

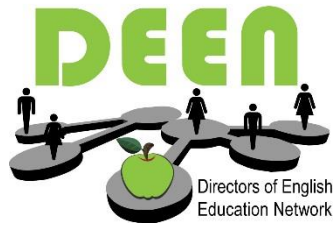
Pre-work Training
Preparation for the Job Market
Geography, History and Citizenship Education

Learning and Evaluation Situation

Teacher's Guide

My Environment?
My Possibilities?
My Job?





My Environment? My Possibilities? My Job?

Learning and Evaluation Situation

The DEEN (Directors of English Education Network) would like to thank the following school board(s) for the permission to translate and post this Learning and Evaluation Situation (LES) for use in the English schools of Québec:

Commission scolaire du Pays des bleuets

Commission scolaire Lac Saint-Jean

The DEEN would also like to recognize the contribution of the following individuals in the creation of this resource:

- Angèle Bolduc, CS du Pays-des-Bleuets
- Thérèse Doré, CS du Pays-des-Bleuets
- Lynda T. Simard, CS Lac-Saint-Jean
- Linda Landry, CS Lac-Saint-Jean

Translation: Malcolm MacPhee, Riverside S.B.

Global Description of the Situation

Title

My Environment? My Possibilities? My Job?

Approximate Time

10 periods of 60 minutes

Cycle

Secondary, Cycle 2

→ Pre-work Training

- Preparation for the Job Market

Broad Areas of Learning

Environment Awareness and Consumer Rights

→ Educational Aim:

To encourage students to develop an active relationship with their environment while maintaining a critical attitude toward consumption and the exploitation of the environment.

→ Focus of Development:

- Knowledge of the environment;
- Understanding of certain characteristics of the human environment;
- Awareness of the interdependence between the environment and human activity.

Field

Social Sciences

Disciplinary Competency

Geography

➔ Builds a sense of belonging to his/her home territory under the theme of work

Key Components:

- Describes their home territory
- Identifies needs related to the development of their territory
- Expresses their position concerning the development of their home territory

Workable Concept:

- Planning

History and Citizenship Education

➔ Builds a sense of belonging to Québec society under the theme of economic development

Key Components:

- Describe certain aspects of Québec society
- Examine a current social issue in Québec

Workable Concept:

- Business and Economic Activity

Cross-Curricular Competencies

➔ Uses information

Key Components:

- Systematizes the information-gathering process
- Gathers information
- Puts information to use

In light of the clientele using this LES, we chose to target this cross-curricular competency, its components, as well as secondary, cycle one criteria

Scenario

Soon, you will have to find a place to do your “stage”. Do you have a place in mind? Working in a grocery store, babysitting, caretaker? Do you believe there are other employment opportunities for you? Can you name some of the workplaces in your town or environment? (Group discussion)

You will discover your area by using a job board and a personal job directory.

Note: Present to the students a model of a personal job directory you would want them to use.

What will you do to identify areas where you may work? What would you need to do this type of work? (Group discussion)

My suggestions would be:

- 1. The first thing to do would be to explore your environment and city to determine businesses you are familiar with;*
- 2. Next, explore how your area is organized (economic sectors and land development)*
- 3. Finally, you would need to identify “stage” possibilities or jobs that would interest you.*

LES Summary Table

My Environment? My Possibilities? My Job?		
Preparation Phase	Background and prompting of knowledge	
	Preparatory activity "Geo-Bingo"	Upgrading some basic knowledge before attempting tasks
Realization Phase	Evaluation Criteria	Assessment Tools
Task 1 p. 12 - 17	<p>Geography:</p> <ul style="list-style-type: none"> The student names the companies they know and identify them on a map. They may use the following tools: <ul style="list-style-type: none"> MapQuest Google Maps Google Earth. <p>History:</p> <ul style="list-style-type: none"> The student must use at least two keywords that represent the concept of a company. 	<ul style="list-style-type: none"> Student Resource p. 2, 3 & 4 Appendix 1 & 2 – Observation Grid
Task 2 p. 18 - 27	<p>Geography :</p> <ul style="list-style-type: none"> The student must identify at least two keywords that represent the development concept. The student is to identify areas of their city that have an active economy. The student states his/her position concerning commercial licenses. <p>History:</p> <ul style="list-style-type: none"> The student must be able to identify at least two economic activity concepts. 	<ul style="list-style-type: none"> Student Resource p. 9 – Verification Grid Appendix 1 & 2 – Observation Grid
Task 3 p. 28-36	<p>Geography :</p> <ul style="list-style-type: none"> The student expands his/her knowledge of business. <p>History:</p> <ul style="list-style-type: none"> The student participates in the development of a class billboard. <p>Information Gathering:</p> <ul style="list-style-type: none"> The student explores at least two sources of information The student uses relevant information for the specific task The student uses the information to complete the class billboard The student identifies job possibilities that interest him/her. 	<ul style="list-style-type: none"> Appendix 1 & 2 – Observation Grid Appendix 7 –Co-Evaluation sheet Student Resource
Integration Phase	Review and conclusions	

Detailed progress of each phase of the
Learning and Evaluation Situation

If needed, a folder containing all documents necessary to achieve this LES could be given to each student. This could prevent some problems.

Preparation Phase of the LES

Background and prompting of knowledge

Soon, you will have to find a place to do your "stage". Do you have a place in mind? Working in a grocery store, babysitting, caretaker? Do you believe there are other employment opportunities for you? Can you name some of the workplaces in your town or environment? (Group discussion)

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Note: Present to the students a model of a personal job directory you would want them to use.

What will you do to identify areas where you may work? What would you need to do this type of work? (Group discussion)

My suggestions would be:

- 1. The first thing to do would be to explore your environment and city to determine businesses you are familiar with;*
- 2. Next, explore how your area is organized (economic sectors and land development)*
- 3. Finally, you would need to identify "stage" possibilities or jobs that would interest you.*

Preparatory Activity

Title:

- "Geo Bingo"

Brief Description:

The students test their knowledge and skills reading a map. This activity aims to revive prior knowledge that is essential for this learning activity and self-assessment.

Planned Duration:

- 60 minutes

The choice of the type of map used for this LES is essential. Therefore, take the time to choose an appropriate one.

