Personal Development and Career Planning 9/10

(2016)

Table of Contents

Acknowledgments

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Introduction

The goal of *Personal Development and Career Planning 9/10* is for learners to gain the knowledge, skills and attitudes necessary to effectively negotiate the life/work process. The activities undertaken by students will assist them in making informed decisions about their future personal and educational goals. The content includes, but is not limited to, the promotion of positive self-image, values identification as well as the development of strategies to effectively manage physical, mental/emotional, intellectual and social change.

The world of work is rapidly evolving. The secure and stable structures that largely defined employment in the twentieth century have been replaced with work that is project-based, time-limited and precarious. Research indicates that the average young person today can expect to stay in one job a maximum of two years (Joel, 2013). It is projected that Canadian youth may experience:

- a variety of occupations
- up to 5 different sectors of the economy
- a variety of concurrent work roles
- planned and unplanned work gaps
- the need to manage several transitions between learning and work

In light of this emerging career paradigm, workers in the twenty-first century will be required to develop career building and management skills that will allow them to:

- respond positively and effectively to change
- link lifelong learning to the career building process
- locate, interpret and evaluate a range of career information resources
- develop the skills required to seek, obtain and maintain work
- make career enhancing decisions
- balance life and work roles

According to the *Blueprint for Life/Work Designs*, "Work is undeniably one of the most essential of all human activities. For a start, it is the basis of economic survival of individuals…and society. Beyond this, an individual's job structures much of his or her time and, one hopes, provides a sense of personal fulfillment. An occupation also shapes one's identity and, in the eyes of others, largely determines an individual's status or position in society." And yet, the research of Clifton & Gallup (2011) has revealed that only 28% of workers are fully engaged at work (committed to high quality performance standards). About the same number of individuals were actively disengaged and the remainder described themselves as 'cruising on autopilot.' This course has been designed to counter this

phenomenon. Specifically, PDCP 10 will provide New Brunswick youth with opportunities to develop the skills necessary to ensure that they become active, contributing and engaged members of the workforce.

Rationale

New Brunswick's *Personal Development and Career Planning 9/10* curriculum uses the competencies outlined in the *Blueprint for Life/Work Designs* as the foundation for student learning outcomes. The Blueprint outlines the skills, knowledge, and attitudes essential for effectively managing life, learning and work roles in the 21st century. This framework was developed through the collaboration of representatives from the National Life/Work Centre, Canada Career Information Partnership, Human Resources Development Canada, along with partners in every Canadian province and territory. The cornerstone of the Blueprint is the matrix of eleven competencies grouped into three sections. These sections provide the basis for the general curriculum outcomes of this document.

Along with the Blueprint, two skills organizers are referenced in the outcomes of this curriculum document. These frameworks are based on research with employers and provide a comprehensive overview of the skills required by all Canadian workers:

- *The Essential Skills* were identified and validated by the Government of Canada, along with other national and international agencies. These skills are used in nearly every job and throughout life in different ways and in varying degrees of complexity. They can be viewed at http://www.esdc.gc.ca/en/essential_skills/index.page
- *The Employability Skills* were developed by the Conference Board of Canada and also provide an organizer for common skills in all jobs. The information can be found at http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx

Through this course, students will be given the opportunity to explore and further develop these skills to better prepare them for learning opportunities as well as the world of work.

Approaches to Teaching

Guidance and career development courses lend themselves to a range of teaching approaches. Students are required to research, think critically, work cooperatively, discuss issues, and learn through practice.

Universal Design for Learning

Every student has the right to reach curriculum goals in a way that recognizes their diverse needs. *Universal Design for Learning* is a "framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also "...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient." (CAST, 2011)

New Brunswick curricula is created with universal design principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

Multiple means of representation: provide diverse learners options for acquiring information and knowledge

Multiple means of expression and action: provide learners options for demonstrating what they know

Multiple means of engagement: tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on *Universal Design for Learning*, view online information at http://www.cast.org/

Time Allocation and Scheduling

This curriculum document assumes a minimum 90 hours of classroom and activity time. It is therefore seen as a semester-long program.

Assessment and Evaluation

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

It is recognized that summative evaluation is usually required in the form of an overall mark for a course of study and rubrics are recommended for this task. Sample rubric templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

- Questioning
- Observation
- Conferences
- Demonstrations
- Presentations
- Role plays
- Technology Applications

- Projects and Investigations
- Checklists/Rubrics
- Responses to texts/activities
- Reflective Journals
- Self and peer assessment
- Career Portfolios
- Projects and Investigations

For further reading in the area of assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site at
http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/assessment_evaluation.html

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Document Layout

The goals for student learning in *Personal Development and Career Planning 9/10* are described in an outcome framework. The course content has been organized using the themes laid out in the *Blueprint for Life/Work Designs*:

- Personal Development/Management
- Learning and Work Exploration
- Career Building.

For each of these curriculum organizers a set of General Curriculum Outcomes (GCOs) has been developed. The GCOs describe what knowledge, skills and attitudes students are expected to demonstrate as a result of their cumulative learning experiences. Specific learning outcomes (SLOs) elaborate on the GCOs. They set out, in greater detail, what students are expected to know and be able to do. Suggested teaching, learning and assessment activities, as well as resources are provided for each specific learning outcome.

Curriculum Outcomes

Personal Development/Management

G.C.O. **1.0** Students will develop a positive self-concept and the skills necessary to interact effectively with others.

