

This Is Your Life

a Career and Education Planning Guide



Educator's Companion



Planning for Post-Secondary is Just a **Click** Away

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Learning Clicks offers FREE interactive, dynamic and informative presentations to students in junior and senior high schools throughout the province. Delivered by Learning Clicks Ambassadors, these presentations are designed to motivate and prepare students for education and training beyond high school. Students who attend a Learning Clicks presentation will receive their own CD-ROM.

This is Your Life: A Career and Education Planning Guide can be used independently from the Learning Clicks program. However, when used in conjunction with the Learning Clicks CD-ROM, it becomes a more comprehensive and engaging resource. Suggested activities using the CD-ROM are provided in the Student Guide.



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This publication is available to view online at alis.alberta.ca/publications

Additional copies can be ordered from the Learning Resources Centre: lrc.education.gov.ab.ca

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This information was accurate, to the best of our knowledge, at the time of printing. Occupation information and educational programs are subject to change, and you are encouraged to confirm with the resources the information often and seek additional sources of information when making career and education decisions.

Introduction

Welcome to the Educator's Companion

This Is Your Life: A Career and Education Planning Guide was developed to fill a need identified by high school educators and Alberta Advanced Education and Technology staff. The Guide introduces students to the principles of career and education planning and various authorized Alberta resources by helping students work through the planning process.

The student guide is a series of modules or steps that can be delivered in the classroom or used by students on their own. **The steps within the student's guide meet curriculum learning outcomes for Career and Life Management (CALM) and can be used to meet Career and Technology Studies (CTS) learning outcomes.** Through the development of the student's guide and Educator's Companion, career development resiliency was built into the guiding steps in the tone of the context, personal quotes and reflection questions.

This Educator's Companion includes learning objectives, background information, delivery methods and activity timelines for each module (step).

NOTE!

This Is Your Life is designed to be delivered in classrooms with Internet access and computers for student use.

CALM Course Structure and Organization

General Outcomes

The aim of the CALM course is articulated through three general outcomes:

- General Outcome 1: **Personal Choices**
- General Outcome 2: **Resource Choices**
- General Outcome 3: **Career and Life Choices**
 - Students will develop and apply processes for managing personal lifelong career development.

Specific Outcomes

Each general outcome includes a set of specific outcomes. Specific outcomes are identified with a letter and number. Each specific outcome is supported by bulleted examples. These examples **do not form part of the required course** but are provided as an illustration of how the specific outcomes might be developed. Achievement of the specific outcomes enables students to develop and demonstrate the three general outcomes.

Alignment With The CALM Curriculum

The introduction and four steps will enable students to achieve General Outcome 3: Career and Life Choices. General Outcome 3 contains eleven specific outcomes (C1-C11) with examples for each of these outcomes. The following information states the module and then lists the specific outcome with the example(s) that will be fulfilled by that module.

Intro and Step 1

C1 Examine the components of effective career development as a lifelong process.

- Relate present daily living skills and experiences to career aspirations.

C2 Update and expand a personal profile related to potential career choices.

- Assess personal characteristics, such as interests, competencies (including skills, abilities, attitudes and talents), personality traits, limitations and strengths, to expand a personal profile.

C5 Develop a quality career profile.

- Build a personal occupational profile, including information gathered while envisioning possible futures, examining future employment trends and researching possible career.

Step 2

C5 Develop a quality career profile.

- Build a quality career portfolio by combining the occupational profile and the personal information profile.
- Assess a wide range of occupation possibilities.

C3 Examine the relationship among career planning, career decisions and lifestyles.

- Describe various factors that can affect opportunities for education and careers.

Step 3

C6 Investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs.

- Assess the range of possibilities, their costs and the available assistance and funding.

Step 4

C2 Update and expand a personal profile related to potential career choices.

