

# Out On My Own

## Activity Summary

- In this activity, students will:
- ◆ Conduct two interviews (staff and parent/guardian/mentor)
  - ◆ Prepare two spreadsheets
  - ◆ Create charts (a floor plan and summary of living expenses)
  - ◆ Write in a Reflective Journal
  - ◆ Conduct Self-Evaluation



## Prior Knowledge

- **Essential Skills**
- Salaries and Deductions
- Living Expenses (variable and fixed)
- Spreadsheets

## Teaching Planning Notes

- Review assignment including prior learning required, assessment and evaluation tools and due dates
- Provide students with a file folder for all components
- Provide students with a checklist with assignment and completion dates
- Provide an exemplar
- Reserve computer lab time for spreadsheets and charts

## Assessment of Student Achievement

| Task            | Tool / Type  |
|-----------------|--|
| Assignment      | Out On My Own Assignment Checklist (Formative) and Assignment Rubric (Summative) |
| Self-Assessment | Out On My Own Self-Assessment (Formative)  |

## Activities and Assessment Materials

- Assignment Sheet
- Assignment Checklist
- Assignment Rubric
- Self-Assessment Tool



## FOCUS ON LEARNING

### Essential Skills:

#### Writing

Interviews  
Advertisement  
Living Expenses  
Journal

#### Thinking Skills

All activities

#### Oral Communication

Interviews

#### Computer Use

All activities

#### Reading Text

Advertisement  
Living Expenses

#### Working With Others

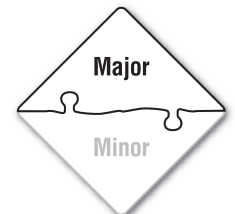
Living Expenses

#### Document Use

Checklist

#### Numeracy

Living Expenses



## Curriculum Linkages For Ontario Educators

**Essential Skills** truly are everywhere and as teachers we are always teaching students the **Essential Skills!** As subject teachers and specialists, we know that many of the curriculum expectations we are accountable to teach and assess, also address the **Essential Skills** and while the linkages are not always readily apparent, the linkages exist nonetheless.

While this activity connects to a variety of courses it is most closely aligned to the following course(s):

- Managing Personal Resources – HIP 3E

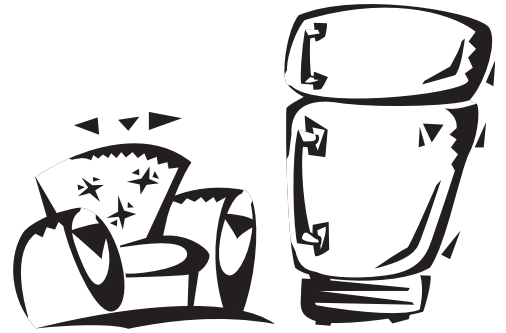
To assist you, the teacher, in making more transparent linkages, we have identified the following curriculum linkages for this activity.

### Managing Personal Resources – HIP 3E

| Coded Overall Expectations   | Coded Specific Expectations   |
|--|---|
| PRV.01 – demonstrate an understanding of the process of decision making in life situations.  | PR1.01 – demonstrate an understanding of the relationship between effective decision making and well-being.   |
| PRV.02 – identify the basic principles and techniques an individual would use in effectively managing personal resources, including talent, time, and money. | PR2.03 – identify their own personal talents and competencies, and describe how these might affect their choice of a career path.   |
|  | PR4.01 – describe how factors such as personal goals, priorities, and needs and wants affect the use of money as a resource.  |
|  | PR4.02 – demonstrate an understanding of money-management techniques (e.g., budgeting, banking, credit-card use) in specific situations (e.g., planning to own and operate a vehicle; finding appropriate housing independent of family; budgeting for food, clothing, and other living expenses when living on one’s own). |
|  | PR4.03 – demonstrate an understanding of the ways in which money can be used most efficiently in attaining a specific goal (e.g., in planning and preparing a meal within specified budgetary constraints).   |
|  | PR4.05 – plan the purchase of specific items for personal use (e.g., clothing, appliances, entertainment equipment), using wise consumer techniques.  |
| CFV.01 – identify the elements of successful employment and lifestyle planning.  | CF1.01 – describe the primary personal considerations that affect the choice of an occupation (e.g., skills in dealing with people, information, and tools used in the workplace; interests; personal attributes).  |
|  | CF1.03 – identify occupations available in fields related to their own talents, interests, and personal attributes.   |
| SSV.03 – identify the benefits and costs of working for pay.   | SS3.01 – identify the economic and personal costs associated with working for pay.  |
|  | SS3.02 – describe the benefits that employers commonly offer.   |
|  | SS3.03 – identify the typical deductions on a paycheque stub.   |
| ISV.04 – communicate the results of their inquiries effectively.   | IS3.01 – record information and key ideas collected in their research, documenting the sources accurately and use correct forms of citation.  |
|  | IS3.02 – effectively communicate the results of their inquiries using a variety of methods and forms.   |

# Out On My Own

**Reality:** Ten years from now you will be “Out on Your Own” with your own apartment, further education, new work, new relationships, and much more. For some of you this is a scary thought and for others you can hardly wait to get there. This assignment will help you see into your possible future!



