

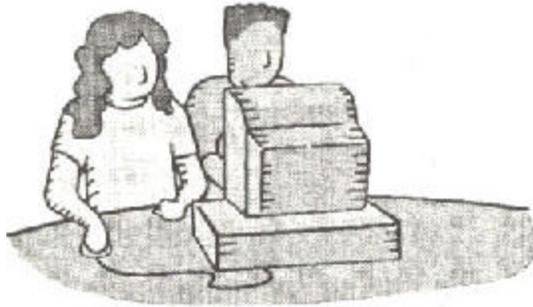
Youth, Literacy, and Career Project

**A project offered by Edmonton John
Howard Society
and funded by National Literacy Secretariat**

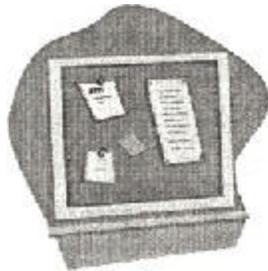
A PROJECT FOR YOUTH AGED 18 TO 24

Youth, Literacy, and Career Project

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A PROJECT
FOR YOUTH
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18 TO 24



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PART ONE: WORKSHOPS

Learning Offered during the Project

In this series of one-to-one instruction and small group workshops, there were four focus areas: self assessment, introduction to new materials and skills, application of learning, and the extension of this learning. Computer literacy, literacy, and employability skills became the underpinning of all the activities.

- Computer Literacy is fast becoming a new branch of literacy learning and application. It involves the ability to surf the net, schema recognition, visual aural and intertextual abilities. "This is part of the larger picture of literacy education which has significant social and cultural outcomes as well as cognitive and behavioural ones to do with youth culture and youths' everyday lives". (Adolescent and Adult Literacy. Vol. 43, No. 3, November 1999.)
- Literacy Comprehension includes:
 - the ability to follow directions
 - use references
 - locate information
 - classify information
 - categorize information.
- Inferential Comprehension includes the ability to draw conclusions.
- Critical Comprehension includes the ability to recognize worth and desirability.
- Reflective Comprehension includes the ability to:
 - use new skills learned by reading
 - change direction
 - approach problems in a new way,
 - pursue a new idea
 - to go beyond what is read to arrive at a new conclusion
 - discard what is not useful.

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- Writing for real life includes:
 - reports
 - application forms
 - resumes
 - portfolio presentation

- Public Speaking includes:
 - practicing discussion
 - forming and giving an opinion
 - giving a report to a larger group.

- Career Skills offers :
 - exploring the gathering and using information
 - identifying a variety of courses of action
 - strengthening rational decision-making process
 - giving feedback used for refining and achievement
 - acquiring knowledge of employment opportunities
 - preparing job application and resumes
 - participating in job interviews
 - planning and budgeting
 - assessing the self
 - appropriate presenting of self
 - creative job searching

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Self Assessment

A main objective of the following activities is to encourage participants to reflect on their own values and goals. Any of the following activities can be a starting point either delivered during a series of workshops or else one-to-one. All the writing can be put on the computer and used as examples of work in a portfolio.

- **What is Most Valued?**

Introduce and read the extracts "My Most Prized Possession" and "My Most Precious Possession", both written by literacy students. Each participant shares with the group what is his/her most treasured possession and tells what makes this object so special. After each person reads his/her own writing to the group, they each reflect on what the choice of possession tells about what is important in each of their lives.

- **Positive Experiences**

Read "The Big One That Didn't Get Away" and "The Unforgotten Promise", both written by literacy students. For each story, examine what the writer possibly felt about themselves through these life experiences. Move the discussion into the personal to find out what was a most positive experience in their own lives. If the group is forthcoming, share more than one experience.

After discussion, give the group some time to write down what made this life experience so positive a memory. Focus on the feelings such as enhanced self esteem and what skills, abilities, emotions were validated at that time.

Spend some discussion time (after sharing the above as appropriate) reflecting on what each person learned about themselves from their response to this memory and how this sense of validation could be recreated in a career choice.

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- **Role Models**

Brainstorm a list of people admired by each person. Against each name, list the qualities that you admire about that person.

Show participants how to use the Internet to locate information about a personality and how to print out this information from the Internet.

Participants then may either:

- give an informal talk from the information gathered from the Internet;
- write a reflective piece to explain what achievements and/or life experiences make this person a good role model;
- create a collage depicting the achievements and/or qualities of that person.

Again, bring the research, writing, and discussion back to the participants. What do they each learn about themselves from this choice of role model?