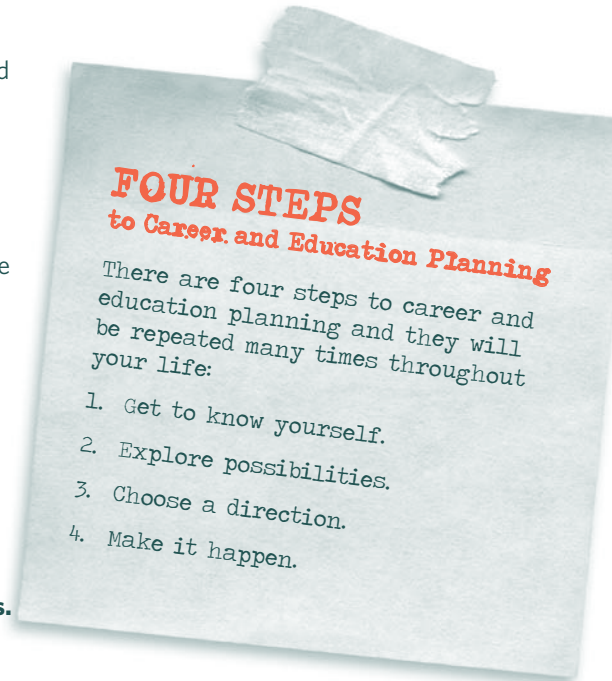
- Assess personal characteristics, such as interests, competencies (including skills, abilities, attitudes and talents), personality traits, limitations and strengths, to expand a personal profile.

C5 Develop a quality career profile.

- Build a quality career portfolio by combining the occupational profile and the personal information profile.
- Assess a wide range of occupation possibilities.

C6 Investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs.

- Assess the range of possibilities, their costs and the available assistance and funding.



The steps encourage students to use the resources available on the Alberta Learning Information Services (ALIS) website (alis.alberta.ca) to complete activities and assignments. Advanced Education and Technology in partnership with the ministries of Alberta Education and Employment and Immigration developed this comprehensive website to assist Albertans to

- build career paths
- plan for post-secondary education and training
- learn about the labour market
- prepare and search for employment

Career Development Background

Alberta is in transition to a knowledge-based, change-driven economy:

- Two-thirds of the new jobs in Alberta in the 21st century will require post-secondary training.¹
- Technology is advancing so rapidly, many of the occupations which today's students will pursue have not yet been created.
- Most of Canada's youth are likely to experience an average of 17 employment transitions in their working lifetime.²

The continued strength of Alberta's economy depends on training and retaining highly skilled and innovative workers who are committed to ongoing learning and adept at managing change.

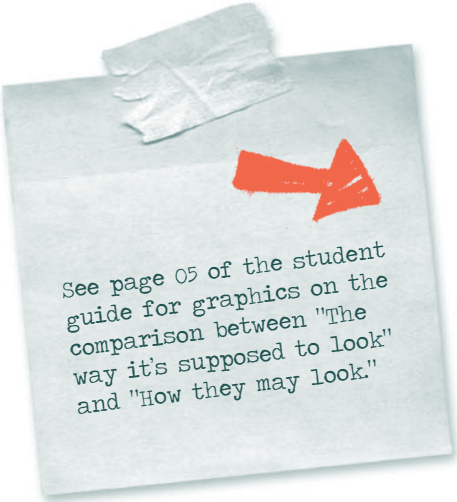
Providing youth with the skills and resources to plan a successful transition from high school to post-secondary and beyond is more important than ever.

Career and education planning in context

Alberta high school students face a unique set of challenges as they attempt to plan their next steps after high school.³

- The transition from high school to adult life is taking longer than it used to.
- Post-secondary education is more important and more costly than ever.
- Numerous and constantly emerging occupational options can make post-secondary choices seem overwhelming.
- Students have watched parents and other adults struggle with career issues and are conscious of trying to avoid making similar "mistakes."

When young adults feel pressured to make the "right" career choice, career and education decision-making can become a last-minute, thrown-together process marked by fear of failure, rather than one based on self-assessment and the concept that change is manageable, expected and often positive.



