

Learning in communities: Unit 2

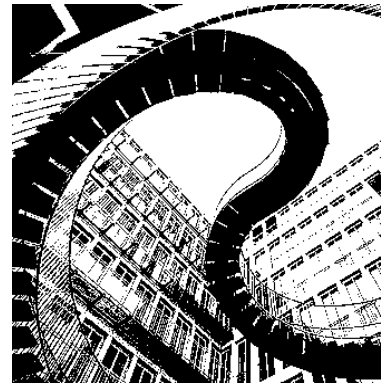
CAREER & PERSONAL PLANNING

Introduction

In this unit, learners develop the skills and find the information needed to take action on the journey to personal and career success. This unit is meant to be tailored specifically for the needs of the learners.

The **Core Curriculum** is the skill-building part of the unit in which learners set short and long term goals based on their needs or interests and research the ways and means to actively achieve those goals.

In the **Project** component, learners build the skills they will need to establish and expand their personal and professional networks. Networks are a key element in a newcomer's ability to integrate with the social and economic fabric of their new community. The project culminates in attending or hosting a networking event.



ELSA 7 CLB 8






Teaching Suggestions

- Visit a career counselor at a local college or invite a career coach as a guest speaker.
- Explore volunteering as a way to achieve personal goals and build networks.
- Encourage learners to examine their goals for multiple aspects of their life and identity: work, housing, health, family, etc.
- Have learners create a vision board with pictures and other representations of things they would like to have in their lives.
- Encourage learners to engage in community activities in order to increase their social contact.
- Help learners practice introducing themselves and others in social situations in order to build networking skills.
- Include simulation activities of common social events where learners can practice interacting with each other and networking.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 CLB 8-IV:	Understand group interactions about abstract and complex ideas on familiar topics.
Speaking	
 CLB 8-I:	Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).
 CLB 8-I:	Participate in brief professional phone calls.
Reading	
 CLB 8-II:	Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.
Writing	
 CLB 8-III:	Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

Content and Other Outcomes

Learners will

- enhance their awareness of their personal character, skills, goals, and values
- set short- and long-term goals for personal and professional development
- find the information needed to achieve their goals
- develop their networking and interpersonal skills as they make new contacts
- become comfortable with socio-cultural communicative norms with regard to register, direct and indirect speech, and cultural references

POSSIBLE TOPICS

Topic	<p>This unit focuses on self-awareness and strategies for engaging in career and personal planning. Instructors should help learners engage with any of the following topics:</p> <ul style="list-style-type: none">• career choices and working life – personality types and career with the Myers-Briggs Type Indicator (MBTI) comparing career opportunities and requirements and alternative employment pathways through self-employment• volunteering, community work, and civic engagement• professional development and lifelong learning• educational pathways for career and personal planning• the forms of development that contribute to a high quality of life• personal planning through relationship building with friends, family, neighbours, and colleagues• physical, spiritual and psychological well-being• interests, hobbies, and community engagement
Cross-cultural Perspectives	<p>Cultural norms regarding career and personal development vary from country to country. Instructors could help learners explore this notion with any of the following topics:</p> <ul style="list-style-type: none">• career expectations and workplace cultures in various regions of the world• career and personal planning in learners’ home countries and Canada• Ideas about personal development across cultures• quality of life across cultures
Systems and Practices in BC and Canada	<p>Instructors could explore any of the following topics with learners:</p> <ul style="list-style-type: none">• career support services in BC and Canada – Employment programs, job posts, professional credentialing, or bridge programs, and mentorship initiatives• BC and Canadian resources for starting a small business• occupations and markets in high demand in British Columbia and Canada• community centres in British Columbia and their role in lifelong learning and personal planning

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- phrases, expressions used in socializing; “ice breakers” to start conversations
- open-ended questions for enhancing social interaction
- formal and informal ways to address the audience

If you don't mind my asking ... I'm sure we've met before, my name is ... Is this your first time in Windsor?

