

Academic and Career Guidance Content

ACGC PEDAGOGICAL PLANNING SYNTHESIS

Envisioning Future Possibilities

Secondary Cycle Two (Sec. V)

Summary of the Teacher’s Guide – Authors: Charles Lasnier c.o., Cree S.B., Jean-François Rodrigue c.o., Littoral S.B.

STUDENTS’ NEEDS	AREA OF KNOWLEDGE	ACGC
To plan for what will be a driving force in their life after high school. Students need a plan that is coherent with who they are and which will allow them to tap into the resources at their disposal while respecting the limitations they have.	Self-Knowledge	Life Project: anticipate the process involved in producing a draft of one or more future projects (personal, career or community)
Pedagogical planning and methodology: Approximately 3 periods of 60-75 minutes		RESOURCES
<p>May be embedded in ELA, FSL, Math, or Integrative Project.</p> <p>Preparation Phase: The teacher will state to the students that they will be expected to anticipate the process involved in producing a draft of one or more future projects (personal, career or community). The teacher will point out that, since the students will be exiting high school soon, it would be advantageous for them to plan accordingly. The teacher will state that students will need to consider what type of project they want to implement and what they may need for their project. The teacher will activate prior knowledge and help the students define the terms: personal, career, community, project, life project, interests, aptitudes, aspirations and values. If students had already completed either the ACGC “Draft of Personal Profile” or “Review of Personal Profile,” they may refer to it as well. The teacher will model examples of different types of life projects.</p> <p>Performance Phase: The teacher will then use the previous discussions to model the learning strategy “anticipate.” The students will select the type of project that corresponds to them. They will use schedules and budget sheets in order to anticipate the process of producing a life project.</p> <p>Integration Phase: The students will be asked to reflect upon their learning through the following questions: What do you know now that you did not know before? How do you feel about beginning a draft of your Life Project? What resources are available to you? How will what you have recently learned help you plan your schooling? For your future? You began producing a draft of your Life Project. What could your Plan B look like if Plan A does not come to fruition? How could you use the learning strategy “anticipate” in other situations/contexts?</p>		<p>Teacher’s Guide Student Booklet</p>

*Definition of the cognitive strategy **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 (*Implementation Guide*, p. 57).