At the end of grade 9 or 10 students will:

Specific Learning Outcome	Suggestions for Teaching, Learning & Assessment	Resources
1.1 analyze interests, skills, strengths and personal qualities necessary to build a positive self-concept;	Students will complete interests, skills and strengths inventories to assist in developing an awareness of self. Findings will be recorded in the students' career portfolio and revisited as necessary. Students may share their findings with peers (through small or large group presentations) and/or a family member. Students will create a collage of images or words (Wordle) that portray the components of their positive self-image. Assessment: Students will prepare a detailed description of themselves from the perspective of someone close to them (parent, grandparent, elder, sibling, best friend, etc.). It will include interests, skills, strengths and other personal qualities. The finished product may be a(n): • scrapbook page • writing piece • invitation to a party to be held in the student's honour • a profile to be posted on a professional social networking site (e.g.LinkedIn)	Career Cruising https://public.careercruising.com/en/home/ • My Skills • Learning Styles Inventory • Classroom Activity # 3 • Classroom Activity #4 • Classroom Activity # 14 • Career Matchmaker The Classroom Activities referenced in this document are available in both the student version of Career Cruising (under Help - Resources for Career Advisors & Teachers and then Classroom Activities) and also in CAMS (under Helpful Documents and then Classroom Activities). Services for Youth - http://www.youth.gc.ca/eng/topics/career_planning/index.shtml#career_skills_development Mind Tools: Essential Skills for an Excellent Career http://www.mindtools.com/pages/main/newMN_CDV.htm Wordle (on-line interactive word collage) – www.wordle.net Personality Dimensions http://career-lifeskills.com/personality-dimensions-6/

1.2	acknowledge behaviours that project a positive self-image;	Students will prepare a summary of personal strengths and challenges. Students will be invited to create SMART goals to maintain or enhance self-image. SMART goals are specific, measurable, action-orientated, realistic and timely. When students develop SMART goals it is important to ensure they: • are authentic • are not contradictory • include the 6 areas of life: family and home, financial and career, spiritual and ethical, physical and health, social and cultural, mental and educational • use positive language • are detailed • are both challenging and achievable Assessment: Students will reflect on how self-knowledge is helpful when engaging in goal setting. Invite students to summarize the skills and attributes identified as strengths and describe possible strategies to improve those identified as challenges. Improvement strategies may be expressed as: • notes of encouragement (words or images, print or digital) • a schedule or regime of activities • a framework to evaluate progress	SMART Goal Resource – http://www.brocku.ca/webfm_send/1394
1.3	evaluate how self-image impacts personal and educational goals;	Students will create a list of three things they do well, and are proud of. Working with a partner, they will examine each of the steps involved in realizing the accomplishment and explore what essential or employability skills were necessary to perform these steps.	Building Better Career Futures: Facilitators Guide (p.60). Essential Skills http://www.edsc.gc.ca/en/essential_skills/definitions.page Employability Skills http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx

	Students will choose a job listing and create a letter of application in which they describe themselves in the most positive manner. Students will identify an individual they believe has a positive self-image and identify how they demonstrate this in their relationships with others work, as well as, work roles. Students will assess how the role model's self-image contributed to his/her success. Student findings may be reported in the form of a: • biography • documentary (film or storyboard) • website Assessment: As a culminating activity, students will choose one of the means of expression from the list below to describe how enhanced self-awareness contributes to their career development: • write a short reflective essay • prepare a brief narrative and present it using storytelling techniques • prepare a PowerPoint or Prezi presentation • build a model • write and perform a song	NB Jobs http://www.nbjobs.ca	
1.4 employ safe and effective communication skills;	Invite students to participate in a 'Find a Classmate Who…' activity to explore students' experience with communicating through technology. A sample activity sheet may be found in *Kids in the Know: Personal Safety Program (*page 62) or a personalized activity sheet may be created. In small groups, students will participate in a carousel activity in which they discuss and record their responses to a series of questions about communicating through technology.	Kids in the Know: Personal Safety Program (Second Edition) – Lesson 4: Communicating Through Technology Cybertip!ca- Internet Safety for Youth - https://www.cybertip.ca/app/en/internet_safety#internet_safety-for_youth Crime Prevention Association of NB Inc. www.cpanb-apcnb.com Bullying/Intimidation Booklet http://0104.nccdn.net/1_5/317/398/175/NBCP13r.pdf	

	Questions may include: • What are the benefits and risks associated with social networking sites? • What are your criteria to determine whether you will communicate with someone on-line? • What are some examples of things people do on-line to draw attention to themselves? • Why is it important to protect pictures/images of yourself when using the internet? At the last station, have each group provide a summary of the responses generated by the class. Students will get into "expert groups" to review on-line resources on safe communication through technology. Once the groups have explored and discussed (and become experts on the topic assigned) invite them to present their findings to the class. Assessment: Students will complete an *Exit Slip* that provides three practical suggestions to reduce the risks associated with communicating through technology.	Stepping Out: Teacher's Resource (Exit Slips, page 78). Facebook Follies http://www.cbc.ca/doczone/episodes/facebook-follies Are We Digital Dummies? http://www.cbc.ca/doczone/episodes/are-we-digital-dummies Office of the Privacy Commissioner of Canada - Youth Privacy https://www.priv.gc.ca/youth-jeunes/index_e.asp Public Legal Education and Information Service of New Brunswick (PLEIS-NB) http://www.legal-info-legale.nb.ca/en/abuse_and_bullying
1.5 examine the concept of diversity to foster the acceptance of others;	Students will investigate what their school does to welcome and affirm diversity. They may wish to engage in an information interview with: • a member of the school administration • guidance counsellor • gay-straight alliance (GSA) facilitator • First-nations coordinator • English as Another Language (EAL) instructors Invite a panel of guest speakers to talk about diversity	Premier's Council on the Status of Disabled Persons www.gnb.ca/council A Credo for Support http://www2.gnb.ca/content/dam/gnb/Departments/pcsdp-cpmcph/pdf/docs/CredoforSupport.pdf Disability Sensitivity Training Video https://www.youtube.com/watch?v=Gv1aDEFlXq8 (3:40 minutes) Wear Your Label https://www.youtube.com/watch?v=wKqi7DtvJh8 (3:00 minutes)

