

## Teacher's Guide

# ***ACADEMIC & CAREER GUIDANCE CONTENT*** ***Learning Situation***

*2<sup>nd</sup> or 3<sup>rd</sup> year of secondary cycle 2*

### **Entering the workforce... a new reality!**



### **Personal perceptions and the reality of the world of work:**

Verify personal perceptions regarding the reality and requirements of the world of work

2<sup>nd</sup> or 3<sup>rd</sup> year of secondary cycle 2

Translation of the document created by Karyne Collin and Nathalie Roy, guidance counselors

Centre  
de services scolaire  
des Sommets

Québec 

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

**2<sup>nd</sup> or 3<sup>rd</sup> 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	<b>PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK:</b> Verify personal perceptions regarding the reality and requirements of the world of work
PEDAGOGICAL APPROACH		RESOURCES
<p style="text-align: right;"><b>Time: 2 periods</b></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><b>Preparation Phase:</b> 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><b>Performance Phase:</b> 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><b>Integration Phase:</b> 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><b>**Possible learning extensions available in the Teacher’s Guide.</b></p>		<ul style="list-style-type: none"> <li>• Teacher’s Guide</li> <li>• Student Booklet</li> <li>• Computers, laptops</li> </ul>

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

**Personal perceptions and the reality of the world of work:**

Verify personal perceptions regarding the reality and requirements of the world of work

This content helps the student to update and verify the perception they have concerning the world of work (through the ideas conceived and the reflections generated by the compulsory contents of the ACGC program). As the student transitions toward adulthood and continues their quest for work, they will be confronted with new social roles and will continue their exploration of trades and professions. The ACGC therefore allows students to state their perceptions of the reality and demands of the world of work and then to target reliable sources of information to verify them. This gives the student the chance to ensure that the perceptions they have of the world of work are valid and can serve as a basis for developing a mindset based in reality.



Learning strategy:

**Verify:** “Ensure the quality or consistency of the information or knowledge produced according to external criteria or requirements”<sup>1</sup>. The activity is therefore intended to be an opportunity to understand the usefulness of the “verify” strategy when it comes to confronting one’s perceptions in relation to the reality and demands of the world of work. The student will state what they know about this world and the perceptions they have of it in order to acquire a basis. Subsequently, they will be led to question the accuracy and precision of the information they have.

By explaining and demonstrating this learning strategy, the teacher will allow the student to learn the “verify” strategy and be able to acquire it as a transferable skill. By verifying their perceptions using reliable sources, students will be able to experience a dynamic process that will direct them to information that better represents reality, and thus develop their judgment.

This will lead students to better understand the importance of basing their perceptions on facts, and thus become more concretely involved in what their professional options include.

<sup>1</sup> Ministère de l’Éducation du Québec (2019). Contenu en orientation scolaire et professionnelle (COSP), Deuxième cycle du secondaire, Intentions pédagogiques. Direction des services éducatifs complémentaires et de l’intervention en milieu défavorisé (DSECIMD).

# PROCEDURE

## PREPARATION PHASE

### Activities/Tasks

1. The teacher takes the time to introduce the greater idea of this Learning Situation in its entirety.
2. The teacher distributes the student booklet and read the intro “The World of Work” (page 2).
3. Then, as a starter activity (before continuing with the more precise explanation of the ACGC and its strategy), the teacher asks the students to go to page 3 of their notebook in order to do the activity proposed in a team of three people (instructions provided on the same page of the notebook). Two work situations are presented. The students are invited to read the two situations and answer the questions. The situations concern in one case, a student job, and in the other, a plausible employment situation.  
  
- This activity allows students to experience two situations spontaneously, where they must discuss the perception they have of the two situations described, relying on the information provided. The purpose of this groundwork is to introduce students to the concept of perception. This will help to highlight a component of the ACGC which is to understand that the same situation can give rise to different perceptions.
4. The teacher then explains to the students more precisely what ACGC is and the learning strategy they will have to use (the teacher can draw inspiration from the previous page of this guide for this part).

**In order to make the "verify" learning strategy explicit, the teacher can model using the following example:** A few years ago, I wondered about the costs of using a car because I was looking for a way to save money. I had the perception that electric cars could become a way to reduce certain costs. I imagined what this purchase could represent in terms of costs in my daily life, but I had to check several important details and make sure I made a good choice and met my savings criteria. However, to make sure that the perception that I had of the situation was real, it was necessary to verify my information using reliable sources (dealers, owners of electric cars, websites, etc.). With these new, more accurate and objective findings, I was able to readjust my knowledge and thus make a choice that better suited my needs.

5. To complete the preparation phase, the teacher invites the students to answer the four questions found on page 4 of their notebook.

### Required materials

- Student booklet
- Teacher’s guide

## PERFORMANCE PHASE

### Activities/Tasks

6. During the next step, on page 5 of the student booklet, the teacher suggests a group discussion where the students are led to produce a list of perceptions together that feed their representation of the world of work. To do this, they will have to name themes, perceptions, and questions related to the world of work and its requirements.

7. To improve their reflection, we suggest that the students consult the table at the bottom of page 5 of the student booklet. These are themes related to the world of work in general. Students are invited to highlight those that appeal to them and that they think deserve more attention. (This same table can be found in this guide in appendix 1).

8. The first objective of page 6 of the student booklet is to make the student think about the reliability of information. We then come back to the learning strategy and ask the students to name examples of ways to verify information. Also, suggested questions are offered to support students in their validation process (to make students aware of choosing reliable sources for their future research).

9. On page 7 of the student booklet, students are invited to do research using reliable sources (examples of sources are presented at the bottom of the table) in connection with the themes and perceptions selected (see instructions in their booklet). They must note in the table the sources consulted and write down what they have learned or discovered about this reality of the world of work and its requirements.

### Required Materials

- Student booklet
- Teacher's Guide
- Computers or laptops

## INTEGRATION PHASE

### Activities/Tasks

10. The teacher now turns to the "Reflection" page (page 8 of the student booklet). The student will have to answer three questions to reflect on their experience of this learning situation. The questions are intended to encourage students to anchor their understanding of the work they have just completed and to take a step back in order to provide an opportunity to develop their judgment.

### Required Materials

- Student booklet
- Teacher's guide

## LEARNING EXTENSIONS

### Activities/Tasks

The teacher can:

- Invite an employer to talk to students;
- Ask students to research one specific profession/trade they are particularly interested in (student may give a presentation of their findings in front of the class about this profession/trade);
- Invite the guidance counselor to come talk to students about the realities of the world or work and its requirements.

## APPENDIX 1

Access to the world or work	Working conditions	Making a difference
Unions	Job security	Required skillsets
Health & Safety at work	Employment insurance (welfare)	Schedule
Employee/employer relations	Training	Salary (taxes and deductions)
Relationship to coworkers (ex. : new hires/senior employees)	Work/life balance	Forms of work (ex. : freelancers, working from home, self-employment)

Source : Contenus en orientation scolaire et professionnelle (COSP), deuxième cycle du secondaire, intentions pédagogiques. Direction des services éducatifs complémentaires et de l'intervention en milieu défavorisé (DSECIMD), Ministère de l'éducation du Québec, 2019, p.48