CURRICULM GUIDE – CAREER EDUCATION

GOALS AND GENERAL OBJECTIVES

GOALS

The major goals of the Career Education Curriculum are:

1. Developing self awareness
2. Fostering career awareness in students.
3. Guiding students in career exploration.
4. Assisting students in career preparation.

These goals recognise and reflect the stages of career development which are: Awareness, Exploration and Preparation.

GENERAL OBJECTIVES

Grade 7

In order to foster self awareness, the curriculum is designed to assist students to:

- discover and clarify their individual aptitudes, interest and aspirations;
- link their individual interests and aspirations to career options;
- link their performance in other subjects to their career options.

Grade 8

In order to provide guidance in career exploration, the curriculum is designed to assist students in:

- the development of their abilities, gaining knowledge to analyze and evaluate themselves and their relationships with others;
- gaining knowledge and understanding of entry requirements for careers of interest to them;
- investigating the day to day activities, rewards, disadvantages and advantages related to career options;
- matching career planning to other life goals.

Grade 9

To facilitate career preparation the curriculum is designed to assist students to:

- continuing to investigate the process of self–evaluation and relationship building;
- developing skills in accessing processing and using career information;
- acquiring appropriate knowledge, general skills and attitudes for the world of work;
- developing job search skills.

CAREER EDUCATION ACROSS THE CURRICULUM

Career development is a life-long process which begins in the home, is nurtured throughout school life and is manifested in adult career choices.

In order to achieve the goal of career education across the curriculum, the curricula for Grades Seven to Nine are written in successive stages and scope and sequence.

Individuals progress through three stages of career development: Awareness, Exploration, Preparation :

Grade 7

Awareness begins with self and career awareness-

Grade 8

Exploration engages youngsters in activities to explore their own interests, abilities and values as well as to explore potential careers and opportunities-(

Grade 9

Preparation builds upon the experiences and learning as the individual prepares to make meaningful and satisfying career choices-.

It is the responsibility of educators to guide this process by providing appropriate support and experiences to assist students through all stages. In particular, educators should:

(i) expose all students to, and encourage them to explore non-traditional careers regardless of sex, race or ethnic background;

(ii) help students develop positive attitudes towards work;

(iii) prepare students for careers that are realistic and satisfying to them.

Career education is not a subject. It must:

1. Be the link that joins career academic learning with the world of work.

2. Be the tool that prepares students to make realistic career decisions as they acquire new experiences, values and goals.
3. Be based on students' needs.
4. Employ a team approach to teaching and learning.
5. Include the infusion of Career Education elements into the entire curriculum.
6. Address the needs of society as part of students' preparation to be responsible citizens.

The process of infusion involves:

1. A the recognition/identification of the many Career Education concepts that are similar to those in other subjects areas;
2. The purposeful linking of the common concepts and /or areas of content identified at (a) so that they are not taught in isolation. Rather, there should be such constant cross-referencing amongst subjects that students perceive the common concepts as comprising necessary insights and information without which their education would be incomplete;
3. the use of methodologies and activities which ensure the development of skills and attitudes which appear in all subject areas in ways that demonstrate the relevance of these learnings and experiences to career choices.

The management of the process is important. Leadership must come from the Guidance Counsellor and /or Career Education Coordinator, but all staff members need to familiarize themselves with the main objectives of he Career Education Programme and to plan together for its effective implementation. The inclusion of career education information is very critical to the growth and development of the students. It is therefore imperative that it be explicit in lesson planning and delivery with an emphasis from the Grade Seven (7) level.

Methodologies/Strategies for Implementing Career Education

For the most effective delivery of career education, it is necessary to use a combination of simple strategies which will not burden the classroom teacher or the guidance counsellor.

The main strategies are outlined below.

1. Infusion

The major delivery system is the infusion process by which the career education concepts are introduced and reinforced in the entire school curriculum thereby becoming an

integral part of all its programmes – academic, practical, aesthetic. When efficiently used by classroom teachers, the infusion strategy strengthens and facilitates academic concepts and skills.

2. Career Counselling

Career counsellors will engage in progressive, counselling through the Career Awarness, Exploration and Preparation stages. In time specially allocated to counselling, students must be engaged in activities leading to specific career education outcomes, by the time they reach the preparation stage.

3. Other Strategies

There are many programmes, projects and activities which when properly planned and implemented should provide for students of all ages, the values and qualities of a productive career education experience. Among there are:

(a) The use of Homeroom/Form/Classroom Time

1. For the exploration of those aspects of the education of the adolescent which are not directly addressed through the formal curriculum, but which are important for the students' overall development.