	in the workplace (multiculturalism, persons with disability, sexual minorities, etc.). To arrange this teachers may consider contacting: • New Brunswick Employer Support Services • Disability Advocacy Groups (Neil Squire Society, Ability NB, New Brunswick Association for Community Living, APSEA, etc.) • Multicultural Association • Egale Canada • PFLAG In response to the panel, students engage in multi-media projects (blog, tweet, public service announcement, billboard, video, etc.) to promoted acceptance of individual differences. Assessment: Students will write a short thank-you note to one of the guest speakers that includes a description of the important points learned during the presentation.	Respect The Sign (pamphlet) http://www2.gnb.ca/content/dam/gnb/Departments/pcsdp-cpmcph/pdf/brochures/RespectTheSign.pdf Diversity In The Workplace http://www.diversityintheworkplace.ca/ New Brunswick Employer Support Services http://www.employersupport.nb.ca/ Words With Dignity http://lin.ca/sites/default/files/attachments/words-with-dignity.pdf Pride at Work http://prideatwork.ca/ New Brunswick LGTBQ Inclusive Education Resource http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/lgbtq.html Egale Canada http://egale.ca/ PFLAG CANADA http://www.pflagcanada.ca/en/index.html
1.6 demonstrate skills that enhance mental health, including stress management;	Brainstorm with students all of the kinds of things that promote and maintain mental health. You may wish to record the work digitally (using https://bubbl.us/ for example). Students will research strategies to enhance mental health (including mindfulness) and compare it to the list initially generated. In groups of four, students will take part in a *Quartet Interview* where they explore concepts such as: • What does stress mean to you? • What are some examples of stressors commonly experienced by youth? • Describe several coping strategies that help to	Mental Health & High School Curriculum Guide: Understanding Mental Health and Mental Illness (Kutcher, 2009) – Module 6, *The Importance of Positive Mental Health* The Stress Reduction Workbook for Teens (Biegel, 2009) Stepping Out: Teacher's Resource (Quartet Interviews, page 92-93). Clara's Big Ride https://www.youtube.com/watch?v=JpbL5MoS2D4 Bell Let's Talk -http://letstalk.bell.ca/en/news/ CMHA – Canadian Mental Health Association http://www.cmha.ca/

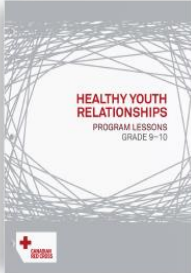|		
	deal with stressful and challenging situations. Assessment: Students will create a rubric to evaluate the efficacy of stress management techniques.	
1.7 examine the strategies and resources associated with suicide prevention;	Prior to designing and delivering the suicide prevention activities, teachers are encouraged to complete the on-line module entitled *Suicide Prevention for Educators* found on *the Personal Development & Career Planning* portal at https://portal.nbed.nb.ca/sites/pdcp/default.aspx Students will explore current and accurate information about suicide. A question and answer format may be used to engage students (a set of sample questions and answers may be found in *Lifelines: A Suicide Prevention Program*, page 96 – 99). Students will explore the warning signs of suicide as well as appropriate responses to peers who demonstrate them. A summary of warning signs and an instructional video may be found in the *Lifelines: A Suicide Prevention Program* (page 102-107). Assessment: Students will design a wallet card that summarizes suicide warning signs and suggests helpful steps to prevent suicide.	Lifelines: A Suicide Prevention Program (Underwood, 2009) Centre for Suicide Prevention - http://suicideinfo.ca/Library/AboutSuicide.aspx Canadian Association for Suicide Prevention http://www.suicideprevention.ca/ Teen Mental Health http://teenmentalhealth.org http://teenmentalhealth.org/learn/suicide/ The LINK Program http://www.programmelemaillon.com/en/index.php?cat=Welcome CHIMO Helpline http://www.chimohelpline.ca/ KidsHelpPhone http://kidshelpphone.ca/Teens/
1.8 assess how change and personal growth affect physical and mental health and one's ability to engage in learning and work;	In small groups, students brainstorm all the words that come to mind when describing physical and mental health. Students then share their descriptions and discuss the similarities and differences in their responses to mental and physical aspects of health. Students complete a "then and now" chart to compare what they were like at 5 years old to what they are like now. Encourage students to include physical, social, psychological, and emotional characteristics. Students	Mental Health & High School Curriculum Guide: Understanding Mental Health and Mental Illness (Kutcher, 2009) Module 2 CMHA – Canadian Mental Health Association http://www.cmha.ca/ ccTheBeRealGame Unit 1 – Time Travel: Exploring The Future *(if available)*

