

BUILDING FUTURES

in Alberta

Supports for Instruction

Please Note: Here you will find specific resources that can support teaching the targeted areas of knowledge, skills, attitudes, and behaviours. Going forward, we will be adding more resources over time to support teachers – and these will be posted as they are completed in the coming months. We also welcome your feedback in terms of how you provided instruction and what you did with your students. New ideas and strategies that you submit can lead to new lesson plan ideas – so we are keen to hear from you! We hope you find these resources helpful in supporting your instruction.

General Topic:

CAREERS AND JOBS

Unit Title:

Finding, Getting and Keeping a Job

Division III - Grade Level:

Grade 9

Suggested Curriculum
Areas for Integration

- English Language Arts - 9
- Knowledge and Employability English Language Arts - 9
- Career and Technology Foundations (CTF) –9
- Knowledge and Employability Occupational Courses (K&E) - 9
- Health and Life Skills –9

A. POSSIBLE CURRICULUM INTEGRATION POINTS

[PLEASE NOTE: The following are suggested curriculum integration points. There are many other options for teachers to consider as well.]

ENGLISH LANGUAGE ARTS – Grade 9

General Outcome 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.

Specific Outcomes:

3.1 Plan and focus

- 3.1.1 Focus attention
- 3.1.2 Determine information needs
- 3.1.3 Plan to gather information

3.2 Select and process

- 3.2.1 Use a variety of sources
- 3.2.2 Access information
- 3.2.3 Evaluate sources

3.3 Organize, record, and evaluate

- 3.3.1 Organize information
- 3.3.2 Record information
- 3.3.3 Evaluate information

3.4 Share and Review

- 3.4.1 Share ideas and information
- 3.4.2 Review research process

KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS 9

General Outcome 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.

Specific Outcomes:

3.1 Plan and focus

- 3.1.1 Focus attention
- 3.1.2 Determine information needs
- 3.1.3 Plan to gather information

3.2 Select and process

- 3.2.1 Use a variety of sources
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- 3.4.1 Share ideas and information
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CAREER AND TECHNOLOGY FOUNDATIONS (CTF) - Grade 9

Cluster: Communication

CTF Outcome: CTF is planning, creating, appraising and communicating in response to challenges.

- I make decisions in response to challenges.
- I communicate my learning.

KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES (K&E) - GRADE 9

Strands

The junior high school Knowledge and Employability occupational component consists of nine strands, each with specific units. The strands emphasize practical skills used in the home, workplace and community. Units are based on the materials, tools, equipment, machines and/or processes used in related occupational sectors.

Level 2:

Students develop a working understanding of technical concepts, continue to develop desirable workplace attitudes, demonstrate the ability to apply skills in specific situations and integrate competencies developed in Level 1.

- Workplace Readiness

HEALTH AND LIFE SKILLS (K-9)

General Outcome: Life Learning Choices

- Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

B. SUPPORTS FOR INSTRUCTION

Many students are at a point where they may be looking to find their first job. Some are likely already working. It can be a daunting task. They may be unaware of the characteristics or skills they have or that they may need for specific jobs or careers. Helping youth to prepare for this next step is an important responsibility. There are many factors to consider that may affect both the student's ability to get and then keep a job. For some, the new job may be babysitting, delivering flyers, cutting the grass or even shovelling the snow for neighbours. For others, they may be working for a family member or even a friend's business. In many cases, students will need to prepare a resume that reflects their interests, abilities, and skills they have acquired to help them seek out and secure a job. Once students have a job, they'll need to understand their paycheque, the deductions and the responsibilities that come with their new source of income. This topic provides tips and advice for students related to job search, applying for a job, and things to know once you get a job and can be integrated into many curriculum areas.

We have identified a number of possible curriculum integration points but, by no means are these exhaustive. There are a great many places in the Alberta curriculum where this area of instruction can fit. Our hope, in looking to improve financial literacy among our youth, is that you will apply this key life skill – decision-making – to making good money decisions. In that way we can achieve both goals – developing better decision-making skills and encouraging student to apply those skills to the money decisions they face in life.

To support your instruction for this Topic, we have the following resources. You don't, of course, need to use them all. You can pick which support your instruction best. You may find use for some of them at different times over the course of your teaching. They are provided to support you as you wish.

1. Video - “Employment Income” (<https://vimeo.com/629662884/19d3db70e7>)

Everyone will need some form of income. Opportunities for students can lie in any number of different types of areas such as the government, for family members, the needs of a neighbour, retail stores, and even as an entrepreneur with their own business. The challenge is to find one for which the student has the necessary skills and talents, including the employability skills and enterprising skills that are often required to get and keep a job.