(b) Mini Projects/Mini – Business (in –school or community based)

1. providing opportunity for planning, working together, sharing responsibilities, developing initiative and practising accountability.

(c) Exploration of the Environment

Encouraging students to explore the areas in which they live and/or attend school, and to develop an appreciation and understanding of the variety of physical and soci-economic conditions existing around them.

(d) Work Experience

1. Work experience opportunities, especially at the Career Preparation Stage provide exposure to the demands, responsibilities, rewards, and challenges of the world of work

(e) Intergenerational Programmes

These provide opportunities for students to interact with senior citizens in the community
regarding their life and work, to learn from them, to facilitate their becoming extended
families of the school community.

In implementing these main strategies, a number of techniques and approaches which have proven successful in other contexts may be applied. These include:

- using films to provide information on careers and to reinforce appropriate. behaviours for the work world.

- bringing resource persons into the classroom to help broaden students' exposure to
role models, increase career information, and to motivate students to set education/career life goals.

- analysing jobs in terms of the skills, duties and tasks required of workers to clarify

what workers actually do on the job and to help dispel inaccurate career information

These and other strategies and approaches are expanded and elaborated on in the Teachers' Guide

GRADE 7 - SELF AND OTHERS

Topic I: SELF

Main Ideas/Concepts and insights	Skills	Attitudes
1. A person's self is the sum total of all that he/she is. The self includes, among other things, ideas attitudes, interests, skills abilities and values. Self is an expression of one's inner "being." 2. Self awareness leads to a consciousness of intra and interpersonal relationships and its interaction with the environment. 3. Self-knowledge (strengths and weaknesses, likes and dislikes etc.) facilitates decision-making about career/occupations to be pursued.	Self evaluation Decision-making Goal setting Communication	Willingness to look critically and honestly at self and make necessary adjustments. Self acceptance, Respect, Accepting others, Tolerance.

Topic I : SELF Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes

1. Class discussion on acceptable behaviour 2. Explore feelings and identify situations that can affect these feelings. 3. Discussion of common weaknesses strengths. 4. Building journal(s) of career opportunities in and around community. 5. Goal-setting exercises 6. Evaluation of work done in relation to goals etc.	Religious Education Language Arts Resource & Technology Science Mathematics Aesthetics	1. have a better understanding of themselves. 2. accept their strengths and limitations. 3. develop positive feelings about themselves and others. 4. develop desirable personal values. 5. display socially accepted behaviours. 6. realize that although people are different yet they have some characteristics that are similar. 7. set realistic career goals. 8. show more interest in work done around the school and community.

Topic II: SELF AND OTHERS

Main Ideas/Concepts and Insights	Skills	Attitudes

1. Healthy relationship enhance self development. 2. There is need for interdependence 3. Tolerance, understanding and honesty are necessary for good relationship. 4. Showing respect for all including the elderly and the poor, is necessary. 5. If a good relationship exists, every effort should be made to maintain it. 6. Effort should be made to resolve conflicts amicably.	Self-motivation Decision-making Communication Making interpersonal value judgements Time management Interpersonal	Self acceptance (strengths and weaknesses) Willingness to accept and understand others Appreciation of family, church, society, culture Responsibility Pride in achievement

Topic II : SELF AND OTHERS Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes
1. Panel Discussion on interpersonal relationships 2. Role Play relating to each other. 3. Journal Entry	Social Studies Religious Education Language Arts Resource and Technology Science Aesthetic	Students should begin to: 1. relate positively to others. 2. accept the rights of others. 3. understand how to work and act in a group. 4. respect directives of people in authority

		5. show friendliness 6. assume responsibilities for some activities in the family. 7. initiate ways of helping others.

Topic III : SELF AND THE ENVIRONMENT

Main Ideas/Concepts and insights	Skills	Attitudes
1. Each person in the environment is important. 2. It is important that each person identify his/her role and responsibility to maintain a healthy environment. 3. The environment has an effect on what each one does. 4. Each person is responsible for his/her health and well being.	Self assessment Researching Recording Values Identification Participation Co-operation Decision Making	Responsibility Dignity of labour Appreciation of different occupations Appreciation of society and community needs Concern for the physical environment Willingness to contribute to a healthy environment Respect for healthy living and maintaining a healthy lifestyle

Topic III : SELF AND THE ENVIRONMENT Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes
1. Use and care of things in the environment. 2. Tours to places of interest in and around	Social Studies Language Arts Resource & Technology	Students should begin to: 1. practice caring for furniture, equipment and other things in the school and the home

the community 3. Constructing maps of places of interest- libraries, education centres, factories, churches.	Science Mathematics Religious Education Aesthetics	environment. 2. show interest in neighbour- hood activities with special interest in the core of the environment. 3. show interest in kinds of jobs done in the community. 4. understand some relationships between living location and career or job opportunities.

