exploration of Opportunities

Overall Expectations

By the end of this course, students will:

- use research skills and strategies to gather and interpret relevant information about work and learning opportunities;
- analyse emerging social and economic trends and their impact on individuals, workplaces, and career opportunities;
- describe, on the basis of research, opportunities in various occupational sectors and explain the requirements and challenges of selected occupations;
- demonstrate an understanding of types of workplaces, their related workplace issues, and legislation governing the workplace.

Specific Expectations

Accessing and Managing Information

By the end of this course, students will:

- identify the specific types of information they need in order to make effective decisions about work and learning opportunities;
- identify, through research, various sources (e.g., print, electronic, human) of career-related information and assess these sources on the basis of identified criteria (e.g., bias, authority, accuracy, usefulness, personal relevance);
- acquire information about fields of work and the nature of the workplace through experiential learning opportunities (e.g., information interviews, job twinning, job shadowing, work experience);
- demonstrate the ability to communicate effectively (e.g., using appropriate vocabulary, telephone protocol, and letter format) to gather career-related information;
- demonstrate the ability to obtain and interpret career-related information from labour-market statistics, charts, graphs, and tables.

Trends

By the end of this course, students will:

- identify and explain the impact of economic and societal trends (e.g., globalization, outsourcing, new technologies, environmental concerns) on the work life of women and men in Canada (e.g., reduced job security, increased prevalence of part-time and contract work, more frequent career changes);
- identify fields of work, jobs, and self-employment and entrepreneurship opportunities – in local, regional, national, and international contexts – that are growing as a result of identified trends;
- describe employment-related trends (e.g., the relationship between education levels and earnings or employment rates), using statistical information, such as labour-market analyses, occupational outlook projections, and census data.

Opportunities

By the end of this course, students will:

- use the inquiry process to obtain detailed information about selected sectors of employment, and describe the work opportunities and emerging trends within these fields;
- compare selected occupations based on the requirements for entry (e.g., certification, knowledge, technical skills, essential skills) and the challenges of each occupation;
- assess secondary school options (e.g., co-operative education experience) that may help them achieve their postsecondary work and learning goals;
- identify and describe selected community involvement and/or leisure opportunities that can contribute to their postsecondary work and learning goals;
- explain how knowledge and appreciation of various cultures, including those of Aboriginal peoples, and fluency in French and other languages can expand employment opportunities;
- summarize the results of their career-related research, using a variety of presentation formats (e.g., oral, video, print), and document them in their portfolio.

The Workplace

By the end of this course, students will:

- describe various types of businesses (e.g., profit, non-profit; small, medium, large; retail, service; public, private) and employment opportunities (e.g., self-employment, part-time work, contract work) and identify the advantages and disadvantages of each;
- identify examples of ethical behaviour within the workplace (e.g., respecting the rights of others, taking a stand against discriminatory behaviour, honesty, not causing harm, obeying and respecting the law);
- describe key features of legislation governing human rights, antidiscrimination, employment, and workplace health and safety (e.g., Ontario Human Rights Code, Employment Standards Act, Occupational Health and Safety Act) and relate these to their observations of how the rights and responsibilities of employees and employers are addressed in their workplace experiences;
- explain the historical development of labour unions and describe their current role in the workplace from the point of view of employers and employees.

Preparation for Transitions and Change

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the transition process and the strategies used to facilitate change;
- demonstrate effective use of a variety of strategies and resources for finding work and creating work;
- apply goal-setting and action-planning processes to prepare for the transition from secondary school to their first postsecondary destination and for future transitions in their career.

Specific Expectations

Managing Change

By the end of this course, students will:

- demonstrate an understanding of career development as a lifelong process that will include transitions, changes, and lifelong learning;
- describe the practical and psychological challenges (e.g., increased independence, greater responsibilities) that are part of secondary school graduates' transitions to new roles and environments (e.g., work, postsecondary education/training, independent adult life);
- predict and explain the planned and unplanned changes that they will experience throughout their careers;
- identify the stages of a transition process (e.g., an ending phase, an interim phase, and a new beginning phase) that involves adapting to change over a period of time;
- identify and explain strategies that help people adjust to new situations (e.g., learning from mistakes, using flexible thinking, overcoming fears, maintaining optimism);
- assess their own abilities to manage planned and unplanned change by analysing effective and ineffective strategies they have used in the past to manage each kind of change.

Work Search

By the end of this course, students will:

- locate and select appropriate work opportunities (e.g., summer, part-time, full-time, contract) from electronic and print sources in the “open” (publicly advertised) job market;
- identify and expand the network of contacts that may assist them in accessing the “hidden” (unadvertised) job market in a field of interest;
- identify opportunities for self-employment (e.g., government programs, enterprise centres, community organizations) and resources available to assist the enterprising person;
- produce effective, up-to-date résumés and cover letters for a targeted field of work or occupation, using word-processing software and appropriate vocabulary and conventions (e.g., style, punctuation);
- demonstrate the ability to complete job applications (in print, online);
- demonstrate the ability to prepare and conduct themselves effectively throughout the job-interview process (e.g., prepare answers to expected questions before the interview, behave appropriately during the interview, engage in reflections and follow-up activities after the interview).

Goal Setting and Action Planning

By the end of this course, students will:

- evaluate selected postsecondary options with reference to personally relevant criteria (e.g., cost, location, length of program, accreditation, learning environment);
- explain how they plan to continue and finance (e.g., through loans, bursaries, scholarships, part-time work) their learning after secondary school (e.g., apprenticeship, on-the-job training, college, university) and summarize the advantages and disadvantages of their choices;
- use problem-solving strategies to reduce internal barriers (e.g., skill gaps, health problems) and/or external barriers (e.g., financial constraints, lack of local opportunities, cultural differences) that could interfere with the achievement of their work, learning, and personal goals;
- apply a decision-making process to produce an action plan with backup options, describing how they will achieve their work, education/training, and community-involvement goals;
- identify the financial implications of their postsecondary choices and describe in their action plan how they will manage their finances after secondary school.