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**‘Career Education 8’ 2022-23**

**Assignment #1: Who am I?**

**Instructions:**

Over the next few classes complete the four assigned activities on YOUR IDENTITY (who you are). Complete and submit to Mr. Muscardin by ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Curriculum:**

|  |  |
| --- | --- |
| **Big Ideas** | Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals. |
| **Curricular Competencies** | Use self-assessment and reflection to develop awareness of my strengths, preferences, and skills. |
| **Content** | Personal development:   * Project management * Reflection * Self-assessment for career research |

**Due:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The 2023 Me**

**Instructions:**

**Fill out the brainstorming charts below.** This will help give a snapshot of who you are right now, at the start of high school and your Career Education journey.

**Charts:**

|  |  |  |
| --- | --- | --- |
| **My Biography** |  | **My Important Relationships/People** |
| 1. Name |  |  |
| 1. Birthdate/age |  |  |
| 1. Nationality/place of birth |  |  |
| 1. Education |  |  |
| 1. I am happiest when… |  |  |

|  |  |  |
| --- | --- | --- |
| **My Favourites** |  | **My Passions/Hobbies/Interests** (things I like to do in my free time or things I care about) |
| 1. Favourite thing at school |  |  |
| 1. Favourite song |  |  |
| 1. Favourite book |  |  |
| 1. Favourite movie or TV show |  |  |
| 1. Favourite food |  |  |

|  |  |  |
| --- | --- | --- |
| **My Skills** |  | **My Learning Style** (ways I like to learn/things at school that help me succeed) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **My Goals/Dreams** (for myself, for my future, for our world) |  | **Miscellaneous** (other important facts about me) |
| 1. Future career |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**I Am…**

**Instructions:**

**Complete this mind map with ten “I am…” statements.** These can include statements about your identity (for example “I am a student”), relationships (such as “I am a big sister), and/or personality traits and skills (“I am creative”).

**Mind Map:**

|  |
| --- |
| **I am...** |

**Shooting for the Stars**

**Instructions:**

**Self-assess along the following rubric**, answering if you are a star at **each** given skill or are still shooting for it. Please note that you will not be graded on how often you are able to demonstrate the skill; this assessment is for you and should be honest.

**Skill Self-Assessment:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***For this skill, I am a star…*** | **Most of the time** | **Some of the time** | **Not very often** |
| Active listening |  |  |  |
| Appreciating the beauty of our world |  |  |  |
| Asking for help |  |  |  |
| Coming up with creative ideas |  |  |  |
| Expressing myself |  |  |  |
| Feeling excited for the future |  |  |  |
| Forgiveness |  |  |  |
| Having a sense of humour |  |  |  |
| Having confidence in myself |  |  |  |
| Including others |  |  |  |
| Leading others |  |  |  |
| Loving learning (both inside school and out) |  |  |  |
| Making new friends |  |  |  |
| Making safe choices |  |  |  |
| Problem-solving |  |  |  |
| Public speaking |  |  |  |
| Reading |  |  |  |
| Resolving conflicts |  |  |  |
| Self-care |  |  |  |
| Standing up for what I think is right |  |  |  |
| Stress management |  |  |  |
| Thinking critically |  |  |  |
| Thinking outside the box |  |  |  |
| Time management |  |  |  |
| Treating my surroundings and environment with respect |  |  |  |
| Treating others with respect |  |  |  |
| Understanding other people’s perspectives |  |  |  |
| Working by myself |  |  |  |
| Working in groups |  |  |  |
| Writing |  |  |  |

**My Learner Profile**

**Instructions:**

Part of the curriculum is helping students become the best version of themselves they can be—someone who does good in the school AND in their community. We will explore this by developing and practicing 10 learning profile traits. **For each learner profile trait listed below, read the description then provide one example of how you currently demonstrate** it (or one way you will improve it in the future).

**Learner Profile:**

|  |  |
| --- | --- |
| **Trait and Description** | **How I Demonstrate This Trait** |
| ***Balanced:*** They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others. |  |
| ***Caring:*** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |  |
| ***Communicator:*** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |  |
| ***Inquirer:*** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |  |
| ***Knowledgeable:*** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |  |
| ***Open-minded:*** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |  |
| ***Principled:*** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |  |
| ***Reflective:*** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |  |
| ***Risk-taker:*** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |  |
| ***Thinker:*** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |  |