See page 05 of the student guide for graphics on the comparison between "The way it's supposed to look" and "How they may look."

¹ Alberta Employment and Immigration. (2006). *Alberta Modified COPS Outlook, 2005-2010. Building and Educating Tomorrow's Workforce: Alberta's 10 Year Strategy*. Government of Alberta.

² Central Alberta Career Prep. *Guiding Youth: Finding a Career Path and Connecting to Work* (workshop guides).

³ Arnett, J. (2000). Emerging Adulthood: A Theory of Development From the Late Teens Through the Twenties, *American Psychologist*, 55, 469-480. as cited in Campbell, C. & Unger, M. (2008). *The Decade After High School: A Professional's Guide*. Toronto: The Canadian Education and Research Institute for Counselling.

Career development in the high school classroom

Current career development practice recognizes that

- work life is connected to the rest of life
- life events continue to affect an individual's career path
- career transitions continue throughout life
- career and education planning is an ongoing, cyclical process

The transition students make from high school to post-secondary education or work is the first of many such transitions they'll make throughout their lives. Introducing students to the skills and attitudes they need to manage the high school to post-secondary transition will help them handle the other career transitions they will subsequently face.

Educators, counsellors and parents can support effective career and education planning by helping students

- translate their strengths, skills and interests into possible career options
- explore the range of post-secondary options
- make plans but keep their options open
- understand the costs involved and the resources available to help pay for post-secondary education
- recognize that not every student is ready to make the transition directly from high school to post-secondary education and that some students will benefit by taking some time away from schooling

The Career and Education Planning Process

See Page 05 in the student guide for a graphic on the Career and Education Planning process.

The This Is Your Life—Educator's Companion is designed to help educators introduce the Career and Education Planning Process into the classroom to support a variety of learning objectives. Both the process and the guide emphasize the following understandings:

- Students are more likely to take responsibility for their own career and education planning if they are familiar with the process and given the opportunity to practise the skills involved.
- Resources and support for this process are available to students online (ALIS) and in the community.
- Change and uncertainty are normal, expected aspects of the career and education planning process and the ongoing development of an individual's career path.
- Understanding and practising the career and education planning process will help students plan for, manage and stay open to change.
- The skills, understandings and attitudes students develop through this process will sustain them throughout their career journey.

Arnett, J. (2004). *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*. New York: Oxford University Press as cited in Campbell, C. & Unger, M. (2008). *The Decade After High School: A Professional's Guide*. Toronto: The Canadian Education and Research Institute for Counselling.



NOTE!

Four activities are available that can be used for markable assignments.

Career Development Theory

The four steps of the Career and Education Planning Process are based on several career development theories, including the key theories outlined below:⁴

Trait and Factor

- The first widely recognized career development theory, it holds that each person has a unique set of traits that can be accurately profiled and matched with the requirements of an occupation that has also been profiled.
- Career practice consists of profiling and matching people to occupations.

John Holland's Career Typology—Holland Code

- This model identifies six types of personalities and six types of work environments.
- Career satisfaction depends on the fit between personality and work environment.
- It is the basis for popular assessment tools such as Self-Directed Search, Vocational Preference Inventory and Strong Interest Inventory.

Donald Super's Life-Span/Life-Space Theory

- Career success is linked to self-awareness and self-concept, which develops over the life span.
- Skills, attitudes and a knowledge of strategies allow the individual to develop life-long career self-efficacy.

Krumboltz's Social Learning Theory of Career Choice

- The sum of a person's learning, from environmental influences to encounters with people and events, affects how they approach career choice.
- Significant others—parents, mentors, peers—play a key role.

Constructivist Theory/Models of Career Development

- People construct their own meanings about new knowledge based on their unique experiences.
- Career practice involves using narrative, metaphor and critical reflection.

Introduce your students to the Career and Education Planning process by requesting a Learning Clicks presentation.

