



# Teacher Resource Booklet

Introduction to  
Lift Off to Higher Education

Welcome to Introduction to Lift Off to Higher Education. We hope that you and your students will enjoy participating in this program and that you will find it informative and interesting.

The objectives of this program align with the Ministry of Education’s K–12 policy and program requirements document, “Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools”. (2013) Through the program we hope to support guidance counsellors, classroom teachers, special education teachers and administrators as they present ideas for career planning to their students. The program also offers a Financial Literacy component that supports the Ontario Math curriculum.

**The objectives of this program are:**

1. Determine the connections between what the students are learning in school and its relevance and application beyond the classroom.
2. Build career awareness by exploring jobs of the past, present and future.
3. Explore the possibilities and changes that moving to a senior school will bring.
4. Determine what leadership skills they have and which ones they would like to develop further.
5. Develop skills in financial literacy comparing needs vs wants and introducing skills essential to money management.

**These objectives are aligned within the framework of the Ministry of Education’s four areas of learning:**

1. Who am I? (Knowing yourself)
2. What are my opportunities? (Exploring opportunities)
3. Who do I want to become? (Making decisions and setting goals)
4. What is my plan for achieving my goals? (Achieving goals and making transitions)

The lessons are presented in 8 pre-recorded modules and come with a booklet for the students. The booklets can be completed online or can be printed so the students have a hard copy. Some teachers have used a combination of online and printed materials for the students to use as they work through the program. At the end of this booklet you will also find additional worksheets that you can print off for your students to have if you wish to extend their learning.

It is important that teachers be prepared to stop the videos when asked to have discussions with their students and encourage a sharing of ideas. We also encourage you to create lists of information that your students can refer to and look back on as they work through the modules. The facilitators will indicate when you should stop the videos but feel free to stop it at any time if you feel your class would benefit from a discussion about what is being presented.

It is up to you to decide how you wish to present this program based on your classroom and the needs of your students.

## **Lesson One - Introduction and What is Character?**

In this lesson the students are introduced to our facilitators – Bre and Adam and welcomed to the program. We then talk about Terry Fox and spend some time discussing characteristics that we feel Terry Fox has and how we view him and how he viewed himself. Students are then given a chance to record how they view themselves and then are asked to talk to their peers about how their peers view them. **It is very important that teachers impress upon their students that this is a time for positive and supportive comments.** You will have an opportunity to create a list of appropriate words the students can use. When the students ask others to share comments teachers will need to determine what is the best way to do this to ensure all students have a positive outcome. Students can be put in teacher organized groups, work one on one with a partner of their choice, free flow in the classroom or in a way that you know will meet the needs of all students.

Activity:

- Words that Describe You – completed during module
- Who Are You? – completed independently

## **Lesson Two – Jobs of the Past, Present and Future**

Why do jobs disappear and what does that mean for the future? We will show students jobs of the past and see if they know what the jobs were and why they are no longer needed. We discuss what jobs that people are doing now may not be needed and ask the students to think about what jobs they think may not exist in the future. Student are encouraged to discuss their ideas and share thoughts.

## **Lesson Three – Hard and Soft Skills**

What are soft skills and what are hard skills? Learning skills from report cards are shown, followed by a discussion about why they are important in school and out of school. How do these relate to jobs of the past, present and future?

Activity:

- Hard and Soft Skill Game

## **Lesson Four – Jobs of the Future**

What jobs do you think will be needed in the future? Some discussion about what jobs will be needed and why. Students will be asked to brainstorm as a group and a list will be made. Then students are asked to create a job of the future and share their ideas.

Activity:

- What might a future job be?

### **Lesson Five – Financial Literacy – Needs vs Wants**

Students are asked to choose items that they would like and then they are asked to decide if they are needs or wants and discuss their choices with their peers. Can one item be a need for one person and a want for another? Eg. a bike – if required to get to work is a need – if just for fun it is a want. It is important that students can realize the difference. Students are asked to choose items to go camping and decide if they are choosing needs vs wants. We also discuss ways to earn money now and how to begin to become money wise.

Activity:

- Camping Activity
- Complete fill in the blanks – how to be money wise – independently

### **Lesson Six – Financial Literacy – Making Wise Choices**

Students are introduced to a game that is based on chance to show them that having a plan on how to spend your money is wiser than leaving it up to chance.

Activity:

- Piggy Bank Game

Extension:

- If you would like to redo the game this time give the students the choices before they pick their letter to see if they spend differently. You can use the same scenarios again or create your own.