Material:

- Map of the city
 - One map per student and one large one for the class. You would also have the choice to use a projected image of a map.
 - Use MapQuest, Google Maps or Google Earth, and a multimedia projector or a whiteboard.
- 5 different colored dot markers that can be removed if necessary
- Student Resource
- Multi-media projector or whiteboard for the teacher
- Projection screen if necessary

Evaluation Tools:

- None. Simply prepare the students for what is expected of them.

Targeted Competency:

- Geography
 - Builds a sense of belonging to his/her territory
- General Technical Knowledge
 - Understands how to read a map, compass points, etc.

Proposed Order of Operations

Preparation Phase (5 MINUTES)

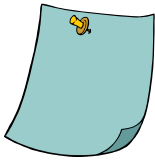
- The teacher questions the group to find out their level of prior knowledge
 - *Have you ever used a map?*
 - *How do you find your bearings on a map?*
- The teacher informs the students that they will complete a Geo-Bingo.
 - *We will play a little game to see if you know how to find your bearings on a map.*
- The teacher hands out a city map as well as some colored markers to each student.

Realization Phase (30 MINUTES)

- Each student has a map of the city and the teacher uses the same map on a projector or a whiteboard.
- The teacher gives the students a general guideline:
 - *The teacher names 5 places that the students will have to find on the map and place a colored marker (dot) on each location.*
- Before beginning, the teacher should give an example to the group:
 - Locate a place on the map, our school for example.
 - Place a red dot on the location
 - Explain how it is done
 - Discuss with the class
 - Provide two or three other examples
 - City hall (How did you find it? Ask the students to explain using the legend, visual cues, street names, coordinates, etc.)
 - Church (discuss the process)
 -

N.B. For students that have reading difficulties, allow them to work together

- Now it is your turn...
 - The teacher reminds the students of the instructions:
 - *I will name 5 places that you will have to locate on the map using colored dots.*



N.B. With regard to locations, the teacher may refer to buildings, parks, streets, neighborhoods, bridges, etc. What is important is that students choose places that allow them to explore the whole map and that they include 2 or 3 companies as examples.

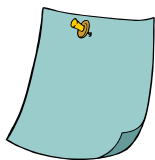
It is suggested that a list be made before beginning to see if the choices they make cover as much of the map as possible.

Integration Phase (15 MINUTES)

- Consequently, the goal is to see how students use different strategies to find their points on the map. The teacher may use a projected image of the map for this.

Suggested questions for the teacher:

- *What procedures did you use to find the location on the map?*
- *What were the indications on the map that helped you find your location?*
- *When you encountered difficulty, what did you do to solve the problem?*



N.B. The teacher may find that a particular student may need an extra activity to be able to properly carry out the process of locating points on a map. Extra support may be necessary.

For example, you could have students work as a team, give some extra hints or give them a different activity.

Realization Phase of the LES

Task 1

Title:

- My environment, what I know

Brief Description:

Students can point out locations of businesses that they know on the map and identify those that may offer them potential employment.

Predicted Duration:

- Approximately 75 minutes

Material:

- Map of the city
- Student Resource p. 2-4
- Appendix 8A – Glossary
- Highlighter pen for each student

Evaluation Tools:

- Student Resource (containing elements of their learning process)
- Appendix 1 & 2 – Observation Grid
- Grids for each student

Targeted Competency:

- Geography
 - Builds a sense of belonging to his/her home territory under the theme of work. (Describes their home territory)

Evaluation Criteria: Understanding their home territory

- The student names companies that are known to them
- The student finds companies on the map

- History and Citizenship Education
 - Builds a sense of belonging to Québec society under the theme of economic development
 - Describes certain aspects of Québec society in relation to business

Evaluation Criteria: Understanding of belonging to Québec society

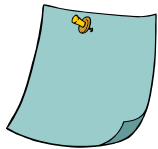
- The student names at least 2 keywords that represent the entrepreneurial concept

Proposed Order of Operations

Preparation Phase (10 MINUTES)

- The teacher asks the students:

We have just placed locations on our map. Some of these are companies. Can you identify them?



N.B. The teacher does not readjust or change any information received from the students. They are to simply keep it for future reference. The goal of the activity is to activate prior knowledge.

Are you certain that these are businesses? This is what we will discover together

- The teacher informs the students that they will be evaluated on the following learning abilities:
 - Name known companies
 - Place location of companies in the map
 - Describe what the company is about

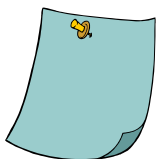
Realization Phase (75 MINUTES)

- Why do you say these are businesses?

Examples of answers given by students:

- There are workers (paid salaries)
- There are sales made
- They make a product
- There is a boss
- There are clients
- Provides jobs
- There are costs
- Etc.

Write the answers on the board and keep them for the duration of the exercise



N.B. The teacher gives feedback on student responses and allows them to reflect on the concept. Use of the glossary to enhance the exchange is encouraged. The teacher needs to be assured that the student has enough knowledge of the business concept in order to continue the task

- The teacher gives the following instructions:
 - *You will identify 4 to 5 companies that you know of in your Student Resource (p. 2A, 1st column) (10 minutes)*

- The teacher continues with the second part of the exercise:



- *You will use the list of companies you have just identified and you will indicate by their number, their location on the map (p. 2B) (10 minutes)*

N.B. Accept locations that are more or less precise

Allow sufficient time to let the group ask questions and guide them in their work.

Evaluation : Appendix 1, task 1



- The teacher continues by proposing the following:
 - *Each of you have made a list of known companies. Do you think that everyone has found the same ones?*
 - *To find out, my suggestion is that you work with another person to complete your list and your map. (p.3C, 1st column, and D) (15 minutes)*
(The students repeat the first two steps of the task which are to identify additional companies and to locate them on the map.)
- The teacher finishes the task:
 - *The teacher uses a few examples and uses the following 3 steps on the blackboard*
 - Use the list of establishments in your Student Resource (p. 2 & 3)
 - Highlight the companies that are most likely to offer you a “stage” or seem like an interesting employment possibility for you or other students in the class
 - Once you have finished highlighting the companies that interest you, indicate the type of employment that you think you could do
 - *It’s your turn now (15 minutes).*

Integration Phase (15 MINUTES)

- The teacher asks the group:
 - *At the beginning of the activity, we determined the definition of a company. At this point, can we add other elements of characteristics?*
(Make sure the basic elements are present. See Appendix 8A)
- After making adjustments, ask the students:
 - To complete the diagram that represents the concept of a business that is found in their Student Resource on p. 4
 - To complete the phrase at the bottom of p. 4 in their Student Resource in their own words – “A company is”



Evaluation : Appendix 2 Task 1; Use appendix 8A to guide you during evaluation (Keywords)

Allow sufficient time to let the group ask questions and guide them in their work.