	reflect on how they have grown and how these changes impact their ability to engage in learning and work (paid and unpaid). Students revisit their charts to speculate about how they will change in the future and identify the effects of these changes in learning and work situations. Assessment: Students will consider the ways mental fitness can positively impact an individual's ability to engage in learning and work. Students may express their learning through: • creating a mock report card or performance appraisal that links learning or employment success to mental health • designing a student or employee award highlighting student or worker success that has been achieved (in part) due to mental fitness • creating a mental fitness role model program to encourage positive mental health in others	Positive Mental Health Toolkit http://www.jcshpositivementalhealthtoolkit.com/ Holistic Lifestyle Assessment (select 'Teen Assessment') http://www.test/well/org.free/cpm Ride the Blue Wave http://www.bluewavebc.ca/
1.9 analyze issues concerning the use and abuse of legal and illegal substances.	Engage students in an exploration of the DECIDE decision making model. Specifically, the DECIDE model involves six steps: D Define the issue E Explore the options C Check alternatives I Identify possible solutions D Decide and take action E Evaluate and revise Have students participate in role-play scenarios using the DECIDE model. Scenarios may include decisions making around: • drinking and driving • abuse of prescription or illegal drugs	Teens Against Drunk Driving (TADD) New Brunswick http://www.taddnb.ca/en/index.html New Brunswick Trauma Program http://nbtrauma.ca/ Tobacco Use In Canada http://www.tobaccoreport.ca E-Cigarettes in Canada http://www.tobaccoreport.ca/2015/TobaccoUseinCanada_2015_EcigaretteSupplement.pdf New Brunswick Anti-Tobacco Coalition http://nbatc.ca/en/ Electronic Cigarettes https://drive.google.com/file/d/0B5E4ZsXPr0IuSlJOTnJjNFZ6RIU/view?pref=2&pli=1 Be Tobacco Free -

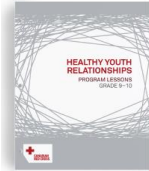|		

	• drug use and sexual activity
	• addiction
	
	Assessment: Students will complete an *Exit Slip* outlining three issues related to the abuse of legal and illegal substances.
		http://www.nieonline.com/tbtimes/downloads/supplements/2013_TobaccoFree.pdf
		
		What's Really in E-Cigarettes?
		http://notsosafe.org/
		
		E-cigarettes: A Danger to Children and Youth –
		http://www.caringforkids.cps.ca/handouts/e-cigarettes-a-danger-to-children-and-youth
		
		Non-Smokers' Rights Association
		https://www.nsra-adnf.ca/cms/
		
		Heart and Stroke Foundation: E-cigarettes in Canada
		http://www.heartandstroke.on.ca/site/c.pvI3IeNWJwE/b.9217919/k.D260/Heart_and_Stroke_Foundation_Ecigarettes_in_Canada.htm
		
		Tobacco-free Living
		http://www2.gnb.ca/content/gnb/en/departments/ocmoh/healthy_people/content/LivingTobaccoFree.html
		
		Energy Drinks
		http://www2.gnb.ca/content/gnb/en/departments/ocmoh/healthy_people/content/energy_drinks.html
		
		Centre for Addiction and Mental Health
		www.camh.net or www.camh.ca/en
		
		Addiction Services (New Brunswick)
		http://www2.gnb.ca/content/gnb/en/departments/health/Addiction.html
		
		New Brunswick Health Indicators
		http://www2.gnb.ca/content/dam/gnb/Departments/h-s/pdf/en/Publications/HealthIndicatorsAlcoholMay2015.pdf
		
		Healthy Active Living (Temertzoglou, 2007)
		Unit 5 – Drug Use and Abuse
		    • Chapter 13 – Types of Drugs and Their Effects
		    • Chapter 14 –Tobacco and Alcohol
		    • Chapter 15 – Marijuana and other Illegal Drugs

Human Development/Sexual Health

> **G.C.O**. **2.0** Students acquire the knowledge and skills required to make healthy choices related to sexual health.
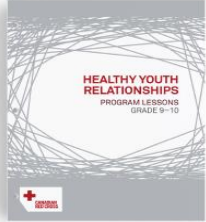
At the end of grade 9 or 10 students will:

Specific Learning Outcome	Suggestions for Teaching, Learning & Assessment	Resources
2.1 determine strategies for building and maintaining healthy interpersonal relationships;	In small groups, students will describe the characteristics of positive interpersonal relationships. Invite them to choose one of the means of expression from the list below to demonstrate the qualities they've identified: • develop a pamphlet or brochure • design a poster • film an instructional YouTube video • write and perform a jingle/commercial Students will create a detailed list of strategies for building and maintaining healthy interpersonal relationships (e.g., communication skills, problem solving, conflict resolution, setting and communicating personal boundaries, empathy). Through role play students will apply appropriate relationship-building strategies to a variety of interpersonal situations (e.g initiating conversations, respectfully communicating attraction, talking to a partner about intimacy). As each group presents its role play, ask students to assess each group's presentation in terms of the extent to which it demonstrates strategies that best help to build and maintain healthy relationships. Assessment: Students will complete an *Exit Slip*	Skills You Need - http://www.skillsyouneed.com/interpersonal-skills.html Stepping Out: Teacher's Resource (Exit Slips, page 78). Canadian Red Cross – *Healthy Youth Relationships Program Lessons Grades 9-10* Lesson One – Introduction to Healthy Relationships and Lesson Three – De-escalating Conflict / Conflict Resolution and Breaking Up HEALTHY YOUTH RELATIONSHIPS PROGRAM LESSONS GRADE 9-10 Canadian Centre for Child Protection (Promoting Healthy Relationships: Addressing Sexual Violence and Online Risks Facing Youth in Grades 9 and 10 (Teacher Resource) https://protectchildren.ca/app/en/order