### **Lesson Seven – Going to Senior School**

We know that not all students will be leaving their school and starting grade 7 at another school. However, we do know that delivery of programs will be different for most grade 7 classes. The video shown in this module has students talking about moving to another school. Please feel free to steer the discussion for your students to suit their future experience. Students are encouraged to ask questions about what grade 7 will bring and we hope you can use this opportunity to let them ask questions and voice their ideas.

Activity:

- Writing or thinking about what they hear in the video

## **Lesson Eight – What is Leadership? Conclusion**

In this lesson we are encouraging all students to realize that everyone can be a leader and to think about what leadership looks like. Students are asked to take part in an activity that will encourage them to use and think about various leadership skills.

Activity:

- Leadership Activity

On the following pages are a few activities that you can use with your students to consolidate some of the ideas that we have introduced. Please feel free to print them and use them if you wish.

We hope that both you and your students have enjoyed the Lift Off Program. Thank you for being part of our program. Please feel free to contact us at any time if we can help support you and your students. We would also love to hear any feedback from you and your students!

EXTENDED ACTIVITIES FOR GRADE 6 – INTRODUCTION TO LIFT OFF TO HIGHER EDUCATION

You have spent some time thinking about who you are and what future that is ahead of you. Keeping these things in mind, write a letter to your 20-year-old self. Feel free to share anything that you wish. Here are a few ideas that you could write about:

- 1. Your strengths
- 2. Your weaknesses
- 3. Things that you like at school
- 4. Things that you like to do outside of school
- 5. What you think you will be doing at age 20
- 6. What you think your future adventures will be

Dear Future Me,

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Interview a person who works in a career in which you are interested.

Some questions you might want to ask are:

1. Where do you work?
2. What is your job title?
3. Do you work from home, on site or a hybrid model?
4. What is your favorite part of your job?
5. What is the least favorite part of your job?
6. What is the easiest part of your job?
7. What is the hardest part of your job?
8. Do you use any special tools on your job?
9. What post secondary education do you need for your job?
10. What other jobs did you have before this one?
10. How did you figure out what career you wanted?
11. What was your favourite subject in school?

12. What school subject helps you the most in your job?

### HOW I RANK IN QUALITIES OF BEING A LEADER

Read carefully, then beside each quality circle the letter that best describes how you feel.

- A. I definitely have this quality  
C. I need to work on this.
- B. I'm pretty good at this.  
D. I need help to know how to do this.

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#### EAGERNESS TO LEARN AND EVOLVE

I want to learn new things. A B C D  
I am willing to change. A B C D

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#### PREPARED

I think about what I need to do ahead of time. A B C D  
I make sure I have all materials ready. A B C D

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#### COMMUNICATE WELL

I explain things well A B C D  
I listen carefully to others. A B C D  
I am tactful. A B C D

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#### EMOTIONAL INTELLIGENCE

I can accept responsibility and criticism. A B C D  
I can control my emotions. A B C D  
I can accept others' opinions. A B C D

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#### CREATIVITY and RESILIENCE

I share my ideas with others. A B C D  
I like to brainstorm. A B C D  
I can accept when things don't work out. A B C D

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#### PROBLEM SOLVER

I can solve some problems on my own. A B C D  
I am not afraid to ask for help when needed. A B C D

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#### TIME MANAGEMENT

I am reliable and others trust me to do what I say. A B C D  
I am able to complete tasks on time. A B C D

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#### COLLABORATION

I can work well with different groups of people. A B C D  
I am willing to share ideas and accept ideas. A B C D



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**ADAPTABILITY**

I can adjust to different situation easily  
I accept changes in plans/times/locations.

A B C D  
A B C D

**WHERE DO YOU THINK YOU WANT TO WORK?**

Circle the phrases that best describe where you think you want to work:

Work indoors	Work outdoors	Work with people
Work with information	Travel	Work in office
Work with your hands	Work where you will need to read and write a lot	
Work by myself	Work in groups	Work during the day
Work at night	Work shifts	Work in busy places
Work in quiet places	Wear a uniform	Wear casual clothes
Make things	Sell things	Use math skills
Do research	Work 12 months a year	Work seasonally
Work the same schedule each day	Work a different schedule frequently	Work with technology
Give directions to others	Take directions from others	Never do work at home
Work with animals	Work under pressure	Work without deadlines

**Google “jobs that” and then some of the phrases that you circled and see what jobs are suggested for the choices you made. List them here. Does the same job show up when you google a few different choices you made?**

Choose one career that you listed above and research it and see if it is a job that appeals to you.

### WHO DO YOU ADMIRE AND WHY?

1. Write down the names of two people that you admire.
  
2. Write down the quality or characteristic you admire most about each of them and explain why that quality or characteristic is important to you.

Person 1

Person 2

List one or two ways you can further develop the qualities you admire in others.

