



## Academic and Career Guidance Content

### ACGC PEDAGOGICAL PLANNING SYNTHESIS

#### Envisioning Future Possibilities

#### Secondary Cycle Two (Sec. V)

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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	<b>Life Project:</b> anticipate the process involved in producing a draft of one or more future projects (personal, career or community)
<b>Pedagogical planning and methodology: Approximately 3 periods of 60-75 minutes</b>		<b>RESOURCES</b>
<p>May be embedded in ELA, FSL, Math, or Integrative Project.</p> <p><b>Preparation Phase:</b> 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><b>Performance Phase:</b> 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><b>Integration Phase:</b> 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).

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## INTRODUCTION

In sum, throughout this learning situation the students learn that:

- having a life project can empower them to take action in their life
- this project helps them define the place they would like to hold in society after secondary school
- it is important to envision different possibilities before committing to their life project
- they are primarily being asked to take the first step toward drafting a life project

This ACGC will allow students to look ahead in time in order to imagine, based on what they know about themselves, what the future might hold for them and what could help them commit to a project that gives their life meaning.

In order to explicitly present the ACGC theme **Life Project**, the teacher will discuss that it would be advantageous for the students to plan ahead, since they will be exiting high school soon. The teacher will state that students will need to consider what type of project they want to carry out and what they may need for their project.

This ACGC **does not ask** the students to select a project that will be carved in stone; rather, it ***helps them to anticipate possibilities in order for them to be informed and better prepared.*** There are more than three types of life projects, but for the purposes of this ACGC the focus will be on the following three types: Personal, Career, and Community.

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).

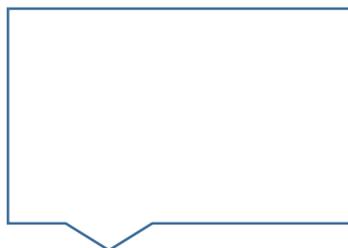
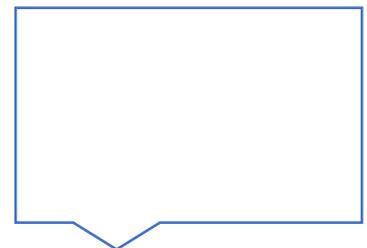
## PART ONE: PREPARATION PHASE (ACTIVATING PRIOR KNOWLEDGE)

Students have completed numerous class projects in different courses. Referring to concrete past experiences and activating prior knowledge will help them to produce the draft of their life project.

### STEP ONE: ACTIVATING PRIOR KNOWLEDGE AND DEFINING TERMS

In the chats below, the students will brainstorm what the term "**Project**" means to them. Questions to consider in the brainstorm may include:

- What were some of your past project topics?
- How did you plan for your project?
- What did you do to begin a project?
- What resources did you use to complete the project?



The teacher will then, if necessary, define the term with the class.

**Definition of Project:** an individual or collaborative task or assignment that is carefully planned (often requiring research) and designed to achieve a particular aim. (Google dictionary)



The students brainstorm the definition of the term **Life Project** individually or in pairs.

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The teacher will then, if necessary, define the term with the class.

**Definition of Life Project:** looking ahead into the future in order to imagine, based on what they know about themselves, what the future might hold for them and what could help them commit to a project that gives their life meaning (*Implementation Guide*, p. 26).

They need to have a better understanding of who they are in order for them to be able to refer to their **self-knowledge**, which is constantly evolving. In order for students to be able to anticipate the type of project they would like to do, they need to keep in mind their **interests, aptitudes, aspirations and values**. If students are having difficulties, they may be referred to a guidance counsellor. In fact, guidance counsellors can collaborate with classroom teachers whenever possible.

The teacher clarifies the definition of the following terms:

**Interest:** encompasses choices and things that are appealing to you (*Implementation Guide, Secondary Cycle One, p.47*)

**Aptitude:** a natural ability to do something (Google dictionary)

**Aspiration:** a hope or ambition of achieving something (Google dictionary)

**Value:** a person's principles or standards of behaviour; one's judgment of what is important in life (Google dictionary)

**STEP TWO: IDENTIFYING SOME OF YOUR INDIVIDUAL INTERESTS, APTITUDES, ASPIRATIONS AND VALUES**

For the projects to be personal and meaningful, they need to reflect who the students are. Students might have to reassess their interests, aptitudes, aspirations and values, as these may differ from what they identified in the past. Specifically, these may have changed subsequent to the students completing their **Review of Personal Profile** in the previous ACGC. The teacher provides examples for each term (see Appendix A), and the students then complete the table where they state some of their own interests, aptitudes, aspirations and values.