	providing three strategies for building and maintaining healthy interpersonal relationships.	It is a Big Deal - Grade 9/10 Activity Book for Students https://protectchildren.ca/app/en/order Public Legal Education and Information Service of New Brunswick (PLEIS-NB) Teens and Dating – Tips for Keeping Abuse out of your Relationship http://www.legal-info-legale.nb.ca/en/uploads/file/pdfs/Teens_and_Dating_EN.pdf
2.2 examine the skills needed to initiate, discuss and negotiate sexual health and well-being;	Students will participate in scenario-type activities that will provide opportunities to learn to raise, discuss and negotiate sexual health issues with partners. Topics may include how to: • craft nurturing, affectionate, safe, trustful and respectful relationships • set sexual boundaries • differentiate between consent and coercion • articulate and consistently use safer sex practices • avoid or leave a situation that is unsettling or unsafe (trusting one's instincts) • resolve conflicts that may result from differing values and beliefs around sexuality • access sexual health services (for regular STI screening, for example) • seek counselling and professional support in the face of sexual coercion or assault Assessment: As a class, co-construct criteria to be used to guide and assess skill development. Alternatively, students may write a song, design a billboard, or film an instructional video to promote:	Teaching Sexual Health Education http://www.sexualityandu.ca/uploads/files/TeachingSexEdManual.pdf Healthy Active Living (Temertzoglou, 2007) Chapter 4 - Human Reproduction, Sexuality, and Intimacy Chapter 6 - Conflict Resolution and Personal Safety Co-construction of Criteria Resources http://connect2learning.com/members/welcome-to-connect2learning/pdf/Stories/21C_Co-constructing_vignettes_web.pdf and http://connect2learning.com/media/pdf/21C_Co-constructing_vignettes_web.pdf Co-Constructing Success Criteria http://www.cea-ace.ca/education-canada/article/co-constructing-success-criteria Assessment for Learning Strategies – Co-Constructing Criteria http://www.edugains.ca/resourcesDI/D.I.%20Enhancement%20Package/Assessment%20for%20Learning/DI_Assessment_Cards_8.5X11/MIN_DICards_CoConstructingCriteria.pdf Coalition Against Abuse in Relationships (CAAR) http://www.coalitionagainstabuse.com/ Canadian Red Cross – *Healthy Youth Relationships*

	- setting personal limits - assertiveness and refusal skills - positive decision making - effective communication - conflict resolution	*Program Lessons Grades 9-10* Lesson Six – Consent and Sexual Violence Canadian Centre for Child Protection (Promoting Healthy Relationships: Addressing Sexual Violence and Online Risks Facing Youth in Grades 9 and 10 (Teacher Resource) https://protectchildren.ca/app/en/order
2.3 explain factors that can affect an individual's decisions about sexual activity;	Exposure to sexual content in the media is one of the factors that influence sexual behaviour. Using critical media literacies, engage students in an evaluation of media (internet, television, movies, music, and magazines) as a powerful force in communicating norms about intimate relationships (love and romance), sexuality and sexual behaviour. Specifically, students will be required to identify and deconstruct hidden and overt sexual messages and evaluate their impact on sexual health. Students may also examine contextual factors and their impact on sexual decision making. Factors may include substance use, peer pressure, venue, etc. Sexual decisions are also influences by family values. Have students complete an information interview with a parent/guardian or trusted adult. Questions may include (but are not limited to): What do you wish you had known about intimate relationships when you were my age?	Critical Literacy: A Lens for Learning http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical_Literacy.pdf Media Smarts http://mediasmarts.ca/ Teach the How: Critical Lenses and Critical Literacy http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/1034-mar2014/EJ1034Teach.pdf

	• What do you wish you had known about sexuality when you were my age? • What/when did your family teach you about sexuality? • Did you worry about when and what to tell me about sex? • What did you do to prepare to talk to me about sexuality? • Tell me about when I was born. Assessment: In small groups, have students find and/or create media messages that promote sexual health and safety.	
2.4 examine the concepts of sexual orientation and gender identity;	Using the Genderbread Person image, explore the concepts of sexual orientation (attraction), gender identity and expression, and sex. Invite students to use this information as they work in small groups to define the acronym LGBTQ (lesbian, gay, bisexual, Two-Spirit, transgender, queer and questioning). You may refer to the Terms and Concepts section of the *New Brunswick LGTBQ Inclusive Education Resource* for a comprehensive listing of terminology. Assessment: Have students research the terms heteronormativity and cisnormativity (using the *New Brunswick LGTBQ Inclusive Education Resource).* Students will consider how these cultural/societal biases pose barriers to the promotion of sexual health. In small groups, have students create an action plan to limit the impact of hetero and cisnormativity.	New Brunswick LGTBQ Inclusive Education Resource http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/lgbtq.html Genderbread Powerpoint Presentation https://portal.nbed.nb.ca/sites/pdcp/Shared%20Documents/Forms/AllItems.aspx The Genderbread Person http://itspronouncedmetrosexual.com/2012/01/the-genderbread-person/ Questions and Answers: Gender Identity in Schools - Public Health Agency of Canada http://www.phac-aspc.gc.ca/std-mts/rp/gi-is/ident-eng.php Questions and Answers: Sexual Orientation in Schools - Public Health Agency of Canada http://www.phac-aspc.gc.ca/std-mts/rp/so-os/so-eng.php Egale Canada Human Rights Trust https://egale.ca/ GLSEN http://www.glsen.org/ Canadian Red Cross – *Healthy Youth Relationships*

		Program Lessons Grade 9-10 Lesson Two – Culture / Gender, Sex, and Sexual Orientation HEALTHY YOUTH RELATIONSHIPS
2.5 explain the relative effectiveness of various methods of preventing unintended pregnancy or sexually transmitted infections (STIs);	Invite students to research a method of preventing unintended pregnancy or STIs (including HIV). Based on their findings, have them create a seminar or workshop for their classmates on topics including how: • the contraceptive works • it is used most effectively • it may be obtained (including the cost) • it may be discussed with a health care provider as well as a partner Assessment: Students will either: • complete an exit slip or quiz to measure their knowledge on STI/unintended pregnancy prevention • develop a rubric that may be used to determine whether a source of sexual health information is accurate/credible	Sexuality and You – http://www.sexualityandu.ca Healthy Active Living (Temertzoglou, 2007) Chapter 4 - Human Reproduction, Sexuality, and Intimacy
2.6 recognize the resources and supports associated with promoting and maintaining sexual health.	In small groups, have students complete an assessment the sexual health needs of their peer group. Through site visits, information interviews, speaker panels, or internet searches of local sexual health service providers, have students note the availability	Sexuality and You www.sexualityandu.ca Sexual Health Program http://www2.gnb.ca/content/gnb/en/services/services_renderer.12055.html Health Canada – Sexual Health and Promotion