Topic IV : SELF AND CAREER CHOICE

Main Ideas/Concepts and Insights	Skills	Attitudes
1. The more education one has the greater the number of career choices. 2. Our career choices are dependent on a number of things e.g. experiences, influence of parents/peers, the location of our home, family commitment. 3. An awareness of self and adequate career information facilitates choice of career.	Self analysis Critical thinking Decision-making Establishing and maintaining relationships Research	Willingness to make meaningful choices Willingness to learn Receiving and sharing information.

Topic IV : SELF AND CAREER CHOICE Cont'd.

Suggested activities	Areas of Integration	Expected Outcomes
1. Develop career tree based on subjects.	Resource and Technology Social Studies	Students should begin to: 1. appreciate differences in career choices of family members and friends.

2. Talks on job opportunities by resource persons. 3. Discussion on qualities of a good worker. 4. Looking through "Help Wanted" sections of a newspaper and listing job opportunities in order of priority choice. 5. Development of classroom directory of places, family and friends. 6. Making a collage depicting careers of family members.	Science Language Arts Mathematics Aesthetics	7. talk about their own career choices. 8. identify successful persons at work. 9. take responsibility for work to be done at school or at home. 10. be familiar with names of companies and the types of jobs they offer.

GRADE 8 - CAREER

Topic 1: **EXPLORING SELF**

Main Ideas/Concepts and Insights	Skills	Attitudes
1. Self perception is the basis of self acceptance. 2. Healthy self concept influences one's life role. 3. How one feels about self will influence one's thinking and achievement.	Self analysis Communication Decision-making (choices and consequences) Goal setting Research Information gathering.	Self worth Positive thinking Appreciation and respect for others Pride in achievement

4. Career goals are usually based on self knowledge, personal values and critical environmental factors. 5. Knowledge of self enhances planning for the future.		

Topic I : EXPLORING SELF Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes
1. Discussion based on self exploration 2. Research 3. Interviews and surveys 4. Interest inventories 5. Autobiography 6. Portraits of	Social Studies Religious Education Resource & Technology Aesthetics Language Mathematics	Students should: 1. better understand themselves. 2. be more disciplined and responsible. 3. be knowledgeable about career interests and choices.

Topic II: EXPLORING RELATIONSHIPS

Main Ideas/Concept and Insights	Skills	Attitides
1. Good interpersonal relationships are very important for success in any job or career. 2. For some people, getting along with others is a skill to be developed. 3. Our actions have an effect on others. 4. Some people make friends easily, are well respected and always display a caring courteous co-operative attitude when dealing with others. 5. It is important to learn how to maintain relationships once they are developed. 6. Maintaining a good relationship involves caring, understanding, loving, loyalty, forgiving, respecting.	Interpersonal Valuing Working well in groups Communication Self analysis Self evaluation in relationships with others. Co-operating Discriminating Facilitating Decision-making	Appreciation of, respect for and acceptance of others Responsibility and dependability Tolerance Understanding

Topic II : EXPLORING RELATIONSHIPS Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes
1. Brainstorming 2. Role Play 3. Discussion 4. Structured group exercise 5. Self portrait 6. Team activity 7. Interviews	Language Arts Social Studies Religious Education Mathematics General Science Resource & Technology Aesthetics	Students should: 1. be more self aware and tolerant 2. demonstrate improved work attitudes. 3. demonstrate an understanding of group dynamics. 4. be able to initiate and maintain good relationships.

TOPIC III: OCCUPATIONAL EXPLORATION

ain Ideas/Concepts and Insights	Skills	Attitudes
1. People are engaged in different jobs or occupations which are accorded varying status levels but all of which are important. 2. Jobs in the same	Study Skills: Information gathering Collation storage and retrieval of information Communication	Patience Perseverance Respect for all types of jobs Appreciation of societal and labour market needs

occupation are likely to attract persons of similar personality types. (See Self Directed Search SDS) 3. Different jobs require varying levels of skills and education. 4. The development of one's country is largely dependent on the way individuals perform their jobs.	Critical analysis Computer knowledge Valuing	Appreciation of people, community contributions, civic responsibilities. Responsibilities for own actions.

