

CALM

Career and Life Management
Teacher Resource

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Acknowledgements

This **Career and Life Management (CALM)** Teacher Resource was created to support the instruction and delivery of a well developed and valuable curriculum for students. This important curriculum for student transition planning is so comprehensive, that sufficient time to effectively cover the content and fully engage students becomes a challenge for teachers.

We have focused these 38 lessons on the excellent practice of a few educators that are passionate, experienced and successful at engaging students in the CALM curriculum. Secondly, we have incorporated effective learning strategies that engage, teach and help students apply the knowledge intended by the CALM Program of Studies.

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CALM

Resource Synopsis

CALM Resource Synopsis

In your hands you have a new resource that has been developed to aid teachers in their planning and practice for the program requirements of Career and Life Management (CALM).

Objectives of the Resource

CALM is a very interesting and rewarding course to teach. There is a great deal of freedom allowed for both the teacher and the student to explore the world of work, healthy relationships, and independent living. Sometimes this amount of freedom can be a little overwhelming. There are a tremendous amount of resources that can be integrated into the course. Teachers with other core educational backgrounds, who find themselves “pressed into service” as a CALM teacher, often find themselves wondering where to start and what to include.

This resource is a good place to start.

The focus for the creation of this resource was to provide specific, relevant lessons and learning strategies directly related to the CALM Program of Studies. Our objective was to develop active and engaging lessons and a foundation for the consistent delivery of the CALM course.

We have compiled and created 42 lessons that can be used independently or in a sequence, and each is linked back to the learning outcomes set out by the CALM Program of Studies. For any teacher new to CALM, this resource helps to provide structure and support to the course by including a range of learning activities laid out in clear, accessible lessons accompanied by student handouts and suggested assessment strategies.

We have occasionally referred to the Alberta Education recommended “LIFECHOICES” series simply because it is an excellent set of resources. However, we have also included numerous activities that utilize additional resources from other organizations that are valuable, easily accessible, and free of charge.

The Big Picture

In general, the relevance of curriculum content is an issue for many high school students if they have not yet looked beyond their high school careers to establish a purpose for their learning.

The General Outcomes of the CALM curriculum are meant to be relevant for students. Relevance should be the focus and the main goal in the delivery of this course.

There are three main internal questions that teenagers typically consider whenever they engage in a new endeavour, program, or course.

1. So what?
2. Who cares?
3. What's in it for me?

At first glance, some teachers might think that these questions appear rude and self-centred. However, adolescence is truly a time of discovery and inquiry. Much of what teens need to learn is about themselves and how they will take on their adult roles. As such, the three questions noted above correlate very much with what we know about how teens learn best and what considerations educators should have in mind when they go about teaching new content and concepts.

In order for our students to experience success in learning they need:

- to feel that they have **choices** in their learning
- to feel **confident** in their abilities and in their learning strategies
- to understand the “real world” **context** for what they will learn
- to feel personal **connections** to the area of study
- to have opportunities to **collaborate** and share their response to any new information brought forward

If we keep these five C's in mind (choice, confidence, context, connections and collaboration), we have a better chance in reaching our students and in making CALM, or any other course, more meaningful and relevant. We've tried to incorporate some of the very best teaching strategies into this CALM resource.

The CALM Program of Studies

It is important to have a copy of the CALM Program of Studies to understand the rationale, course organization, and delivery. The Program of Studies is available at:

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls/calm.pdf

CALM is a 3 credit course (62.5 hours), but it is difficult to address all of the recommended learner objectives in depth and still cover the entire intended curriculum. The CALM Implementation Guide recommends extending student learning by combining complimentary CTS courses for the fourth, fifth, or sixth credit to further engage students' learning in this important area.

Career and Technology Studies (CTS) courses such as CTR 1010 (Job Preparation), CTR 1210 (Personal Safety), CTR 2310 and 3310 (Career Directions), have close ties to CALM content and aid considerably in student portfolio development. Additional courses may further enhance the CALM program and allow for greater depth of learning and reflection.