For more information on the Learning Clicks program or to request a presentation, see the inside cover of this Educator's Companion or visit learningclicks.ca

⁴ The Canadian Career Development Foundation and the Canadian Millennium Scholarship Foundation. (2007). *Applying the Construct of Resilience to Career Development: Lessons in Curriculum Development*, 10-11, Montreal.

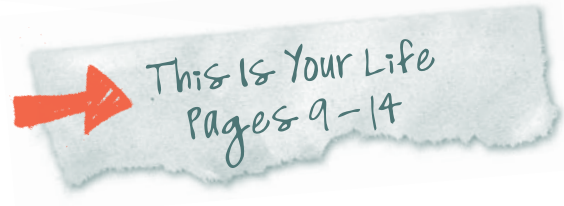
Step One

Getting to Know Yourself

Learning Objectives

In this module, students will

- identify personal traits, values, interests and skills and relate them to potential career opportunities
- identify a personal vision of their future



Background

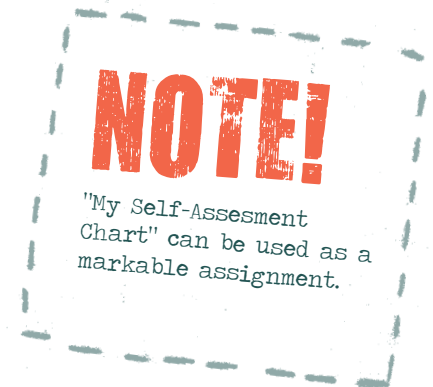
This module encourages students to use a number of online self-assessment tools accessed through the ALIS website, as well as their own imagination, to identify their individual personality traits, values, interests and skills.

The Holland Code Quiz self-assessment tool generates a three-letter Holland Code. For more information, see page 08 in Career Development Theory in this guide and visit hollandcodes.com and/or careerservices.uvic.ca. Enter Holland Code in the search function.

When students complete all the quizzes on the Service Canada Career Navigator and Quizzes website (accessed through ALIS) using their online alias, they will get combined results that will give them a more complete picture of their skills and interests.

The What's Your Personality Type tool is a Myers-Briggs Type Indicator (MBTI) assessment, designed to measure psychological preferences in how an individual sees the world and makes decisions. The MBTI approach is based on the typological theories of Carl Jung. For more information visit myersbriggs.org.

The chart in Optional Exercises on page 11 of this Educator's Companion provides details about the tests accessed through the **ALIS Self-Assessment Tools** web page.



Procedure

- 1 Have students read the introduction to Step 1 on page 09 of the student guide.
- 2 Have students open the ALIS website and find the Self-Assessment Tools page. Read the feature on Self-Assessment.
- 3 Read aloud, **Protect your privacy online—read this first!** on page 09. Have students create an online alias and record their fictional information in the space provided.

"We're constantly being told who other people think we are, and that's why it's so important to know yourself." SARAH MCLACHLAN

NOTE!

If your school has a license to Career Cruising or Bridges programs have students do the interest inventory and add the information to **My Self-Assessment Results Chart**.

- 4 Ask students to turn to the **Holland Code, Personality Quiz** and **Career Navigator** Quizzes starting on page 10 of the student guide. Discuss which can be completed in class and/or as homework. Have them read through the prompts and do these steps online. Point out the space for recording possible occupations and note that some tests will include suggested occupations in their results. Stress the importance of using this space on the page to record their results.
 - Only the Career Navigator website will maintain their search results profile.
 - Results from other online searches will be lost when students leave the website.
- 5 Remind students that when prompted, they should log on using their online alias.
- 6 Have the students complete the following exercises on pages 10 to 13:
 - Ask ALIS
 - The Holland Code Quiz
 - What's Your Personality Quiz
 - Career Navigator Career Quizzes
 - Complete the **My Self-Assessment Results Chart** (this could be a grade generating assignment)
 - Imagine Your IDEAL Future—in class or as a homework assignment

Closure

- 1 Ask students to read Did You Know? on page 14. Discuss these statements:
 - Check what you have learned through the tools with your allies and your own gut feelings or intuition.
- 2 Tell students that they will create a list of possible occupations in the next module, based on their self-assessment and occupation profiles information.

