Activity title	**Education Paths – On-Task Exploration Activity**
Overview	Students will explore their education possibilities within the context of their chosen career exploration. They will synthesize that information and present it in a short (2 minute) class presentation. This activity will help expose students to the educational opportunities and institutions available to them.

⏱ Duration	20 min	**Materials**	Activity sheet: *Educational Institution Information Record*

ICT	Computers, LCD Projector / Smart Board, Internet Access Websites: College Circuit - Admission Requirements for 2015-2016 - (http://www.mesrs.gouv.qc.ca/etudiants/admission-au-collegial) Look for "DOCUMENT IN ENGLISH" HEADINGFORSUCCESS.COM – (http://headingforsuccess.com) AUCC – (http://www.aucc.ca/canadian-universities)

Grouping	☗ individual	☗ ☗ pairs	☗ ☗ ☗ small groups	☗☗☗ whole class
Teaching	☗☗☗ whole class	☗ ☗ ☗ small groups	☗ ☗ pairs	☗ individual

Artifacts	A class list of various programs and the locations where those programs are offered

Links with the *Personal Orientation Project* program

Competencies	**Competency 1** Carries out a process of career exploration	**Competency 2** Contemplates his/her learning and work possibilities
Key Features	Varies the means of exploration	Considers possible career paths

POP Program Content *(QEP: pp. 25-26)*

Learning strategies	**Exploration**	**Metacognitive**	**Communication**	**Decision-making**
	Making real or virtual visits to educational institutions or businesses Researching increasingly specific information Consulting reference tools		Creating a production for communication purposes	Consulting guidance experts as needed to make informed choices
Adopting attitudes	**Responsibility for the project**	**Methodical approach**	**Intellectual drive**	**Listening to self and others**
		Realism	Curiosity	
Using tools	**Active exploration tools**	**Research tools**	**Recording and follow-up tools**	**Methodological tools**
		Documentary research	Summary of discoveries made	
Considering socioeconomic and cultural factors	**Student's immediate context**	**Provincial and national context**	**International context**
	Importance placed on studies and work		

Evaluation Criteria *(Updated framework for the evaluation of learning)*			
* For feedback purposes, not to be considered in the student's report card mark.	**Information clarifying the criteria**		
Proficiency of subject-specific knowledge targeted in the program content (QEP)*			
Relevant planning			
Effective implementation of a career exploration project	Use of a variety of resources		
Relevant reflection	Reflection on personal profile and possible career paths		
Evaluation tools	checklist	observation	reflection
	peer evaluation	self-evaluation	presentation

✏️ Process

	Role of teacher	Role of student(s)
Before	Introduce students to the importance of making positive educational choices. These students are at a crucial juncture in their secondary education. Next year they will have to make choices that will have an impact on their future educational options. Are they taking Biology or Music? What Mathematics or elective courses will they take? How will these choices affect their educational options for vocational training, college (CEGEP) or university? This may be a good time to introduce students to the ***Educational Institution Information Record*** (attached). Explain the difference between a 2-year pre-university program and 3-year technical training program offered at colleges (CEGEPs). Explain the difference between a Bachelors, Masters and Doctorate program in university. For many students this will be their first exposure to their educational options. Reassure them that career paths are not linear and their personal career journey may be very different than someone else's.	Students have chosen a career to explore. They are aware that they must consider possible career paths should they choose to purse that career. Students have asked questions about career paths and the different options available to them. Students will have their own notes to consult.
1	Model your own career path using the attached ***Educational Institution Information Record***. What did you need to take in high school to get into CEGEP? What did you need to take in CEGEP to get in to your undergraduate degree program? Or did you go to school outside of Québec? Explain the difference. If you wish to advance in your career, what additional educational opportunities are available to you?	Students ask questions to learn more about their teacher's career path.
2	Ask students to determine what education they will require to engage in the career they have chosen to explore. Explain to students that they will need to find a school for each step in their career path. Provide them with the list of website resources for their research and refer them to useful brochures that are available in your classroom.	Students investigate and record the education required for the career they have selected to explore. Students will consult the resources available to find a school for each step in the career path required for the career they have chosen to explore.
3	For each school chosen, have students complete an ***Educational Institution Information Record*** which they will use as a reference tool for their career exploration.	Students will complete an ***Educational Institution Information Record*** for each institution they would attend if they pursue their chosen career.

4	As a means of exposing students to as many educational institutions and options as possible, have students prepare a 2 minute class presentation that outlines their individual career path for the career they have chosen to explore.	Students will synthesis that information by preparing a 2 minute class presentation which outlines the career path for the career they have chosen to explore.
5	Ask students to reflect quietly on what they learned about the possible career paths for the career they are exploring. Will any factors (positive or negative) impact on their career exploration? Ask students to store their completed **Educational Institution Information Record** for future reference.	Students will reflect quietly on what they learned about the possible career paths for the career they are exploring. Will any factors (positive or negative) impact on their career exploration? Students will store their completed **Educational Institution Information Record** for future reference.
Follow-up	The teacher may wish to make a photocopy of each **Educational Institution Information Record** and create a classroom reference tool. Discuss with students that a career path is not just about formal schooling. It should include other achievements, volunteer and paid-work experiences, etc. Suggest some careers and have students brainstorm what other achievements and experiences would benefit their career goals.	Students will use the class reference tool when they explore other careers. Students will consider the idea that a career path is not just about formal schooling. It should include other achievements, volunteer and paid-work experiences, etc. Students will brainstorm what other achievements and experiences would benefit their career goals

Name: _____   Date: _____

Educational Institution Information Record
Complete 1 sheet per school attended

CAREER	
Chosen career exploration	

PLACE OF STUDY	
Name of educational institution	
Location of educational institution	
Type of educational institution	❑ Vocational Training ❑ CEGEP (pre-university program) ❑ Other ❑ CEGEP (Technical Training) ❑ University

PROGRAM	
Name of program of study	
Length of program of study	

REQUIREMENTS	
Entrance requirements	
Completion requirements	
Apprentice or stage requirements	

COST	
Cost to complete program	