

## ***Relevance 2020: Tomorrow is Now***

This guide is designed with teachers and students in mind but can be used by anyone who is discovering what this year's edition of *Relevance* offers. Please tailor this document to meet the needs of your unique classes.

*Thank you to Brett Young (Prairie South School Division) for his contributions to this guide!*

### **Introduction**

On page 4 and 5. "Your Career. Your Future. Your Way." you are introduced to six "Peers" that will be highlighted throughout the magazine. As you read through the article, what are three pieces of advice about careers that stand out to you?



### **Peer Profile: (Options A, B, & C. Teachers, please choose which options best suits your class!)**

Throughout *Relevance 2020*, you will find interviews with young professionals from Saskatchewan (pages 6, 9, 10, 16, 39, 41, 44, 46, 48, 49). These young workers are not that far removed from being a high school student like you are now.

#### *Option A*

After reading through the eight *Peer Profiles*, use a different profile to respond to each question:

- 1) Which person had the most unique career path? Briefly describe this career journey.
- 2) What are the **three** pieces of advice that you find the most helpful? From three separate profiles, list:
  - a. The person's name
  - b. The advice they give
  - c. Why you find this advice helpful and/or interesting.
- 3) a. If you were an employer, which of these people would you hire?  
b. What qualities make this person a potentially great employee?
- 4) a. Which of these people works in an industry that is most interesting to you?  
b. What is the industry?  
c. Why is it interesting to you?
- 5) a. Which of the industries are you least likely to be involved in?  
b. Why isn't this a good fit for you?

*Option B*

1. **Omayra Issa, page 6.** After reading through Omayra’s article, look at the quote at the top of the page. It says, “Believe in yourself. Believe that your story matters, that you have a voice and a place in the world.” How does that relate to Omayra’s story? How does that relate to you, as an individual?
2. **Jordyn Burnouf, page 9.** Jordyn has done many things throughout her young life, which allows her to have diverse view of the world. At the top of the page she says, “Once I started to travel, it fostered a need in me to think bigger. Open yourself up to global conversations.” Describe what this quote means to you. How do travel and “global conversations” help people succeed?
3. **Adam Sebastian, page 10.** Read through Adam’s article. A) Once done, look at [www.skillscanadasask.com](http://www.skillscanadasask.com) and explore what kind “skill profiles” exist and where you and/or a friend might be ready for a challenge (with a little preparation, of course!). B) What are a couple of things that Adam gained from his experience in Skills?
4. **Donalee Olynick, page 16.** After reading the article, focus on some of the things Donalee mentioned about her transition to post-secondary education. What would be some of the “fears” you may have about going into post-secondary education and how you would succeed in conquering those “fears”?
5. **Austin Grass, page 39.** Read the article and then describe Austin’s career path from the age of 15 to where he leaves off in the article. Was he doing the exact same thing every day? Explain. Also, why do you think it is valuable when he says, “Make sure that everyone knows your goals”?
6. **Raegan Pollard, page 41.** After reading through Raegan’s article, describe what it means to be a “multitasker”. What do you think the key things are to be a successful multitasker, in the workforce? Also, describe the role of a Project Manager.
7. **Ali Abukar, page 44.** Explain the process Ali went through to get to where he is today and where his career path led him. Looking at his section on “Any advice for students?” why is it important to do your best, in high school? Beyond grades, how else does high school help prepare you for the workforce?
8. **Michael Linklater, page 46.** As you read through Michael’s article, describe some of the obstacles he faced as he worked through his career path. Read through the section “Any advice for young people?” again, and explain what “don’t find excuses, find solutions” means to you.

**Continued...**

9. **Rachelle Brockman, page 48.** Rachelle has done a lot of searching in her career path. She mentions this: “Personally, I don’t like the idea of planning a career. I think of it more as paying attention, seeing the opportunities and taking action. It’s cliché, I know, but still true. Pay attention to life around you, then go with what catches your interest.” Why would that quote scare some students and not scare others? Provide an example, where you can.
10. **Neal Kewistep, page 49.** Read through Neal’s article. Consider the words “when you’ve come to a decision, jump in with both feet.” What are the positives and the doubts one can have in making a change in their career path? List as many as you can. Discuss with your class.