- Did you manage to indicate the types of jobs offered by the companies that you listed?
- Why do these jobs interest you? (Group exchange)

Realization Phase of the LES

Task 2

Title:

- My environment, My organization

Brief Description:

After acquiring the concepts of economic activity and planning, the students decide whether or not to issue a business license for a new company in their town.

Predicted Duration:

- undetermined

Material:

- Appendix 3-4, 8B & 8C
- Student Resource p. 5-11
- Three large boxes – yellow, blue and green
- Yellow, blue & green highlighter pens or colored pencils
- Pictograms representing the three sectors of economic activity for the same raw material
Example: wood (forest worker), a board (sawmill worker), and a table (salesman in a store)

Evaluation Tools:

- Student Resource p. 9 - Verification Grid
- Appendix 1 & 2 – Observation Grid

Targeted Competency:

- History
 - Builds a sense of belonging to Québec society under the theme of economic development
 - Describe some aspects of Québec society (concept of economic activity)

Evaluation Criteria: Understanding of a sense of belonging to Québec society

- The student names at least 2 keywords representing the concept of economic activity

➤ Geography

- Builds a sense of belonging to the territory under the theme of work
 - Describe their home territory (development concept)
 - Identify the needs for development in their territory
 - State their position in the development of their territory

Evaluation Criteria: Understanding their territory

- The student names at least 2 keywords of the design concept of their territory
- The student identifies areas of the city that are unique to economic activity
- The student takes position on commercial licensing

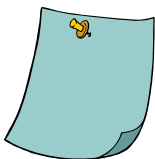
Proposed Activity

Day 1

Preparation Phase (10 MINUTES)

- The teacher stimulates prior knowledge from the students by returning to the previous task by questioning the group
 - What did we talk about last class (or the last encounter)?
 - Have the students check their Student Resource, their city map, etc. Briefly return to the previous discussions they have had concerning companies, places they could work for or complete their “stage”.
- *Do you believe that a new business can locate wherever they want? In your opinion, what type of business can locate itself in a city center, community, etc? (student exchange)*
- The next activities will enable us to better answer these questions as to why or why not a company can establish themselves in a particular location
- The teacher informs the students that they will be evaluated on the following learning objectives: :
 - The concepts of Development and Economic Activity
 - Opening zones of economic activity
 - Issuing commercial licenses

Realization Phase (60 MINUTES)



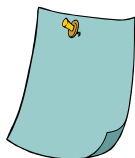
N.B. The teacher should have previously prepared 3 large boxes representing the three sectors of economic activity. The primary sector in yellow, the secondary sector in blue, and the tertiary sector in green. These colors will become part of a chart the students will use in coming activities. Each sector represented by its color.

PART ONE

- With all the ideas generated at this point, the teacher asks the students what these three titles mean to them (Primary, Secondary & Tertiary)
- The teacher records the answers on the blackboard and assists them in their discovery process by using pictograms from Appendix 3 and placing them in the right sector
 - Give some examples or have students find them. Question them to identify which pictograms go with each sector.
 - For example: For the primary sector, remind students that they are raw materials that have not yet been transformed.

N.B. It would be important that the students highlight the resources (raw materials) in their region

- With the group, the teacher identifies some key elements (words) showing the economic activity and the three sectors. These elements are to be listed.
- Each student is asked to:
 - Complete the diagram representing the economic activity concept as well as the sectors (Primary, Secondary and Tertiary) that is found in the Student Resource on page 5.
 - Individually complete the sentence at the bottom of page 5 of the Student Resource – “The economic activity is



Evaluation: Appendix 2, task 2; use appendix 8B to guide you during evaluation (key words)

Note for evaluation: If a student has difficulty writing out their thoughts, the teacher may allow them to do it orally

Allow students to have time for questions and to help guide them throughout the process



- Each student has determined a definition of the concept. To assure that they have understood properly, allow the group to come to a common understanding of the concepts and the sectors.
 - A list of definitions is included in appendix 8B. However, this list is for information purposes only. The definitions for students should use a vocabulary they understand and take into account the ideas they came up with during their brainstorming
- When consensus has been reached on the group's definition, the teacher can write these on each of the three boxes.
- Here is what it may look like:

(Key words used during the discussion)

The economic activity is ...

Common Definition



(key words)

The primary sector
is ...

Common Definition

(key words)

The primary sector
is ...

Common Definition

(key words)

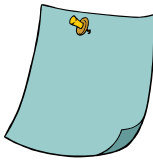
The primary sector
is ...

Common Definition

PART TWO

➤ Instructions:

- *In teams of two, you will complete pages 6-8 of the Student Resource. You will have to determine which sector of economic activity (primary, secondary or tertiary) the pictogram, representing an occupation or material, belongs to.*



N.B. On page 8 and 9, the “Evaluation Grid” can be used as an evaluation tool. If you choose to do this, you should ask the students to complete page 8 on their own

- Correct this activity as a group (Appendix 4)

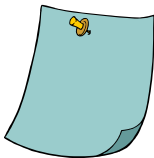
PART THREE

➤ Instructions:

- The teacher asks the students to use page 9 of the Student Resource to individually complete the verification grid

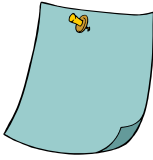


Evaluation: Appendix 2, Task 2; additional information



N.B. This verification grid allows the teacher to check the level of understanding of each student regarding the concept of economic activity

Day 2



N.B. Make sure to remind the students of the goal of the task and what has been done up to that point (business concepts and economic activity)

PART ONE

- The teacher asks the students the following questions:
 - *Do you think a business can be established anywhere?*
 - *Do you think an industry could be built in a residential area? Why or why not?*
 - To stimulate the discussion, the teacher can give examples such as :
 - A farm in a residential area ... Is it possible?
 - A dentist wants to open a clinic in a village ... What would be the advantages and disadvantages?
 - Possible arguments:
 - not enough land
 - pollution
 - too much traffic
 - there are already established areas for this occupation
 - too far, etc.
- The teacher informs the students that in each city or municipality, there are different land layouts, zones and zoning laws.
(Zone and zoning are synonymous in the context of development.)
- Continuing the discussion, the teacher asks the students what they think the concept of development means to them. To help them reflect upon this question, the teacher can ask them the following questions:
 - *If I say...*
 - *that we are developing your room;*
 - *that we are developing the classroom to suit you needs*
 - *that we are developing the gym to play badminton or soccer*

... is the development the same for all of these places? Why or why not?