The student career portfolio is a core requirement within the Program of Studies for CALM and is supported at the middle school level in the Health and Life Management program. There is a formal lesson approximately mid-program introducing the portfolio process and a sample portfolio template to adapt or build upon. However, as your students work through the course, they will need to bring together significant discoveries and important reminders, and transfer these into their career/transition portfolio. When you see the Portfolio Icon in the margin of the lesson plan, consider having students include this work in their portfolio.

Another highly recommended resource to consider for actively engaging students in their transition planning process is the “Be Real Game” which is the Grade 9 - 10 version of the Real Game Series. This particular version addresses more than half of the Specific Learner Outcomes recommended by the CALM Program of Studies. See the website at:

<http://www.realgame.ca/>

A strategy for teaching CALM; Just ACE It!

It's simply not enough to mention ideas, either in a textbook or in a lecture. No matter what learning theory you subscribe to (constructivism, information processing, behaviourism, cognitivism) all agree on one thing: to remember ideas, learners must act upon them. Period. You can have students move their noses above any number of pages, left to right, top to bottom, but that is neither teaching nor learning.

(Harvey Daniels and Steven Zemelman in Subjects Matter, 2004, p.146)



There are three phases in an active learning process:

Anticipation
Consolidation
Extension

Awareness of, and attention to, each of these three phases will help teachers to catch, keep, and build on the interests of their students.

Anticipation (sometimes called front-loading) is the very important first part of the learning process. All too often we bypass this step (because of the pressures of scheduling and the program of studies) and then we are disappointed because students don't seem to care as much about the course as we do.

Consider this, most of us know that half of the fun in going out for a fancy dinner is in getting ready; you take time to dress up, choose the restaurant, consider the menu options, ask questions of the waiter, and take in the smells and ambiance of the restaurant. Wolfing down a quick meal with little or no preparation simply does not provide us with the same kind of experience and memories. It is much the same when we start any new learning cycle; we need to get ourselves ready to tackle new concepts by drawing on our own background knowledge, considering our own interests and questions, making a few predictions, and preparing ourselves for new information.

Teachers who are aware of this anticipation stage take time to find out about their students, draw on some of their interests and background, and incite curiosity and wonder before they tackle very significant and meaningful content. This kind of front-loading helps to ensure that the students will be interested and inquiring learners and not dispassionate or overwhelmed ones.

Consolidation is the part of the process where we consider and weigh new concepts, personalize them, and store them for retrieval and further consideration. In this stage, we sort through the information using thinking processes like visualizing, making personal connections, determining importance, making predictions, and evaluating. This is where the real work in learning goes on, where discoveries are made, and insights are gained.

Consolidation involves work and for some of us this kind of work comes very naturally. Many of us who have slogged through the demands of university and lesson planning have relied on strategies that aided us in comprehending, personalizing, and holding meaning. Highlighting, annotating, note-taking, holding meaning in visual forms through graphic organizers, collaborating and sharing our questions and discoveries with others are all ways in which we have made new information more real and lasting to us. It's no different for our students. Many of them need to discover and employ strategies that can assist them in consolidating their learning and a CALM course is a perfect place to start. For this reason, we have tried to incorporate some of the most effective strategies in this resource and it is our hope that teachers using this package will spend time in modeling and explaining some of these strategies.

Extension is the part of the learning process in which we make our new discoveries come alive through written and spoken expression, demonstration, representation, and further inquiry. This gives the students an opportunity to make choices about what they think to be most significant and how they want to use the new understandings they have gained. Students need to act upon what they have heard and seen in order to truly understand, integrate and appreciate. In order to accomplish this, teachers need to give meaningful assignments that challenge students to think rather than regurgitate. In essence, extension is the reflection and consideration by the student about the use of this knowledge. It is the process of adapting, advising, elaborating, and recreating the information for themselves and for others. Extension isn't the end of the learning process; rather, it is a springboard to further learning.

A Selection of Useful Teaching Strategies for CALM

Teaching Strategy	Pages Discussed
The CPQ	ix
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Exit Slips	xxi
Think/Pair/Share	xxiii

Templates for Teaching Strategies are included in the resource appendix.

Anticipation Strategies

Effective teachers who understand the importance of getting the students ready to learn should use these strategies as well as many other anticipation strategies to incite curiosity, wonder, and an appetite for learning.