### *Option C*

Get into a small group and your teacher will assign you one of the “Peer Profile” interviews to research. Read the article and prepare some notes so that you can share what you learned with your class.

#### Guiding Questions:

- 1) Who is the person being profiled?
  - 2) What is this person’s current occupation?
  - 3) What made this person; career path unique?
  - 4) If you were this person’s supervisor, what qualities make this person a valuable employee?
  - 5) What advice does this person provide for young people who are beginning their career path?
  - 6) What is one thing that this person’s profile makes each of your group members consider?
- 

### **Other Articles**

1. **Career Superpowers, page 8.** After reading the article, list your top 3 “superpowers” or skills and give examples of where you have shown them in school or personal life. Also, list three “superpowers” or skills that you want to work on and develop over the next few months. Give examples on how you could find opportunities to develop them.
2. **Skilled Trades and the Future of Work, page 12.** Read through the entire article and then go onto the two pages listed under the “Start here” section. Explore the benefits of going into the Sask Apprenticeship for students, both during and after high school. Write these down or discuss as a class.

**Continued...**

3. **Get Paid to Learn, page 14.** As a class, decide how you will explore these websites that give information on finding internships and other paid experience opportunities. Report back to each other on what you find.
4. **Spotlight on Medical Diagnostics, page 18.** Go through and highlight the main points in each of the careers listed under Imaging and Laboratory Careers. Choose one of the careers to do a quick search on the prerequisites (what classes you need, coming out of high school), using the Saskatchewan Polytechnic, University of Regina, and University of Saskatchewan websites.
5. **How to Finance Your Tomorrow: Scholarships & Awards, page 20.**  
Choose 3 scholarships to research:
  - a. Who is the scholarship designed for?
  - b. What are the requirements to apply for that scholarship? (find application form)
  - c. What do they ask you to include in your application form?
  - d. When is the due date for the award application?
6. **Thriving in the Gig Economy, page 38.** Read through the article and examine the “Pros and Cons” list. Are you be someone that would be able to work in a “gig career”? Explain.
7. **No Such Thing as a Stupid Question, page 42.** Go through this page, thoroughly! A) How does the title of the article relate to your *rights* and *responsibilities* as a worker? B) What are your three rights? C) Discuss how the online safety tools can be useful for your class.
8. **9 Tips to Stress-free Virtual Interviews, page 45.** What is a “virtual interview”? As a class, partner up and use your devices or school computers to conduct mini virtual interviews with each other using questions that you generate as a class. Remember, these types of interviews are getting more common in career opportunities, major scholarship applications, and post-secondary interviews. Practicing will help you get better at them.
9. **5 Rules for Avoiding Online Job Scams, page 47.** Read through all 5 rules. Discuss as a class. Does anyone have any examples that can be shared? List the pros and cons of using online job search companies.
10. **Got plans for tomorrow...and tomorrow after that?, page 50.** Look at the sites that are listed. Select a few to check out and then come back together, as a class, to find the ones that were of the most benefit to you and why.

## 2020 Job Chart

You will find this section on pages 21-36.

Your job is to choose **one** job from **five** of the following sections (you pick the sections):

- a. Business, Finance and Administration (blue)
- b. Natural & Applied Science (orange)
- c. Health (purple)
- d. Social Science, Education, Government & Religion (pink)
- e. Art, Culture, Recreation and Sport (yellow)
- f. Sales & Service (peach)
- g. Trades, Transport and Equipment Operation (brown)
- h. Natural Resources, Agriculture and Related Production (teal)
- i. Process, Manufacturing & Utilities (green)

Once you have your jobs selected, put down the following:

- a. Job title
- b. What do you do in the job?
- c. Where you would get educated/training to do the job
- d. One reason why you think you would personally be good at that job



**Next Step: On page 50 there is a list of job search sites.** Using a computer or your device, take a look and see what job opportunities are out there for **two** of the jobs you chose. When you find them, identify a skill that each job requires, and describe how this fits your skill-set.

**Take this a step further** by looking up post-secondary options and details about the type of job on your *myblueprint.ca* account!

---