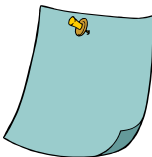
- The teacher writes on the blackboard a few key words that are discussed by the group (see Appendix 8C).
- Then the teacher asks the students:
 - *To complete the diagram representing the concept of development in the Student Resource on page 10*
 - To individually complete the sentence at the bottom of page 10 of the Student Resource that reads "Development is"



Evaluation : Appendix 1, Task 2; use Appendix 8C to guide you during evaluation (key words).

- Next, have students determine a common definition of the concept of development and indicate this on the blackboard.

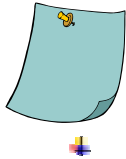
N.B. The definition the students arrive at must use a vocabulary best suited for them, taking into account the ideas they came up with during their brainstorming session.



Allow the students to have time for questions and to help them throughout the process.

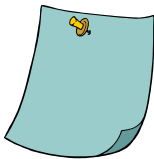
PART TWO

- The teacher uses a new city map on a projection screen. Ask questions to the students about what they notice regarding development of their city.
 - *Are the businesses and stores located in the same area?*
 - *What does the term "industrial park" mean to you?*
 - *According to you, has the city always been like this?*



P.S. From the last question, it would be possible for you to refer back to the history of your region.

- The goal of this activity is to help students identify specific areas in their city where companies are established. Before beginning the activity, the teacher uses 1 or 2 examples.
 - Chose examples that fit some of the following sectors: shopping district, residential, agricultural zone, etc.



N.B. To help the students better understand, a color legend may be used. Here is an example:

Red : commercial sector (zone)
Black : residential sector (zone)
Green : agricultural sector (zone)
Blue : industrial or industrial park sector (zone)

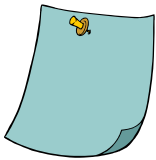
- The teacher gives the following instructions:
 - *Using the following legend, you are to indicate specific areas of economic activity in your city.*



Evaluation: Appendix 1, Task 2

Integration Phase (Time to be determined)

- Using simulations, students are to determine whether to issue or not a commercial license for a new business that wants to locate in their city.
- The teacher asks the students to work in teams of 2 and to become familiar with the scenarios on page 11 and 12 in the Student Resource.
 - Suggestion: To assure that the students properly understand the situation, it is a good idea to read the scenarios together and adjust the vocabulary accordingly.
- The teacher points out that for each scenario they are to decide whether or not they grant a commercial license and to justify their answers.



N.B For the sake of differentiation, we offer 4 different scenarios. The first two are more explanatory and the last two allow the students to reflect more. At two of the scenarios must be completed.



Évaluation : Annexe 1, tâche 2.



- The teacher brings the group together to discuss their results based upon the scenarios they chose.

Realization Phase of the LES

Task 3

Title:

- My environment, My possibilities

Brief Description:

At the end of the task, students will create a bulletin board with the different “stage” and employment possibilities in their communities. From this, they will develop a personal directory of companies that interest them and suggest locations for their “stage” to their teacher.

Predicted Duration:

- undetermined

Material:

- computer with Internet access
- tape or other posting material
- Student Resource Pages 2, 3 and 13
- Appendices 5A & 5B “Business Listings” (photocopies)
- Appendix 6 “Personal Directory of the Student”
- Map of the city (always use the same one)
- Local newspaper, a few copies of the phone book (yellow pages) and directory of your local CLD
- Laminated words:

Class Bulletin Board

Primary

Secondary

Tertiary



N.B. All other resources that will allow students to learn more about employment opportunities in the area.

Evaluation Tools:

- Student Resource
- Appendix 7 – “Co-evaluation of the cross-curricular competency
- Appendix 1 & 2 – Observation Grid
- Student’s Personal Directory

Targeted Competency:

- History
 - Builds a sense of belonging to Québec society under the theme of economic development
 - Students are to analyse a current event in Québec.

Evaluation Criteria: Understanding of a sense of belonging to Québec society

- The student participates in the creation of a class bulletin-board.

- Geography
 - Builds a sense of belonging to his/her home territory under the theme of work
 - Describe their home territory

Evaluation Criteria: Understanding their home territory

- The students expand their knowledge of businesses in their area.

Cross-curricular Competency:

- Uses Information
 - Systematically seeks information
 - Uses appropriate information
 - Properly uses information

N.B. Considering the target audience for this LES and the average level of the class, we decided to withhold the evaluation criteria for Cycle 1 secondary for the cross-curricular competency “Uses Information”.

Evaluation Criteria: Explores various sources of information

- The student explores various sources of information.

Evaluation Criteria: Critical analysis of information

- The student identifies information useful for the task.

Evaluation Criteria: Uses information to develop new contexts

- The student uses information to complete the class bulletin-board.
- The student uses his/her personal directory to record interesting employment opportunities.

Proposed Operations

Preparation Phase (10 MINUTES)

- The teacher stimulates prior knowledge by returning to the previous task and questioning the group.
 - *What did we talk about in our last class (or last encounter)?*
 - Have the students review their Student Resource, their map of the city, etc. Briefly review the discussions they had concerning businesses, places where they could work or complete a “stage”.
- The teacher provides two objectives for the task:
 - *The main objective is to create a bulletin-board of employment possibilities. You will be evaluated on your participation.*
 - *This bulletin-board will allow you to develop your personal directory of employment and employers based on your interests and your possibilities.*

Cross-curricular Competency: Uses Information

You are to consult various sources of information and you will be evaluated on how you use this information throughout the task.