The C.P.Q.

In each of the lessons we refer to a C.P.Q. or Central Purpose Question (often called a Comprehension Purpose Question). We've done this because students need to know and deserve to know why we've decided to tackle a particular topic, question or issue. The CPQ should help in answering questions like: "So what?", "Who cares?", and "What's in it for me?"

Teachers may choose to deal with the CPQ in a variety of ways. One approach is to write out the question on the board at the beginning of the class and to spend some time as a class talking about it (possibly as a think/pair/share activity). Other approaches might involve incorporating the CPQ into an anticipation guide, a quick write, a role play, a visualization exercise, or a case study. Regardless of how you deal with it, the CPQ is very important for the teacher as well as the student. It lends focus to the lesson and helps to provide relevancy.

Anticipation Guides

The Anticipation Guide (Herber, 1978) is a pretty simple strategy that can lead to some complex and involved thought and discussion. In this strategy, students are asked to respond to five to seven "juicy" statements. These statements should reflect some of the upcoming themes and issues in your lesson or unit. For instance, imagine asking your students to agree or disagree with the following statements and to be prepared to explain their choices:

1. Japanese cars are better made than American ones.
2. Teenage boys should pay more for insurance; they're the ones who cause the accidents.
3. The most important consideration in buying a used car is price.
4. It is better to finance through a car dealer than to borrow from your parents.
5. Having your own car is more of a burden than a blessing.

The students should first answer these questions by themselves and they should have some time to chew on each question. There's bound to be quite the

response to at least one or two of the questions. At this point, you are starting to tap into your students by asking them not to fence-sit and to consider some of the implications. The next step would be to ask them to share their responses with an elbow-buddy (partner) and to explain their reasoning to their partner. Then, when they are ready for it, you might ask the students to share their ideas with the class.

Anticipation Guides can be used in many different ways. Some teachers keep them short and sweet, asking the whole class to answer the questions with no paper and no pressure, and just indicate thumbs up or thumbs down, and let's move on. Other teachers use these guides to generate serious and lengthy discussions. Imagine asking kids to respond to a statement like, "School dress codes should be dictated by school district administration," and then asking for written justifications so the students are challenged to be clear and accountable. Many teachers use anticipation/reaction guides so that students can compare where they were in their thinking before their study to where they ended up in their thinking after their study.

The KWHLs

The **KWHLs** is much more than an anticipation strategy, for it asks the students to track their thinking through all three stages of an active learning process. This strategy is a modification of a strategy (the **KWL**) first developed by Donna Ogle for the purpose of helping students to become more active readers. The **KWHLs** asks the learner to go through a process in which they:

1. Consider what they already **Know**
2. Generate questions and predictions based on what they **Want** to know
3. Craft a plan to show **How** they intend to find answers and confirm their predictions
4. Consolidate their learning by summarizing what they've **Learned**
5. Find the most effective way to **Show** others what they have learned

This strategy can be used as a driver and organizer for a larger project or as preparation for, and reflection on, information gleaned from a text, speech or video presentation.

The **KWHLs** asks students to anticipate (**KWH**), consolidate (**L**), and extend (**S**). Here's one way to use it:

- K.** Ask the students to think about and jot down all that they know about the topic in question. You may choose to do this as a think/pair/share activity or as a simple brainstorming session. If this is one of their first lessons using a **KWHLs** you might need to support your students by listing their ideas on an overhead or on chart paper. Encourage your students to see

connections with the topic and to share anecdotes or examples that relate to the topic.