- **What Do I Like and Dislike?**

Go through an "analysis of interests" form or personality analysis quiz. Look on the Internet for quizzes or assessments that would be helpful in learning more about the self. Use this information to break down career choices into a selection of four or five that will be researched on the Internet.

- **Portfolios**

Show participants an example of a portfolio. Use the portfolio handout as a guide for developing their own portfolios. Search the Internet for information about portfolios and use this research as a guide.

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- Brainstorm what to put in a portfolio and identify what participants have collected already that would be suitable.
- Using the camera, take a photograph suitable for the front page of the portfolio.
- Participants write a biography of half a page to a page in length as an introduction to the portfolio.

First, participants make a time line of their own lives on large flip chart paper. The line is marked with the significant events in their lives. Participants then present their time lines to the group and add more information verbally, if desired.

As a group, brainstorm an outline of a biography with suggested topics for each paragraph: for example, when and where born; where educated; school experiences; significant life changes and how these were dealt with; hobbies and special interests; plans for the future.

Then participants are ready to write. The biography can take any form beside prose, such as poetry, photo gallery, art work.

- Depending on the ideas generated in brainstorming, create a table of contents that would reflect what the participant will include in his/her portfolio. Use the *Portfolio Handout* as a guide.

The portfolios are an on-going project, in themselves. They should be kept in the school until completed. This way, participants can continue to bring in contributions they wish to include in their portfolios. They can consider ways to accumulate the type of documentation that will assist them in creating their portfolios. Documentation should be sorted into the different sections of the portfolio as decided in the table of contents and labels for each made as appropriate.

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Education and Career Research on the Internet

For best success, participants work individually at the computer or else are paired with another student who is familiar with using the Internet.

- Brainstorm some computer language and create a dictionary of these words from the participants' own knowledge. Give hand-out of the new vocabulary.
- For participants with a higher literacy level, information printed out from the computer on using the Internet can be helpful.
- Teach concept of key words and show participants how to tell the computer to search using quotation marks and plus and minus signs. Participants are then able to research a hero for their values workshop or any topic of interest. In this exercise, they learn how to print from the computer, how to bookmark favourite sites and how to send an email if a web site they find offers this opportunity.
- Participants learn how to search using addresses. They can then follow through researching the topics that interest them. (See list of sites.)
- As an end result, participants will have some or all of the following :
 - a portfolio
 - ability to use the Internet
 - knowledge of their own interests
 - knowledge of the jobs that are out there and the courses that are available
 - a written career and educational plan
 - a list of useful sites
 - a copy of their photo story that includes the steps to all the activities

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*Note: The following links were valid when this book was published.

PART TWO: BEST CAREER AND EDUCATIONAL RESOURCES ON THE WORLD WIDE WEB

Web Sites for Finding Jobs

www.100hot.com/jobs

Lists hot jobs from all over the world

www.gov.ab.ca/jobs/

Alberta Government job board is mainly looking for professionals.

www.kenevacorp.mb.ca

Canadian Job Source, which has over 3,500 links to job sources costs \$10.00 per year to register.,

www.workinfont.ca

This site has over 2,000 links to other sites to do with career research with lots of places for finding jobs. Click on "job opportunities" and get to a list of sites for advertising your resume, link to newspapers, find a site for women's careers or link to their home pages.

www.careerclick.com/edmontonjournal/

Edmonton Journal classified are listed here.

www.fyiedmonton.com/htdocs/edmsun.shtml

www.classifiedextra.ca/

Sun classified are listed, Edmonton region and across Canada.

www.theglobeandmail.com/services/site/classifieds.html

Globe and Mail posts its classified section.

www.gov.edmonton.ab.ca

City of Edmonton job postings

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www.kaplan.com/career/Cruise

Cruise jobs

jb-ge.hrdc-drhc.gc.ca/

Human Resources Development Canada has a job bank for each province and both territories. Click on "job opportunities" and get to a list of sites for advertising your resume, link to newspapers, find a site for women's careers or link to other home pages.

www.expressnews.ualberta.ca/ualberta/L2.cfm?c=13

University of Alberta job bank has a variety of positions.

www.careermomentum.ab.ca

This site has links to many job sites but tend to be for those with higher education.

www.teleskill.com

This is a site for those interested in the telecommunications industry.

www.nextsteps.org

This is one of the best sites for youth. The site is very clearly laid out with lots of graphics.

www.disserv3.stu.umn.edu/index2.html

Employment resources are listed here for people with disabilities.

www.canadiancareers.com

This site provides Canadian content gateways to lots of links for job seekers across Canada.

www.careerplace.com

This site is for Aboriginal women in Canada. Register at the site for participation in a mentoring program.