- The teacher stimulates teacher learning by asking:
 - *What is a bulletin-board? (discussion)*
 - *Do you know where there are others?*
 - *What do we place on a bulletin board?*
 - *Is it useful? Why or why not?*
- *We will construct one based on what we have learned. We will use the cardboard boxes of the different sectors of economic activity to place your findings.*

Realization Phase (Duration undetermined)

PART ONE

- The teacher asks the students to return to page 2 & 3 of their Student Resource. During this work period, the students had identified companies known to them.
- The teacher asks the students to return to their original group. They are to take each of the companies that they listed and say:
 - *In your Student Resource on pages 2 and 3, you identified companies you knew of. You are now asked to use the ones you highlighted and complete Appendix 5A (photocopy if necessary).*
 - *We suggest that you each complete the sheet but help each other as a group.*

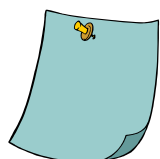
Name of the Company _____
What the company does _____
The type of job I could do _____
Sector _____
Signature _____

- Once the cards are filled out, the students are to cut them out and place them on the bulletin-board under their respective sector of economic activity, making sure that their company isn't already mentioned.



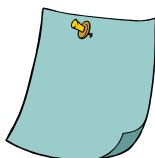
Evaluation: Appendix 2, Task 3.

- The teacher calls the students together as a whole group and adjusts the answers on the bulletin-board.



N.B. For this activity, the students construct their bulletin-board. It should be legible and remain posted in the classroom.

PART TWO



N.B. For the second part of this task, it is suggested that the teacher verify the different sources of information available to the students. It is recommended that the teacher look at the Internet site that shows the different municipalities in your area. For example – the region of Saguenay-Lac-Saint-Jean would be <http://www.regional02.ca/municipalities/municipalities.html> . For other areas, you could use MapQuest, Google Maps or Google Earth.

- The teacher asks the students if they believe there are other businesses in their city. Have a discussion as a group. Are we able to complete our research? How? Using what methods?
 - Ideas such as:
 - Bulletin-boards at the supermarket, classified ads and advertisements in the newspaper, the academic advisor, yellow pages, the Internet, etc.
- The teacher informs the students that they will be able to consult four sources of information that will help them continue their research.
 - Here are the four sources to explore:
 1. *Local newspaper*
 2. *Telephone book, yellow pages*
 3. *Internet – any search engine*
 4. *Your local employment center (CLD)*

Work in Teams of 2



N.B. Use Appendix 5B and photocopy Appendix 5A on a different colored paper to show the additions made to the class bulletin-board.

Reminder

You can remind the students that they will be evaluated on the competency - Using Information – based on the evaluation criteria listed in Appendix 8. The teacher informs the students that they must use at least 2 sources of information and that they need to be able to relate this information to the task. They have to use proper information to complete the class bulletin-board to increase the employment possibilities listed and be able to identify others that interest them.

Workshop 1: Exploring the local newspaper

- *I will give you a few minutes to find a company likely to give you a job and to complete your colored form. You may work in a team but you must individually complete your own form. Once you are done, you can place it on the class bulletin-board unless your company is already there.*

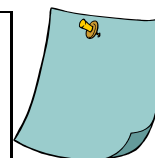
Workshop 2: Exploring the local telephone book

- *Same instructions as Workshop 1.*

Workshop 3: Exploring an Internet website

- *I will give you a website that has many businesses in our area listed.*
 - The teacher may use a paper format for this. Once the site has been explored with the students, they can choose a business, write it on the form and place it on the class bulletin-board.

N.B. Each region has an Internet site or a business directory that could be used for this task.



ATELIER 4: Exploring the employment center directory (CLD)

- *Same instructions as Workshop 1.*
- The teacher calls the students back to the whole group and together adjusts the new colored forms that have been added to the bulletin-board.

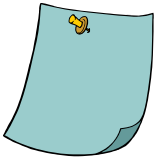


Evaluation: Appendix 1, Task 3

- The teacher makes the students aware that there are many businesses that could offer them a chance for employment or “stage” placement. However, not all of the opportunities may interest them or be accessible (graduation, diploma, obligations, etc.) In this case, students should build up their personal directory of jobs or businesses that interest them. To do this, here is what to do:

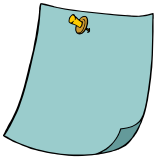
1. The teacher gives the following instructions:

- Consult the bulletin-board or other sources of information and take note of jobs that interest you in your personal directory (Appendix 6)
- Once that is done, find the company's address and phone number
- Using the map of the city that was given to you, indicate the approximate location of the company and its name.



N.B. Make sure that the students understand that even though they may have all the contact information for a company that interests them or where they may want to do their "stage", that only the school is permitted to contact the company.

2. Once the group has completed its work, return to Appendix 7. Each student is to complete the "Student Evaluation" form. During the meeting for the co-evaluation and "stage" choice, the teacher is to complete the "Teacher Evaluation" form and discuss it with the student.



N.B. If you feel that some of the students are unable to complete the "Student Evaluation" form on their own, you may offer to do it with them during the co-evaluation session.



Evaluation: Appendix 7, Co-evaluation form "Uses Information"

We suggest to use of this LES to target the competency "Expresses their position on a current social activity" (History).

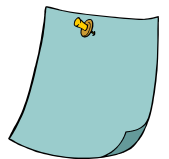
In a group discussion it would be possible to use the class bulletin-board to focus on local economic activity in the region, allowing the students to give their opinions about employment possibilities. For example: a letter could be sent to municipal councillors.

Integration Phase (Undetermined duration)

- The teacher gives the following instructions:
 - *Using your personal directory, target 3 businesses where you would like to complete a "stage", underlining each in color.*
 - *I will meet with you to discuss your choices.*
 - Inform the students that during this meeting, they will have to justify their choices. They should be prepared to give good examples.
 - Do not wait too long to meet with the students.
 - If needed, the teacher should help students with their choices by using a different colors to underline possible choices.

N.B

- ❖ An additional appendix is provided (Appendix 9) to help keep track of the choices students make during their training program. The tool is computerized.
- ❖ The personal directory can be adjusted by the student to suit his/her needs. It may include a pocket to store business cards and the student can prioritize them.