Topic III : OCCUPATIONAL EXPLORATION Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes
1. Research 2. Interviews 3. Projects 4. Use of modified (Jamaicanized) BICEP materials Grade 8 e.g. Impulsive Actions, Box-A. Job 5. Educational Tours 6. Resource persons to add 7. res specific topics.	Social Studies Language Arts Resource & Technology Mathematics General Science Aesthetics	Students should be: 1. more aware of their responsibilities in national development. 2. more willing to accord status to various types of jobs. 3. better able to identify careers and show that they are developing decision-making skills. 4. more aware of the importance of job performance for national development. 5. better able to make tentative career plans.

Topic IV: EXPLORING COMPETENCIES

Main Ideas/Concepts and Insights	Skills	Attitudes
1. Training is likely to improve efficiency 2. Practice improves job performance. 3. Ability to apply effective decision-making skills determines performance level 1. Promotion on the job depends on performance.	Study skills Decision-making Research Interpersonal behaviour Following instructions	Self confidence and self-reliance Willingness to follow directions Interdependent thinking

TOPIC IV : EXPLORING COMPETENCIES Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes

1. Dramatization 2. Observation/work shadowing 3. Selecting activities from the modified BICEP materials Grade 8 Drama Kids & Bosses Bicep 9.8 p. 79	Resource & Technology Social Studies Language Arts Religious Education Mathematics Aesthetics	Students should demonstrate: 1. more willingness to study 2. greater efficiency in completing assignment . 3. more awareness of the relationship between job performance and promotion.

Topic V : ECONOMIC EXPLORATION

Main Ideas/Concepts	Skills	Attitudes

1. Occupation and Lifestyles are interrelated. 2. Work location and work Choice affect lifestyles. 3. A highly paid job does not necessarily guarantee job satisfaction. 4. There are many social and economic benefits associated with various occupations. 5. Proper budgeting is one of the essentials for economic security.	Decision-making Job analysis & selection Identification and use of talents, abilities, interests Research Discrimination Budgeting	Willingness to volunteer to do work. Risk taking desire for economic security.

Topic V : ECONOMIC EXPLORATION Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes
See Modified BICEP Activities, Grade 8. Educational Tours Career Activity	Social Studies Research & Technology Language General Science	Students should demonstrate: 1. understanding of relationship between personal economic life-style and occupational roles.

Resource Persons	Mathematics Aesthetics	2. increased ability to apply budgetary skills. 3. an awareness of the factors that contribute to job satisfaction.

Topic VI : EXPLORING VAUES AND ATTITUDES

Main Ideas/Concepts	Skills	Attitudes
1. Values are important to one's personal life and the statements one makes 2. Decisions are a reflection of individual values. 3. Personal values influence career choices.	Analysis Evaluating Negotiating Comprising	Readiness to display acceptance of people and their rights. Development of personal value systems.

Topic VI : EXPLORING VALUES AND ATTITUDES Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes

1. Values clarification exercise 2. Value ranking 3. Modified BICEP activities e.g. 9.8 p 28 Values Decisions, Seeing Success Through My Eyes 4. Panel Discussion	Resource & Technology Language Arts Science Social Studies Mathematics Aesthetics	Students should be: 1. more aware of the way personal values influence decisions taken. 2. more industrious, and responsible. 3. display good deportment.

Topic VII: SELF AND LEISURE

Main Ideas/Concept and Insights	Skills	Attitudes

1. Leisure is an important part of life 2. Many factors influence our leisure choices. 3. Choice of leisure activities is related to our values. 4. Leisure is a means for self exploration and career decisions making. 5. Leisure interests sometimes follow a specific pattern and are developed over time.	Competence Appreciation Investigation Dexterity Choice and decision making Self evaluation Creative use of leisure	Perseverance Patience Sense of pride in achievement Productive use of time

Topic VII : SELF AND LEISURE Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes
1. Class project	Resource & Technology	Students who are:

2. Club activity 3. Research 4. Leisure time inventory 5. Selections from Jamaicanized BICEP activities. 6. Journal entry 7. Create and develop leisure activities.	Language Arts Social Studies Science Mathematics Religious Educational Aesthetics	1. more skilled and versatile 2. beginning to spend leisure constructively 3. more involved in self-help programmes. 4. more focused creative and self directed.

