

# Student Handout: Unit 2 Lessons 1-5



## Look To The Future

Suggested Time: Five 1Hour Periods

### What's important in this lesson:

1. Selecting a series of tasks based on your interests
2. Using the research and writing processes effectively
3. Following instructions carefully and independently
4. Learning how to complete forms
5. Planning and completing a short presentation

### Complete these steps:

1. Read "Introductory Comments: Look To The Future", Handout 1. Use a highlighter to focus on key points. Clarify anything you don't understand with your teacher.
2. **Skim** through the two choices for this unit "Package #1 – Going On Vacation", Handout 1, and "Package #2 – Time To Earn Some Cash", Handout 2. To skim, you read quickly to get the gist of each package. In skimming, you don't have to read every word or sentence.
3. Choose the package that interests you most. **Scan** this package using a highlighter to highlight key instructions and steps. In scanning, you read quickly to locate specific information.
4. Ask your teacher for a folder to keep your work in for this unit. Be sure to write your name on the folder, and the title of the package you are going to complete.
5. Follow the instructions to complete the package. **THIS WORK WILL TAKE ABOUT 5, 60-MINUTE PERIODS.** Chunk your tasks into steps; work one step at a time.
6. Each day:
  - Get your folder from your teacher at the beginning of each period.
  - Continue working on the assignments.
  - Return the folder to your teacher at the end of each period.
7. To complete these lessons, you may need to make the following arrangements with your teacher:
  - permission to locate resources for research
  - access to computers
  - a classmate's assistance to edit the paragraph
  - materials to create visual/verbal essay
  - a time with teacher for presentation.
8. When you have finished ALL the activities and assignments in your package, complete the reflection activity "Looking Back: Looking to the Future".

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**Hand-in the following to your teacher:**

Package 1:

- Brainstorming
- Destination Research
- Destination Paragraph
- Passport application
- Visual/ verbal essay
- Reflection Activity: “Looking Back: Looking To The Future” (Student Handout)

**OR**

Package 2:

- Brainstorming
- Help wanted
- Employment paragraph
- Application
- Visual/verbal essay
- Reflection Activity: “Looking Back: Looking To The Future” (Student Handout)

**Questions for the teacher:**

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## Introduction: Look To The Future

*Read the following introduction. Use a highlighter to focus on key points.*

“Look To The Future”...what does this phrase mean to you? For some of us, the future is “What’s Happening Right Now.” We may only think about what is going to happen as soon as the bell rings, or whom you will eat lunch with. For others, the future seems so far away. For example, we think “What Will I Be Doing In 15 Years? Will I have a job, a spouse, children?”

Whatever “The Future” means to you today, eventually you will leave school (hopefully by graduating!), find a job, get a place of your own to live, and enjoy some of the “perks” that adult life can bring. To accomplish these things you will need to master some skills:

- Filling in forms
- Applying for jobs, services, or identification
- Researching information on the Internet, in the newspaper, or in your local community

This unit takes you on a path to learning and mastering some of these skills, as well as giving you the opportunity to choose and explore a future path. You have two paths to choose from:

1. Going On Vacation
2. Time To Earn Some Cash

Each path will allow you to do some research, and have a look at what the future might hold. Have a look at the packages, and choose the one that interests you the most. After that, follow the instructions in the package to complete the unit.

Good luck----your future looks bright!



**Look To The Future - GOING ON VACATION**

**Brainstorming**

The moment you've been waiting for all year is here! Your vacation is just four weeks away, and it is time to plan your much-deserved holiday. You have saved \$1,000 for this vacation, so your options are good. Fill in this brainstorming sheet to get some ideas.

What do I like to do on vacation?

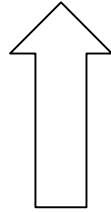
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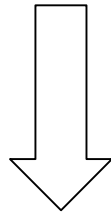
What places would I like to visit?

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Where can I find information about where to go?

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# Student Handout: Unit 2 Lessons 1-5



## WHERE SHOULD I GO?

It is time to choose your destination. In order to do this, you need to do a little bit of research.

List three possibilities:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now circle the one that you will research.