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www.psc-cfp.gc.ca/centres/empl_e.htm

Aboriginal corrections officers and nursing in First Nations' communities are offered.

www.ab.jobs

www.nb.jobs

www.qu.jobs

www.sk.jobs

www.can.jobs

www.can.jobs.gove

These are useful, depending on where in Canada you would like to look for employment opportunities.

Web Sites for Career Aptitude Testing

www.psychometrics.com

More than 180 questions in this test to find out how you behave at work. The questions are short and easy to read.

www.hrdc-drhc.gc.ca

Human Resources Development Canada provides many links to career aptitude testing. Many are quite self-reflective and wordy so demand a fairly high literacy level. It is also a difficult site to navigate as there are unexpected names for different information.

www.ncsu.edu/careerkey/index.html

This was the most user friendly site for career aptitude as it was fairly easy to follow having a particular site for youth. It also follows up with career profiles and educational planning.

www.queendom.com/personaty.html

Lots of fun tests as well as career profession testing in this site.

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www.youth.gc.ca

Here you can find all the information you need from self assessment.

www.nextsteps.org

One of the best all round sites, easy to navigate, lots of graphics and easy to read. It provides information on all areas of career research and preparation. It is all Canadian.

Web Sites for Entrepreneurs

www.realm.net

This magazine format web site gives success stories from young entrepreneurs.

www.ymca.ca

This sites provides literacy learning as well as entrepreneur courses.

www.aybc.org

Aboriginal Youth Business Council gives help on entrepreneurship, career opportunities.

Web Sites for Occupational Profiles

www.ralis.gov.ab.ca

This gives occupational profiles and then links to educational institutions to train students for those career.

www.hrdc-drhc.gc.ca

Navigate from the home page to the icon titled "The Road Ahead". This lists occupational profiles and educational routes.

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Web Sites for Educational Institutions

www.norquest.ab.ca

NorQuest College in Edmonton

www.rdc.ab.ca/

Red Deer College

www.gmcc.ab.ca

Grant MacEwan Community College in Edmonton

www.nait.ab.ca

Northern Alberta Institute of Technology in Edmonton

www.alis.gov.ab.ca

A list that enables you to find any institution in Alberta

Web Sites for Student Finance

www.youth.gc.ca

This site includes financial help, student loans, work experience programs, and scholarships

Web Sites for Apprenticeships

www.hrdc-drhc.gc.ca

Topics include career tracks, earn while you learn, how it works, shaping your career, joining a union.

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www.workinfo.net

Click on "Learning Education and Training". This will take you to Women and Trades (WITT) National Network and links to apprenticeship programs in different provinces. Change location to Alberta and get links to Alberta Learning, Alberta Apprenticeship and Industry Training, Alberta Workforce Training Systems. Continuing Education will link you to literacy, adult education, distance education and employment skills.

Web Sites for Literacy Learning

www.nald.ca

This national site lists the literacy programs in Alberta.

www.ymca.ca

Literacy learning and entrepreneur courses.

Web Sites for Teacher Resources

www.dbm.com/jobguide/jobsrch.html

Article "Using the Internet in Your Job Search, Part 1: The Riles Guide". gives a useful outline of what to take into consideration in career searches (American).

www.hbs-chicago.org/intl.html

"Turbo charge your job search" is a list of over 20 sites that explain the way the Internet can be used in career planning.

www.nextstepsorg/net/about/guide.html

Instructors' guide on how to work with this site also includes activities for instructors.

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www.asba.ab.ca

Alberta School Boards Association

www.careerplanning.about.com/jobs/careerplanning/

Career Planning is an American site but has a career planning reference centre that has a variety of articles on work related topics.

www.campusaccess.com

A gateway site that has a huge number of career related research and links to job banks.

www.learningedge.sympatico.ca

A gateway site. Click the University of Waterloo's Career Development Guide. Career Magazine has articles to help you find a job and move ahead in your career. Career for Students and Planning a Career are useful.

Web Sites for Youth Resources

www.youth.gc.ca

Information on self-assessment, government programs, summer jobs, volunteer jobs and financial assistance.

www.careeredge.org

Internships for making a transition from school to work. Paid positions.

www.cyf.ca

Gateway link for youths.

youth.hrdc-drhc.gc.ca/common/home.shtml

List of career tools, entrepreneurship, international careers, careers in transportation.

