Career-related Programme personal and professional skills course outline

| Name of the school |  | School code |
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| North Hagerstown High School |  | 002837 |

| Name of the teacher completing this outline |  | Date completed |
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| Kimberly Nissel |  | 12/9/16 |

| Name and category of IB personal and professional skills workshop attended |  | Date of IB training |
| --- | --- | --- |
| Flibs Personal and Professional Skills Category 1 |  | September 11 -14, 2016 |

1. Course outline
2. Complete the following table to organize the topics to be explicitly taught in the timetabled personal and professional skills (PPS) course, keeping in mind the following:

This document should not be a day-to-day account of each unit. Instead, it should show how the PPS teacher will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the course.

This outline should indicate how the PPS teacher will develop the teaching of the course. It should reflect the individual nature of the course in that classroom and should not “copy and paste” from other CP documents.

|  | **Themes**  **Thinking processes, intercultural understanding, effective communication, personal development, applied ethics**  ***(list the themes in the order you are planning to teach them)*** | **Unit** | **Content**  ***(the ways in which students will learn about and have opportunities to use the topics and skills covered)*** | **Allocated time**  ***(number of minutes in each class x the number of classes that will be spent on the unit during the course)*** | **Formative assessment strategies to be used** | **Resources**  ***(list the main resources to be used, including information technology if applicable)*** |
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| **Year 1** | Personal Development | * Self-Awareness * Self-management * Relationship management | * Who are you as a learner? * Are you a risk taker? * Learning styles and how they * collaborate * Learning yoga to encourage balance * Leadership styles | 50 minute classes  14 days | Class discussion  Socratic seminar  Blog | * True colors personality testing * Learning styles inventories * Yoga instructor |
| Intercultural Understanding | * Cultural identity * Cultural diversity * Interculutural engagement * How does our past influence our future? * Cultural intelligence for the 21st century. | * Toe the Line (what do we have in common?) * Ancestry and me. * Exploring social norms and behaviours. * What is “work” in other cultures? * Defining the future based on now! * How does our past influence our future? * Cultural intelligence for the 21st century! | 50 minute classes  20 days | Reflective journal  Book project  Participation in pen pal project  Class discussion | * Social Media (pen pal research to discover commonalties and differences with other cultures.) * Time capsule exchange with a class from another nation * BOOK STUDY: The Book Thief by Markus Zusak |
| Effective Communication | * Interpersonal Skills * Literacies * Self expression | * Team building * Effective communication * Visual, auditory and digital literacy * Writing with purpose | 50 minute classes  18 days | Participation in team building activities  Philosophical chairs  Communication project (video) | * Devices for electronic pen pals as well as blogging * Some team building materials |
| Thinking Processes | * Critical thinking * Creative thinking * Applied thinking | * Styles of management * Study and use of career related vocabulary * Innovation…and how it has affected your specific CTE area over the course of the past century * How does comparison and contrast used in the career world affect your industry? | 50 minute classes  20 classes | Class discussion  Research project on innovation  Actual creation of an innovative project or service | Career related information based on the CTE programs represented in the program.  Entrepreneur contest (A WCPS competition with support from the business community that allows students the opportunity to participate in a creating and marketing an innovative item or service) |
| Applied Ethics | * What is ethics? * Workplace ethics | * Defining right and wrong   Does the outcome dictate the “right”ness or “wrong”ness of an action?   * What criteria do we use to make ethical decisions * What is your ideal workplace and how are ethics involved in the workplace? | 50 minute classes  18 days | Class discussion  Socratic seminar  Reflective Journal | TED talks  Our buggy moral code, with Dan Ariely  Global Ethics vs National Interest, with Gordon Brown |
| **Year 2** | Personal Development | * Self-Awareness * Self-management * Relationship management | * Leadership styles and how they impact career choices * Time management exploration * Conflict management exploration * Yoga and meditation to promote healthy mental growth | 50 minute classes  18 days | Class discussion  Participation in time management processing  Philosophical chairs | * Compass leadership inventory * BOOK STUDY: 7 Habits of Highly Effective Leaders by Sean Covey * Yoga and meditation instructor |
| Intercultural Understanding | * Cultural diversity * Interculutural engagement * How does our past influence our future? * Cultural intelligence for the 21st century. | * World kitchen (researching and sharing food/food related customs/hospitality customs) * Book study: fiction in other cultures and and what we learn from them * Benefits of social Intelligence and ways it informs our cultural attitudes | 50 minute classes  24 days | Food project process  Book report  Class discussion | Food products for creating intercultural foods  BOOK STUDY: Home to Harlem, by Claude McKay  TED Talks:  What do you think of me when you look at me? With Dalia Mogahed  Gorgeous Portraits of the world’s vanishing people, with Jimmy Nelson |
| Effective Communication | * Interpersonal Skills * Literacies * Self expression | * Interview skills * Digital literacy in securing and keeping a job. * Being part of a professional TEAM | 50 minute classes  13 days | Mock interview participation  Socratic seminar on digital literacy  Participation and discussion in team building exercises | * Authentic interviewers from outside career-related agencies * Team building materials |
| Thinking Processes | * Critical thinking * Creative thinking * Applied thinking | * Analysis and synthesis and their affect of cultural identity. * Growth: using failing forward and evaluation to affect change | 50 minute classes  16 days | Research  Discussion  Presentation on growth | BOOK STUDY: Failing forward by John Maxwell  https://www.wanderlustworker.com/the-importance-of-failure-5-valuable-lessons-from-failing/ |
| Applied Ethics | * Ethical dilemmas * Case studies in applied ethics * Workplace ethics | * Ethical dilemmas   within careers (look specifically into those  within our CTE topics)  within our school community   * Is character and virtue developed and learned? * When are unethical behaviours a good choice? * Do some workplaces have differing levels of ethical requirements? | 50 minute classes  19 days | Class discussion  Socratic seminar  Reflective journal  Research  Interview of career person (in their specific CTE area) | Access to career related professionals  TED Talks  Machine Intelligence makes human morals more important. With Zeynep Tufeckei  Science can answer moral questions, with Sam Harris  BOOK STUDY: The Chocolate War, by Robert Cornier |