OPTIONAL EXERCISES

Motivated students can complete one or more of the exercises in Explore More on page 14 either in class or as homework.

Self-Assessment Tools on ALIS

Tool Name	Type of Assessment	Time to Complete	Occupations Generated
Career Navigator			
1 Abilities quiz	*Skills	5 minutes	YES
2 Data, People, Things quiz	*Traits	5 minutes	YES
3 Work Preference quiz	*Interests	8 minutes	YES
4 Work Values quiz	*Values	5 minutes	NO
5 Multiple Intelligence quiz	Traits	6 minutes	NO
6 Seeing, Hearing and Doing	Traits	3 minutes	NO
Career Cruising (Ask your teacher if your school has access to this.)			
	*Interests	8-10 minutes	YES
Holland Code			
	*Traits, *Skills, *Interests	5 minutes	YES
Are you an Introvert or Extrovert?			
	Personality	8 minutes	NO
Keirsey Temperament Sorter II			
	Personality	6 minutes	NO
What's Your Personality Type?			
	*Personality	6 minutes	YES
Employability Skills Assessment			
	Skills	5 minutes	NO
CAREER Insite			
	Skills, Interests, Values, Traits	3 minutes each	NO

* These quizzes provide more in-depth results.

Step Two

Exploring Possibilities



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Pages 15–22

Learning Objectives

In this module students will

- research occupations using the resources on the ALIS website
- consider the role of labour market information and trends in career and education planning
- consider the role of values and preferences in career and education planning
- select and explore three possible occupations

Background

This step involves researching a number of occupations that are related to

- the student's interests as identified in Step 1
- school subjects the student enjoys
- post-secondary programs the student is interested in
- occupations identified by the student's self-assessment results in Step 1

Procedure

- 1 Have students read the introduction to **Step 2: Exploring Possibilities** on page 15. Emphasize that in this step they are exploring specific occupations but this **does not** mean they are making a commitment to any occupation. The goal of this module is to develop research skills and learn the resources, not to choose an occupation.
- 2 Draw students' attention to the definitions in the **Did You Know?** feature on page 17. Ask students to name other examples of occupations and jobs.
- 3 Have students complete the **Think About Your Needs and Wants** checklist. Invite them to brainstorm other factors. Discuss with students how other areas of our life may affect our needs and wants and therefore may affect occupational choice.
- 4 Introduce **OCCInfo—Occupation Information**.
OCCinfo—Alberta Occupational Profiles—is a website that provides up-to-date information about occupations in a format called occupational profiles. There are more than 500 occupational profiles in OCCinfo. Each profile presents information about an occupation including duties, educational requirements and salary.

NOTE!

"My Top Three Occupations Chart" can be used as a markable assignment.

In today's class, students will be researching potential occupations using OCCinfo, (career cruising or Bridges occupation descriptions if school has a license for these online programs) the internet and ALIS Occupational videos.