- W.** This is often the hardest part of the strategy for the students and the teacher. Often students will say that they don't know enough about the topic or don't care enough about the topic to come up with any decent questions. You can help them overcome this block by teasing questions out of the information that they have already volunteered in the **K** part of this activity. For example, in the CALM component on "Buying a Car" one student might volunteer the fact that you need to check for liens before you sign anything. From this you can generate questions like: "What exactly is a lien? How do you check for one? Does it cost money to check for liens? What kinds of recourse might you have if you've already purchased a vehicle only to discover that it has a lien?"
- H.** In the **H** part of the **KWHLS** the students are asked to consider how they might best discover answers to their questions. This is an important part of the process for it pushes students to see that they have choices to make and that they are in charge of their own learning. Challenge your students to consider a wide variety of resources and ask them how they will judge the quality of these resources. Then ask them to come up with an intentional plan for sifting, sorting, and gleaning out the best data from the information they must process.
- L.** As the students investigate their topics and jot down relevant information, they need to think about summarizing and categorizing what they've learned. They might do this by recording the information in some kind of graphic organizer, web diagram, or note-taking system. At this point, it is important for them to link what they knew and perceived before they started this process, to what they are discovering as they go through the process. If they uncover whole new aspects to the topic they should take note of this. In fact, many teachers ask their student to go back and add to the **K** and **W** portions of their charts any time they hit upon a new and important concept.
- S.** When the students have gathered enough information and answers, it will be time for them to consider two important questions: "How can I best express what I have learned" and "What impact did this learning have on me?" The mental processing and personal reflection involved in answering these two questions really helps to get the students to internalize and remember what they have learned. In order to give these students more choices in how they express and extend their learning, you might give them the option of completing a **RAFT** assignment (choosing their own **R**ole, **A**udience, **F**ormat, and **T**opic).

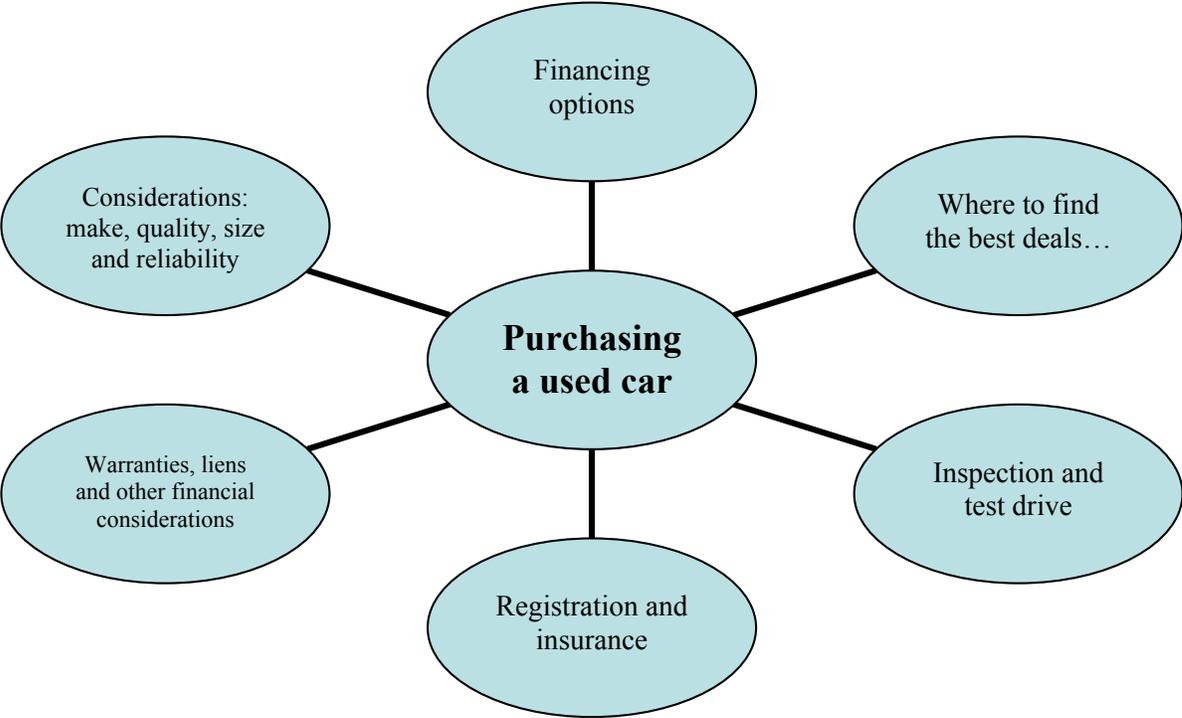
Consolidation Strategies

Consolidation strategies like highlighting, marking texts, double entry response journals, and various note-taking systems help our students be more aware of alternative ways in which we can process and save important information. Here are a few more consolidation strategies:



