

Teacher Package

Guidance and Career Education Exemplar Task Grade 10 Career Studies – Open

Teacher Package

Title: A Job Search Brochure

Time Requirement: 3 to 4 periods of 75 minutes each

Description of the Task

Students are to create a brochure that will aid young people who are seeking full-time employment for the first time. The brochure must contain questions that are important to people seeking employment and comprehensive answers to those questions, and be visually appealing.

Final Product

Each student will submit a six-panel brochure that effectively communicates employment-seeking information and strategies, using both textual and visual components. The brochure must use a question-and-answer format. Students will formulate five questions and develop answers to them. At least one question and answer must address each of the following topics:

- self-assessment strategies
- societal and economic trends (e.g., globalization, developments in information technology, emerging work-style alternatives, changing demographics) and how they affect the job market
- the job search process.

The two remaining questions and answers may also relate to the topics listed above, but need not be limited to them.

The information in the brochure should be presented in an appropriate manner, using an attractive format. The brochure should be suitable for distribution at a local public library or community career centre.

The last, or sixth, panel of the brochure must contain a list of all the sources the student has used in researching the job search process. This section should be titled “Sources Used”. Teachers should advise students that any quotations taken directly from a source must be appropriately acknowledged.

Note: The Sources Used section will not be evaluated as part of the exemplar task but is included to ensure that all the sources used by the student to complete the task are cited.

Assessment and Evaluation

The Peer-Editing Checklist in Appendix B will be used for formative assessment.

The task-specific rubric will be used to evaluate the final product. Throughout the process of completing the task, students and teachers may use the rubric as an assessment tool.

Expectations Addressed in the Exemplar Task

Students will:

1. describe trends in society and the economy that affect work;
2. demonstrate understanding of the processes of finding and creating work;
3. demonstrate understanding of the purpose and use of self-assessment and standardized assessment tools and strategies (e.g., aptitude tests, skills inventories);
4. identify questions that are appropriate for gathering relevant career-related information and use them effectively in information interviews with people in selected fields of work (*only the first part of this expectation – “identify questions ... career-related information” – is addressed in this task*);
5. demonstrate use of effective communication skills in a variety of situations in school, at home, and in the community.

Teacher Instructions

Prior Knowledge and Skills Required

To successfully complete this task, students should have:

- an understanding of the impact of current and projected work force trends;
- an understanding of job search procedures;
- an understanding of the role of self-assessment tools in an effective job search;
- the ability to write for a specific audience and purpose;
- experience in preparing a bibliography or list of sources.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources

- sample brochures (teacher or students may provide these)
- newspapers and other print materials, including textbooks; class notes; appropriate computer software; Internet access (if available)
- supplies for development of brochure (e.g., paper, markers)

Rubric

Introduce the task-specific rubric* at the same time as you begin to discuss the task with students. Review the rubric with students and ensure that each of them understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

Task Instructions

1. Conduct a brief analysis of sample brochures, with reference to purpose, language, layout and design, and the extent to which they would appeal to their target audience. Sample brochures need not be related to job seeking.
2. Review job market issues and trends and the job search process with students.
3. Explain the task, as outlined in the Description of the Task and Final Product sections above, to students. Emphasize the question-and-answer format and draw students' attention to the three topics that must be represented in at least one of their five sets of questions and answers, namely: self-assessment strategies, societal and economic trends and how they affect the job market, and the job search process.
4. Emphasize that throughout the process of completing the task students are to maintain a list of the resources they have used. This list will form the Sources Used section that is to go on the last (sixth) panel of the brochure.
5. Use the following procedure to help students formulate the five questions they will use in their brochures:
 - a. Brainstorm with the class to come up with some possible questions that a young person, new to the job search process, might ask.
 - b. Using a "think – pair – share" strategy, instruct students to *individually* generate a list of key questions that someone seeking employment for the first time might ask. Encourage students to think of questions that are open-ended enough to allow for substantial and comprehensive answers. Students are to record their questions under the headings provided on the Brainstorming Sheet in Appendix A. Next, have students *share* their lists of questions, first with various *partners* and then in *groups*, and then add to their individual lists of questions using any questions that have appealed to them while they have been sharing.

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- c. Students will then select from their own lists five questions for their brochures. Remind students to be sure that they have included at least one question that focuses on each of the three required topics and that they have selected questions that allow for substantial answers.
 - d. Students will next put the selected questions in a logical order, that is, one that reflects the sequence of steps in the job-seeking process.
6. Allow time for students to find information in sources, to which you direct them, that will help them develop answers to the questions they have selected. Students may refer to class notes, print materials, computer software, and the Internet, if available. Remind students that they must record the various sources they use as they complete this research. Advise students that answers should be clear, complete, and informative, and that examples should be given where necessary. Students should also be reminded to use language that is appropriate to the target audience.
 7. Have students select effective titles for their brochures.
 8. Instruct students to fold an 8 1/2-by-11-inch piece of paper into three sections to create a six-panel brochure format. Then have students plot a rough draft of their brochure on the panels, including its title, which should be prominently placed, the questions and answers, and the Sources Used section. Remind students to pay attention to the visual appeal of the brochure (e.g., good use of space, attractive font for headings and subheadings, appropriate graphics).
 9. Have each student complete a peer assessment of another student's draft brochure using the Peer-Editing Checklist in Appendix B.
 10. Have students make revisions based on the feedback they receive from the peer-editing process. Students should be advised that the revision process applies to both content and layout.
 11. Have students then produce the final version of their brochures, reminding them that the final panel is to contain a list of all the sources they have used and be titled "Sources Used".

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*The rubric is reproduced on pages 14–15 of this document.

Appendix A: Brainstorming Sheet

Questions Pertaining to Self-Assessment	Questions Pertaining to Societal and Economic Trends That Affect the Job Market

Questions Pertaining to the Job Search Process	Other Questions

Appendix B: Peer-Editing Checklist

Checklist	Yes	No
<ul style="list-style-type: none"> contains a question about self-assessment strategies 		
<ul style="list-style-type: none"> contains a question about societal and economic trends and how they affect the job market 		
<ul style="list-style-type: none"> contains a question about the job search process 		
<ul style="list-style-type: none"> contains two appropriate questions related to the job search process 		
<ul style="list-style-type: none"> questions are open-ended, allowing for substantial answers 		
<ul style="list-style-type: none"> answers are clear, complete, and reasonable 		
<ul style="list-style-type: none"> language and tone are appropriate for the target audience 		
<ul style="list-style-type: none"> effective, prominently placed title 		
<ul style="list-style-type: none"> language is used correctly (e.g., spelling, grammar, and punctuation are correct) 		
<ul style="list-style-type: none"> brochure layout is clear and visually appealing (e.g., good use of space, attractive font for headings and subheadings, appropriate graphics) 		
<ul style="list-style-type: none"> Sources Used section makes up the last panel of the brochure 		