What do you like best about what you do? You mentioned that you....What got you started in that direction? What are your biggest challenges in your (job, home life, volunteer job)? How can I help? pleased to have the opportunity to ... delighted to be here today to...

Grammar

- tag questions for small talk
- rejoinders or additions
- questions for conversation management
- gerunds as objects of prepositions in expressions of apologies, thanks, disappointment

It's a nice day, isn't it?

So do I, Neither is she

I'm sorry for not calling you. Thank you for helping me. He's disappointed about not being able to attend the event.

Pronunciation

- high-rise intonation pattern to indicate surprise, shock, yes-no questions and tag questions
- rise-fall intonation pattern in wh-questions
- hand gestures inviting the other person to continue, expressing whether or not an idea is acceptable or unacceptable to the speaker, emphasizing points or displaying excitement
- non-word vocalizations and head motions to express interest and encourage the speaker to continue

Did he really/ leave?//; He didn't leave, did he?//

Where did he move to/ after he left Toronto?//

um-hmm, aha, wow

RESOURCES

Self-Assessment

[Career Exploration – Work BC](#)

This page has skills assessments, career profiles, an employer index, and more.

Uses: Learners search career profiles, take skills assessments online, and find employers that match their chosen area of focus.

[Jung Typology Test – HumanMetrics](#)

This website offers a free online Jungian Typology Test to obtain a four-letter type formula that includes famous personalities that share your type.

Uses: Learners access test online and compare results with other similar tests.

[Myers-Briggs Type Indicator Career Report - Peter B. Myers and Katharine D. Myers](#)

This excellent 10-page resource has an explanation of the types, a numerical chart to make the information usable, lists of possible job matches, and more.

Uses: Learners use charts to find possible matches for MBTI results from online typology tests.

Goal Setting

[Create Your Ideal Life With Goal Setting – lululemon athletica](#)

This excellent page has tips for goal setting, a video from lululemon founder Chip Wilson explaining his approach to goal setting, a pdf goal-setting worksheet, links to more videos, blogs, and other information.

Uses: Learners access videos online and take notes to understand stories about abstract and complex ideas about goal setting. Learners can also print a goal-setting worksheet to fill out.

[Personality Tests – Similarminds.com](#)

This website provides links to information about each personality type, the Myers-Briggs Type Indicator test, and over 50 other online personality type questionnaires.

Uses: Learners access two or more online questionnaires to compare the results and learn more about their personality type.

[Self-Assessment Resources – The Riley Guide](#)

This online guide has information about the different types of self-assessment and links to many other sites with skills surveys, interest inventories, personality indicators, and more.

Uses: Learners access information and surveys online and understand extended, moderately complex, multistep instructions to complete a chosen survey.

[Steps to Successful Career Planning: Assessment Tools – Arizona State University](#)

This page has a short overview of career planning assessment tools and links to excellent values and skills assessment exercises.

Uses: Learners follow instructions to complete assessment exercises.

[Goals and Objectives: Identifying the Difference \(Jun. 28, 2011, 2:38\) – YouTube](#)

This short text and narrative video outlines the difference between goals and objectives and shows learners how to apply the SMART principle effectively.

Uses: Learners access video online and take notes about goals, objectives, and the SMART principle.

[Goal Setting: Proven Step-By-Step Goal Setting Guide](#)

This article outlines a seven-step approach to goal setting that includes goal selection, self-education, vision boards, good habits, and more.

Uses: Learners understand extended, moderately complex, multistep instructions for goal setting.

RESOURCES

Goal Setting (cont.)

[The Life Planning Workbook – Achieve-goal-setting-success.com](#)

This page has links to free goal setting forms, action plan resources, progress-monitoring tools, and more.

Uses: Learners follow instructions to complete assessment exercises online or in the classroom.

