**SNC 2D Career Exploration**



*“Where there is no vision, the people perish.”*

~ Proverbs 29:18

Name: Due Date:

Career:

One member of the group must prepare the following information:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect** | | **Clarification** | | **Name of Group Member** |
| 1. **Education** - requirements to get into the college/university, cost, time (years), work load in educational program, co-op opportunities | | In today’s economy, most jobs have fairly high educational expectations. By some estimates, up to 80% of jobs require some education beyond high school. When you explore a career, it is critically important that you look at the courses you must take in high school and college/university in order to be prepared for the occupation. | |  |
| 2. **Day-to-day** - describe a typical day/shift; what it would really be like to do this job; abilities needed to love this job/to be successful | | Soft skills are a set of skills that influence how we interact with each other. It includes such abilities as effective communication, creativity, analytical thinking, diplomacy, flexibility, change-readiness, problem solving, leadership, team-building, and listening skills. The goal of soft skill training is to give students the opportunity to learn and practice new patterns of behaviour and in so doing, to enhance human relations. Will you be working indoors or outdoors? Will you work alone or with others? Will you be working around loud machinery? What are your day-to-day responsibilities? | |  |
| 3. **Money and commitment** - salary, benefits, holidays, shifts/on-calls/overtime, etc. | | Naturally, you will want to know how much money you can expect to make in this career. Just remember that salary ranges vary, depending on the part of the country you are living in, the type of company you work for, and your level of education and experience. | |  | |
| 4. **Potential employment and future career paths** | | Find out what job duties and responsibilities the job typically has. This can vary from company to company, so it is a good idea to not only look at generic job descriptions, but to also explore the descriptions for actual job openings. Most of us do not want to stay in the same job for the rest of our lives. Try to find out how you can progress in this career and what other jobs you could move into. Also, find out what you need to advance. Experience? More education? Both? | |  | |
| 5. **Biography of a Canadian in this career** - possibly a relative, family friend, neighbour, or someone you found on the Internet | | Apply aspects 1-4 specifically to this person and add any interesting and relevant details about their journey. | |  | |

Career List

• Lab technologist

• Physiotherapist

• Dietician/Food scientist

• Government worker - Ministry of the Environment

• Concrete technician

• Medical equipment technician

• Optometrist/Lasik surgeon

• Science writer/columnist

• Technical consultant for computer games (physics of falling/weaponry, machinery; biology of injury; body mechanics of motion)

• Beauty formulation scientist (cosmetics, shampoo, perfume, etc.)

• Organic farmer/distributor

• Geneticist (genetic screening, GMO specialist)

Name: Career:

Under each of the headings below, circle the response that best fits *your* perspective as it relates to the presentation. Then using four to five clear sentences, briefly journal whether or not you might consider this particular career.

|  |  |
| --- | --- |
| Education required | I can do this/Possible for me, but a struggle/No chance |
| Typical day experience | Just my thing/Sounds okay/I’d dread every minute |
| Details about the job | Too good to be true/Yes, it seems suitable/Sounds lame |
| Choices it leads to | Perfect chance/Maybe I could take the first step/Dead end |
| Journal entry: | |

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Career Exploration Reflection

(Taken from: http://www.holoworld.com/careers/)

Why Explore Careers?

Many people decide on their future careers without knowing anything about them. Or, they decide on a career option, but discover when they get to college or university that they do not have the academic background to take the courses they need to graduate. Kind of gets in the way of your plans for the future, doesn’t it? Answer these questions:

**What interests do I need to have to enjoy this job?**

Most of us get the greatest enjoyment out of doing things that interest us. A job is no different. Make sure that any career you select is one that fits in with your interests - the things you like to do.

**What abilities do I need to do well at this job?**

Some of us are good with our hands, and some of us are not. Some of us have strong mathematical abilities, and some of us do not. Knowing where your natural strengths and abilities lie and how these fit into your career interests is an important component of career exploration.

**What are my work values? What’s important to me in a job?**

Do you want to make a lot of money? Have a flexible schedule? Work from home? Travel? Help people? Generally we are happiest with those jobs that fit in with the things that are important to us, so make sure that when you’re looking at career options, you consider how the job will fit in to the things you value in life.

**SNC 2D - Career Exploration Rubric**



Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Level 4 (80%-100%)** | **Level 3 (70%-79%)** | **Level 2 (60%-69%)** | **Level 1 (50%-59%)** |
| The presentation is well organized. The student contributes to the oral presentation. The student is aware of their role during the presentation. | The presentation is very well organized.  The time spent on each section is appropriate and total time is within the within time constraints.  The student is aware of their role during the presentation and does not need cues. | The presentation is organized.  The length is roughly within time constraints.  The student is aware of their role but may need a cue. | The presentation is somewhat organized.  The length of the presentation is somewhat too long or too short.  The student is not aware of their role and needs consistent direction. | The presentation lacks organization.  The length of the presentation is much too long or too short.  The student shows confusion and disorganization. |
| Marks: | 5 4.5 4 | 3.9 3.7 3.5 | 3.4 3.2 3.0 | 2.9 2.7 2.5 |
| The presenters are comfortable with the information. Information is not read directly from the poster board. Q-cards or brief note cards may be used for assistance. | Presenters are very knowledgeable about their topic.  Presenters speak to and face their audience. Q-cards or notes are used for assistance. | Presenters are knowledgeable about their topic.  Presenters speak to and face their audience. Q-cards or notes are used for assistance. | Presenters are somewhat knowledgeable about their topic but often read directly from their poster or notes.  At times, the audience is faced. | Presenters are not comfortable with their topic and read directly from their poster or notes.  The audience is rarely or not faced. |
| Marks: | 5 4.5 4 | 3.9 3.7 3.5 | 3.4 3.2 3.0 | 2.9 2.7 2.5 |
| The presenter has a clear, loud voice. Appropriate body language (eye contact, not fidgeting) and gestures are used. | Presenter has a clear, loud voice, and is articulate.  Presenter uses gestures and appropriate body language throughout the presentation. | Presenter has a clear, loud voice.  Presenter uses gestures and has appropriate body language for most of the presentation. | The presenter is able to be heard and understood.  Presenter sometimes uses gestures and has appropriate body language. | The presenter is difficult to hear and understand.  The presenter needs to improve on the use of gestures and appropriate body language. |
| Marks: | 5 4.5 4 | 3.9 3.7 3.5 | 3.4 3.2 3.0 | 2.9 2.7 2.5 |
| The journal reflection is organized and clear. It provides insightful reflection based on career presentation. It is free from spelling and grammatical errors. | The reflection is very well organized in paragraph form.  The paragraph includes a very insightful reflection of thoughts on this career, using very specific reasons and details.  The writing is free from spelling and grammatical errors. | The reflection is organized in paragraph form.  The paragraph includes a reflection of thoughts on this career, using specific reasons and details.  The writing is mostly free from spelling and grammatical errors. | The reflection is somewhat organized in paragraph form.  The paragraph includes a reflection of thoughts on this career using some reasoning and detail.  There may be a few spelling or grammatical errors. | The reflection lacks organization or may not be in paragraph form.  The paragraph may lack some detail or reasoning behind career expectations.  The writing contains multiple spelling or grammatical errors and should be reviewed. |
| Marks: | 5 4.5 4 | 3.9 3.7 3.5 | 3.4 3.2 3.0 | 2.9 2.7 2.5 |
| TOTAL MARK /20 COMMUNICATION | | | | |