**My Interests, Aptitudes, Aspirations and Values**

<b>Interests</b> 	<b>Aptitudes</b> 	<b>Aspirations</b> 	<b>Values</b> 

### **STEP THREE: DEFINITIONS FOR TERMS**

Students will need to determine which type of project is most compatible with their interests, aptitudes, aspirations and values. In order for students to do that, they will need to understand the following terms: **Personal, Career and Community**, as those are the type of projects they will need to anticipate.

The teacher provides the definitions indicated below and then invites the students to suggest ideas for projects aligned with each of the terms. At times there may be some overlap between the different types of projects.

#### **Definition of Terms:**

**Personal Project:** pursuing self-fulfilment that is not necessarily career or community related. This is a useful type of project for students who wish to dive into their identity and learn more about themselves.

**Career Project:** clarifying potential career pathways. This type of project helps students to envision themselves in certain occupations and the necessary steps to take in order to attain those occupations. It will prompt students to advance their planning, regardless of where they are starting from, in order for them to progress. A career project allows students to be in active career planning mode while allowing them to set goals, even small ones, for themselves.

**Community Project:** committing to something that is bigger than themselves. Students want to have an impact on the world.

The table below provides *examples* of the three types of life projects that students can pursue in Secondary Cycle Two.

<b>EXAMPLES OF LIFE PROJECTS</b>		
<b>Personal Project</b>	<b>Career Project</b>	<b>Community Project</b>
Leaving the family home to pursue studies in another region	Taking over the family business and making it grow	Volunteering at a youth centre
Registering for courses outside school to learn how to play a musical instrument	Being admitted into a university program with limited enrolment	Participating in riverbank clean-up and maintenance efforts near home
Learning Spanish for future travel plans	Getting a part-time job to confirm an occupational choice	Getting an internship with an environmentally- or socially-oriented organization
A young athlete training to improve his/her performance	Volunteering in order to add significant experience to a résumé	Starting a Fair Trade business for the benefit of all
A student wanting to understand a phenomenon and spending time researching the topic to create content on the subject for a website	Following a sports program in order to become a professional athlete	Fundraising for a specific cause
An adolescent wanting to learn to control his/her impulsivity by practising martial arts	Learning a language in order to open up career options	Learning a language in order to be able to help in the community or inside or outside the country

**STEP FOUR: PROVIDING EXAMPLES OF LIFE PROJECTS FOR ONE CATEGORY**

a) From the previous class discussions, provide **several** examples of Life Projects for **one category** of your choice:

**Possibility #1** \_\_\_\_\_ Personal  Career  Community

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**Possibility #2** \_\_\_\_\_ Personal  Career  Community

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**Possibility #3** \_\_\_\_\_ Personal  Career  Community

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b) Select a Life Project you would like to carry out. You may indicate your choice by highlighting an item above.

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## PART TWO: PERFORMANCE PHASE

Students interact with the theme, use the learning strategy “*anticipate*” and attain the expected student learning outcome namely, *anticipate the process involved in producing a draft of one or more future projects (personal, career or community)*, so that they can carry out their projects.

**Optional:** Students may keep traces of their work in myBlueprint or Xello.

### STEP ONE: SETTING THE STAGE FOR THE LEARNING STRATEGY “ANTICIPATE”

The teacher will provide a scenario where the students will need to anticipate the process involved in order to complete a project. The project for the scenario will be obtaining their driver’s licence. The students can work individually, in small groups, or they may brainstorm as a whole class.

To help the students anticipate the steps involved and the thinking process required, the teacher will ask the following questions:

- How old do I need to be in order to obtain a driver’s licence?
- What are the prerequisites in order to obtain a driver’s licence?
  - Do I need to take courses?
  - Which ones?
  - Do I need to take theoretical courses and practical (driving) courses?
  - Is there a minimum number of hours? (theoretical and practical)
- Where do I take the courses? When are they offered? How much do the courses cost?
- Who can support me? Who will I practise with?
- Do I have a car? What car will I use for practising?

For further information on obtaining a driver’s licence, you may want to refer to the following site: <https://saaq.gouv.qc.ca/en/drivers-licences/obtaining-licence/passenger-vehicle-class-5/>

**Note:** It is suggested that the teacher use the template included in the Teacher’s Guide to model the learning strategy “anticipate” so that the students are able to go through **the process involved in producing a draft of one or more future projects (personal, career or community)**. It is recommended that the students do not use the same example that the teacher provides.

