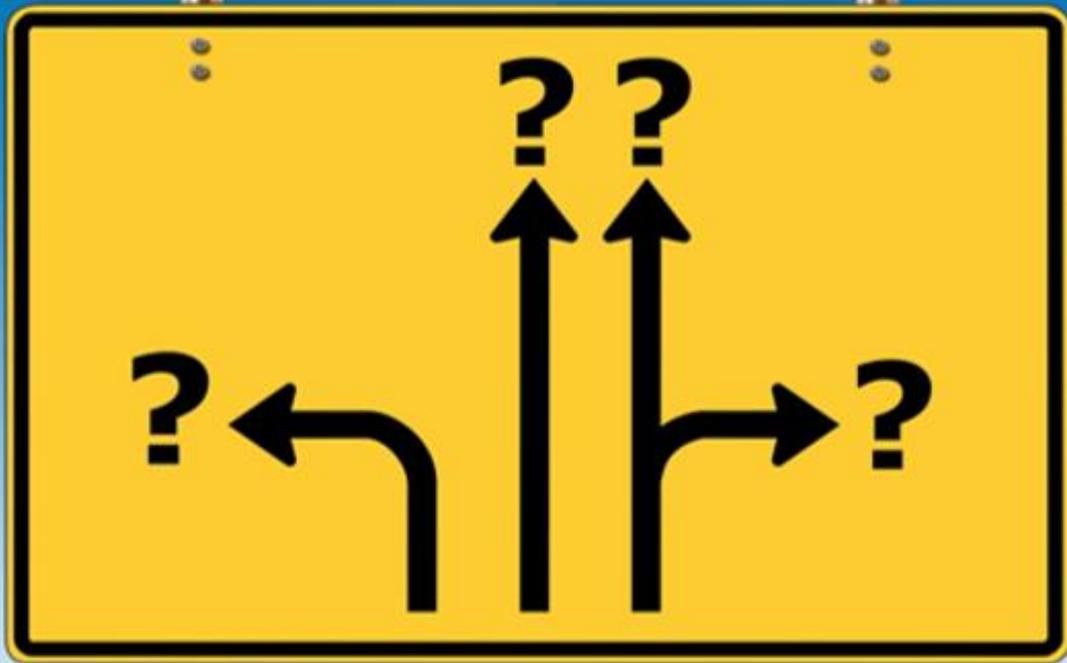


Impact of Your Choices on Your Studies



Teacher's Guide

Learning Situation

Cycle Two, Secondary III

ACGC: Impact of Choices on Educational Path

Anticipate how personal and academic choices influence the pursuit of his/her studies

Created by CSS des Phares: Marie-Claude Blanchette-Doré, pedagogical consultant, and Amélie Boudreau, guidance counsellor, and translated and adapted by the English education community in Québec. June 2020.

ACGC PLANNING SYNTHESIS
Impact of Your Choices on Your Studies
 Cycle Two, Secondary III

Created by CSS des Phares: Marie-Claude Blanchette-Doré, pedagogical consultant, and Amélie Boudreau, guidance counsellor, and translated and adapted by the English education community in Québec

Student Needs	Area of Knowledge	ACGC*
<p>The students must be able to anticipate the consequences of their choices on their future, in order to make informed choices.</p>	<p>Knowledge of the world of school</p>	<p>Impact of choices on educational path: Anticipate how personal or academic choices influence the pursuit of his/her studies</p>
Pedagogical Approaches		Resources
<p style="text-align: right;">Time: 1 to 2 periods</p> <p>Learning Situation that can be presented in math or another subject. Before doing this ACGC with the students, make sure that the math and science options have been explained.</p> <p>Preparation Phase: The teacher presents the ACGC, the learning strategy and the expected student learning outcome to the students and explains that they will take part in a learning situation that will help them anticipate the consequences of personal or academic choices that will influence the pursuit of their studies. Define the terms: impact and choice. Differentiate between academic choice and personal choice. Present the <i>anticipate</i> learning strategy and ask the students why this ACGC is important.</p> <p>Performance Phase: The teacher invites the students to take part in a <i>Kahoot</i> quiz that activates prior knowledge related to the math and science options. Working together, the class makes a list of possible personal and academic choices. The students are then divided into small groups and assigned a few choices to discuss. They should try to find the positive or negative consequences of each choice. A full-group discussion follows. The teacher asks the students to consider the factors in the draft of their personal profile and the occupational preferences that will guide their choices. The teacher asks the students to anticipate how their personal or academic choices will influence the pursuit of their studies.</p> <p>Integration Phase: The teacher asks the students to reflect on what they learned in this ACGC.</p>		<ul style="list-style-type: none"> • Teacher’s Guide • Student Booklet • Slideshow • <i>Kahoot</i> Quiz • Task Cards

*Anticipate: Trying to predict or to envision knowledge, procedures, actions or situations that might come up or that would be useful in tasks or situations. To anticipate is also to foresee the resources required under certain conditions or in situations that may arise.

