



Teacher Resource Booklet

Lift Off to Higher Education

Part One

Welcome to Lift Off to Higher Education Part One. We hope that you and your students will enjoy participating in this program and that you will find it informative and interesting.

The objectives of this program align with the Ministry of Education's K–12 policy and program requirements document, "Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools". (2013) Through the program we hope to support guidance counsellors, classroom teachers, special education teachers and administrators as they present ideas for career planning to their students. The program also offers a Financial Literacy component that supports the Ontario Math curriculum.

The objectives of this program are:

1. Explore how skills, interests, values, and personality make us unique.
2. Determine how skills, interests, values, and personality influence career choices.
3. Analyze jobs with common attributes.
4. Investigate jobs that are related to specific skills and interests.
5. Develop skills in financial literacy in relation to education and career planning.
6. Become familiar with job interview protocols.

These objectives are aligned within the framework of the Ministry of Education's four areas of learning:

1. Who am I? (Knowing yourself)
2. What are my opportunities? (Exploring opportunities)
3. Who do I want to become? (Making decisions and setting goals)
4. What is my plan for achieving my goals? (Achieving goals and making transitions)

The lessons are presented in 10 pre-recorded modules and come with a booklet for the students. The booklets can be completed online or can be printed so the students have a hard copy. Some teachers have used a combination of online and printed materials for the students to use as they work through the program.

It is important that teachers be prepared to stop the videos when asked to have discussions with their students and encourage a sharing of ideas. We also encourage you to create lists of information that your students can refer to and look back on as they work through the modules. The facilitators will indicate when you should stop the videos but feel free to stop it at any time if you feel your class would benefit from a discussion about what is being presented.

It is up to you and your staff to choose the best way to share the program with your students. The following ideas have been tried out in schools to meet the individual needs of teachers and students.

1. The guidance teacher presents all lessons in a block.
2. The guidance teacher presents all the lessons but not one right after the other but chooses which lessons support his/her/their program and presents only that lesson or two at a time throughout the year.
3. Classroom teachers present the program to their class either as a block or over the course of the year when it fits into other parts of their program.
4. Classroom teachers present some of the lessons and guidance teacher presents some of the lessons.
5. Not all lessons are presented. Teacher chooses which ones to present and which ones to omit.
6. The math teachers present the Financial Literacy part of the program when it fits into their program. It does not need to be taught when the guidance/classroom teacher is presenting Lift Off but can be done whenever it suits their program.
7. Lift Off is connected to MyBluePrint and the lessons that complement each other are presented when appropriate. Please see the attachment entitled "MyBluePrint" for more on how these two programs align.
8. Teachers join two classes together and team teach the lessons.
9. Language teachers do writing activities that are suggested activities in Lift Off materials to support the students' understanding of postsecondary education.
10. Some activities are done in the online booklets and some activities are done using hard copies.

Starting the Program

On page one of the booklet there is a scavenger hunt that the students can do that will allow them to become more familiar with their booklets. The scavenger hunt is not mentioned in the modules, but you can have the students do it when they have finished an activity and are waiting for others to complete the activity, or you can assign it when you want.

Lesson One: Introduction and Create Your Own Introduction

In this lesson the students will be introduced to our facilitators, Bre and Adam. Adam will give a brief overview of the program and then Adam and Bre will tell the students a little about themselves. Students will be asked to create an introduction slide about themselves similar to what Bre and Adam have done. We hope this will get the students thinking about their own skills and interests and allow them to learn a bit more about each other.

Lesson Two: Soft Skills and Employment

During this lesson we hope that the students will see how important their learning skills that appear on their report cards are in all areas of their lives and how these skills relate to the skills that employers are looking for. Learning skills will be shown and students will be asked if they have seen the list of skills anywhere. Learning skills and skills that employers are looking for will be compared.

Booklet Activity (pg. 2):

1. Students will be asked to circle the learning skills that they are good at
2. Draw a line from the learning skill to the skills that employers are looking for.

Lesson Three: Skills and Interests

What is the difference between a skill and an interest? This will be discussed, and students will be asked to think about their own skills and interests.

Booklet Activity (pg. 3, 4):

1. Circle your skills and interests or add ones that are not listed.
2. On the outline of the person create a visual example of your skills and interests

Lesson Four: Skills and Interests Continued

How can you use your skills and interests in a job? Discussion about what jobs you could do if your skill was swimming, or your interest was in animals is lead by the facilitator. After the discussion students are asked to complete the word web. Students may need some support coming up with 6 different jobs in this area so you may want to allow them to do this in pairs or groups as they work on this activity. Having time to discuss their word webs at the end is worthwhile.

Booklet Activity (pg. 5):

1. Complete the word web. Use a skill or interest circled on page 3.

Lesson Five: Personal and Interpersonal Skills

What are personal and interpersonal skills? Students will be introduced to the idea of these skills and then asked to work as a class to create a list of skills. You will need to record the skills as the students will need to be able to refer to the list for their activity. Students will be asked to reflect on what personal and interpersonal skills they have and share some examples with their peers.

Booklet Activity:

In groups students will discuss the scenarios given and decide which skills are being demonstrated by the people in them.

Lesson Six: Choosing a Career

A video will be shown in this module that shows people discussing their jobs. Students are asked to listen and pay attention to what skills, interests, values, and personality traits each individual mentions. Feel free to listen to all the people in the video or pick and choose which ones you have time to show.

Booklet Activity (pg. 7):

Put a check mark beside the words or phrases you hear as you watch the video.

Lesson Seven: Values

What are values and how do they relate to choosing a job? Discussion about what values are and how they relate to choosing jobs. It is important to stress that everyone has their own values and there is no right or wrong choices when choosing your personal values.

Booklet Activity (pg. 8):

Game to be played in pairs or at most groups of 3. Students will need pen/pencil/one die for each group. Instructions are given by the facilitator.

Lesson Eight: Careers with Common Factors

This lesson will focus on jobs that have a common factor related to all six jobs shown. It is presented to the students, and you will be able to decide if you would like to have them share their ideas with the class as each example is shown, discuss the answers in pairs/groups or write down individually what they think the answer is.

Lesson 9: Financial Literacy

Why is financial literacy important and what are some financial literacy terms. A discussion then takes place about needs vs wants and the difference between the two. It is important that students realize that some items can be both a need and a want. For example, if you need a bike as your transportation to your job it is a need. If you want a bike because you want to ride around with your friends, it is a want.

A game is introduced. Students will each need a die and pen or pencil.

Booklet Activity (pg. 7, 8):

1. Put a star beside each financial literacy term you have seen before.
2. Circle what is a need and underline what is a want.
3. Game

Lesson 10: Getting a Job and Conclusion

A video is shown introducing Dirk Dolittle. Dirk arrives for an interview and makes many mistakes during the interview. After the video Dirk's mistakes are discussed and proper interview tips are given.

Booklet Activity (pg. 11):

1. Keep track of all the mistakes you see Dirk make.
2. Share your bright ideas – what did you learn? Have the students share their ideas with the class.