

ACGC Planning Synthesis
Entering the workforce... a new reality!

2nd or 3rd year of secondary cycle 2 (secondary 4 or 5)

Translation of work done at Centre de services scolaire des Sommets by Karyne Collin and Nathalie Roy, guidance counselors

STUDENT NEEDS	AREA OF KNOWLEDGE	ACGC*
Because students will have a pre-existing perception of the world of work and its requirements, they need to regulate this understanding by comparing their perceptions to reliable sources. A better understanding of the reality and demands of this world will enable students to better define themselves in the world of work.	Knowledge of the world of work	PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK: Verify personal perceptions regarding the reality and requirements of the world of work
PEDAGOGICAL APPROACH		RESOURCES
<p style="text-align: right;">Time: 2 periods</p> <p><i>This learning situation for Personal Perceptions and the Reality of the World of Work ACGC is not integrated into any particular subject matter and can therefore be presented and addressed regardless of the subject.</i></p> <p><u>Preparation Phase:</u> The teacher takes the time to introduce the students to the learning situation as a whole and reads the introductory text. In order to become familiar with the term “perception,” the teacher invites the students to experience a team starter activity, where they must discuss the perception they have of the two situations described. Through questioning, they will deepen their understanding of this subject and prepare for the activities. Finally, the teacher explains to the students the ACGC and the learning strategy they will be engaging in.</p> <p><u>Performance Phase:</u> It is with the help of a group reflection that the student will identify themes, perceptions, and questions in relation to the world of work and its requirements. Before carrying out their research and engaging in the “verify” learning strategy, they will learn about the concepts of the accuracy of the information they have and the use of reliable sources. The student will have to record the answers they find after verifying their perceptions of the reality and demands of the world of work. During the activity, they can take note of the sources consulted and see what they have learned. This new understanding of this vast world of work may be useful to students throughout their adult life.</p> <p><u>Integration Phase:</u> In the integration phase, the student will be invited to write a reflection by answering questions leading them to make links between their perceptions and their research (“verify” phase) and how the result of this work of reflection could help them in their professional life. Through these questions, we want to encourage the reflex to utilize this learning strategy in other contexts in order to regulate the idea they have of the various aspects of life in general.</p> <p>**Possible learning extensions available in the Teacher’s Guide.</p>		<ul style="list-style-type: none"> • Teacher’s Guide • Student Booklet • Computers, laptops

Verify: To assure the quality or the coherence of information or knowledge in relation to certain criteria or requirements.