## HOW CAN I FIND INFORMATION ON MY DESTINATION?

You will now conduct some research on your destination, and fill out a research sheet with your findings.

In order to research your destination, you will have to consult some outside sources. The following are some resources for you to consult:

- on-line travel sites
  - [tripcentral.ca](http://tripcentral.ca)
  - [selloffvacations.com](http://selloffvacations.com)
- brochures from travel agencies
- travel sections of newspapers

When you have collected information on the form, you will write an information paragraph that outlines your travel plans.



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## Writing An Information Paragraph On Your Destination

It is time to take the information you have found, and write an information paragraph on the topic of your chosen destination. Follow the guidelines below to write your Rough Draft:

**Your Task:** write a well-constructed information paragraph (one paragraph only) on your destination. Your destination is, in fact, the main idea of your paragraph.

**Your Purpose:** to provide information on your destination to a friend who is interested in joining you on your trip.

From your research information, choose important details that tell about your main idea. Each paragraph should include:

- A topic sentence
- At least four details that develop the topic (taken from your research)
- A concluding sentence

1. Use the Peer Editing Sheet to edit your paragraph for spelling and punctuation.
2. Write a Final Draft of your paragraph.



## Paragraph Peer Editing Sheet

**Instructions To Peer Editors:** Thank you for editing my paragraph. Please read my paper carefully and fill out the chart below. If you notice errors in grammar, punctuation, or spelling, it would be very helpful if you could lightly circle them on my paper. Don't worry, I will go back and make the corrections.

Name of Peer Editor \_\_\_\_\_

Assignment	Yes	No	Suggestions/Concerns
The author clearly states his/her main idea in the first sentence			
The author provides at least four details that develop the topic			
There is a definite conclusion			
The words used are appropriate and clear			
There are only a few minor errors in grammar, punctuation, and spelling			

Teacher

Comments/Suggestions: \_\_\_\_\_

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## Passport Application

In order to travel, you will need a passport. In order to get a passport, you must fill out the appropriate form.

1. In order to fill out a passport form, you need to get your hands on one. There are a few ways of obtaining one:
  - Do a Google search online. Type in the key words “Canadian Passport Application”, and go from there to find the form.
  - Pick one up from your local post office or passport office
  - Ask your teacher to help you obtain one
2. Once you have the form, fill it out. Check out the Note below for tips on application forms. Highlight key points and then check out how they apply to the form you’re completing.

## A Note On Application Forms

Applications Forms are a special kind of conversation. In this case, the Passport Office is trying to find out information about you—and you are providing the information required.

- Each word or phrase is really a question that you are answering.
- Sometimes, words or phrases have specialized meaning related to the subject of the application form or to the workplace. Ask if something’s not clear!
- Words and phrases are not complete sentence questions. There is a kind of code or short form for complete sentence questions. It helps to rephrase these in your head before answering.
- These ‘questions’ should be grouped together in a meaningful way, e.g., personal identification and contact information will appear together. The labels and groupings of words, and phrases helps figure out what is being asked of you.
- In a well-designed form, the groupings will be indicated visually through bold-faced labels, shaded rows, and so on.

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## The Visual/Verbal Essay

You've done the research, planned the trip---now put it together in a form that combines graphics and words: a visual/verbal essay.

1. Collect graphic information having to do with your vacation. This could include:
  - Pictures from brochures
  - Drawings
  - Images from the Internet
2. Collect words or phrases from your brainstorming or research that have to do with your vacation. These could include:
  - Single words
  - Phrases
  - Computer generated or Hand-drawn
3. On a suitable piece of poster paper, **use your knowledge of design** to arrange your graphic information and words/phrases in a way that is both informative, and pleasing to the eye.
4. On the back of your v/v essay, write two sentences that explain what you learned by researching your vacation.

**NOTE: If you are not sure what this should look like, a sample visual verbal essay is included in Package #2 for you to look at. (Note – the topic of THAT visual-verbal essay is a job, NOT a vacation, but everything else about it is similar)**

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## The Presentation: Overview

It's time to share your package with someone else.