[Navigating the Quarter-life Crisis to Career and Personal Success: Five Strategies for Fulfilling Your Dreams – Quintessential Careers](#)

This article outlines five strategies to help you reach your career and personal goals.

Networking Resources

[Building Personal Support Networks: Barbarah and Zackery's Story \(Aug. 31, 2011, 8:25\) – YouTube](#)

This engaging video follows a mother in Powell River, BC as she builds a personal support network of caring friends for her son in a small community.

Uses: Learners access video online and summarize Barbarah's story to discuss applications in other scenarios or environments.

[Craft a 30-second Elevator Speech to Impress Potential and Current Employers and Associates – CanadianImmigrant.ca](#)

This article outlines the process and power of a good elevator pitch. Sections include getting in and out of the elevator, getting the listeners attention, business cards, the use of social media, and more.

Uses: Learners read the article and take notes about the tips and advice.

Uses: Learners understand moderately complex, multistep instructional texts for attaining career and personal goals.

[Writing SMART Goals and Objectives Webinar \(Mar. 31, 2011, 1:00:10\) – YouTube](#)

This lengthy, but well-produced, webinar focuses on understanding goals and objectives, the difference between processes and outcomes, SMART objectives, and common pitfalls.

Uses: Learners access the webinar online and take notes from the entire video or view sections about abstract and complex ideas around goals and objectives.

[How to Network \(1:49\) – Howcast](#)

This concise video has dramatizations accompanied by narration. The page also has many more videos on the subject.

Uses: Learners access the video online and take notes while listening and then check their comprehension with the text onscreen.

[How to Start a Conversation When You Have Nothing to Talk About – wikiHow](#)

This wiki has an 11-step process for starting a conversation with visuals to accompany the steps, a tip section, a video, warnings, and more.

Uses: Learners access the wiki online and summarize the steps and tips.

RESOURCES

Networking (cont.)

[Kforce: Elevator Pitch Examples \(Mar. 12, 2012, 2:14\) – YouTube](#)

This short video shows the correct way to introduce yourself with an elevator pitch.

Uses: Learners access the video online and take notes about the problems in the first pitch and the better techniques in the second to compare and contrast.

[LinkedIn](#)

This online networking website has a link to a description of the service, and steps needed to join.

Uses: Learners research the site and join if they wish.

[Meetup](#)

This website is a portal to a number of local groups organized by interests and activities. The site allows people to join a group or start one.

Uses: Learners research possible community groups of personal interest.

[Networking Advice – BCJobs.ca](#)

This page has links to many articles that give networking advice. Topics include: Facebook Friend or Foe, Business Card Design Tips, Elevator Pitches, and more. **Note:** This resource also appears in ELSA 6 Unit 2

Uses: Learners take notes about one of the articles and share their findings with the others.

Career Planning

[Continuing Education – Vancouver School Board \(VSB\)](#)

This page has information about continuing education, courses/programs, online learning, and links to registration.

Uses: Learners access information about registration and follow the steps to register if desired.

[Continuing Studies – Simon Fraser University \(SFU\)](#)

This page has information about continuing studies, courses and programs, public lectures and events, and links to registration.

Uses: Learners access the registration forms online and complete them.

[Networking to Get a Job \(May 4, 2010, 5:46\) – YouTube](#)

This visually appealing video shows techniques to build a personal network, make new contacts, use online social media to reactivate old connections, and more.

Uses: Learners access the video online and take notes about the tips and ideas.

[Non-Awkward Ways to Start and End Networking Conversations - Forbes](#)

This two-page article outlines the language skills to initiate and conclude networking conversations. The article provides gambits for a variety of scenarios.

Uses: Learners summarize the article and apply the principles to various situations.

[Viadeo](#)

This online networking website is similar to LinkedIn.

Uses: Learners research the site and join if they wish.

[Continuing Studies – University of British Columbia \(UBC\)](#)

This page has information about continuing studies, courses and programs, online learning, and links to registration.

Uses: Learners access the registration forms online and complete them.

