Activity title	**Establishing Good Criteria for *Planning***			
Overview	Students will assist in building the criteria for the development of a good career exploration project plan. This activity can be done before students begin their first career exploration.			
⏱ **Duration**	15 min	**Materials**	White board, overhead or projector, checklist (http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/POP_Evaluation_Checklists.html)	
ICT	Computer and LCD projector (if available)			
Grouping	🧍 individual	🧍🧍 pairs	🧍🧍🧍 small groups	👫👫 **whole class**
Teaching	👫👫 **whole class**	🧍🧍🧍 small groups	🧍🧍 pairs	🧍 individual
Artifacts	Information that students will use to develop their own project planning model			

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	Plans his/her exploration process	Shares his/her reflections

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

Learning strategies	**Exploration**	**Metacognitive**	**Communication**	**Decision-making**
		Adopting criteria for self-evaluation Adopting the evaluation criteria	Drawing on the communications of classmates	
Adopting attitudes	**Responsibility for the project**	**Methodical approach**	**Intellectual drive**	**Listening to self and others**
		Critical judgment	Interest in comparing ideas	Respect for self and others Cooperativeness
Using tools	**Active exploration tools**	**Research tools**	**Recording and follow-up tools**	**Methodological tools**
			Evaluation checklist	
Considering socioeconomic and cultural factors	**Student's immediate context**	**Provincial and national context**	**International context**	
	Influence of classmates			

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		Development of elements related to the planning - purpose of the exploration	
Effective implementation of a career exploration project			
Relevant reflection		Use of language appropriate to the subject	
Evaluation tools	checklist	observation	reflection
	peer evaluation	self-evaluation	activity sheet

✏️ Process

	Role of teacher	**Role of student(s)**
Before	To be ready to build criteria the teacher must know which criteria should be included in the checklist. Having a big picture of the checklist in mind can help the teacher guide the students' understanding and wording of the checklist. Checklists with suggested criteria can be found on the **_MELS Career Development_** curriculum website (http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/POP_Evaluation_Checklists.html). However, these are just examples; criteria should be replaced with those established with students.	Students are preparing for a first career exploration.
1	Invite students to share ideas about when in life people plan, e.g. grocery list, parties, schedules, vacation. Then ask, _why_ is it a good idea to have a plan? Focus on the _purpose_ of a plan, e.g. keep us on track, tell us what we need to do, put things in order. Discuss with students the fact that establishing the purpose of a plan is essential to developing its foundation. Help students understand the importance of establishing the criteria – purpose - before the plan is even written, the need to define the purpose before the steps can be mapped out and the fact that afterwards, the steps will be easier to write and will keep students on track to achieve the goals of their career exploration.	Students share and discuss times in their everyday lives when they have found that planning ahead of time has been helpful. They discuss how having a purpose for making a plan and actually making one has helped them achieve their goals. Students participate in a continued discussion about planning criteria, the need to define a purpose for planning and the positive consequences when they actually set out the steps of a plan.
Teacher note	☀️ Building criteria involves asking many questions of students with the intention of drawing from them concrete, observable criteria for the many aspects that they will be required to engage in during an activity.	

2	Using a white board or projector write the title: **What makes a *good* quality plan in POP**? (Your questions should be very pointed, e.g. What makes a good project plan? What makes a good interview plan? *1. Example of a questioning scenario* **Teacher:** • How will you know what is expected of you? • How will you know what will be evaluated? • How will you know if you are on the right track? • What do you think makes a *good* plan? Your role is to draw out examples and details of what is observable and in line with what you know you expect of students at this point in the school year. *2. Example of a questioning scenario* **Teacher:** What makes a *good* plan in the POP classroom? **Student:** *Details* **Teacher:** Ok, what do you mean by details? I can't picture it, give me a concrete example... **Student:** *Times* **Teacher:** Good. *Times* of what? The teacher draws out more information from the students and writes these *examples* on the chart/board/projection. In brackets, she adds the details provided by the students, e.g. times when tasks take place, length of time to complete a task, times when things are due. And so on, until you have a handful of concrete criteria to guide students with their work.	As a class, students brainstorm ideas of what makes a good plan. Students provide criteria, becoming more concrete as the teacher questions further. With the teacher's questioning and guidance, the students gradually build concrete criteria for planning a career exploration.
3	Post criteria in the classroom for easy referral, and have students add it to their student portfolios.	Students add the developed criteria to their student portfolios for reference.
4	☑ Turn criteria into an evaluation resource such as a checklist (as noted in the Before section of this activity); an easy evaluation that can be completed by students, peers or yourself during an exploration process to ensure the student is on the right path with his or her plan.	Students are now aware of the expectations for their plan and have a hard copy of the tool that will be used to evaluate their progress.

Follow-up	Criteria lists should be added to periodically; at the very least, each term. These become part of the criteria upon which students' development in their career explorations will be evaluated.	Students participate in regular follow-up to further develop the criteria for evaluation.