



Phases of the KEP Learning Process targeted:



Activity title	Determining Vocational Training Programs to Explore		
Overview	Students will use their personal profile to compare their aptitudes and aspirations with vocational training requirements to help them choose the vocational training programs they would like to explore in greater detail.		
Duration	50 min activity	Materials	<i>Vocational Training Programs My Top 5 reproducible VOCATIONAL SECTORS and JOBS (reference sheet)</i>
ICT	Interactive white board, projector, computer, etc. <i>HeadingForSuccess.com</i> website - www.headingforsuccess.com <i>inforouteFPT.org</i> - www.inforoutefpt.org/default.aspx?langue=en		
Grouping	individual	pairs	small groups
Teaching	whole class	small groups	pairs
Student product	A top 5 list of vocational training programs they would like to explore. A reflection on their top choice of a vocational training program they would like to explore based on their personal aptitudes and aspirations, and vocational training program requirements.		

Links with the *Exploration of Vocational Training* program

Competencies	Competency 1 Explores vocational training	Competency 2 Contemplates his/her suitability for vocational training
Key Features		Considers the possibility of enrolling in vocational training: Compares his/her aspirations and aptitudes with vocational training program requirements

Explo Program Content

Program Content <i>QEP: pp. 26-30</i>	Using tools	Adopting attitudes	
	Information-gathering and documentary research tools Reflection and follow-up tools	Responsibility for the exploration - commitment Open-mindedness - curiosity Introspection - reflectiveness	
	Learning strategies	Acquiring concepts	Considering socioeconomic and cultural factors
	Information gathering - consulting reference tools Metacognitive strategies - taking time for reflection, alone or as part of a group	Concepts related to vocational training - vocational training sectors - vocational training programs	

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)*

Effectiveness in exploring vocational training

Relevant summary of discoveries

Use of information gathered during experiential learning, information gathering and workplace observation activities

Relevant reflection

Reflection on personal profile as well as perception of the trades and occupations explored and of vocational training

Evaluation tools	• checklist	• observation	• reflection
	• peer evaluation	• self-evaluation	• reproducible

 Process		
	Role of teacher	Role of student(s)
Before	<p>Guide students in building their personal profiles. Ensure that students are familiar with the 21 vocational sectors and the examples of jobs associated with each. (See attached) Also familiarize them with some research tools such as the following websites:</p> <p><i>HeadingForSuccess.com</i> www.headingforsuccess.com <i>inforouteFPT.org</i> www.inforoutefpt.org/default.aspx?langue=en</p>	<p>Students should have started to build their personal profile. It should be stored in a word document, a website or portfolio. It should contain personality quiz results, interests, aptitudes, aspirations, reflection, etc.</p>
1	<p>Discuss how comparing a student's personal profile and a vocational training program description can help students determine which programs to explore in more depth.</p> <p>As a class, have students choose a job from the list of 21 vocational sectors and associated jobs. Look up the indicated training program on a website and find the type of introductory information that the students can use. Introductory information that can help them make a choice includes: program objectives, admission requirements, prerequisites, length of program, availability of the program in their area, etc.</p> <p>Using the vocational training program information, have students compare it to their own personal profile. As a class, discuss the results. Ask students to share their thoughts as to whether or not their personal profile connects with this particular program.</p> <p>For students who are still unsure about their vocational interests, direct them to the <i>Aptitude Test</i> on the <i>HeadingForSuccess.com</i> website - www.headingforsuccess.com</p>	<p>Students participate in the class discussions. Collectively, they choose a training program to research and identify useful introductory information that could help determine if a student is interested in an in-depth exploration. Students compare this information to their own personal profiles and discuss the results. Students can use the <i>Aptitude Test</i> on the <i>HeadingForSuccess.com</i> website if they are still uncertain about their vocational interests. www.headingforsuccess.com</p>
2	<p>Ask students to consider the jobs that might be of interest to them and have them look up the associated training programs. Instruct students to use their personal profiles and the introductory information of vocational training programs to identify five vocational training programs they would like to explore in more depth. This information should be recorded on the attached document <i>Vocational Training Programs My Top 5</i>. Guide students to appropriate websites and the useful information on those sites.</p> <p>Ask students to keep in mind challenges such as: geographic location of related work; availability of the program in their area; language program is offered in, etc.</p>	<p>Using their personal profiles and research strategies presented in class, students consider specific vocational training programs to explore in more depth. Students read through the basic information provided in the resources, such as admission requirements, length of program, availability of the program in their area and language. Students identify five training programs they would like to learn more about. They record this information on the <i>Vocational Training Programs My Top 5</i> reproducible.</p> <p><i>HeadingForSuccess.com</i> www.headingforsuccess.com <i>inforouteFPT.org</i> www.inforoutefpt.org/default.aspx?langue=en</p>