[Education & Career Fairs](#)

This website has a list of the job fairs and events that are happening in BC.

Uses: Learners navigate the site to find information to assist with their career planning.

RESOURCES

Career Planning (cont.)

[Open Learning Student Forms – Thompson Rivers University \(TRU\)](#)

This page has an extensive list of forms for students to complete including course registration, financial aid, and more.

Uses: Learners access given forms online and complete them.

[Start Your Career – Work BC](#)

This website provides information about career pathways, finding a job, starting a business, getting training, and the BC labour market with online tools and forms.

Uses: Learners access the tools online and fill out the forms to begin planning a personal pathway.

[Work in BC – Welcome BC](#)

This page has information about jobs, qualifications, labour markets, employment standards, and more.

Uses: Learners navigate the site to find information to assist with their career planning.

Note: The following job-search and career websites also appear in ELSA 6 Unit 2

[BCJobs.ca](#)

This website links employers and job seekers in British Columbia and offers useful job search strategies and hints.

Uses: Learners research job search skills and access job ads online.

[Monster Canada](#)

This website is a career management portal for all of Canada.

Uses: Learners research job search skills and access job ads online.

[Workopolis](#)

This website is a job-search site offering job ads, employer spotlights, career resources, and employment news headlines daily.

Uses: Learners research job search skills and access the job ads online.

[Eluta.ca](#)

This website is a job-search site offering job ads with many links to external company website job postings.

Uses: Learners use navigation skills and access the job ads online.

[Indeed – One Search. All jobs. Canada](#)

This website is a job-search site offering job ads with many links to external company website job postings, forums, and industry employment trends that include excellent diagrams, tables, and charts.

Uses: Learners research employment trends by industry and present findings with statistics and visuals. Learners can also use navigation skills and access the job ads online.

[WorkBC Centres – Government of BC](#)

This page has an interactive map to find WorkBC Centres throughout the province, eligibility requirements, job search resources and services, and employment planning and training information.

Uses: Learners navigate the interactive map to find the WorkBC Centre in their area and access information on the site about job skills.

[Wow Jobs](#)

This website is a job-search site offering job ads with many links to external company website job postings.

Uses: Learners use navigation skills and access job ads online.

[Nice Jobs](#)

This website is a job-search site offering job ads with many links to external company website job postings and a good user guide that explains internet search techniques.

Uses: Learners use navigation skills to access the job ads online.

RESOURCES

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner’s [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

[LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

Uses: The following chapters are particularly useful for this unit:

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 4, Volume 1: Looking for a Job