Webbing

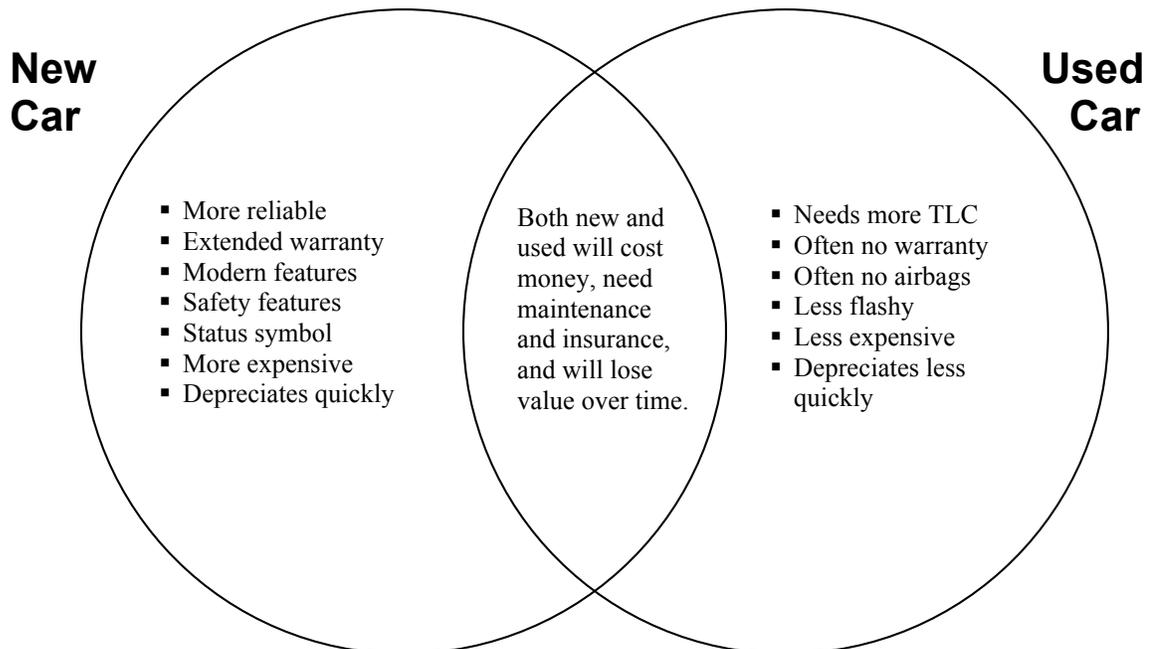
Word webs are often used when we are brainstorming ideas. For instance, when students are asked to think about all the considerations one might make in purchasing a used car, the students (in small groups or together with the teacher) might come up with something like this:



This simple web can be taken several levels deeper as financing options can be subdivided into categories like: dealer financing, bank loans and lines of credit, cash purchases, and hitting up mom and dad.

Venn Diagrams

Venn diagrams allow students to make a comparison between two different factors. Here is an example of how one student used a Venn to compare his options when choosing to buy a car. If he was really ambitious, he might create one more circle comparing the option of purchasing a regular bus pass.