## Essential Skills for Continued Success!

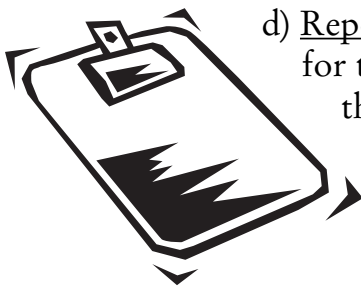
As we have discussed in class many times, understanding the importance of successfully applying and continuing to develop your **Essential Skills** will help ensure your success 10 years from now when you are “Out on Your Own”. In this assignment you will be demonstrating many of these **Essential Skills** and reflecting on how they will play a significant role in your future and how they have played a role in the lives of others!

## Components of this Assignment

### 1. Careers and **Essential Skills**

Research a job that you would like to have 10 years from now. Prepare the following documents:

- a) An advertisement for this position including the **Essential Skills** required for this position, education requirements, past experience and salary expectations.
- b) Two spreadsheet charts that calculate annual gross income, all deductions (e.g. EI, CPP, Income Tax, EHT, optional employer deductions), and net income. Chart 1: yearly summary Chart 2: monthly summary)
- c) Interview (1 page): Arrange and conduct an interview with a member of our school staff. (Principal, Vice-principal, Teachers, Office Staff, Custodial Staff). The focus of your interview is to determine which **Essential Skills** are most used in their job.
- d) Report: In your report, identify the three most important **Essential Skills** for this job and the types of tasks performed using these skills. How do they compare to the **Essential Skills** you have identified in the job you researched?



# Out On My Own

## 2. Living Expenses

Research all living expenses using a variety of sources (newspapers, magazines, flyers, parents, grandparents, teachers, older siblings) and prepare the following documents:

- a) Floor plan of the apartment; show the placement of all furniture. Be sure to include the cost of this furniture in your start-up costs.
- b) Weekly food budget.
- c) Start-up costs worksheet.
- d) Fixed living expenses worksheet.
- e) Variable living expenses worksheet.
- f) Spreadsheet summary of your income and all expenses.
- g) Prepare a summary (no more than two pages) comparing the expenses of your first year away from home with your income. Use annual figures.
- h) Arrange and conduct an interview with either a parent/guardian or a mentor. The focus of your interview is to ask them about what it was like when they first went “Out on Their Own”. This should be an open-ended interview that allows them to tell their story. Your job is to pick out the **Essential Skills** that helped them during this period. Prepare a one-page summary of your interview including a list of the questions you asked.



## 3. Personal Reflection (2 pages)

How Does it Feel, Living on Your Own? How do you manage your finances? What would you change knowing what you know now? Which **Essential Skills** do you believe are most important in making a successful transition from home to “Out on Your Own”?

## 4. Self-Assessment (see attached)

### Format

Assignment to include:

- A title page
- A table of contents
- Appendix with detailed sources
- Numbered pages

# Out On My Own Assignment Checklist

| COMPONENTS OF ASSIGNMENT                           | ESTIMATED TIME REQUIRED | COMPLETED ✓              |
|--|-------------------------|--------------------------|
| <b>PART 1: CAREERS AND <i>Essential Skills</i></b> |                         |                          |
| Advertisement                                      |                         | <input type="checkbox"/> |
| Spreadsheets                                       |                         | <input type="checkbox"/> |
| Interview  |                         | <input type="checkbox"/> |
| <b>PART 2: LIVING EXPENSES</b>                     |                         |                          |
| Floor Plan   |                         | <input type="checkbox"/> |
| Weekly Food Budget                                 |                         | <input type="checkbox"/> |
| Start-up Costs Worksheet                           |                         | <input type="checkbox"/> |
| Variable Living Expenses                           |                         | <input type="checkbox"/> |
| Summary of Income and Expenses                     |                         | <input type="checkbox"/> |
| Comparative Summary                                |                         | <input type="checkbox"/> |
| Interview (parent/guardian/mentor)                 |                         | <input type="checkbox"/> |
| <b>PART 3: REFLECTIVE JOURNAL</b>                  |                         |                          |
| Reflective Journal                                 |                         | <input type="checkbox"/> |
| <b>PART 4: SELF-EVALUATION</b>                     |                         |                          |
| Self-Evaluation                                    |                         | <input type="checkbox"/> |

