



Phases of the POP Learning Process targeted:




Activity title	Newspaper Saturday			
Overview	Students will bring in the “Working” section of Saturday’s Gazette. They will pick an article from it and reflect on how it supports and/or changes their perceptions about their work values, and work in general.			
Duration	20 min	Materials	“Work” section of Saturday’s Montreal Gazette, ‘newspaper Saturday’ worksheet	
ICT				
Grouping	individual	pairs	small groups	whole class
Teaching	whole class	small groups	pairs	individual
Artifacts	Analysis/Reflection based on a newspaper article			

Links with the POP program		
Competencies	Competency 1 Carries out a process of career exploration	Competency 2 Contemplates his/her learning and work possibilities
	Key features	Broadens his/her reflections by drawing on those of others

POP Program Content (QEP: pp. 25-26)	
Using tools	Adopting attitudes
documentary research (print documents, books, prospectuses, Web sites, etc.)	critical judgment interest in comparing ideas
Learning strategies	Considering socioeconomic and cultural factors
taking time for personal reflection	high or low value placed on trades traditionally exercised by women or by men – values associated with work – desire for prestige, personal development, material goods, etc.

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		
Relevant planning			
Effective implementation of a career exploration process			
Relevant reflection	Reflection on personal profile and possible career paths		
Evaluation Tools	• checklist	• observation	• reflection
	• peer evaluation	• self-evaluation	

 Process		
	Role of teacher(s)	Role of student(s)
Before	-Teacher should complete this assignment and model it for the students. -Ask students to bring in the “Working” section of Saturday’s Gazette.	Each student should bring a copy of the Saturday Gazette to class
1	Leads a discussion session to let students share their views on work in general, working, stereotypes, perception of vocational trades, jobs held traditionally by women, jobs held traditionally by men, desire for prestige, material goods, personal development	Students focus on sharing their views about work in general, and their values associated with work
2	Shows model of completed worksheet and focuses on what makes this reflection relevant. Students must find aspects that support or change their views about work.	
3	Ask students to pick an article and reflect on how it reinforces / changes their view on ‘working’.	Students will select an article from the ‘Working’ section which interests them.
4	Hands out worksheets	Students will consider how the article supports or changes their view about work.
5	Visits students as they reflect on paper and inquire about their feelings and viewpoints.	Students will complete the article reflection sheet
Follow-up	Asks students to return to their worksheet after one or two career explorations to reflect on how their views have or have not changed.	After one or two career explorations students will reflect on how their views have or have not changed.