3	Ask students to rank their chosen vocational training programs starting with the one which is most closely related to their personal profile.	Students rank the selected 5 vocational training programs that most closely match their vocational profile. They record this information on the <i>Vocational Training Programs My Top 5</i> reproducible.
4	Ask students to write a reflection on why the first ranked training program is in that position. Remind them to consider the relationship between the requirements of the program and their aptitudes and aspirations.	Students write a reflection on why the first ranked training program is in that position
Follow-up	Ask students to update their <i>Vocational Training Programs My Top 5</i> reproducible and note any changes in the ranking as they discover more about their top five training programs.	Students update their <i>Vocational Training Programs My Top 5</i> reproducible as they learn more about training programs. Over time, they may want to change their top 5.

Vocational Training Programs | My Top 5

Name: _____ wants to know more about these vocational training programs.

Date: _____



Vocational Training Program	Links to personal profile and vocational training program requirements	Preference ranking

VOCATIONAL SECTORS and JOBS

Vocational Sector:	Examples of jobs:
1) Administration, Commerce and Computer Technology	Sales clerk; payroll clerk; web designer; administrative assistant; secretary; accounts receivable clerk; customer service
2) Agriculture and Fisheries	Landscaper; florist; nursery worker; farm worker; farm supervisor and specialized livestock worker; captain on a fishing vessel
3) Food Services and Tourism	Butcher; chef; pastry chef; food and beverage server, poultry preparer; hotel clerk; travel agent
4) Arts	Interior designer and visual displayer; jewellery maker; photographer; painters and decorators
5) Woodworking and Furniture Making	Furniture assembler; cabinetmaker; furniture laminator; furniture finisher; upholsterer
6) Chemistry and Biology	Water treatment maintenance worker
7) Buildings and Public Works	Carpenter; bricklayer-masonry; plasterer; commercial and residential painter; plumbing and heating technician; tile setter; refrigeration and air conditioning mechanic; land surveyor; building maintenance worker; firefighter
8) Land Use Planning and the Environment	Conservation and fishery officer; outdoor sports guide; recreation guide
9) Electrotechnology	Electrician; electrical mechanic; lineworker; automated systems mechanic; telecommunications equipment installer; avionics mechanic; electric appliance servicer and repairer
10) Motorized Equipment Maintenance	Automotive service technician; truck and bus mechanic; mechanical repairer; storekeeper and parts clerk
11) Mechanical Manufacturing	Food and beverage production worker; aircraft assembler; forging machine operator; glass cutter; machining tool operator; rubber processing machine operator
12) Forestry and Pulp and Paper	Sawmill machine operator, logging machinery operator; forestry worker; supervisor of logging and forestry; logging and forestry labourer (tree planter); lumber grader
13) Communications and Documentation	Graphic designer; illustrators; printing press/machine operator; desktop publisher
14) Maintenance Mechanics	Industrial construction and maintenance mechanic; machine fitter; railway car worker
15) Mining and Site Operations	Crane operator; heavy equipment operator; heavy duty equipment mechanic; machine operator; mineral and metal process worker; miner
16) Metallurgical Technology	Inspector and tester of minerals and metals; welder and fitter; sheet metal worker
17) Transport	Truck driver; air traffic controller
18) Fashion, Leather and Textile	Sewing machine operator; weaver, knitter and other fabric making worker; textile machine operator; textile inspector; tailor/dressmaker; pattern maker
19) Health Services	Nurses aide; orderly; homecare worker; pharmacy technical assistant; rehabilitation aide; dental assistant
20) Social, Educational and Legal Services	Recreation program leader in Nunavik; health and social services assistant in Nunavik
21) Beauty Care	Esthetician; hairstylist; electrolysis technician; make-up artist; nail technician