Chapter 7, Volume 2: Telephone Calls

[LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

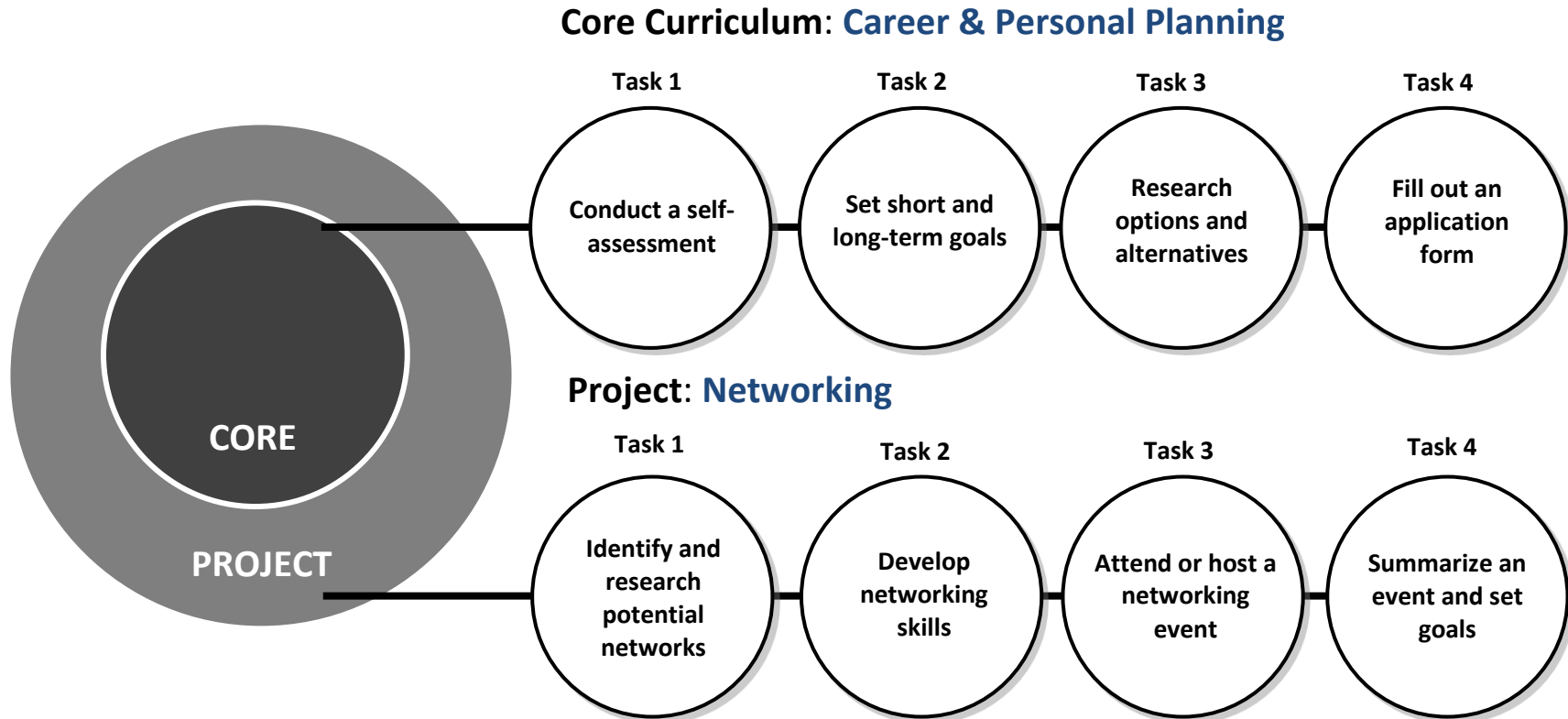
Uses: The following chapters are well-suited to this unit:

[Chapter 2, Volume 1: Business Writing](#)

[Chapter 4, Volume 1: Looking for a Job](#)

[Chapter 7, Volume 2: Telephone Calls](#)

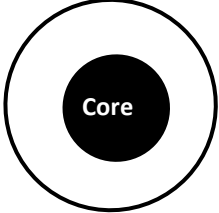
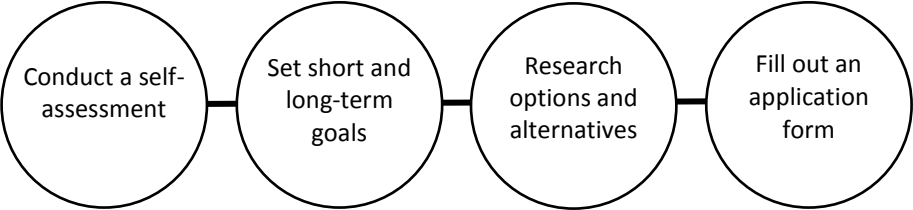
At a glance: CAREER & PERSONAL PLANNING












SCOPE & SEQUENCE

ELSA 7

of Sample Tasks

UNIT : UNIT 2: Career & Personal Planning	CORE CURRICULUM: Career & Personal Planning PROJECT: Networking	
		
