

Talking about my career decisions



Unit
Ontario career studies



Length:
120 minutes

About this assessment task

Students will confidently express their career/life goals to a trusted professional in a prospective industry/pathway. The experience should provide students the opportunity to:

- understand where a future in that industry might take them
- ask questions that will help them bridge the gap between themselves and their post-secondary life
- reflect on their own post-secondary goal in order to make refinements to their plan

Learning objectives

By the end of this task, students will:

- communicate their skills, experience, and achievements to a prospective industry/pathway professional in a form and style that is appropriate to that industry/pathway.
- demonstrate how resilience and perseverance will help them to acquire skills for adapting to change within a pathway of interest, by reflecting on a time they faced adversity or learned from a mistake.
- express a goal they have for themselves within this pathway/industry (how will I make a difference in this industry/pathway in the future?)
- reflect on how their conversation with a professional has impacted their post-secondary goal or plans (How did my conversation with a professional impact my goals and plans?)

Driving question

How can a conversation with a trusted professional impact one's goals and plans?

Future-ready skills

Organization

Goal setting

Presentation

Reflection

Xello entry point	Artifacts
In order for students to be successful in the final assessment task of the Career Studies course, students should complete all 4 units: <i>Foundation for My Future Success</i> , <i>Me in the World</i> , <i>What I Want for Myself</i> , and <i>Making it Real</i> .	Students will write a post-conversation reflection and upload a recording of the conversation and their supporting documents (resume/alternative resume and post-secondary plan) to the Talking about my career decisions assignment on Xello.

Assessed expectations:

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A1.1 demonstrate an understanding of the importance of resilience and perseverance in school, life, and work – why it is helpful to acquire skills for adapting to change, persevering in the face of adversity, learning from mistakes, and thinking positively about setbacks – and analyze how developing resilience and perseverance can help them in all areas of their lives

A2.1 apply various decision-making strategies as they set personal, social, educational, and career/life goals, then evaluate and revise those goals based on what they learn about themselves during this course

B3.2 identify the pathways towards their preferred destinations, including the courses and/or specialized programs that lead to the destination and meet the requirements for a secondary school certificate or diploma, as well as the supports available at school and in the community that can enhance their secondary education

C1.3 use effective and appropriate forms, media, and styles to communicate their skills, experience, and achievements to prospective mentors, program administrators, employers, community organizations, scholarship funders, or investors

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Considerations and logistics

To ensure you and your students' culminating project experience is a successful one, the following recommendations should be considered:

- Introduce the culminating project early in the course to begin making trusted community relationships and to collaboratively build the discussion guide template over time.
- Your students will need support and guidance on how to connect with local employers, community mentors, or post-secondary academic professionals. Your school or board will likely have a designated experiential learning educator who can help you with this process. You may also want to contact your local [Business improvement area \(BIA\)](#), who's strategic plans often include relationship building with local schools as a way to support the leaders of tomorrow.
- Students may need guidance on choosing the right form of visual presentation for their audience, which may include their Xello profile, a slide presentation, and/or video portfolio.
- You may need to facilitate more than one option for student presentations, such as: video/audio recording face-to-face conversations, online video conferencing with screen recording, pre-recording their presentations and sending it through email with their discussion guide, and/or presentations to a professional panel if 1-to-1 professional candidates are not possible.

Teaching strategies

- 1 In preparation for this assessment task, create an Assignment on Xello called **Talking about my career decisions** and include the provided Instructions and checkbric for your students.
- 2 To support students in the task it's recommended that you:
 - Provide feedback on their Unit 4 Reference request pitch
 - Outline how you'd like students to connect with trusted professional candidates and include these details in step 2 of the student Instructions.
 - Determine the best platform for the student-led conversations with professionals and how they should record the experience. Include these details in steps 3 and 4 of the Instructions for your students.
 - Co-create a discussion guide template that students can adapt for their own use.
- 3 Review the student friendly checkbric assessment tool as a class:
 - Describe the success criteria in more detail or show exemplars to demonstrate what "meeting expectations" looks like
- 4 Monitor your students' **Assignment** submissions through Xello.

Materials required

- Computers or tablets with internet access
- [Goal getter template](#)
- [Culminating project checkbric](#)

Vocabulary

- Goals
- Aspirations
- Values
- Skills
- Interests
- Post-secondary plan
- Resume
- Interview pitch
- Advice
- New perspectives

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Student instructions

Over the Career Studies course, you explored options, reflected on important factors, and applied decision-making processes to help you make connections between your skills, interests, and values and your post-secondary goals. It's now time to talk about your career decisions with a professional or mentor in your chosen pathway. Expressing your post-secondary plan to a knowledgeable adult and listening to their career journey may help you to uncover challenges or obstacles you may not have anticipated for your first year after high school.

For this final assignment you will modify your reference request pitch from Unit 4 as a way to engage a professional or mentor of your choice, and create a discussion guide for your conversation with them. How you present yourself and your post-secondary plan is up to you, which may include your Xello profile, a slide presentation, and/or video portfolio. Not only will you share your post-secondary aspirations with them, but you will have the opportunity to ask them questions about their career journey to help inform your own post-secondary plans. By the end of this assignment you should feel more confident talking about your career decisions. Follow these steps to help you prepare and engage in a meaningful conversation:

1 How will you introduce yourself?

Review your interview reference request pitch from unit 4 and adapt if necessary. Make sure you clearly express your motivation to pursue the chosen pathway or identify your long term career/life goal in relation to your preferred post-secondary plan.

2 Who are you going to talk to?

Finding the right employer, community mentor, or post-secondary academic professional to talk to may be easier than you think. Most people would be happy to speak to a high school student who is interested in their industry, talk about their own career journey, and hear about your aspirations. But before you pick-up the phone or send an email, find 2 candidates you'd like to talk to. Compose an email or draft talking points and share this information with your teacher first. They will need to vet your candidates, and when you've been given approval to reach out to your top candidate you must include your teacher on the email communication or share your teacher's contact information with them if you connect with them by phone, so that they know who to contact if they have any questions about the course project.

3 What are you going to talk about?

This is your opportunity to share your post-secondary plan with an adult who has lived experience in the industry or pathway you are considering for yourself. Not only should you get their feedback on your own plan, but you have the opportunity to ask about their career journey. What choices did they make in high school that led them down their career path? Would they have done anything differently? What opportunities exist now they wish they had access to when they were starting out?

4 Create a discussion guide that outlines an order for your conversation, including talking points and questions you want to ask them. Consider:

- How will you use your resume (or alternative like your Xello profile, art portfolio, or personal website) to illustrate your skills and interests in the pathway?
- When will you use your [Goal getter](#) presentation to walk them through your post-secondary plan?
- What skills have you applied in the past that helped you persevere through a challenging situation, and how will resilience and perseverance help you achieve your goal?

5 How will you remember the conversation?

It will be hard to recall the valuable information and feedback your professional shares with you, so getting their permission to record your conversation is key, which will allow you to go back and review it afterward. Work

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with your teacher to determine the best solution for recording your conversation. In addition, use your discussion guide to keep notes during the conversation.

6 What did you learn from the conversation?

Review your discussion guide notes and listen back to conversation. What are the top 3 takeaways for the conversation? How has it had an impact on your post-secondary plan? You will include your post-conversation reflection with your **Assignment** submission.

7 What do you need to submit?

Upload your conversation recording and supporting documents (resume/alternative resume and post-secondary plan) to the **Talking About My Career Decisions** Assignment on Xello. Include your post-conversation reflection in the text field.