

## LESSON PLAN

# Financial Literacy in Grade 12 Guidance and Career Education

## Navigating the Workplace (GLN40)

### Connections to Financial Literacy

Students are developing and using planning skills, preparing for the transition from secondary school to post-secondary education, apprenticeship and/or the world of work. In this lesson, students have the opportunity to learn by hearing from a former student from their school who has low vision and has recently started college after working for a few years after graduation from secondary school. Students use web resources and a structured planning process to investigate resources available for blind and low vision students in different scenarios. The scenarios challenge the students to consider a variety of factors including budget, living expenses, social/emotional support, access to resources, access to supports in the community, the Ontario Disability Support Program (ODSP), and job search skills. Students then start to apply this learning to their own situation, making personal connections. While they examine the challenges they may face and help each other brainstorm possible solutions including access to a range of resources, the students also reflect on their opportunities and assets.

### Curriculum Expectations

#### Personal Management

- identify and effectively apply strategies for managing time, planning tasks, and managing personal finances

#### Resource Management

- demonstrate an understanding of the money-management strategies (e.g., budgeting, using credit, investing) required to handle their short- and long-term expenses

#### Preparation for Transitions and Change

- identify the possible changes they will encounter in the transition from secondary school to their first postsecondary destination, and develop strategies and resources to manage this transition

#### Managing Change

- describe the challenges (e.g., financial obligations, moving) and opportunities (e.g., job offers, certification courses, re-entry to school) that may occur during their transition from secondary school to new roles and environments (e.g., work, postsecondary education/training, community living)

### Learning Goals

#### By the end of this lesson, students will be able to:

- access, explain, and communicate information that is relevant to those who are blind or have low vision to support their transition from high school to post-secondary destinations.

#### Sample Success Criterion

- I can find two relevant resources to support the transition to post-secondary life and I can explain why they are relevant.

### Instructional Components and Context

#### Readiness

Students will have:

- experience searching web resources using accessibility software (e.g., VoiceOver, JAWS, NVDA, Zoomtext) as needed
- experience creating questions relevant to their own particular situation that deal with their immediate post-secondary life
- completed a previous assignment in which they formulated a rough plan of their first steps beyond secondary school

#### Terminology

- Budget
- Life skills
- Independent living skills
- Independent travel skills
- O&M (Orientation and Mobility)

#### Planning Considerations

Scenarios included in this lesson were designed specifically to meet the needs of students who are blind or have low vision and are transitioning from secondary school. Adapt scenarios as needed to respond to the needs of your students.

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### Instructional Components and Context

#### Materials and Resources

- **Transition Scenarios**

- **Scenarios Checklist**

- Materials as needed in formats that support the needs of the students in the class (e.g., Braille materials, magnified reading materials etc.)

- Pre-recorded interview with former student, responding to questions that were generated by the class

- Computers with internet access. Where required, one-to-one student-to-computer ratio (with screen magnification and/or screen readers)

- Pre-selected websites with information to support post-secondary planning that meet the needs of the students in the class. Identify websites that reflect local resources and your students' needs. Selected websites can be made available on a class webpage through a Google Custom Search. Selected websites could include (but are not limited to) the following websites:

<http://www.tcu.gov.on.ca/eng/employmentontario/training/>

<http://macoffcampus.mcmaster.ca/classifieds/index.php>

<http://hamilton.rentershotline.ca/>

<http://www.mcsc.gov.on.ca/en/mcsc/programs/social/odsp/>

[http://www.health.gov.on.ca/english/public/program/adp/adp\\_mn.html](http://www.health.gov.on.ca/english/public/program/adp/adp_mn.html)

<http://www.tdcanadatrust.com/customer-service/accessibility/accessibility-at-td/index.jsp>

<http://www.lauriercc.ca/career/students/disabilities.htm>

<http://www.rbc.com/accessibility/websites.html>

<http://www.cnib.ca/en/services/vision-support/range/>

<https://osap.gov.on.ca/OSAPPortal/en/A-ZListofAid/UCONT004257.html>

# Financial Literacy in Grade 12 Guidance and Career Education

## Navigating the Workplace (GLN40)

### Minds On Connections

#### **Whole Class → Interview Viewing**

Show students a pre-recorded interview with a person who has recently gone through the transition to post-secondary life (e.g., former student of the school). The interview could also be in person with the students. The interview should include questions that the class has generated based on previously work about transitioning to post-secondary destinations.