CLB OUTCOME 🧠👥📖✍️	SAMPLE TASK	RESOURCES
<p>📖 CLB 8-II: Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.</p>	<p>Task 1: Conduct a self-assessment</p> <ul style="list-style-type: none"> • access various types of self-assessment tools (e.g., personality tests, interest inventories, skill surveys, career readiness questionnaires) • follow the instructions for conducting the self-assessment: <ul style="list-style-type: none"> ○ interpret sequence and location signals and implied meanings ○ infer the correct sequences ○ follow instructions as required to complete the task • conduct self-assessments that are personally interesting and meaningful • share the results with a partner, a group, or the whole class • from the results of the self-assessment, select one or more areas for personal or professional development for use with Task 2 	<p>Self-Assessment Resources – The Riley Guide</p> <p>Steps to Successful Career Planning: Assessment Tools – Arizona State University</p> <p>Jung Typology Test – HumanMetrics</p> <p>Career Exploration – WorkBC</p> <p>Myers-Briggs Type Indicator Career Report</p>


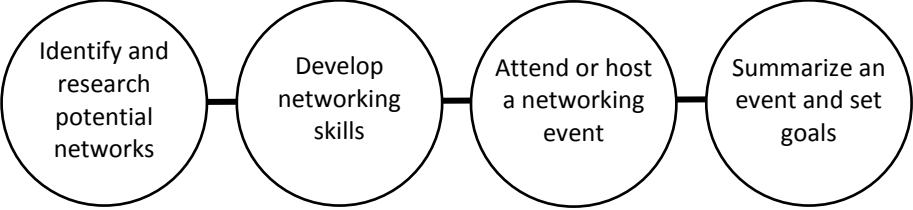



UNIT : UNIT 2: Career & Personal Planning		CORE CURRICULUM: Career & Personal Planning	
		PROJECT: Networking	
CLB OUTCOME   	SAMPLE TASK	RESOURCES	
<p> CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.</p>	<p>Task 2: Set short and long-term goals</p> <ul style="list-style-type: none"> ● watch various videos about setting goals doing the following: <ul style="list-style-type: none"> ○ identify the main idea and detailed information ○ identify phrases and sentences that mark topic introduction, topic development, topic shift, and conclusion ○ identify rhetorical discourse markers and patterns of chronological order, sequence, comparison and contrast, and cause and effect ○ interpret factual information, explanations, and opinions ○ identify facts, opinions, and attitudes 	<p>Create Your Ideal Life with Goal Setting – Lululemon Athletica</p> <p>Goals and Objectives: Identifying the Difference - YouTube</p> <p>Writing SMART Goals and Objectives Webinar – YouTube</p>	
<p> CLB 8-I: Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).</p>	<ul style="list-style-type: none"> ● discuss, compare, and contrast videos in small groups ● identify the key steps in goal setting ● work individually to set short (six months) and long (5 years) term goals ● share goals with the group, requesting and offering feedback and suggestions ● request and offer more details or rationales for goals, expressing encouragement to reach goals by doing the following: <ul style="list-style-type: none"> ○ respond to minor conflicts or complaints ○ ask follow-up questions to keep the conversation going ○ encourage others to participate ○ use appropriate levels of formality 	<p>See Skills-Based Resources</p>	