	or lack of resources/supports to meet the needs identified. Assessment: Students draft a social advocacy plan to seek changes to: • school-based sexual education • community-wide sexual health promotion • increase accessibility to sexual health clinics, sexual health nurses, pharmacies and other venues that offer sexual health services • sexual health services in order to be more youth-friendly • strengthen the ability of families to engage youth in communication around sexual health Alternatively, students may create a directory (using a medium of their choice) of community sexual health services.	http://www.hc-sc.gc.ca/hl-vs/sex/index-eng.php

At the end of grade 9 or 10 students will:

Specific Learning Outcome	Suggestions for Teaching, Learning & Assessment	Resources
3.1 determine the importance of work for oneself;	Working in small groups, students will receive a list of value items (examples may include things like 'to acquire a blank cheque for a year's travel around the world' or 'to find a cure for cancer') and be challenged to engage in negotiations to divide them. Emphasize that how they distribute items is up to them to decide. When groups have completed the exercise, conduct a plenary discussion to allow students to make the connection between the negotiation activity and their personal values. Note that behind each item on the list lie values (creativity, justice, power, adventure, financial, status, serving other, etc.) Invite participants to label the values their choices expressed and record them in their career portfolio. Assessment: Students will locate and effectively use career information resources to identify two occupations that align with the personal values identified in this activity. To express this alignment students may: • write a slogan • create a magazine advertisement • prepare a short report	*Building Better Career Futures: Facilitator's Guide* (Values Negotiation, page 49). *Building Better Career Futures: Portfolio Builder* (Work Value Items, page 95). ccTheBeRealGame • Unit 1, Session 5 • Unit 2, Session 3
3.2 discover the skills, knowledge and attitudes that are necessary for success in a variety of work roles and	Students will outline all of the activities they are involved in during a typical school day. Using the essential skills groupings, students will work in dyads to compile a personal inventory of the essential skills they have already developed. Encourage students to	Career Cruising • My Skills • My Plan – Skills and Abilities • Classroom Activity #10 • Classroom Activity #11

environments;	record the artefact created in their career portfolio. Assessment: Have students create a teaching tool to help others to develop essential skills. Each teaching tool will include a rationale that clearly outlines why essential skills are required in a rapidly changing world. Examples may include: • an essential skills self-assessment tool (paper or digital) • a lesson plan for an essential skills course • a classroom activity • an assignment and rubric	
3.3 evaluate life/work information;	Students will locate and effectively use career information resources such as: • internet-based career information • labour market information (LMI) • classification systems (such as the National Occupational Classification) Students will conduct an informational career interview. The informational career interview will allow students to choose an occupation of interest and gather career and industry advice from professionals currently in the field. Tips and sample questions for the informational career interview may be found on Career Cruising, Classroom Activity #9. Assessment: Students will select three high demand occupations and provide a summary (write a report or create a chart) of their career research. Topics may include: • education/training required for each occupation (including length of training, nature of training, etc.) • average salary	Career Cruising • Explore Careers • Classroom Activity #1 • Classroom Activity #9 NBJobs.ca https://www.nbjobs.ca/ InspireNB is a new feature added to the Career Cruising platform that allows your students to connect to New Brunswick companies and Career Coaches through Discussion Boards and Profiles. InspireNB will help your students learn more about the careers that interest them, opportunities here in New Brunswick, as well as learn what it's like to live and work here in our province. • Students can perform informational career interviews with professionals currently in the field using the InspireNB's Career Coach & Company Discussion Boards InspireNB can easily be added to your teaching materials using the work booklets provided online at this link: http://inspirenb.ca/educator-support/ National Occupational Classification - http://www.hrsdc.gc.ca/eng/jobs/lmi/noc/

	- working conditions - reasons why the occupation is currently in high demand	ChatterHigh http://chatterhigh.com/?locale=en Government of Canada – Job Bank http://www.jobbank.gc.ca/occupation_search-eng.do?lang=eng http://www.jobbank.gc.ca/home-eng.do?lang=eng Job Market Trends (Canada http://www.jobbank.gc.ca/LMI_bulletin.do Post-Secondary Education, Training & Labour (PETL) http://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour.html Labour Market Information (LMI) http://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/People/content/LabourMarketInfo.html Your Career Path and Labour Market Information (LMI) https://youtu.be/VbuJsTzqdT4
3.4 explore the realities and requirements of various education, training, and work settings;	Students will take part in a *Jigsaw* activity to read and discuss the working conditions of several occupations. Reading selections may be taken from sources such as *The Way We Work, Where We Work*, the National Occupation Classification Career Handbook (Environmental Conditions section of the Profile Summary) or the Employment Section of Career Cruising In order to develop an understanding of the realities of post-secondary education, students will choose a college, university or training program that is of interest to them and complete a research project. A sample template may be found on Career Cruising Classroom Activity #13. Assessment: Students will describe, in print or drawn	Career Cruising - Explore Education - Employment Section - Classroom Activity #13 - Students can use InspireNB's Company Profiles to connect with companies and post- secondary institutions. InspireNB work booklets can be found at: http://inspirenb.ca/educator-support/ The Way We Work - Canada's Workforce In Transition http://www.cbc.ca/news2/work/ *Stepping Out: Teacher's Resource* (Jigsaw, page 80-81). National Occupational Classification -