Follow the viewing of the video with a brief discussion of the themes that arose regarding the transition to post-secondary life. Consider the following guiding questions:

- Brad (the person interviewed) went to work directly from secondary school and has decided to go to college. That may or may not be the same path you will choose to follow. What do you think are the advantages or disadvantages of going directly to post-secondary school or beginning to work after secondary school?
- What life lessons can you identify after listening to this interview?
- What might you do the same or differently? Why?

#### **AOL Assessment for Learning**

Based on class discussion, assess students' awareness of some of the issues involved in making the transition to post-secondary life.

### Action! Connections

#### **Individual or Small Groups → Transition Scenarios**

Distribute **Transition Scenarios** handout. The students assess the needs of each of these people and some of the challenges they face. They describe the available resources that would support each student. Students indicate what specific part of that resource could be used and how it would be useful for the person in the scenario.

Show students the **Scenarios Checklist** and co-construct additional criteria that could be added to the list.

After completing one scenario, students work with other students/student groups to review each other's work and provide feedback based on the co-constructed checklist.

Students work through the rest of the scenarios as time allows.

#### **DI Differentiated Instruction by Learning Profile**

- Give students the opportunity to choose whether they work independently or in small groups/pairs.

#### **DI Differentiated Instruction by Readiness**

- Provide fewer scenarios to students who may need more time to work on each scenario.

#### **AOL Assessment as Learning**

Peer assessment of students'/groups' work based on co-constructed checklist.

### Consolidation Connections

#### **Individual → Transition Planning/Presentation**

Using the same process, students perform the same task considering possible issues that they may face personally when making the transition to post-secondary life.

Students share one of their challenges and the resources they used to address this challenge with the class, using the format of their choice (e.g., informal discussion, class slide presentation, posting on shared electronic class space, etc.). Students provide feedback on at least two of their classmates' submissions/presentations based on the co-constructed checklist.

After incorporating peer feedback, students submit their presentation to the teacher for assessment.

#### **AOL Assessment as Learning**

Peer assessment of students' work based on co-constructed checklist

#### **AOL Assessment of Learning**

Assessment of students' work based on co-constructed checklist.

# Transition Scenarios

Each scenario provides three challenges faced by a student transitioning from secondary school to post-secondary life.

You are to find a resource from the pre-selected list that could be used to support students in each of these scenarios.

Identify specific information within that resource and provide a rationale as to how this information would be used to benefit the student in the scenario.

Effective answers for each scenario will:

- identify the problem;
- identify the particular resource and information that would be relevant to that problem; and
- provide a rationale about how that information can be used to help with the particular problem faced by the student.

## Transition Scenarios

1. A student has low vision and is moving from secondary school straight into a new job at a call centre in a nearby community. The student is worried about her job performance and does not think that the company orientation will be enough. She needs some basic independent travelling skills to function in her new community. The student will need to find an apartment or room to rent that will be under \$700 per month.
2. A student is looking to move directly from secondary school to work and is blind. The student has never lived on his own before and is concerned about keeping up his apartment and cooking for himself. The student needs assistance in finding work.
3. A student who is blind is sharing an apartment. She is living on financial aid from the Ontario Disability Support Program (ODSP) currently but would like to volunteer in the community to gain work experience. The student does not have a resume and does not know effective job search strategies. The student also feels lonely and is not sure where to turn.
4. A student is university-bound in a nearby community. She has low vision and needs e-text versions of all of her school materials or some way of creating e-text versions from print or PDF. The student intends to rent a room near the school. She needs to obtain financial aid in order to pay for tuition and materials.
5. A student is living at home and receiving financial aid from the Ontario Disability Support Program (ODSP). He has low vision. He needs a computer to help connect him to information on potential trades that would be appropriate for him.
6. YOU are the student. Identify three challenges that you might have in your own transition from secondary school to post-secondary life and perform the same tasks as you did for the scenarios you worked with above.

## Scenarios Checklist

1. Has the student chosen at least two effective resources for each scenario?
2. Has the student highlighted specific information within the resource to be used?
3. Did the student provide a link to the particular web pages used?
4. Has the student explained why this information is useful for each scenario?
5. Has the student explained how this information might be used in each circumstance?
6. Did the student present the information in a logical and easy-to-follow manner?
7. Did the student move beyond the minimum requirements of the assignment in some way?
8. Did the student recognize and apply the criteria used in the scenarios to his/her own situation?