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www.youth.gc.ca

Information on self assessment, government programs, summer jobs, volunteer jobs and financial assistance.

www.canadiancareers.com

Includes a job data base as well as resume information.

www.youth.gc.ca

Here you can find all the information you need for self assessment government programs, summer jobs, volunteer jobs, and financial assistance.

Web Sites for Resumes, Portfolios, Cover Letters, Thank You Notes, Job Interview Tips

www.worksearch.gc.ca

Interviews, cover letters and resumes

www.careerccc.org

Gives lots of examples and vocabulary lists. Good outline for Portfolios

www.canadiancareers.com/

Includes a job data base as well as a resume guide.

www.youth.gc.ca

Here you can find all the information you need for self assessment, government programs, summer jobs, volunteer jobs, and financial assistance.

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PART THREE PHOTOSTORY OF YOUTH, LITERACY, AND CAREER PROJECT

Who Am I?

Brainstorm the characteristics of your hero.

You'll be surprised to see that you, too, have those characteristics.

You might not be using them at the moment, but they are there inside you.

Getting to work on the Internet. First click on the icon for the Internet and connect.

It's fun just to input some keywords to find out about interesting topics.

Some topics students researched for fun were Tupac, Much Music, Wrestling, Wheel of Fortune, Cartooning, and games.

Career research in the library at the Alternative Learning Program. Check out the occupational profiles book and the job seekers set of books that have information on everything from writing a resume to keeping a job.

Choosing pictures for our collage helps tell about who we are and what our values are.

We made collages for self reflection and to clarify our values.

Use one of the search engines such as Alta Vista, Excite, InfoSeek, Hotbot, Yahoo, Looksmark, or Lycos.

Put in key words to help you find information about your career goals, such as social work, forestry, counsellor, or athlete.

Remember to use quotation marks if you use a phrase so the search will bring you the information you need. Or you can use + between each word. For example "social work" or social + work.

Another way to find information on the Internet is to type in a www. address into the address box.

After filling in a career aptitude test at www.ncsu.edu/careerkey/index.html, you can print out the occupational profiles straight off the same web site.

You can get some more research on occupations at www.alis.gov.ab.ca.

The information in the occupational profile will give you information on the educational requirements. There is a list of schools, colleges, universities that offer the courses of study you need for that occupation. Check on the web sites and you will get all the details.

You can apply on line at many educational institutions. Or you can fill in an application form and mail it in.

After you've applied for your course of study, you might want to set up an appointment to discuss your student finance application form. Inquire at the college where you have applied.

Sharing research in a group is a good way to practice presentation skills and also give others a chance to consider other career opportunities.

Creating a Portfolio

Take a photograph of yourself that you feels depicts the real you. This will go on the front of your portfolio binder.

As you create the portfolio, you will learn more about yourself and your interests. The portfolio is useful in a job interview giving the employer a better understanding of your special talents and skills.

Start collecting for your portfolio. Keep certificates, letters of reference, writing, photographs, drawings, cartoons, anything you are proud of and that expresses YOU.

Portfolios have writing or documentation that demonstrates skills in the follow areas:

- writing
- speaking
- math
- ability to use computers
- problem solving
- team work and leadership
- interpersonal skills
- taking initiative
- organizational skills
- communication skills

Also give real life examples of how you have demonstrated the following character traits:

- honesty
- reliability
- responsibility

Raymond Yakeleya, an Aboriginal film maker, talked to the group about his education, his career path, and how he overcame difficulties in his early life.

Everyone really identified with his story and were inspired by his words.

There are a number of sites especially for youth. See them listed in the index. They have information for bridging school and work, internship programs, and volunteer and other kinds of opportunities for young people.

There are sites for First Nations' youth as well as sites especially for women. Check them out.

We used the computer program, "Typing Tutor", to build up typing speed.

There are many sites with local job listings. Instead of buying a newspaper you can look up the classified job listings in newspapers in Edmonton, Alberta, and Canada.

You can also go to roe-ab.hrdc-drhc.gc.ca/ to get up to the minute job listings all over the city. The list will tell you if the job is full or part time, the pay, the qualifications, the address where you take your resume.

The Internet is a good place to search for specialized jobs. If you have an interest in working on a cruise ship or in television there are web sites that will give you the information you need. Look at the index in this booklet or else do a key word search.

Happy job hunting!! Good luck with your career and educational research. Use the Internet for a wealth of information.

APPENDIX 1

Portfolio Handout

What's a Portfolio?

A portfolio tells all about you: your talents, interests, abilities, skills, education, hobbies, and anything else you want to include.