Review of the activity and conclusions

- Discussions of the initial problem
- Reminder of the initial questions in the Teacher's Guide.
 - Suggested questions:
 - *What did you learn about the economic activity of your city? About the different sectors of economic activity? About the distribution of the territory? About the concept of business?*
 - *Did you find other employment opportunities?*
 - *Among all the activities that we completed, which ones helped the most to expand our possibilities of employment?*
 - *Did you succeed in finding some possible "stage" opportunities?*
- Complete page 13 in the Student Resource.
 - Read and explain the questions.

Teacher Appendices

My Environment? My Possibilities? My Job?

Appendix 1

Observation Grid

Name : _____

Geography

Competency 1: Builds a sense of belonging to his/her home territory under the theme of work

Evaluation Criteria	Task 1	Task 2	Task 3
<p>The student describes his/her home territory...</p> <ul style="list-style-type: none"> ○ by naming the companies they know; ○ by placing their locations on a map; ○ by naming at least 2 key words that represent the development concept; ○ by expanding his/her knowledge of the businesses in his/her community. 	<div style="border: 1px solid black; height: 20px; width: 60px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 60px;"></div>	<div style="border: 1px solid black; height: 20px; width: 60px; margin-top: 40px;"></div>	<div style="border: 1px solid black; height: 20px; width: 60px; margin-top: 40px;"></div>
<p>The student identifies needs of his/her territory...</p> <ul style="list-style-type: none"> ○ by identifying areas (zones) in their city that show increased economic activity. 		<div style="border: 1px solid black; height: 20px; width: 60px; margin-top: 40px;"></div>	
<p>The student expresses his/her opinions about the development of his/her home territory...</p> <ul style="list-style-type: none"> ○ by taking a position about the issuing of commercial licenses 		<div style="border: 1px solid black; height: 20px; width: 60px; margin-top: 40px;"></div>	

Overall Judgement:

Legend :

- A = very satisfactory
- B = satisfactory
- C = unsatisfactory
- D = not acceptable

My Environment? My Possibilities? My Job?

Appendix 2

Observation Grid

Name: _____

History and Citizenship Education

Competency 2: Builds a sense of belonging to Québec society under the theme of economic development

Evaluation Criteria	Task 1	Task 2	Task 3
<p>The student describes certain aspects of Québec society...</p> <ul style="list-style-type: none"> by naming at least 2 key words representing the entrepreneurial concept; by naming at least 2 key words representing the concept of economic activity. 	<input type="text"/>	<input type="text"/>	
<p>The student examines a current social issue in Québec...</p> <ul style="list-style-type: none"> by participating in developing the class bulletin-board; 			<input type="text"/>

Overall Judgement:

Legend:

A = very satisfactory

B = satisfacteur

C = unsatisfactory

D = not acceptable

The student is not evaluated on their position concerning a current social issue in this LES

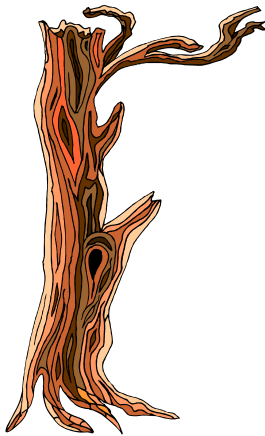
My Environment? My Possibilities? My Job?