2. Animation - “Factors Affecting Employment Income”

(<https://drive.google.com/file/d/1DcPuSyk0BXigQmXNVswstYcYmXSmyTIH/view>)

It is very likely that students do not realize that there are many factors that can influence their employment opportunities and their employment income. These factors can influence not only job prospects, but also the wage or salary a person can earn working in a job. Unfortunately, sometimes there are other factors than can affect income that shouldn't such as gender, age or race. In looking for, securing, and keeping a job, we can control some factors but not others. It's important that students are aware of these various factors so they can do what's needed to position themselves as best they can to secure employment.

3. Animation - “Possible Benefits Beyond Income”

(https://drive.google.com/file/d/1TgPRtsSf9ZuL9_Dd4G8DsfqpCWHIC7yB/view)

This video identifies benefits as some of the perks that some employers pay to their employees. The benefits may come in the form of additional perks and privileges that the company may pay in part or in full on your behalf. Sometimes there is quite a difference in the employee benefit packages between business and industry. Some benefits include vision, dental and life insurance coverage or paid overtime or holiday bonuses. The animation reviews many of the possible benefits that students should consider as part of the total benefit package for employees before deciding on which company to work for.

4. Video - “Beyond Employment, Other Sources of Income”

(<https://vimeo.com/643308807/33d79098ee>)

So where does money really come from? The video outlines five ways to get money: self-employment; investment income; inheritance; government transfers; lotteries and gambling. Most of us do it the old-fashioned way and simply work more often than not for someone else, hopefully in a career that you are passionate about! At the end of the video, students will have a more informed understanding of the pros and cons of the different ways in which people make money.

5. Animation - “Paycheque Deductions”

(https://drive.google.com/file/d/1s9j_zCiDoDodymspLC6m7vYkhv6gOCJ5/view)

Everyone eagerly waits for payday. When students first look at their paycheque, they often feel that there must be some mistake because the amount is less than what they had expected. There are so many new terms to learn – income tax, CPP, EI, insurance, among others! Students can get a better understanding of what they actually are through watching this animation as it walks students through paycheque deductions – both required and personally beneficial.

6. Video - “Career Planning” (<https://vimeo.com/640286878/802e9d164f>)

This video reviews the top 8 Career Planning Tips. It invites students to think about what they might want to do for a career and then evaluate their options. Students need to assess their skills and prioritize their options. Students can start with volunteering and even using their contacts to identify what they might be interested in doing so or even what might be available to them. Setting short- and long-term goals for finding, getting and keeping a job, helps provide focus with planning and searching for the job.

7. Text – “Money and Youth”, page 70 – “Tips for Finding a Job”

(<https://moneyandyouth.com/wp-content/uploads/2018/10/Money-and-Youth-2021-Module-6.pdf>)

At some point in time, adolescents will need to look for a job. It can be a daunting process. The first time is usually the hardest. They will need to be sure their resume is well done, accurate, and presents their case for employment as best they can. Often job seekers will start with their contacts, then routinely search through a variety of online postings or visit businesses to see if they are hiring. The following is a link to a section of “Money and Youth” that will provide students a variety of top job search tips.

8. Text – “Money and Youth”, pages 71-72 – “Tips for Preparing a Resume”

(<https://moneyandyouth.com/wp-content/uploads/2018/10/Money-and-Youth-2021-Module-6.pdf>)

This link is to a section of “Money and Youth” that will enable students to review the key parts of a resume and the importance of a good cover letter. For many, if not most, jobs people need to prepare a resume and cover letter. It’s sometimes hard for younger students to prepare a resume because they may not have had any or much previous experience. A resume is an introduction to potential employers about who they are, their skills, any accomplishments that they’ve had and why they’re the best person for the job. The cover letter provides an opportunity to expand on the information within their resume.

9. Text – “Money and Youth”, pages 73-75 – “Tips On Job Interviews”

(<https://moneyandyouth.com/wp-content/uploads/2018/10/Money-and-Youth-2021-Module-6.pdf>)

Interviewing is a very stressful situation for some people while others may find it a pleasant experience. In either case, though, it is important to be prepared. This resource walks students through sample questions employers may ask in a job interview, questions employers cannot legally ask in a job interview and recommendations for the actual day of the interview.

We hope these resources are helpful to you in supporting your instruction re money and helping your students to improve their financial literacy.

As noted, we will be developing more detailed lesson plans over time to support your instruction – so keep an eye for them here.

If you use any or all of the resources above, we would welcome your feedback. And, as we noted, we welcome your ideas – what you did, what techniques you used, what other resources you found helpful. We are keen to keep improving the “Building Futures in Alberta” program over time and your input can help us do that.