OUTLINE

PREPARATION PHASE

Materials:

- Teacher's Guide
- Student Booklet
- Slideshow
- Kahoot Quiz
- Task Cards

- ★ **Before doing this ACGC with the students, make sure that the math and science options have been explained.**
- ★ **To prepare for the performance phase, create a Kahoot quiz on the math and science options available to the students. Go to Kahoot.com to create the quiz. Sample questions are provided in Appendix 1.**

1. In this learning situation, the teacher can use the PowerPoint as a visual aid.
2. The teacher presents the ACGC, the learning strategy and the expected student learning outcome to the students and explains that they will take part in a learning situation that will help them anticipate the consequences of 3 to 5 personal or academic choices that will influence their studies. **(Slide 2)**
3. The teacher asks the students to define these terms: impact and choice. **(Slide 3)** The students share their ideas. The teacher asks the students to give synonyms for each term and writes them on the board. The teacher can offer the following synonyms:
Impact: consequence, repercussion, implication
Choice: decision, selection, option, possibility
4. The teacher asks the students to write down the synonyms in question 1. **(Student Booklet, page 1)**
5. The teacher asks the students to explain the difference between a *personal choice* and an *academic choice*. **(Slide 4)**
Examples of personal choices: signing up for a sports team, dedicating or not dedicating time to assignments and studies, having or not having a part-time job, attending or not attending remediation classes, etc.
Examples of academic choices: program, choice of math option (CST, S, TS), choice of science option (ST, AST, EST, SE) and choice of electives.
6. The teacher asks the students to write down *personal choices* and *academic choices* they have made in the past. **(Student Booklet: page 1, no. 2)**
7. The teacher asks the students why this ACGC is important for their studies. **(Slide 5)**
★ **Why do you think this ACGC is presented in Secondary III?**
Possible answers: So that students will take the time to consider their future. In Sec. III, they have to think about their academic path in terms of the math and science options.

★ **Why is it important to fully understand the steps of decision-making?**

Possible answers: Because before making a decision, it is crucial to gather information related to the choices we have to make. We also have to take the time to figure out our selection criteria in order to guide our decision-making process. It is important to think carefully about the consequences of different choices in order to figure out what suits us best.

★ **What criteria do you think you should use to guide your choices?**

Possible answers: You should look for information that reflects the draft of your personal profile (your interests, aptitudes, aspirations and values). You could also use your occupational preferences to guide your search for information.

8. The teacher draws connections with the answers and explains the importance of using the *anticipate* learning strategy in decision-making. The teacher presents the *anticipate* learning strategy to the students. **(Slide 6)**

★ ***Anticipate: Trying to predict or to envision knowledge, procedures, actions or situations that might come up or that would be useful in tasks or situations. To anticipate is also to foresee the resources required under certain conditions or in situations that may arise.***¹

9. The teacher provides a practical example by modelling the strategy. **(Slide 7)**

1- I identify what I already know about the choices available to me. (example: math and science options)

2- What factors should I take into consideration in my decision? The draft of my personal profile and my occupational preferences.

3- I create mental images of my potential choices.

4- I plan a few scenarios.

5- I formulate hypotheses about the impact of each of my choices on the pursuit of my studies.

PERFORMANCE PHASE

10. The teacher reminds the students that they have already had a presentation on the math and science options. To ensure they remember all the options, the teacher asks the students to do the *Kahoot* quiz. **(Slide 8 and sample questions for the Kahoot quiz in Appendix 1)**

11. The teacher asks the class to name some personal or academic choices they may have to make and writes their suggestions on the board. The teacher can refer to **Appendix 2** for questions to jump-start the students' thought process. **(Slide 9)**

12. The teacher divides the students into groups of 3 or 4 and distributes the Task Cards that list some of the choices that have been identified. The students are asked to consider the positive or negative consequences of these choices. **(Slide 10)**

➤ **Option 1:** The students write down the positive or negative consequences. **(Student Booklet: page 2, no. 3)**

➤ **Option 2:** The teacher uses an interactive digital tool to allow the students to write down their ideas. (*Padlet, MindMeister, etc.*)

13. The teacher asks each team to present the results of their discussion and invites the other teams to comment, if appropriate.