	format, their ideal working conditions. Students may then compare this to their *Take Your Kid to Work* experience.	http://www.hrsdc.gc.ca/eng/jobs/lmi/noc/ ChatterHigh http://chatterhigh.com/?locale=en WorkSafe NB http://www.worksafenb.ca/
3.5 understand the changing nature of life/work roles;	Using questions generated by the class, students will interview parents/guardians and grandparents about the changing gender roles at work and at home. Assessment: Students will use the responses gathered from their gender role interviews and complete a *It Says/ I Say/and So* activity. In the first column (It Says) students will summarize the interviewee's response to a given question. In the second column, students speculate on the meaning of the speaker's message. In the third column, students will make meaningful inferences about the factors that have contributed to the changing gender roles. Students will engage in a *Pros, Cons & Questions* activity to explore non-traditional careers. Information on non-traditional work roles in New Brunswick is available at http://www2.gnb.ca/content/gnb/en/departments/women/Economic_Security/content/Non-Traditional_Careers.html Assessment: Develop a media campaign (public service announcement, billboard, Twitter campaign, etc.) to attract workers to or support workers in non-traditional roles.	*Stepping Out: Teacher's Resource* (It Says/ I Say/and So, page 118 - 119). *Stepping Out: Teacher's Resource* (Pros, Cons and Questions, page 90-91). What Are Non-Traditional Careers? http://www2.gnb.ca/content/gnb/en/departments/women/Economic_Security/content/Non-Traditional_Careers.html Women in Non-Traditional Occupations: Stories to Inspire (2013) https://alis.alberta.ca/pdf/cshop/winto.pdf Gender Equality Scholarship http://www2.gnb.ca/content/gnb/en/services/services_renderer.201243.Gender_Equality_Scholarship.html Career Cruising • Career Interviews Students can use InspireNB's Career Coach Discussion Boards to interview career professionals working in NB. InspireNB work booklets can be found at: http://inspirenb.ca/educator-support/
3.6 identify attitudes, behaviours and skills that contribute to	Students will respond to challenging workplace scenarios and demonstrate (in writing or through role-play) attitudes, behaviours and skills that help to	*Australian Blueprint for Career Development* https://docs.education.gov.au/system/files/doc/other/australian_blueprint_for_career_development.pdf *Stepping Out: Teacher's Resource* (Exit Slips, page 78).

| eliminating bias and stereotyping in the work world. | eliminate bias and stereotyping (on the basis of gender, age, race, ability, socio-economics, sexual orientation, etc.). A sample scenario may be found at the *Australian Blueprint for Career Development*, page 9.

Assessment: Students will read an article, explore a website or view a video on eliminating bias. Students will demonstrate what they've learned in the form of a poster or collage (words or images). Using a pre-determined rubric, students will do a gallery walk to evaluate their peers.

Student will write an *Exit Slip* outlining three strategies to eliminate bias and/or stereotyping. | Public Legal Education and Information Service of New Brunswick (PLEIS-NB)
http://www.legal-info-legale.nb.ca/en/ |

Career Building

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G.C.O. 4.0 Students will engage in the life/work building process.

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At the end of grade 9 or 10 students will:

Specific Learning Outcome	Suggestions for Teaching, Learning & Assessment	Resources
4.1 demonstrate the skills, and knowledge necessary to seek, obtain, create and maintain work;	Students will prepare personal marketing documentation (such as résumés, cover letters, etc.) and include them in their career portfolio. Invite students to become human resources consultants for a day. Their task is to research job interview strategies and create a checklist that clearly identifies the behaviours a good job seeker demonstrates during an interview. Assessment: In dyads, students will complete mock job interviews. Using the checklists generated in the previous activity, students may evaluate one another. Alternatively, the mock interview could be videotaped and reviewed by the teacher and student in a conferencing format. Generic job interview questions/prompts may include (but are not limited to): 1. Tell me about yourself. 2. How would you describe your ability to work as a team member? 3. What skills do you have that would make you a valuable employee? 4. Describe a problem or challenge that you have recently overcome.	Success Story https://www.gnb.ca/0012/Womens-Issues/wg-es/careersurf/successstories/tgriffiths-e.asp Services for Youth (Jobs section) http://www.youth.gc.ca/eng/home.shtml Career Builder - http://www.careerbuilder.ca/ Career Cruising • Employment Section • My Plan Activity #8 • Work Search Activities ccTheBeRealGame Unit 2, Session 6 The Work Room http://workroom.homestead.com/

	5. Describe your dream job.	
4.2 examine how risk taking and positive attitudes towards self and work are important to the life/work building process;	Students will research famous individuals who have experienced career success and explore how risk taking and positive outlook contributed to their achievements. Students will take part in a *Meet & Greet* activity (they will mingle with classmates as if at a party and introduce the subject of their inquiry and share their findings). You may wish to have students prepare a cue card with their findings so you can review them prior to the *Meet & Greet*. Assessment: Students will work collaboratively to identify transitions that will take place from high school completion through to retirement (from high school to post-secondary education, from post-secondary education to the world of work, planned and unplanned job interruptions, etc.). Students will identify coping strategies that will help them to successfully navigate these life stages. Students may express their learning through the creation of a: • flow chart • memo to themselves in the future • timeline	Canadians: Work and Travel Abroad with International Experience Canada http://www.cic.gc.ca/english/residents/iec/ Neil Squire Society https://www.neilsquire.ca/ Education Support Teacher – Guidance
4.3 explore services or initiatives that support the transition from high school to work or further education and training;	Invite your Education Support Teacher-Guidance to explore the school and community transition initiatives and activities with the class. Assessment: Students will write a letter to parents/guardians (or a younger sibling) describing the services and/or initiatives provided by the school and community that can support their transition from high school to post-secondary education and the world of work.	Education Support Teacher – Guidance Post-Secondary Education, Training & Labour (New Brunswick) http://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour.html NB Jobs https://www.nbjobs.ca/learners
4.4 explore volunteerism as a personal development	Engage students in planning and completing a whole class volunteerism activity.	Career Cruising My Plan – Volunteer Experiences

