

Accessing Reliable Sources of LMI *Lesson Plan*

Concept:

How and where to find reliable sources of Labour Market Information

Student learning associated with this concept can support achievement of provincial learning outcomes:

NB 2, 3

NL 5, 7, 8

NS 1, 6, 8, 9

PEI 2, 3

Rationale:

As students begin their exploration of careers, it is important they access LMI sources that are reliable in supporting their needs and addressing their questions. Students also need to be able to recognize and interpret reliable labour market information to help them make informed career, education and employment decisions.

Through self-assessments, students will gain greater insight into what they have to offer; by using reliable sources of LMI they can match their interests, skills, aptitudes and preferences to labour opportunities. As they begin this process, they will need to understand the types of information they may be introduced to and what that information means in relation to their goals and decisions. Breaking down LMI can also provide students with a reality check. Through their investigation they will learn about specific details related to careers such as required training and education, job opportunities and salary levels associated with those careers.

Inquiry Based Question (s) Related to Student Learning:

How can you determine if the source of LMI you are using is reliable?

How can using reliable sources of LMI support career planning?

Teachers should register students for a myBlueprint account to support learning associated with this lesson.

Teachers can support student learning through the facilitation of the following lesson on accessing reliable sources of Labour Market Information. This lesson can be delivered in one to two class periods.

- Through a class discussion, students can brainstorm what the term “reliable” means, providing examples to support their suggestions. Questions that could help facilitate this discussion may include
 - What does it mean to be reliable?
 - Why is reliability important?
 - When you think of the word reliable, what other words come to mind?
 - When you think of reliability, what examples can you think of that would show someone/ something is reliable?
- As a continuation of the discussion on what reliability means, teachers can present questions to students that can help them make connections to the importance of using reliable sources to inform their career decisions. An example of a guiding question that can be used may be:
 - With your understanding of what reliability means, why are reliable information and sources important to your career planning (decisions)?
 - What criteria could you suggest you would be able to use to determine the reliability of the source of information you are using? (examples - date of information, where information has been taken from, etc)
- As part of this extended discussion, students can suggest multiple sources for gathering reliable information providing a rationale for their suggestions. Students may already be familiar with online government resources; they should be encouraged to consider individuals who can contribute to their planning such as community mentors and coaches, elders, family members, school counsellors and teachers, etc.
- Teachers can introduce students to government (provincial and federal) LMI websites to review the types of information that can be available through a reliable source. There are several categories of information found on these sites. Students can work with a partner in a Think, Pair, Share learning activity to share with classmates what they have learned about a specific type (category) of information found on the government website, why that type of information is important and how it can be used to inform career decisions. Examples of types of information students can investigate may include:

Demographics	Employment Requirements
NOC Description	Occupational Profiles
Outlook (Prospects)	Skills/ Knowledge/ Expertise
Wages (Low, Median, High)	
- With their new knowledge, students can investigate a career that has specific interest for them using their provincial government or the federal government website. When students investigate they are collecting information to communicate new understandings. To further support their investigation, students can also access information related to their career through the Occupations tab found under **Work** in myBlueprint. This section will provide them with an overview, outlook and requirements information.

Suggestions for Evidence of Learning and Assessment:

- Students can reflect on what they have learned about using reliable sources and information, adding their reflection to their labour market/ career portfolio. When students reflect, they are sharing how new knowledge, experiences, and understandings impact their perspective. Teachers may choose to provide guiding questions to assist students in their reflections. Questions may include:
 - How can information sources impact your understanding of careers and your career plan?
 - What did you learn about the types of information that is available through reliable LMI sources that can support you in exploring careers and making a decision about your career goals?
- Students can compare different sources of LMI for reliability. They can provide rationales and specific examples to support their findings on reliability or lack of reliability. This can be uploaded to their labour market/ career portfolio as evidence of their learning.
- Students can submit their career research assignment to the teacher as evidence of learning related to accessing reliable sources of LMI. They can also upload their career research to their labour market/ career portfolio; their research will continue to evolve through other career planning learning experiences. Students and their teacher can co-construct the assessment process for grading of their career research assignment.
- Teachers' observations during the class discussions and the Think, Pair, Share learning activity can be used to assess learning. Observations allow teachers to gauge student progress and learning, provide immediate feedback, understand where additional explicit instruction may be needed and give support to individual students. As teachers circulate among students during paired activity or individual class work, they may wish to ask students:
 - What information do you need to know to support your understanding of reliable LMI sources?
 - Where can you get that information?
 - Can you tell me more?

Teachers can access resources to support delivery of this lesson in the Resources/ Teaching Strategy Folder.

This lesson presents an opportunity for teachers to collaborate in supporting student learning about the role of self-assessments in career planning. A cross curricular focus also supports a unified approach in addressing the “why” of what students are learning. Students can develop an awareness of how and why what they are learning connects to them, their community and their future.