¹ Ministère de l'Éducation et de l'Enseignement Supérieur (MEES). (2020). *Implementation Guide for Secondary Cycle Two Compulsory Academic and Career Guidance Content (ACGC): Pedagogical Intentions*. Québec, p. 59.

14. The teacher invites the class to reflect on their thought process.

★ **Which of these choices are the most important to you personally?**

★ **Of the choices you will have to make, are there any that are actually non-choices?**

Examples of non-choices: I want to take Science math, but my grades are not high enough. I would like to get into a limited enrollment program, but the school's choice will be based on numbers. Not all options are offered in my school, and I can't change schools.

15. The teacher asks the students to consider the factors in the draft of their personal profile and the occupational preferences that will guide their choices. **(Student Booklet: page 3, no. 4; slide 11)**

16. The teacher asks the students to anticipate the consequences of their personal or academic choices on the pursuit of their studies. They complete the table in their booklet. **(Student Booklet: pages 3 and 4, no. 5; slide 12)**

INTEGRATION PHASE

Self-Reflection

17. The teacher invites the students to do a self-reflection to internalize what they have learned about the guidance content, by answering a few questions. **(Student Booklet: page 5, nos. 6 and 7; slide 13)**

References:

Ministère de l'Éducation et de l'Enseignement Supérieur (MEES). 2020). *Implementation Guide for Secondary Cycle Two Compulsory Academic and Career Guidance Content (ACGC): Pedagogical Intentions*, Québec.

Images: Pixabay.com

Appendix 1

1. Which Math Option is called “regular”?
 - a. Technical and Scientific (TS)
 - b. Science (S)
 - c. Culture, Social and Technical (CST)
 - d. Science and the Environment (SE)

Answer: C

2. I can do Sec. IV Technical and Scientific (TS) or Science (S) Math after doing Sec. IV Culture, Social and Technical (CST) Math.
 - a. True
 - b. False

Answer: A

3. If I don't choose Environmental Science & Technology (EST) or Science and the Environment (SE) in Sec. IV, I won't have this choice in Sec. V.
 - a. True
 - b. False

Answer: B

4. The Math Option I choose should be based on:
 - a. My grades
 - b. My career aspirations
 - c. My interests and motivation
 - d. All of the above

Answer: D

5. I can do Sec. IV Culture, Social and Technical (CST) Math and then Sec. V Science (S) Math.
 - a. True
 - b. False

Answer: B

6. What is the prerequisite for Sec. V Chemistry or Physics?
 - a. Science: Environmental Science & Technology (EST) or Science and the Environment (SE)
 - b. Math: Science (S) or Technical and Scientific (TS)
 - c. Math: Culture, Social and Technical (CST)
 - d. Science: Environmental Science & Technology (EST) or Science and the Environment (SE) AND Math: Science (S) or Technical and Scientific (TS)

Answer: A

Appendix 2

Being involved in extracurricular activities (examples: student newspaper, student radio, environment committee)

- Am I really involved in extracurricular activities?
- Am I not very involved in extracurricular activities?

Going to class and working conscientiously

- Do I always go to class?
- Do I miss class a lot?
- Do I conscientiously do the work assigned in class?
- When I miss class, do I make up the assigned work at home?

Pursuing hobbies

- Do I have a lot of hobbies?
- Do I need a lot of time for my hobbies?

Doing assignments and studying

- Do I always do my assignments?
- Do I always make time to study?

Going to remedial classes

- Do I attend remedial classes when I need to?

Taking part in sports or artistic activities

- Do I take part in a sports or artistic activity?
- Do I take part in several sports or artistic activities?

Having a job

- Do I have one or more jobs?
- Do I work fewer than 15 hours a week?
- Do I work more than 15 hours a week?
- Do I work late at night?

Choosing a math/science option

- Do I need enriched math and/or science to get into the program I want?
- Do I know whether I need enriched math and/or science?