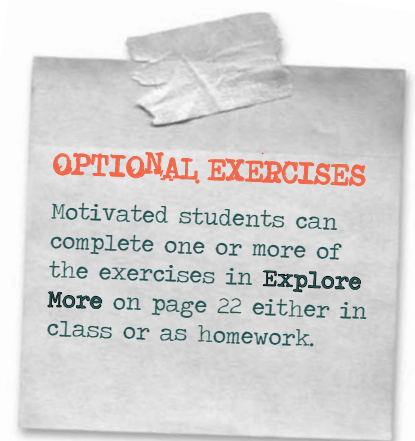
- 5 Ask students to turn to Searching OCCinfo on page 17, which has various Search by... exercises and can be completed in class or as homework. Point out the spaces for recording possible occupations. Stress the importance of using this page to record their results:
 - Occupations saved to the OCCinfo website under View Personal List will be lost when students log off.
 - Have students go to alis.alberta.ca/occinfo. Draw their attention to the **Search by...** choices in the left navigation menu.
 - Ask students to complete the following **Search by...** items
 - **Search by Interest**
 - **Search by Subject**
 - **Search by Field of Study**
 - This activity can be used as an assignment.
- 6 Frame the next activity, **Narrow Your Occupation Options**, on page 18, by telling students that this is where they review all the occupations that have been generated from Step 1 on **My Self-Assessment Results Chart**, page 12, and the **OCCinfo Search** to just 10 potential occupations. From this list they will choose their **top three occupations** to explore in more detail.
- 7 The activity **Explore Your Top Three Occupations** can be completed in class or as a homework assignment. They will be reviewing occupational profiles in depth, searching the internet and watching occupation video clips online in order to complete the **My Top Three Occupations Chart** on page 21. If earphones are not available for in-class work, canvass the class and decide on one occupation to explore together. Have everyone view it on a large screen, LCD projector, if available.

"You miss 100 per cent of the shots you never take."

WAYNE GRETZKY

Closure

- 1 Ask students to read **Did You Know?** on page 22. Discuss these statements:
 - You may have a strong sense of where you're headed—or you may not.
- 2 Point out the **3Ps of Exploring Occupational Possibilities** under Explore More on page 22. Explain that this module focused on published information. Explain that talking with people and gaining practical experience are also great ways to learn more about occupations.
- 3 Preview the next module by letting students know they'll be looking at post-secondary education programs related to their chosen occupations.



Step Three

Choosing a Direction

Learning Objectives



This Is Your Life
Pages 23-28

In this module, students will

- identify the advantages of post-secondary education
- differentiate among the various types of post-secondary institutions
- differentiate among the various types of post-secondary programs
- research post-secondary options using the resources on the ALIS website

Background

In this module, students use the three occupations they identified in Step 2 as the basis for researching related post-secondary programs. They can choose to identify one post-secondary program for each of the three occupations, or choose one occupation and identify three possible programs associated with it.

NOTE!

My Three Programs exercise can be used as a markable assignment.

Procedure

- 1 Have students read the introduction to **Step 3: Choosing a Direction** on page 23. Emphasize that it does not matter whether they know what occupations they are interested in. They only need to choose an occupation for the purposes of this module.
- 2 Ask students to read **Did You Know?** on page 23 and discuss the following statement:
Not getting a post-secondary education will cost you more than getting one, even taking into account the cost of the education and the income you don't earning while in school.
- 3 Brainstorm ideas around **Advantages of a Post-Secondary Education** on page 24 and ask students to fill in the web in their guide.
- 4 To learn **What Types of Post-Secondary Schools are out There?**, have students turn to page 25 in the student's guide and online go to alis.alberta.ca/school-differences. Read the tip sheet **College, Technical Institute, University—What's the Difference?** If a Learning Clicks presentation has been made to the students discuss the types of schools found on the CD-ROM and what the differences are.

- 5 To learn **What Types of Programs can I Take?**, have the students go to alis.alberta.ca/program-differences, read the tip sheet, **Certificate, Diploma, Applied Degree, Degree—What's the Difference?**. As a class, go to alis.alberta.ca/occinfo and complete the activity to learn about different levels of education in this section. Have the students record the answers. See the answer sheet below and discuss with students what they found.

GO TO alis.alberta.ca/occinfo

- Enter Landscape in **Search by Title**. Click on the links for Landscape Architect, Landscape Architectural Technologist and Landscape Gardener. Look at the profiles for each of them.
 - What are the education requirements for each occupation?
 - **Landscape Architect:** Masters Degree (approximately 6 years)
 - **Landscape Architectural Technologist:** Diploma (2 years)
 - **Landscape Gardener:** Journeyman Certificate (4 years – work and earn)
 - List three similarities all three occupations share:
 - 1 work with clients
 - 2 design landscapes (size may vary)
 - 3 require similar product knowledge
- 6 Ask students to read and discuss the information under **What if I Don't Feel Ready?** on page 28.
- Brainstorm ideas for learning on the job.
 - Discuss how volunteering and travel contribute to an individual's education.