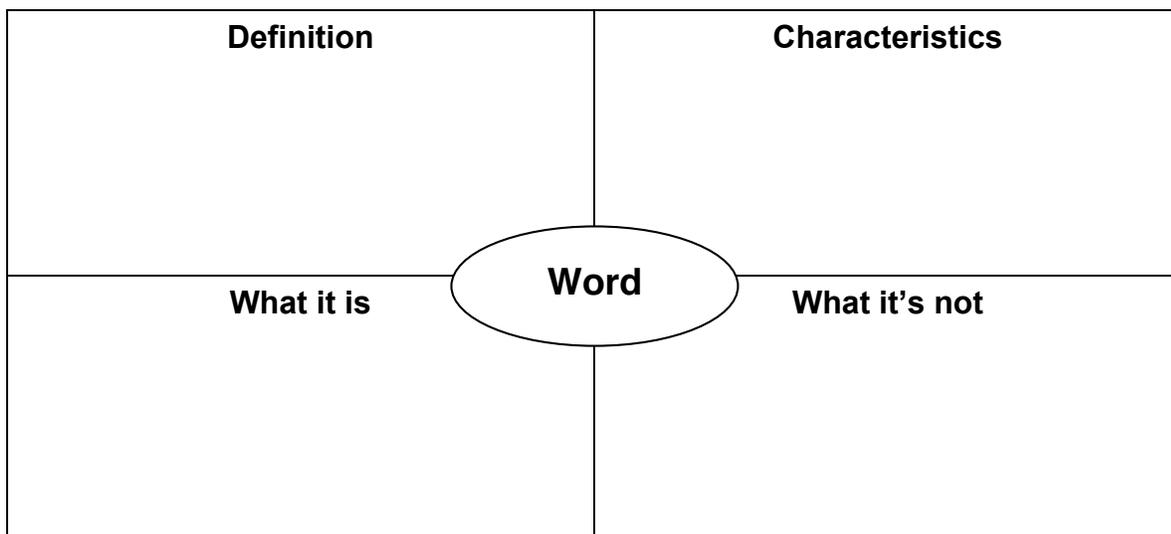
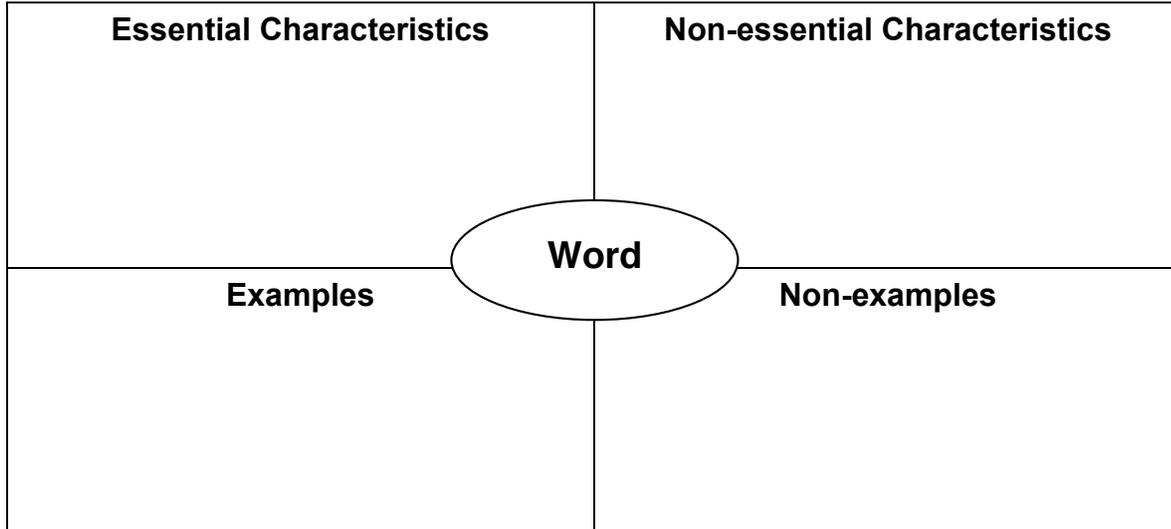
Venns can be overlapping (as this one was), disjointed (no common considerations), and inclusive (one set is actually a subset of the other). When using a Venn, it is helpful to think in parallel so that concepts can easily be compared.