# Out On My Own Assignment Rubric

| CATEGORIES/<br>CRITERIA   | LEVEL 1<br>(50-59%) | LEVEL 2<br>(60-69%) | LEVEL 3<br>(70-79%) | LEVEL 4<br>(80-100%) |
|---|---------------------|---------------------|---------------------|----------------------|
| <b>PART 1: CAREERS</b>  |                     |                     |                     |                      |
| <b>Knowledge and Understanding</b><br>Identifies the benefits and costs of working for pay.   | Limited             | Somewhat            | Considerable        | Thorough             |
| <b>Communication</b><br>Effectively communicates the results of their inquiries using a variety of methods and forms.   | Limited Command     | Moderate Command    | Considerable        | Extensive            |
| <b>Application</b><br>Transfers concepts, skills and information to make connections effectively.   | Limited             | Moderate            | Considerable        | High Degree          |
| <b>PART 2: LIVING EXPENSES</b>  |                     |                     |                     |                      |
| <b>Knowledge and Understanding</b><br>Demonstrates an understanding of money-management techniques.<br><br>Identifies the basic principles and techniques to effectively manage personal resources.<br><br>Identifies the elements of successful employment and lifestyle planning. | Limited             | Somewhat            | Considerable        | Thorough             |
|   | Limited             | Somewhat            | Considerable        | High Degree          |
|   | Limited             | Somewhat            | Considerable        | High Degree          |
| <b>Thinking and Inquiry</b><br>Uses a variety of research and inquiry skills  | Few                 | Some                | Most                | All or Almost All    |

| CATEGORIES/<br>CRITERIA  | LEVEL 1<br>(50-59%) | LEVEL 2<br>(60-69%) | LEVEL 3<br>(70-79%) | LEVEL 4<br>(80-100%) |
|--|---------------------|---------------------|---------------------|----------------------|
| <b>Communication</b><br>Effectively communicates the results of their inquiries. | Limited             | Somewhat            | Considerable        | High Degree          |

**PART 3: REFLECTIVE JOURNAL**

|   |         |          |              |          |
|---|---------|----------|--------------|----------|
| <b>Application</b><br>Makes connections between the subject and the world outside the school. | Limited | Moderate | Considerable | Thorough |
|---|---------|----------|--------------|----------|

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

# Out On My Own Self-Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

| CRITERIA  | SOMEWHAT | I COULD<br>HAVE DONE<br>BETTER | I'M SATISFIED<br>WITH WHAT<br>I'VE DONE | I DID A<br>TERRIFIC JOB |
|---|----------|--------------------------------|---|-------------------------|
| I have read the assignment carefully & followed instructions              |          |                                |   |                         |
| I have checked my finished product for spelling, grammar and calculations |          |                                |   |                         |
| I have produced a neat, clean, business-standard type document            |          |                                |   |                         |
| I have used the evaluation rubric as a guide when I did my project        |          |                                |   |                         |

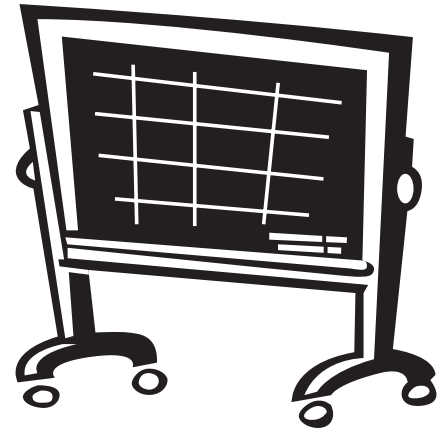
**Comments on your work:** (use a separate piece of paper to record your answers)

1. What I really liked about my finished project.
2. What could be improved?
3. What I learned about MYSELF when I did this project. (Refer to your work habits, *Essential Skills*, as well as the content of the project.)

# Out On My Own Extension Activity Upon Completion (Visual)

## Data Analysis

Using the data from their interviews with staff members at school, the class could prepare a bar graph chart comparing the **Essential Skills** for success for each of the different categories of staff members. Subsequently, a class discussion could take place about the **Essential Skills** necessary for being a successful student. This could be added to the chart. This could be displayed within the school. In addition they could do a similar chart for all careers chosen.



# Extension Activity (Progress) (Visual)

As students begin the project, a large chart could be developed that has all of the **Essential Skills** listed and blank areas for examples of demonstration (tasks at complexity levels). Over the course of this unit, students would contribute to this chart by providing examples of how they demonstrated these skills and at what level of complexity. This is a daily reminder of how these skills are used over and over and over again and are essential for success.

**Assessment:** Formative