

Exploring Post-Secondary Education and Training Options *Lesson Plan*

Concept:

Ensuring you have a plan to meet the education or training requirements needed for entry into specific careers

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

NB 2, 3

NL 1, 12, 13

NS 1, 3, 6, 8, 9

PEI 5

Rationale:

Through their research of Labour Market Information and careers that are of interest to them, students were introduced to the requirements for entry into different careers. Addressing and meeting these requirements takes careful and intentional planning. Students will learn through this lesson that these requirements not only focus on skills but also on education and training expectations. In this lesson, students will navigate education and training program sources to learn more about what is required to enter those programs and what those programs are all about. For some students, taking a gap year (a period usually of one year between the end of high school and entry into post-secondary and/or training programs) may be beneficial in helping them develop skills and prepare for further education and training. Students can investigate the merits of a gap year, why some students choose to pursue a gap year and whether taking a gap year would benefit them in their career planning.

Inquiry Based Question (s) Related to Student Learning:

How can you prepare yourself for the training and education required to enter the labour market?

How can you determine which type of educational institution is most appropriate in supporting your career plan and goals?

How can a gap year 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 education and training requirements needed for entry into the labour market. This lesson can be delivered in two to three class periods.

- Representatives of post-secondary institutions/ training programs can be invited to the classroom to present information on programs and entrance requirements. The representatives can deliver a formal class presentation or students can rotate through mini presentations based on their specific areas of interest. Teachers may choose to invite representatives from *Apprenticeship* *Colleges* *Private Training Programs* *Universities*
 - Prior to representatives visiting the classroom, students should conduct research on education and training education requirements for careers that are of interest to them. Students can access general information on career requirements using provincial or federal government websites, through the myBlueprint platform and/ or by reviewing criteria they find in job ads. Students should prepare questions that can be asked of the representatives.
- Students can research education and training requirements as part of their ongoing investigations into careers they were matched with in their compatibility surveys in myBlueprint. Students can document findings related to different post-secondary institutions and training programs to compare options that would best match their career planning goals and individual learning needs. Students may wish to record this information in a chart similar to the one found below or in a post-secondary/ training portfolio they can create in myBlueprint to document their findings.

| Diagnostic Imaging (eg.) | Atlantic University | Atlantic College |
|--|---------------------|------------------|
| Type of program (degree/ diploma) | | |
| Length of program | | |
| Cost of program | | |
| Prerequisites | | |
| Location of program | | |
| Additional Costs | | |
| Experiential Component | | |
| Other (options such as part time/ distance learning) | | |

- Students can share their findings with a small group or the whole class, providing opportunities for other students to benefit from their research. Based on their research, students can reflect on which option may be more suitable for them and their career planning.
- In small groups, students can brainstorm and share what they know about *Taking a Gap Year* as an option to moving directly from high school into post-secondary education or training programs. Student groups can be assigned a specific topic to brainstorm which could include

| | | |
|-------------------------------|----------------------------|----------------------------|
| Reasons for a Gap Year | Pro's of a Gap Year | Con's of a Gap Year |
|-------------------------------|----------------------------|----------------------------|
- Teachers can deliver a presentation on Gap Year to provide students with additional information and context, validate student understanding and address misconceptions. Information related to Gap Years can be found on the [CERIC](http://www.ceric.ca) (Canadian Education and Research Institute for Counselling) website.
 - As an extension to their learning about Gap Year, students can engage in a 4 Corner Debate. The teacher can present a specific statement that requires students to take a position on the statement. Students can decide if they strongly agree, agree, disagree, or strongly disagree with the statement. This debate format presents an opportunity for students to articulate their position and persuade other students to change their position on the topic.

Suggestions for Evidence of Learning and Assessment:

- Students can reflect on what they have learned about post-secondary education and training program options. Students can upload their research, including results from questions asked of guest speakers, and reflections to their labour market/ career planning 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 you determine which type of education or training program will best support your career planning and goals?
 - How can you prepare for the entrance requirements to the program required by the career you are interested in?
 - How can you identify alternative pathways or options when your primary option may not be available for you?
- Based on what they have learned about Taking a Gap Year, students can prepare a brief position document on the merits (Pro's and Con's) of a Gap Year. This position document should include a commentary on why they personally would or would not take a gap year or how a gap year may or may not benefit them.
- Students can complete an exit slip related to their learning in this class. Statements that could be used by teachers on an exit could include:

3 things you did not know before...

2 things that surprised you...

1 thing you still need more information about...

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. In addition to Career Education courses, teachers can consider how students are able to meet cross curricular learning outcomes in other courses such as English/ French Language Arts, Multimedia, Social Studies, Fine Arts etc. 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.