and community enhancement strategy;	Assessment: Students will evaluate the impact of their volunteerism on themselves (and the community). They may express this in the form of a: • newspaper article or press release • short video • song	Volunteer Canada - www.volunteer.ca Services for Youth - http://www.youth.gc.ca/eng/topics/jobs/volunteer.shtml Find a Volunteer Centre Search Results - EN https://volunteer.ca/volunteer-centres/province/NB
4.5 engage in decision making that is supportive of one's life/work goals;	Students will experiment with a repertoire of decision making styles. Each student will identify a decision that he/she is currently facing. In small groups students will describe the decision at hand and explore it by trying on each of Dr. Edward de Bono's creative decision-making 'hats': • optimism (yellow hat) • caution (black hat) • creativity (green hat) • logic and reason (white hat) • intuition and feelings (red hat) • process control or weighing the options generated by all of the previous hats (blue hat) Using their newly expanded repertoire of decision making styles, students will complete a high school education plan. In order to develop the plan students will explore graduation requirements as well as post-secondary entrance requirements/prerequisite courses. Based on this research, students will choose courses that will allow them to achieve their post-secondary education and career goal(s). Assessment: Students will share their high school education plan with the Personal Development & Career Planning teacher and/or the Education Support Teacher – Guidance. Students will demonstrate an understanding how course selection will impact post-secondary education and training options.	*Building Better Career Futures: Facilitator's Guide* (Whole-Brain Decision-Making, p.75) Career Cruising • Explore Education • My Plan Activity 5- High School Education Plan • Students can use InspireNB's Company Profiles to connect with post-secondary institutions InspireNB http://inspirenb.ca/educator-support/ New Brunswick High School Graduation Requirements School Course Selection Guide

	Encourage students to share and discuss their high school education plans with family members.	
4.6 discuss the importance of life/work balance.	Students will collect data on their leisure activities for one week (log, tally, checklist, etc.). Once complete, students will analyse the data collected to evaluate the impact of these activities on their: • mental and physical health and wellbeing • goal attainment • essential skills development • future plans for life and work Assessment: Student will choose one of their leisure activities and create a print or media ad campaign to promote the benefits of engaging in the identified activity.	ccTheBeRealGame Unit 1, Session 5 Mental Health & High School Curriculum Guide: Understanding Mental Health and Mental Illness (Kutcher, 2009) – Module 6, The Importance of Positive Mental Health My Community at a Glance http://www.nbhc.ca/community-profiles#.VLAY5E1OUmg The Stress Reduction Workbook for Teens (Biegel, 2009) Stressed Teens http://www.stressedteens.com/ Action for Happiness http://www.actionforhappiness.org/ 10 Keys to Happier Living http://www.actionforhappiness.org/10-keys-guidebook Mindfulness for Teens http://mindfulnessforteens.com/

Appendix 1- Curriculum Outcomes Summary Chart

Personal Development

General Learning Outcome	1. Students will develop a positive self-concept and the skills necessary to interact positively and effectively with others.
Specific Learning Outcomes	1.1 Analyse interests, skills, strengths and personal qualities necessary to build a positive self-concept.
	1.2 Acknowledge behaviours that project a positive self-image.
	1.3 Evaluate how self-concept impacts personal and educational goals.
	1.4 Employ safe and effective communication skills.
	1.5 Examine the concept of diversity to foster the acceptance of others.
	1.6 Demonstrate skills that enhance mental health, including stress management.
	1.7 Examine the strategies and resources associated with suicide prevention.
	1.8 Assess how change and personal growth affect physical and mental health and one's ability to engage in learning and work.
	1.9 Analyse issues concerning the use and abuse of legal and illegal substances.

Human Growth/Sexual Health

General Learning Outcome	2. Students acquire the knowledge and skills required to make choices related to sexual health
Specific Learning Outcomes	2.1 Determine strategies for building and maintaining healthy interpersonal relationships.
	2.2 Examine the skills needed to initiate, discuss and negotiate sexual health and well-being.
	2.3 Explain factors that can affect an individual's decisions about sexual activity.
	2.4 Examine the concepts of sexual orientation and gender identity.

	2.5 Explain the relative effectiveness of various methods of preventing unintended pregnancy or sexually transmitted infections (STIs).
	2.6 Recognize the resources and supports associated with promoting and maintaining sexual health.

Learning and Work Exploration

General Learning Outcome	3. Students will locate, evaluate and effectively use life/work information.
Specific Learning Outcomes	3.1 Determine the importance of work for oneself.
	3.2 Discover the skills, knowledge and attitudes that are necessary for success in a variety of work roles and environments.
	3.3 Evaluate life/work information.
	3.4 Explore the realities and requirements of various education, training, and work settings.
	3.5 Understand the changing nature of life/work roles.
	3.6 Identify attitudes, behaviours and skills that contribute to eliminating bias and stereotyping in the world of work.

Career Building

General Learning Outcome	4.0 Students will engage in the life/work building process.
Specific Learning Outcomes	4.1 Demonstrate the skills and knowledge necessary to seek, obtain, create and maintain work.
	4.2 Examine how risk taking and positive attitudes towards self and work are important to the life/work building process.
	4.3 Explore services and initiatives that support the transition from high school to work or further education and training.
	4.4 Explore volunteerism as a personal development and community enhancement strategy.
	4.5 Engage in decision making that is supportive of one's life/work goals.
	4.6 Discuss the importance of life/work balance.