- 7 Introduce **EDinfo—Education information**.

EDinfo is a factual database of educational and training programs available

- on-site and by distance learning from Alberta-based public and private colleges, universities, university colleges, technical institutes and private vocational schools licensed or registered in Alberta
- by distance learning from public and private colleges, universities, university colleges, technical institutes, and private vocational schools licensed or registered in British Columbia, Alberta, Saskatchewan and Manitoba

Here student's will use EDinfo to research post-secondary programs relating to their top three occupations generated in Step 2.

- Ask students to turn to **My Three Programs** on page 27, which can be completed in class and/or as homework. Point out the space for recording information about post-secondary programs related to their top occupations. Explain to students that they can choose to identify one post-secondary program for each occupation of their chosen three or choose one occupation and identify three possible programs.
- Stress the importance of using this page to record their results. My Three Programs is **their personal record**. They can keep it and add to it at any time.
- This activity can be used as an assignment.



STUDENTS WITH LEARNING, HIDDEN AND/OR PERMANENT DISABILITY?

Check out Transition Guide for Student's with Disabilities. Order yours today at alis.alberta.ca/disabilities.



NOTE!

The Learning Clicks CD- ROM provides up-to-date statistics on employment prospects, salary, program costs and reasons to choose specific programs, plus more, all in one place.

*this activity
takes a while*



- 8 Ask students to go to alis.alberta.ca/edinfo and click on **Search by Program** in the left navigation menu. **Enter an occupation name in the Keyword box** and click **Go**. Have them continue exploring the EDInfo database using the various search criteria to complete the My Three Programs sheet on page 27. This can be completed in class or assigned as homework.

Order **Time to Choose** publications for your classroom and students from alis.alberta.ca/publications for an annual updated publication that has

- details on the types of programs and institutions
- Programs Chart showing which programs are offered and where in Alberta
- Features Chart listing each institution's services

Closure

- 1 Ask students to read **Did You Know?** on page 28. Discuss the statement:
 - You could change your mind and your direction several times before you finish high school.

"I always say don't make plans, make options."

JENNIFER ANISTON

- 2 Preview the next module by inviting students to think about the following statement:

"The best way to predict your future is to create it."

ANONYMOUS



Step Four

Making It Happen

Learning Objectives

In this module, students will

- identify and create SMART goals
- investigate prerequisites and marks required for specific post-secondary programs
- investigate methods of paying for post-secondary education
- explore the process involved in creating and achieving action plans
- complete a chart that integrates the career and education planning process

Background

This module introduces the action planning process. Using the foundation of the self-assessment, exploration and decision-making activities completed in the three previous modules, students identify the goal of enrolling in a post-secondary program and practise creating an action plan to achieve it.

Procedure

- 1 Invite students to discuss the statement, **The best way to predict your future is to create it**, with a focus on how it relates to making the transition from high school to post-secondary school. Read the following formula aloud and ask students to assess its validity:
To make things happen, you need to
 - **identify your goal**
 - **make plans to achieve it**
 - **put your plans into action**
- 2 Have students turn to **Making It Happen Web** on page 33. Explain that they will be completing the web for practise in setting a goal and planning to achieve it. Emphasize that by choosing a post-secondary program to use in this exercise, they are not necessarily making a commitment to it. Ask students to choose a post-secondary program related to one of their top three occupations from Step 3 (page 21) and write it in the space provided.
- 3 Have students read the **SMART goals** tip on page 29 and answer the related questions. As a class, have them think of some additional SMART goals that may or may not be related to career and education planning. Have them create and record a personal SMART goal for their chosen post-secondary program and record it on the **Making It Happen Chart** on page 33.



This Is Your Life
Pages 29-33

NOTE!