Here are some examples of what you can collect to put into your portfolio:

Certificates, brochures you have designed, examples of tests you have passed, compliments and thank-you notes that you have received, videos, poetry, writing, collages, posters, cartoons, membership cards, documentation of volunteering experiences, documentation of a new home, photographs of you pursuing hobbies, map showing places you have visited, planning that shows steps towards achieving goals, budgets you have designed, new additions to your family, information about how you learned a new skill.

How do I present my Portfolio?

You could put all your information into binder or rather than limit the portfolio to just papers, you can take the opportunity to include photographs, computer discs, designed objects or pictures of these objects, videos, tapes, posters, etc.

What kind of Portfolio shall I make?

These are some different ideas.

- **Project Portfolio**
This might be suitable for a literacy student/volunteer to work on or students who want to document a personally powerful experience, such as Readers' Theatre. This portfolio shows the steps accomplished to reach a goal and could demonstrate leadership skills, team work, writing skills, reliability, etc...the list goes on.

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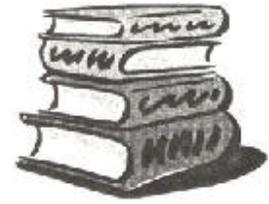


- **A Personal Challenge**
In this portfolio, you could document how you learned to read, learned rock climbing, how to play the guitar and/or how you went back to school.
- **Special Interests or Hobbies**
- **Career Goals**
- **Leadership Experiences**
Perhaps you have attended a conference, created or worked on a newsletter, or a service project such as worked as a peer tutor.
- **Work and Leisure**
- **Life and Learning**
- **Community Education and Volunteer Experiences**
In this section, supporting documents are essential and should include references, awards, photographs.

How much information should I put in my Portfolio?

A major portfolio has 30 examples. This is for your record keeping and for your own interests. If you take your portfolio to a job interview, you only need to include 10 examples of work.

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What are important skills to demonstrate in a Portfolio?

Have a piece of writing or some documentation that demonstrates your skills in the following areas:

- Writing
- Speaking
- Math - Numeracy
- Computer Skills
- Problem Solving
- Team Work
- Leadership
- Interpersonal Skills
- Personal Skills
- Taking Initiative
- Organizational Skills
- Communication Skills

Also add important character traits, such as reliability, honesty, responsibility which can be demonstrated by giving real life examples of times you showed these qualities or else reference letters, thank you notes, or certificates could be included.

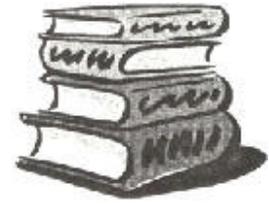
Why make a Portfolio?

In the process of creating a portfolio you learn more about who you are. You build self-confidence as you recognize your talents, abilities, and achievement. Future employers or educational settings can learn more about you from looking at your portfolio. The portfolio gives future college/employers the opportunity to really see the special talents and experiences of that person in away that a resume does not reveal.

Portfolios are also a way for people to gain recognition for what was learned in personal life or in the community that may be as valuable or of more value than course work in an educational setting.

Remember: An important part of the process is to present the Portfolio to a supportive group.

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APPENDIX 2

Steps on How to Use the Internet

1. Click on the Netscape Navigator icon. Put in password if necessary and you will be connected. You can also click on the Internet Explorer icon for connection.
2. If you know the address you want, type it into the address space.
3. If you are researching, click on the search button, type in the key word or keywords into the text box and click to go on.
4. You can use different search engines. You can go to the list of search engines and choose or type your search engine into the address box.

- **Search Engines**

Some search engines are Alta Vista, Excite, InfoSeek, Hotbot, Yahoo, Looksmart and Lycos. Altavista is the largest and will give the most information. Ask Jeeves is a search engine that allows you to search by typing in a question in your own words instead of defining a keyword.

- **Keywords and Quotation Marks**

Use quotation marks if you are using more than one word in your search. By putting quotation marks around the phrase, you will find sites containing those exact words in that exact order.

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- **Keywords and and/or/+/-**

You can also use **and** between the words in your search. If you type in chocolate **and** cake, you will get sites about chocolate cakes. If you want sites about chocolate and about cake, type in chocolate **or** cake. You can also use the plus (+) and minus (-) signs to denote what you do and do not want in your search. For example, Edmonton + Oilers - Gretzky would give you sites on the Edmonton Oilers that do not mention Gretzky.

- **Results**

Search results come in different sections. There are web sites that most closely match your keyword. Then there may be web site categories which are groups of reviewed web sites related to your keyword search.

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2001