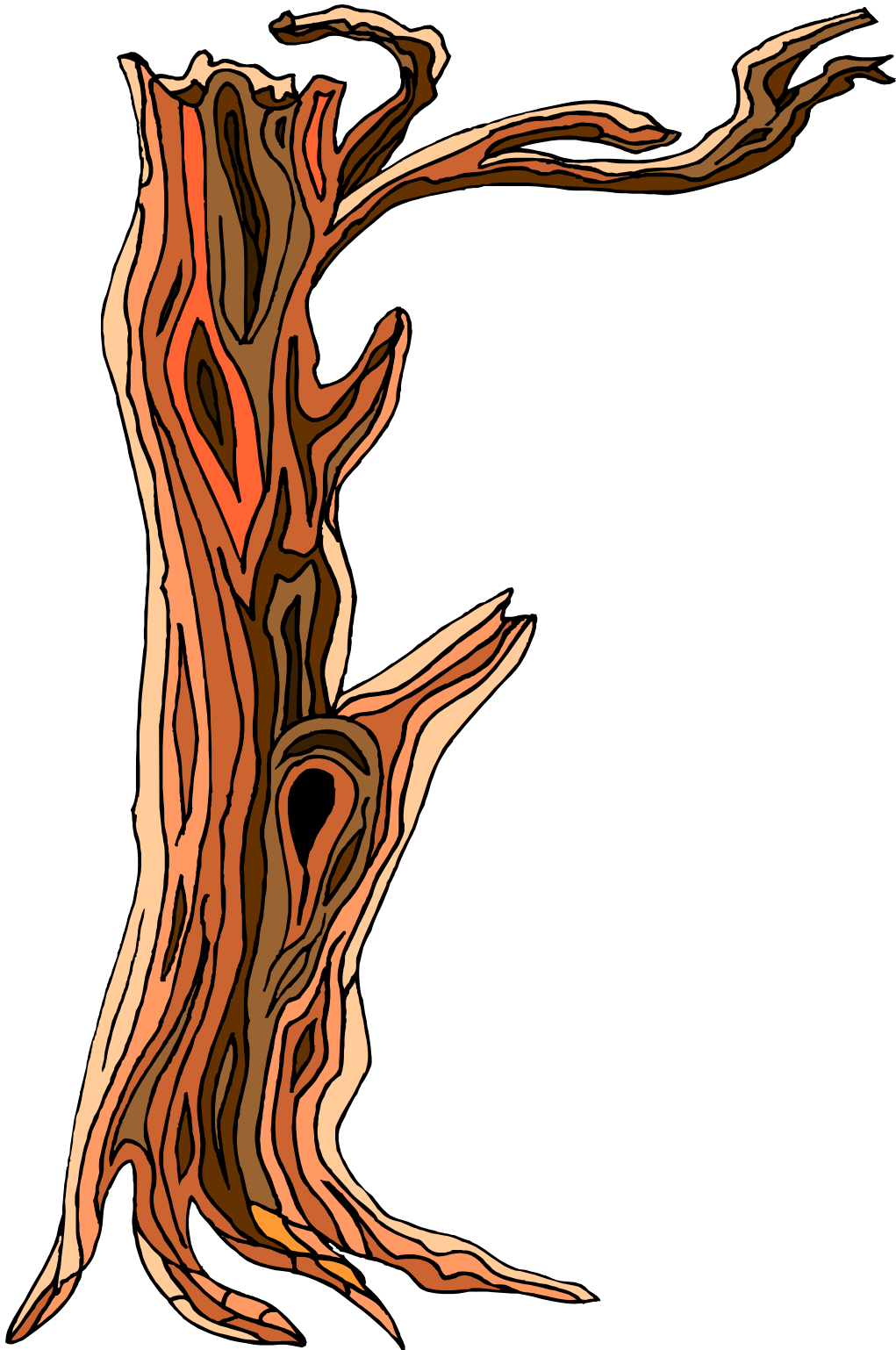
Appendix 3

Task 2

(First part of Day 1)

Here are some examples to support the brainstorming activity. (See enlarged images in the following pages)









250.00\$





**JUS DE POMME
EN SOLDE**



My Environment? My Possibilities? My Job?

Appendix 4

Task 2

(Second part of Day 1)

Place each of the economic activities by sector. To do this, color the circle above the pictogram with the same color that corresponds with the sector of economic activity.

Primary Sector



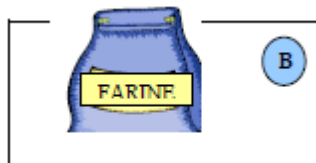
Secondary Sector



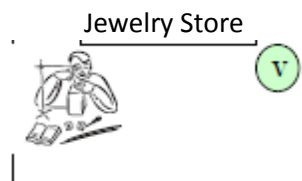
Tertiary Sector



Wheat



Gold





Petroleum



V



J



B



Wood



J



B



V



Milk



B



V



J

In which economic activity sector does each of these occupations belong?

Primary Sector











Secondary Sector



Tertiary Sector



 Miner	 V	 Cheese making	 V
 V	 Fisherman	 Technician at Bombardier	 Plumber

Appendix 5A

Company Name _____

What the Company Does _____

Type of employment I could do _____

Activity sector _____

Signature _____

Company Name _____

What the Company Does _____

Type of employment I could do _____

Activity sector _____

Signature _____

Company Name _____

What the Company Does _____

Type of employment I could do _____

Activity sector _____

Signature _____

Appendix 5B

Company Name _____				
What the Company Does _____				
Type of employment I could do _____				
Activity sector _____				
Newspaper	Internet	Directory	Other	Signature _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Company Name _____				
What the Company Does _____				
Type of employment I could do _____				
Activity sector _____				
Newspaper	Internet	Directory	Other	Signature _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Company Name _____				
What the Company Does _____				
Type of employment I could do _____				
Activity sector _____				
Newspaper	Internet	Directory	Other	Signature _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

My information sources:

My Environment? My Possibilities? My Job?

Personal Directory
of :

School Year _____

Company Name _____

Address _____

Telephone number _____

The type of employment I could do _____

Source _____

Company Name _____

Address _____

Telephone number _____

The type of employment I could do _____

Source _____

Company Name _____

Address _____

Telephone number _____

The type of employment I could do _____

Source _____

Company Name _____

Address _____

Telephone number _____

The type of employment I could do _____

Source _____

Company Name _____

Address _____

Telephone number _____

The type of employment I could do _____

Source _____

Company Name _____

Address _____

Telephone number _____

The type of employment I could do _____

Source _____

My Environment? My Possibilities? My Job?

Appendix 7

Co-evaluation form – “Uses Information”

Task 3

Name: _____

	Evaluated by the student	Evaluated by the teacher
1. I explored at least 2 sources of information (Internet, telephone book, local newspaper, networking, etc.)		
2. I was able to use relevant information		
3. I used the information I gathered to complete the class bulletin-board		
4. In my Personal Directory, I was able to identify employment possibilities that interest me (I used my information)		

What I want to improve when I use the information...

Legend: A = very satisfactory
 B = satisfacteur
 C = unsatisfactory
 D = not acceptable

My Environment? My Possibilities? My Job?

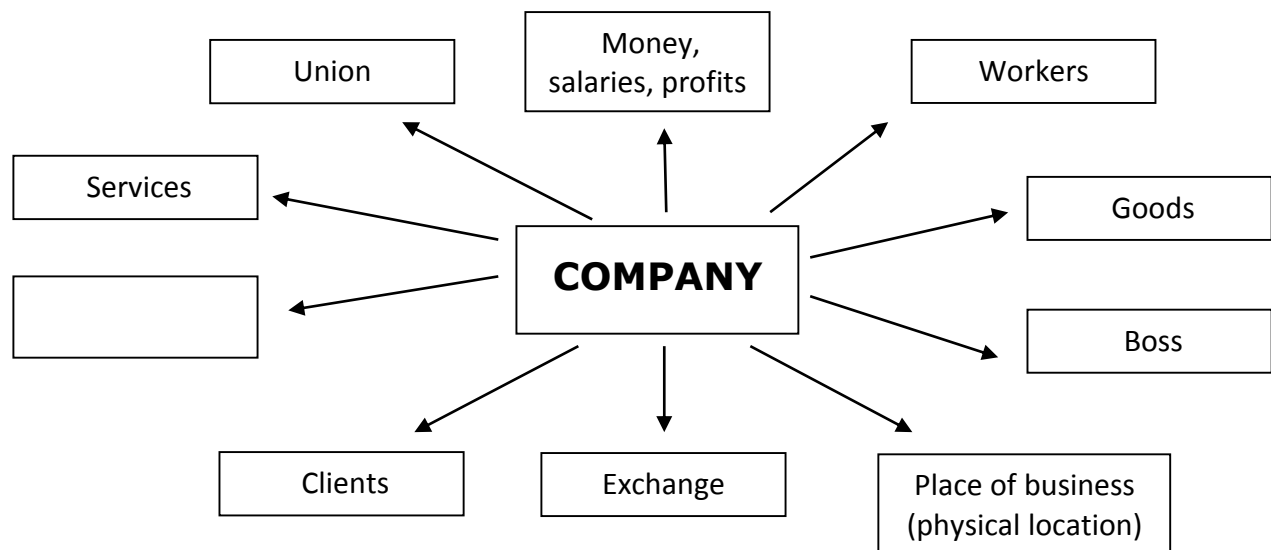
Appendix 8A

GLOSSARY

The business concept refers to an exchange of goods or services corresponding to a customer's needs, based on a monetary amount that could lead to profit. Your students may ask whether a school, a hospital or a CLSC is a company. They can be considered a company under the tertiary sector. However, it is important that a distinction be made. Since they are run by the government, they must have the title of institution or public organization. Also, they are not obliged or encouraged to make a profit.