GRADE 9 – CAREER

Topic 1: SELF IN RELATION TO WORK

Main Ideas/Concepts and Insights	Skills	Attitudes
1. An individual can make a contribution to his/her home and country by participating in meaningful work activities and by developing a productive work environment.	Personal assessment e.g. of one's status Ability to find help to improve status Goal setting	Being understanding, facilitative and accommodative. Appreciative of own strengths and weaknesses. Interested in maintaining

2. One's individual ability to contribute to the development of home and country is determined by a variety of factors. 3. More self knowledge improves the chances of finding constructive work to do. 4. Health, education, training and experience are vital for work roles. 5. Reward for work is not always immediate.	Ability to put others at their ease. Cooperation Communication	mutually beneficial relationship. Appreciation of civic responsibility.

PREPARATION

Topic I : SELF IN RELATION TO WORK Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes

1. Projects 2. Termly Journal(s) 3. Study of models 4. Establishment and monitoring of programme. 5. Making personal life charts.	Language Arts Resource & Technology Mathematics Aesthetics General Science Social Studies	Students should begin to: 1. demonstrate better decision-making skills re work and career choice. 2. display attitudes of participation, cooperation and collaboration in group activities. 3. demonstrate a more responsible attitude towards work.

Topic II : SELF IN RELATION TO OTHERS

Main Ideas/Concepts and Insights	Skills	Attitudes

1. Each person must recognize his/her rights and responsibilities and respect other people's rights and responsibilities. 2. All people's contribution to national development must be respected. 3. It is a personal responsibility to collaborate with others at home and at the workplace. 4. Each worker must be willing to work towards consensus on issues. 5. Much of the work people do is dependent on the work of others to make it effective. Therefore a good working relationship amongst co-workers is always important. 6. Communication is a vital part of relationship. 7. Physical appearance sometimes affects interpersonal relationships.	Co-operation Problem-solving Communication	Acting responsibly towards self and others. Showing tolerance and respect for others. Recognizing the importance of workers at different levels Recognizing the importance of good grooming and deportment.

Topic II : SELF IN RELATION TO WORK Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes
1. Participate in tasks at school and home. 2. Discuss workers' rights; invite speakers from businesses, industries and/or trade unions to participate in discussions. 3. Identify responsibilities of a worker and list them in journal(s) 4. Discuss ways of promoting healthy interpersonal relationships. 5. Discuss values and how they influence actions.	Social Studies Language Arts Resource & Technology Mathematics General Science Aesthetics	Students should demonstrate: 1. more active participation and involvement in school life. 2. greater sense of and responsiveness to personal values. 3. more amicable relationships amongst one another. 4. a more mature approach to team work.

Topic III : EDUCATION AWARENESS

Main Ideas/Concepts and Insights	Skills	Attitudes

1. One should take advantage of all educational opportunities for continued self improvement. 2. The changing nature of work demands that the worker should have employable skills. 3. There are many learning options e.g. • on the job training • part time/full time studies. 4. The more informed the individual the better he or she is able to make realistic decisions, and job opportunities. 5. Knowledge of the skills needed for the job, the educational qualification required and the role one is expected to perform will assist greatly in helping the individual make the right selection in the world of work.	Study skills including: Communication Ability to access information independently Problem-solving Access information from database and the internet Decision-making Self directed research	Self-motivation Tolerance Independence Determination to succeed Pride in achievement Appreciation of education/training

Topic III : EDUCATION AWARENESS - Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes
1. Using references e.g. Employment and Training Booklet. 2. Development of personal career pathways and career ladders. 3. Involvement in; - Projects - Scrap Books making - Field trips - Work experience in industries - Entries in Career Journal(s) - Case Studies - Surfing by the internet.	Social Studies Language Arts Resource & Technology Science Mathematics Aesthetics	Students should be: 1. more knowledgeable about the world of work. 2. more capable of serious consideration of their career options. 3. more motivated to achieve academic excellence as they understand the relationship between education level and career/job opportunities. 4. able to take responsibility for actions.