The Frayer Model

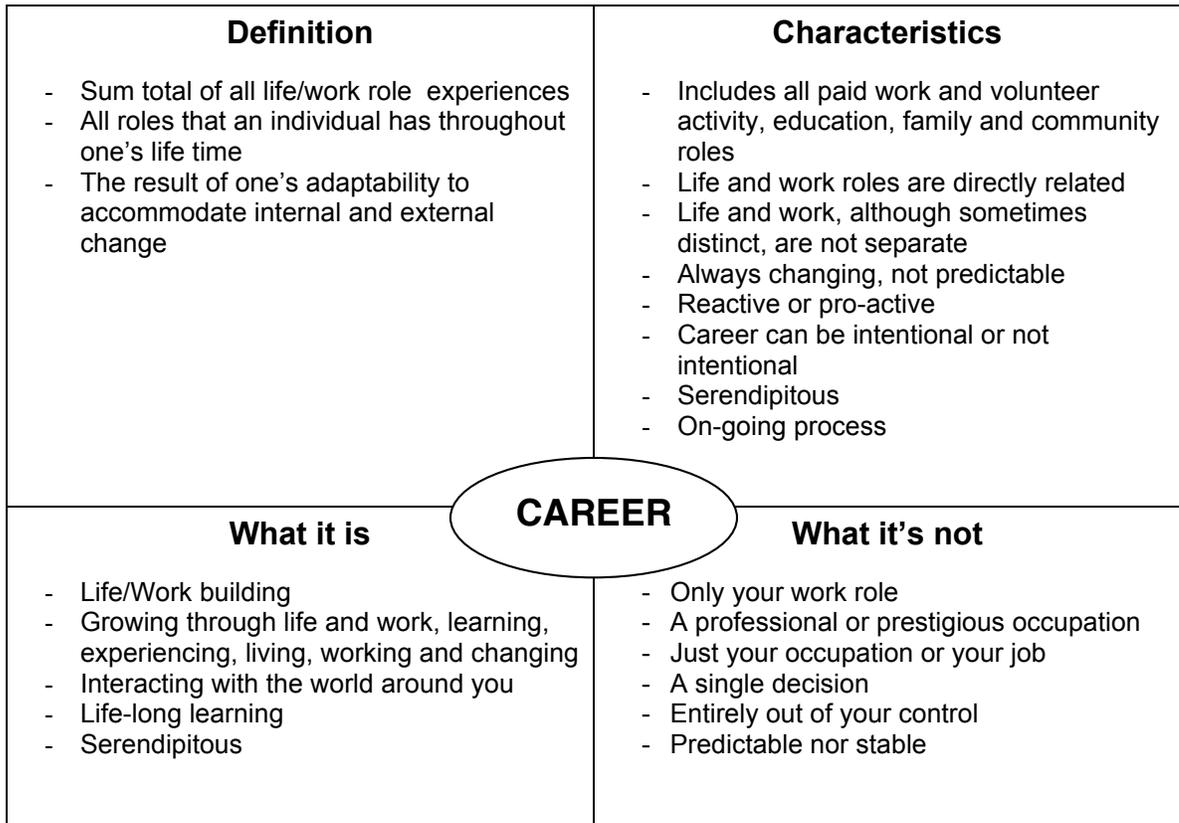
Many students have learned to be successful at the secondary level by memorizing textbook definitions that they anticipate will be on unit tests and quizzes. While this strategy may help the student to achieve slightly better marks in the short term, it actually harms the student because his knowledge of many key concepts is superficial at best. The Frayer Model (Frayer, Frederick, and Klausmeier, 1969) is a vocabulary strategy that actually helps learners deepen their understanding of key concepts and broaden their vocabulary. This “deep understanding” comes about when students are engaged to consider a word’s essential and non-essential attributes and to refine their understanding by choosing examples and non-examples of the concept. In order to understand completely what a concept is, one must also know what it is not.

When using such a strategy with their students, teachers need to make sure that they select only a few key terms or concepts to concentrate on. They need to model just how the Frayer Model works by filling out one of these graphic organizers as an example and by giving the students enough time to work with each concept. Once the organizer is complete, let students share their work with other students. Displaying students' diagrams as posters throughout the unit, so that students can refer to the words and continue to add ideas, is one way to help the students in consolidating and extending their learning.

Although practicing teachers have come up with many different variations on the original Frayer Model, there are generally two basic types that push students to narrow down the meaning for each term by seeing what it is and what it is not. CALM teachers have found this strategy quite useful when they help their students gain a clearer understanding of essential terms like career, RRSP, counselling, and warranties.



SAMPLE FRAYER – TOPIC: CAREER



Semantic Feature Analysis

Semantic Feature Analysis charts (Johnson and Pearson, 1984) are graphic organizers that help students clarify the differences between a number of associated terms. In CALM, teachers have used this strategy to compare such things as financing options, various diets, and career choices. In the example on the next page, one student is comparing her options with regard to birth control methods.