A discussion of how these organizations are financed could be very valuable to your students.

Some important key words related to the business concept could be:
exchange, goods, services, customers, profits.



My Environment? My Possibilities? My Job?

Appendix 8B

GLOSSARY

Economic activity brings a wealth of goods and encourages a large volume of trading.

Primary:

The collection and direct use of natural resources (materials, energy sources and certain foods)

According to the MELS – The primary sector includes agriculture, fisheries, forestry and mineral extraction

Secondary:

Mainly a processing (manufacturing) industry.

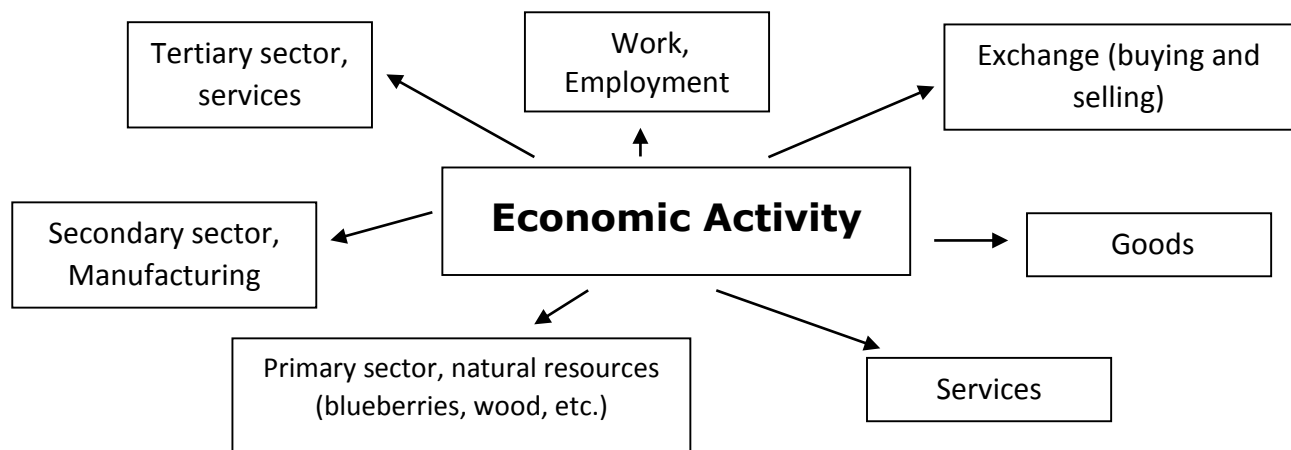
According to the MELS – The secondary sector includes trades that fall within manufacturing, construction and public works.

Tertiary:

Mainly service industries (education, training, research, administration, health security, cleaning, etc.).

Some important key words:

Primary Sector, Secondary Sector, Tertiary Sector, exchange, goods, services



My Environment? My Possibilities? My Job?

Appendix 8C

GLOSSARY

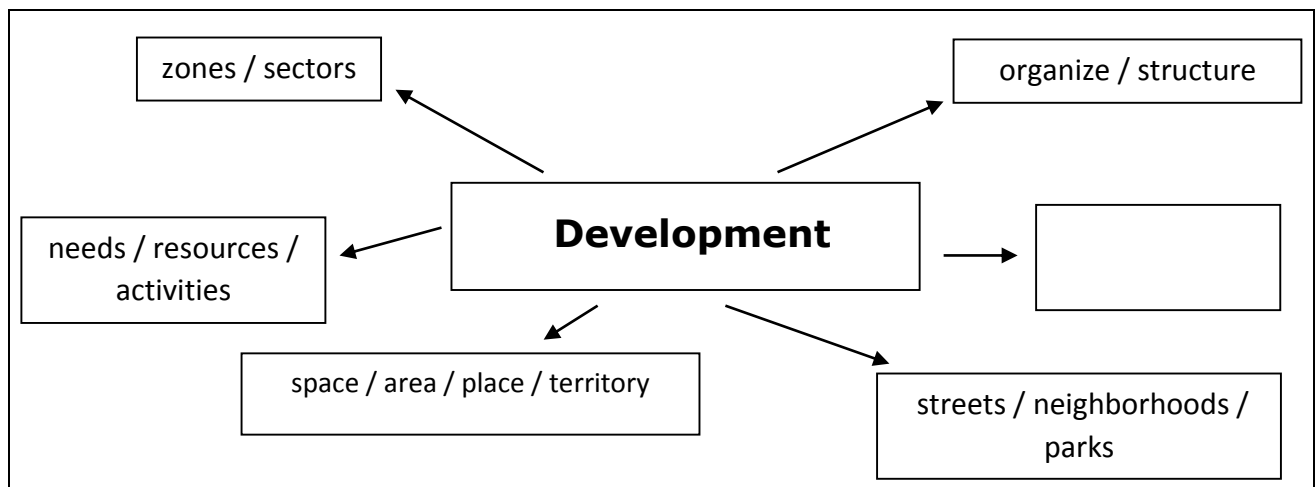
Development Concept

The development concept allows a better understanding geographically of economic activities based on natural resources and human resources.

According to the MELS: "Development" is using space in ways to satisfy residential needs. Each municipality looks for ways to present a fairly homogenous development of its territory so that each residential sector can respond to all types of construction.

Key words for the development concept are:

space, place, needs, resources, activities, zones, sectors, organize, structure.



Appendix 9

To better regulate the changes of information made by students, this appendix should be computerized so that the teacher can make changes as they occur throughout the exercise.

Your Choices

Date of Information: _____

Name:	Name:
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
Name:	Name:
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
Name:	Name:
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
Name:	Name:
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