Please describe the ways in which PPS topics will be embedded elsewhere in the students’ programme (eg in the DP courses, career-related studies—including work experience—and service learning).

| All five unit topics will be embedded in the students’ career related studies courses. Students will use critical thinking skills in exploring their career related (CTE) programs. Students participate in mock interviews and interview preparation in their CTE classes and do measurable activities that focus on developing an understanding of who they are as learners and how their personalities and leadership styles impact career choices. Culture is explored in specific CTE programs differently. HTMP and Foodspro both address cultural issues in employee ranks as well as in creation of a product. Multiculturalism and global enlightenment are also addressed in preparing students to interact with guests and the client base. These issues will also be seen and discussed through the service learning component of IBCP. Ethical issues and dilemmas are also addressed within the CTE areas. |
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International-mindedness

Every IB course of study should contribute to the development of international-mindedness in students. Please explain how international-mindedness is embedded throughout the PPS course.

| Because many of the CTE programs prepare students to work with and/or for people from all around the world, students must develop an understanding of cultural norms, standards, differences, commonalities, and learn how to apply that understanding to being a cooperative and collaborative employee. The PPS course gives students an opportunity to explore these concepts in a safe environment through discourse, literacy based projects, and active engagement (World Kitchen…an activity where students will research foods from other countries and cultures, prepare them and then serve them in an educational type atmosphere) and through pen-pal interactions. |
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Development of the IB learner profile

Every IB course of study should contribute to the development of the attributes of the IB learner profile in students. Please explain how the learner profile is embedded throughout the PPS course.

| Throughout the course students will be called on to be critical thinkers, knowledgeable about who they are as learners as well as about the foundation on which they are building their understandings. They will be encouraged to be reflective throughout by participating in journals, blogging, and projects. They will learn about balance via yoga, what it means to be principled through applied ethics, and open-mindedness through the unit on intercultural understandings. They will also learn about what it means to communicate, both in professional meetings, interviews and everyday work. Through participation in this course, and the tie-in that will be created with student service learning, they will understand why caring is required in a global context, not just for themselves and their friends. |
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Global contexts

Through the course, it is also expected that connections are made to global contexts. Please explain how global contexts are addressed throughout your PPS course of study.

| Students will participate in a pen-pal project with a school in Canada (and Europe, if I can create that opportunity). They will also participate in a time-capsule exchange to learn about what they value, and how values may differ in other countries. Students will read fiction about and by people of other countries and cultures and will have a myriad of ways to interact with that fiction. |
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