Length: 2-3 minutes long.

Topic: Your vacation research

Audience: Your teacher.

1. Select **three** of the following pieces of work for your presentation. Choose pieces that will show off your hard work and presentation skills.
  - Brainstorming Sheet
  - Destination Paragraph
  - Passport Application
  - Visual/Verbal Essay
2. Fill out the "Presentation Worksheet" for each piece you choose. This is the information you will present to your teacher.
3. Read over "Presentation Tips" (below).
4. Arrange a date and time with your teacher.
5. Give your presentation.

## Presentation Tips

1. Speak clearly and make sure that your audience can hear you.
2. Make eye contact with your audience as much as possible. If you're nervous, look at a spot just over the heads of your audience.
3. Read over your presentation notes and practice what you want to say.
4. Look at your notes as little as possible.

# Student Handout: Unit 2 Lessons 1-5



## Presentation Worksheet

Piece \_\_\_\_\_

Explain this piece in your own words.

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Why did you choose this piece?

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What does it show about your ability to communicate? What skills of yours does it show off?

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**Look To The Future:  
TIME TO EARN SOME CASH**

**Brainstorming**

It is time to move into the world of work. You know you would like a part-time job, but you aren't sure what you want to do, or what you are qualified to do. Fill in this brainstorming sheet to get some ideas.

What skills do I have that I can use at a job?

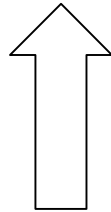
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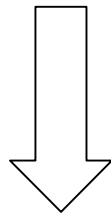
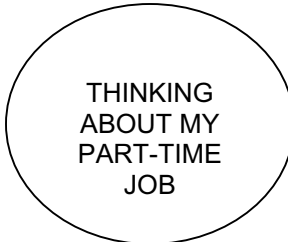
What kind of work would I like to do?

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Where can I go to find information about employment?

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## **Student Handout: Unit 2 Lessons 1-5**



### **HELP WANTED: WHAT SHOULD I DO?**

It is time to look for a job. In order to do this, you need to do a little bit of research.

You will now conduct some research on your possible part-time job, and fill out a research sheet with your findings.

In order to research your job, you will consult the “Help Wanted” section of your local newspaper.

Complete the “Help Wanted Research Activity Form”.

When you have collected information on the form, you will write an information paragraph that outlines your findings.

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## HELP WANTED RESEARCH ACTIVITY FORM

To complete this research sheet, you will need at least one copy of your local newspaper. You can look for a copy in your school library, or ask your teacher to bring one in.

1. List five interesting jobs you read about in the Help Wanted section:

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2. Cut out two job ads that you are interested in, and glue them in the space below:

3. Choose the ad you are most interested in, and list at least three pieces of information given in the ad:

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# Student Handout: Unit 2 Lessons 1-5



Why are you interested in this job?

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4. What makes you qualified for this job? Why should the employer consider you?

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5. What will you have to do in order to apply for this job?

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## Employment Search Information Paragraph: WRITING STAGE

It is time to take the information you have found, and write an information paragraph on the topic of the job of your choice.

1. Follow the guidelines below to write your Rough Draft:

**Your Task:** write a well-constructed information paragraph (one paragraph only) on your job possibility. Your job is, in fact, the main idea of your paragraph.

**Your Purpose:** to provide information on your job possibility to your teacher who is interested in helping you.

**Paragraph Content:** From your research information, choose important details that tell about your main idea.

**Paragraph Structure:** Each paragraph should include:

- A topic sentence
- At least four details that develop the topic (taken from your research)
- A concluding sentence

2. Use the Peer Editing Sheet to edit your paragraph for spelling and punctuation.

3. Write a final draft of your paragraph.



**HELP WANTED:  
Paragraph Peer Editing Sheet**

**Instructions To Peer Editors:** Thank you for editing my paragraph. Please read my paper carefully and fill out the chart below. If you notice errors in grammar, punctuation, or spelling, it would be very helpful if you could lightly circle them on my paper. Don't worry--- I will go back and make the corrections.