UNIT : UNIT 2: Career & Personal Planning		CORE CURRICULUM: Career & Personal Planning PROJECT: Networking
CLB OUTCOME    	SAMPLE TASK	RESOURCES
<p>📞 CLB 8-I: Participate in brief professional phone calls.</p>	<p>Task 3: Research options and alternatives</p> <ul style="list-style-type: none"> • research opportunities for personal and professional development related to goals set in Task 2, such as courses offered through the continuing studies departments of most educational organizations • compare the advantages and disadvantages of studying online vs. a conventional classroom setting • investigate alternative means of achieving goals • phone continuing studies providers for more information or to book an appointment with an advisor by doing the following: <ul style="list-style-type: none"> ○ open, maintain and close a phone conversation in a professional manner ○ clarify and confirm the information ○ use the appropriate level of formality • pool information with other learners by filling in a chart with key information 	<p>Continuing Education – Vancouver School Board</p> <p>Continuing Studies – Simon Fraser University</p> <p>Continuing Studies – University of British Columbia (UBC)</p> <p>LINC 5-7 Classroom Activities (Vol. 1 and 2) e-Resources, Chapter 7, Volume 2: Telephone Calls</p>
<p>✍️ CLB 8-III: Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.</p>	<p>Task 4: Fill out an application form</p> <ul style="list-style-type: none"> • research the registration process for the selected course • practice filling out the application form by doing the following: <ul style="list-style-type: none"> ○ identify the purpose of the form and its sections and complete it with required information, including a one paragraph written response, if required ○ spell and use punctuation, capitalization, dates and numbers and their abbreviations correctly 	<p>Open Learning Student Forms – Thompson Rivers University (TRU)</p>


SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

UNIT 2: Career & Personal Planning	CORE CURRICULUM: Career & Personal Planning PROJECT: Networking	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.</p> <p> CLB 8-III: Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.</p>	<p>Task 1: Identify and research potential networks</p> <ul style="list-style-type: none"> • list the benefits of a strong personal and professional network • watch videos about how to build personal and professional networks • identify local opportunities for meeting people, making friends, and establishing professional contacts through community associations, places of worship, volunteering, Toastmasters clubs, or sports teams • investigate how to use social networking platforms, such as LinkedIn and Facebook <ul style="list-style-type: none"> • Perform the following optional tasks: <ul style="list-style-type: none"> ○ join a dedicated networking group or club ○ fill in an application form to join a network or apply for a volunteer position 	<p>Networking to Get a Job - YouTube</p> <p>Building Personal Support Networks: Barbara and Zackery's Story – YouTube</p> <p>How to Network – Howcast</p> <p>LinkedIn</p> <p>Meetup</p>

UNIT 2: Career & Personal Planning		
CORE CURRICULUM: Career & Personal Planning		
PROJECT: Networking		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-II: Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.</p>	<p>Task 2: Develop networking skills</p> <ul style="list-style-type: none"> • read an article or web page that gives networking tips • summarize, share, and compare the instructions with other learners • develop an elevator pitch with the following statements: <ul style="list-style-type: none"> ○ I am a _____ ○ I want to _____ ○ I can _____ • practice meeting new people by doing the following: <ul style="list-style-type: none"> ○ approaching a person, using appropriate body language ○ offering a greeting or opening line ○ exchanging names and shaking hands ○ making small talk ○ giving an elevator pitch ○ exchanging contact details ○ bringing the conversation to a close ○ closing the conversation 	<p>Networking Advice – BCJobs.ca</p> <p>Craft a 30-second Elevator Speech to Impress Potential and Current Employers and Associates – CanadianImmigrant.ca</p> <p>How to Start a Conversation When You Have Nothing to Talk About – wikiHow</p> <p>Non-Awkward Ways to Start and End Networking Conversations - Forbes</p>
<p> CLB 8-I: Participate in brief professional phone calls.</p>	<p>Task 3: Attend or host a networking event</p> <ul style="list-style-type: none"> • host an event, or attend an event in the local community that would facilitate meeting new people • phone to register for or volunteer at the community event or phone to invite friends, family members, and others in the school community to attend the event • greet, welcome, and network with people • close the event at the scheduled time by thanking all for attending and encouraging participants to get in touch with newly-made contacts 	<p>Education & Career Fairs</p>

UNIT 2: Career & Personal Planning		CORE CURRICULUM: Career & Personal Planning PROJECT: Networking	
CLB OUTCOME 	SAMPLE TASK	RESOURCES	
CLB 8-I: Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).	Task 4: Summarize an event and set goals <ul style="list-style-type: none"> • review what happened at the event with other learners • describe the interactions that took place, and celebrate the successes • set new goals for building and expanding social and professional networks 		