Topic IV: CAREER EXPLORATION

Main Ideas/Concepts and Insights	Skills	Attitudes
1. Occupations require varying levels of specialized competencies. 2. The job seeker should be aware of where to	Research Communication Documentation Reporting	Patience Flexibility Alertness re job opportunities

search for jobs. 3. Meaningful career search requires knowledge and use of various sources and techniques. 4. Job search sources are many and varied e.g. - newspaper advertisement - visiting private and government agencies. - school placement/bulletin board - network & surfing through the network - self employment.	Forecasting Networking Computer literacy Entrepreneurial skills	Desire to be gainfully employed Self directness Willingness to achieve

Topic IV: CAREER EXPLORATION Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes

1. Compilation of career clusters 2. Using selections from Modified BICEP Activities, Grade 9 e.g. "From School to work – The Natural Link". 3. Development of student Portfolio. 4. Research via the internet and other sources. 5. Work observation and simulation. 6. Income generating projects.	Research & Technology Science Language Arts Social Studies Mathematics Aesthetics	Student should be: 1. able to identify career opportunities. 2. more competent at setting and working towards career goals.. 3. more aware of self-employment opportunities. 4. able to identify job opportunities to their level of competency.

Topic V : CAREER PREPARATION

Main Ideas/Concepts and Insights	Skills	Attitudes
1. The new entrant to	Ability to identify different	Self-confidence

the world of work needs to possess appropriate skills e.g. job skills. 2. Special skills are required for specific jobs. However, there are various types of basic skills which the new entrant must possess. 3. Prior knowledge of what is expected at the work place is important. 4. Knowledge in formulating and completing job-related skills.	categories of job skills. Effective written communication including penmanship Interview skills Selecting appropriate attire for job interviews. Giving and/or eliciting information Adaptability	Appreciation of good deportment Willingness to improve on areas of skills where there is deficiency Adaptability

Topic V : CAREER PREPARATION Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes

1. Resume writing 2. Job application letters 3. Selections from Modified BICEP Activities, Grade 9 4. Completing application and other job-related forms. 5. Develop glossary terms related to job application forms e.g. glossary 6. Community work	Resource & Technology Language Arts Social Studies Science Mathematics Aesthetics	Students should : 1. better able to relate what they are being taught and the approaches used to the world of work. 2. possess more realistic knowledge of the workplace. 3. become more knowledgeable of job hunting skills. 4. have a more positive outlook on life.

Topic VI : ENTRY INTO THE WORLD OF WORK

Main Ideas/Concepts and Insights	Skills	Attitudes
1. Individuals need to learn to accept responsibility for finding employment and being knowledgeable of the commitment, financial independence and self-reliance that go	Understand instructions and following directions Communication Research Basic job-related	Responsible work attitude Self-control and self confidence High motivation Interest in organizations

with the job. 2. Adaptability skills for keeping a job, adaptable skills are important for keeping job. 3. Social and economic factors have implications for lifestyle. 4. One should be able to evaluate opportunities for personal growth and development in any job situation. 5. Each person has potential for contributing tot he world of work.	Beginning competencies Adaptive skills	Respect for authority Striving for excellence Adaptability Appreciation of labour trends

Topic VI : ENTRY INTO THE WORLD OF WORK Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes

1. Class projects e.g. Junior Achievement 2. Entries into personal journal(s)/portfolio 3. Short term work experience 4. Community activities	Resource & Technology Mathematics Language Arts Social Studies General Science Aesthetics	Students should: 1. be more self-controlled and self-confident 2. be more involved in planning and implementing school activities/projects. 3. have developed some marketable skills/basic competencies. 4. be involved in community activities on a voluntary basis 5. be able to identify and develop areas of job opportunities from voluntary community activities.

Topic VII : SELF EMPLOYMENT

Main Ideas/Concepts and Insights	Skills	Attitudes

1. In order to start self employment a working knowledge of the economic environment is necessary. 2. Self employment can start on a small scale and with a simple line such as vending and leisure time activities. 3. Ingredients for success include: - careful planning - good customer relationships - adequate time devoted to the enterprise - the money and other resources needed for beginning the operation	Communication interpersonal skills Ability to access information from a variety of sources Management, decision-making and problem-solving Record keeping Investigative Numeracy Evaluative	Recognition of the dignity of labour Cooperation Sense of responsibility Respect for all Reliability Dependability Willingness to work on own initiative Pride in achievement

Topic VII : SELF EMPLOYMENT Cont'd.

Suggested Activities	Areas of Integration	Expected Outcomes

1. Involvement in: a) Junior Achievement programme b) Mini projects 2. Making visits to work Sites. 3. Using resource speakers 4. Organizing feasibility studies 5. Identifying resources to be used in income generating projects.	Resource & Technology Language Arts Social Studies Religious Education Mathematics Aesthetics General Science	Students should show: 1. involvement in entrepreneurial projects. 2. more business-like attitudes. 3. increased consciousness of the value of time and money. 4. a greater degree of self and social fulfillment.