The Making it Happen Web can be used as a markable assignment.

Coming Fall 2009: APPLY ALBERTA

- Applying for post-secondary studies in Alberta?
- Interested in applying to more than one institution?
- Want a simpler application and transcript process?

Apply Alberta can help!

Students can apply to multiple institutions and only enter their personal and academic history once.

They don't have to pay for transcripts requested through applyalberta.ca.

Check out applyalberta.ca to find out more about the new online application system.

NOTE!

ENTRANCE COUNSELLING FOR STUDENT FUNDING

An e-learning session that provides information about every phase of the student loan life cycle:

- getting their student loan
- while studying
- grace period
- repayment period

Send them to get the information they'll need at edulinx.ca and alis.alberta.ca/studentsfinance.

DID YOU KNOW?

To apply for high school transcripts, post-secondary programs, and various funding you need to know your Alberta Student Number (ASN)

Every student in Alberta is assigned a unique ASN.

Find yours at education.alberta.ca/asn

OPTIONAL EXERCISES

Students can complete one or more of the exercises in **Explore More** on page 32.

- 4 Assign the activities in **Making Plans to Achieve Your Goal** on page 33 to be completed in class or as homework. Remind students to record their ideas on the **Making It Happen Web** on page 33. Brainstorm ideas for:
 - completing admission requirement courses
 - maintaining or raising their grades
 - enrolling in the program
- 5 Have the students read **Paying for post-secondary** and **Did You Know?** Ask them to record the cost of a chosen program from Step 3 in the **Making It Happen Web**. Have them read the tip sheet **Financing Your Education** and record four ways they can finance their post-secondary program.
- 6 Read **Finding Free Money for Your Education** aloud. Have students go to alis.alberta.ca/scholarships. Let them explore the link and find two or three awards (scholarships) they could apply for. Ask them to explore the two databases of scholarships and awards available on ALIS and to find the scholarship page at a school they might attend. Ask what other Canadian website can they go to, to find more scholarships? (studentawards.com)
 - **Alberta Scholarship Programs** - lists awards that are administered by Alberta Scholarship Programs. Search alphabetically, by keyword or by audience.
 - **Scholarship Connections** - lists awards that are administered by various organizations. Search by keyword, deadline or category.
 - **Post-Secondary Institutions Scholarships** - lists awards that are administered by specific post-secondary institutions in Alberta. Search by post-secondary institution.
- 7 Ask the students go to alis.alberta.ca/studentsfinance find out;
 - What is a student loan?
 - When do you have to pay back a government student loan?
 - How do you apply for a government student loan? (online at alis.alberta.ca/apply)
- 8 Ask the students to download and read the checklist appropriate for their grade in **Putting Your Plans Into Action** on page 31.
- 9 Ask students to create a one- or two-sentence description of the future they envisioned in Step 1, page 13, and record it on the **Make It Happen Web**.

Closure

- 1 Read the section under the checklists starting with **As you start to make decisions and move forward...** on page 31, aloud and invite students to discuss the bulleted points, especially, **You'll reach your goal not in one big step but in many smaller ones.**
- 2 Brainstorm steps students could take in the next day, the next week or month to move closer to their goal.

NOTES:

A series of horizontal dotted lines for writing notes.



Exploring possibilities[ⓑ]

Choosing a Direction

Finding out What I want[Ⓐ]




To engage students who are wondering...

- What am I going to do after high school?
- How do I decide what I want to do?
- What kind of training or education should I take after high school?
- What if I start a program and then change my mind partway through?
- How do I figure out what to do next?

...use this guide—an interactive, technology driven, fun and easy-to-use format—to get them started!

This Educator's Companion to the student's publication, **"This is Your Life: A Career and Education Planning Guide"** is a series of lesson plans and back ground information to help you meet curriculum learning outcome objectives for both

- Career and Life Management (CALM) and
- Career and Technology Studies (CTS).



This series of modules set up in the form of steps can be delivered in the classroom or used by students on their own.