## STEP TWO: STEPS INVOLVED IN A LIFE PROJECT

The objective of this ACGC is for students to realize that there are many steps involved which must be considered when carrying out a project.

Examples of questions teachers may ask students in order to help them anticipate the process involved in producing a draft of one or more future projects (personal, career or community):

- What are the steps and actions you must undertake in order to begin your Life Project?
- Who can help you complete your project?
- Do you need specific documents such as a report card, a passport, a driver's licence, etc.?
- Are there deadlines?



**ELEMENTS TO CONSIDER WHEN DETERMINING THE STEPS IN A PROJECT PLAN (DEPENDING ON THE TYPE OF PROJECT)**

**Living Arrangements:**

- With my family?
- Other country?
- Which country? \_\_\_\_\_

Its culture? Its language?

\_\_\_\_\_

\_\_\_\_\_

- In an apartment?
  - Room and board?
  - Roommate?
- Other:

**Personal Network:**

- My parents (information and discussion)
- Guidance counsellors, academic advisors, other school staff
- Teachers
- Other people who are directly involved in the project (employer, internship supervisor, admissions officers, immigration resource, etc.)

Other: \_\_\_\_\_

\_\_\_\_\_

**Other Resources:**

Official websites  
Public organizations  
Specialized and recognized  
companies or businesses

Other:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Budget:**

- Directly related to the project (ex. cost of books, tuition): \_\_\_\_\_
- Rent: \_\_\_\_\_
- Transport: \_\_\_\_\_
- Food: \_\_\_\_\_
- Clothing: \_\_\_\_\_
- Resources relevant for the project: \_\_\_\_\_

Other:

\_\_\_\_\_

- Financial Needs (e.g. loans and bursaries)?

Resources \_\_\_\_\_

\_\_\_\_\_

**Official Documents Required (Select all the relevant documents):**

- Report Card, Achievement Record
  - Record/Relevé des Apprentissages (MEQ)
  - Birth Certificate
  - Passport
  - Visa
  - Reference Letters
  - Lease
- Other :

\_\_\_\_\_

**Deadlines (indicate all relevant dates):**

- To submit a request
- To process and analyze requests
- To obtain official documents

Other:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**NOW IT'S UP TO YOU TO CONSIDER WHICH SECTION AND WHICH STEPS YOU WILL COMPLETE**

## Draft Plan of My Life Project

### Type of Life Project:

- Career
- Personal
- Community

Title:

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Duration:

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Explain your choice on the basis of what you know about yourself (interests, aptitudes, aspirations, and values may refer to your personal profile).

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In your opinion, what are the different steps you need to plan to carry out your project?

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Place your steps in order. Which one will you do first, and which ones will you do next?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### PART THREE: INTEGRATION PHASE

1. What do you know now that you did not know before?
2. How do you feel about beginning a draft of your Life Project?
3. What resources are available to you?
4. How will what you have recently learned help you plan your schooling? For your future?
5. You began producing a draft of your Life Project. What does your Plan B look like if Plan A does not come to fruition?
6. How could you use the learning strategy “anticipate” in other situations/contexts?



**APPENDIX A: EXAMPLES OF INTERESTS, APTITUDES,  
ASPIRATIONS AND VALUES**

Some terms are not mutually exclusive. For example:

Playing an instrument might be an interest (because you enjoy it), but it can also be an aptitude (if you have some skill associated with it).

Travel may be an interest (you want to discover parts of the world), a value (it is important to learn about different cultures), and an aspiration (you want to explore many countries).

<b>Interests</b>	<b>Aptitudes</b>	<b>Aspirations</b>	<b>Values</b>
Reading	Being creative	Raising a family	Honesty
Sports	Meeting deadlines	Being famous	Dependability
Art	Reading	Spending time with family	Kindness
Music	Playing baseball, soccer, etc.	Making a difference	Commitment
Video games	Being strong	Travelling	Loyalty
Movies	Having good people skills	Going to university	Open-mindedness
Writing	Playing a musical instrument	Being financially successful	Work/life balance
Travel	Painting	Starting a business	Family
Blogging	Managing time	Becoming a professional athlete	Positivity
Mathematics	Public Speaking	Having your own place	Making a difference
Computers	Building things	Discovering the cure for a disease	Travel
Psychology	Writing		Education
Science	Mathematics		Money
History	Working with your hands		Power
Cultures			Helping Others
Nature and animals			Charity
Construction			

Note: Students can also refer to their Personal Profiles to identify interests, aptitudes, aspirations and values.