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Comments/Suggestions: \_\_\_\_\_

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## HELP WANTED: Job Application

Now it is time to apply for a job. Most companies, large or small, ask that you fill out a job application in order that the employer can assess you as a candidate for employment.

1. In order to fill out an application, you need to get your hands on one. There are a few ways of obtaining one:
  - Do a Google search online. Type in the key words “sample job application” and go from there to find one. If the website allows it, print off a copy.
  - Pick up an application from a local business or fast food restaurant
  - Ask your teacher to help you obtain one
2. Once you have the form, fill it out. Be sure to check your spelling! Read the notes on application forms, below, and check out how they apply to the form you’re filling out.

## A Note On Application Forms

Applications Forms are a special kind of conversation. In this case, the Passport Office is trying to find out information about you—and you are providing the information required.

- Each word or phrase is really a question that you are answering.
- Sometimes, words or phrases have specialized meaning related to the subject of the application form or to the workplace. Ask if something’s not clear!
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- In a well-designed form, the groupings will be indicated visually through bold-faced labels, shaded rows, and so on.

## Student Handout: Unit 2 Lessons 1-5



### Look To The Future: VISUAL-VERBAL ESSAY

You've done the research and applied for your job---now put it together in a form that requires both graphics and words: a visual/verbal essay.

1. Collect graphic information having to do with your job and job search. This could include:
  - Pictures of people at work
  - Drawings
  - Images from the Internet
2. Collect words and phrases from your brainstorming or research that have to do with your job research. These could include:
  - Single words/phrases about your job
  - Words from the newspaper relating to your topic
  - Some of your skills from the resume worksheet
3. On a suitable piece of poster paper, **use your knowledge of design** to arrange your graphic information and words/phrases in a way that is both informative, and pleasing to the eye.
4. On the back of your visual/verbal essay, write two sentences that explain what you learned in your job research process.

**If you are not sure what this should look like, then take a peek at the sample on the next page:**



Sample Visual-Verbal Essay (front page only)

A-Z license

HARD WORKING!

Sense of Direction



My Future as a Truck Driver:

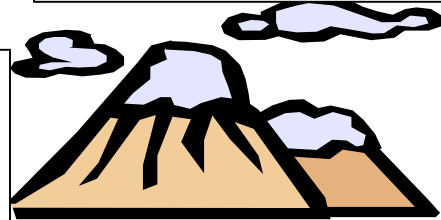
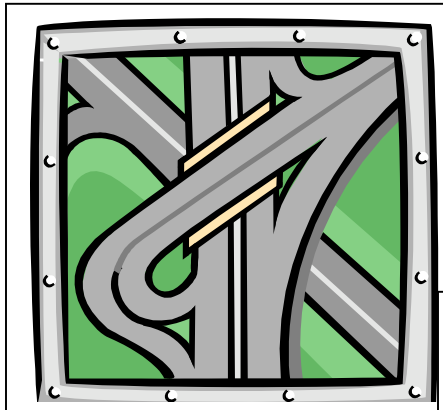
This is what I see

Long Hours on the road!

Reading maps

Seeing new places and faces

Mountains with lots of corkscrew turns....



Lots of open highways....

Cities across the country...





## The Presentation

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Length: 2-3 minutes long

Topic: Your job research

Audience: Your teacher.

1. Select **three** of the following pieces of work for your presentation. Choose pieces that will show off your hard work and presentation skills.
  - Brainstorming Sheet
  - Employment Search Paragraph
  - Resume Worksheet
  - Visual/Verbal Essay
2. Fill out the "Presentation Worksheet" for each piece you choose. This is the information you will present to your teacher.
3. Read over "Presentation Tips" (below).
4. Arrange a date and time with your teacher.
5. Give your presentation.

## Presentation Tips

1. Speak clearly and make sure that your audience can hear you.
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**Presentation Worksheet**

Piece \_\_\_\_\_

Explain this piece in your own words.

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Why did you choose this piece?

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What does it show about your ability to communicate? What skills of yours does it show off?

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## LOOKING BACK On Looking To The Future

Why did I choose the Package I did?

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What "real world" skills did I practice in this Unit?

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How can I apply these skills to my own life?

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