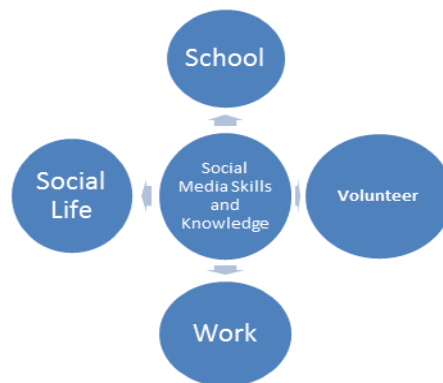


OSP Social Media Resource Notes for Teachers and Facilitators and Ontario Curriculum Connections

Welcome to the Ontario Skills Passport (OSP) Social Media Resource!

This resource helps learners use social media safely and effectively to **showcase their Essential Skills and work habits** and get noticed when they are looking for a great:

- post-secondary program
- apprenticeship
- volunteer position
- job or internship



Learners who are familiar with Essential Skills and work habits and tools and resources on the [OSP website](http://www.ontario.ca/skillspassport) will be in a great position to successfully complete the activities in this resource. The *OSP Overview for Learners* is a good place to start and then teachers can help select videos and other introductory activities based on the needs of the learners.

The OSP Social Media Resource includes an Introduction and four modules. A brief description of the content is shown below.

Introduction to the OSP Social Media Resource

Teachers and facilitators may choose to assign all or some of the introductory activities included with this resource:

- Introductory video
- Overview of how to use this resource
- Introduction to some popular social media websites
- Social Media Quiz
- Cyber Safety Tips Sheet
- Internet Safety Quiz
- Social Media Reflection

OSP Social Media Resource Modules

The four modules are listed below.



Module 1 Learners:

- Use social media to conduct research about their future career.

Module 2 Learners:

- Create a great bio to make a great impression.
- Create online content that genuinely reflects who they are while showcasing their transferable Essential Skills and work habits. This can help them stand out in the crowd of people who may be applying for the same job, academic program or volunteer opportunity.
- Collect great social proof of their skills and accomplishments using OSP tools and resources such as OSP Work Plans and OSP Community Involvement Worksheets.

Module 3 Learners:

- Critically review and build their online reputation or “personal brand”.
- Improve their brand so that they stand out from other people who are interested in pursuing the same career and learning or training opportunities.

Module 4 Learners:

- Find out how to create, build and use their social media network as an important tool for realizing their personal and academic goals.

Learners can do the modules in order from 1 to 4 or teachers/facilitators can assign only certain modules, depending on the needs of the learners. For example, some learners may not yet be at the stage where they are ready to complete the “building your brand” activities in module 3.

Ontario Curriculum Connections and Essential Skills Tasks

Each module has curriculum connections to the following courses:

- Career Studies , Grade 10 , Open, (GLC2O)
- Designing Your Future, Grade 11, Open (GWL3O)
- Navigating the Workplace, Grade 12, Open (GLN4O)
- English, Grade 11, College Preparation (ENG3C)
- English, Grade 11, Workplace Preparation (ENG3E)
- English, Grade 12, College Preparation (ENG4C)
- English, Grade 12, Workplace Preparation (ENG4E)

This OSP Social Media Resource is just one of hundreds of sample activities created by teachers for teachers. Each activity in the [OSP Sample Activity Database](#) links Essential Skills and the Ontario Curriculum.

Benefits of Identifying Essential Skills Tasks in Classroom Activities

Essential Skills tasks must, by definition, be something an individual would do outside the classroom. Every OSP activity identifies the Essential Skills tasks, Essential Skills and skill levels as well as the work habits that learners demonstrate when completing these activities. This helps increase relevancy and engagement for learners - questions like “*Why am I learning this?*” and “*When will I ever use this?*” become much easier to answer when activities have an Essential Skills focus.

Learners who can identify the Essential Skills they have demonstrated in classroom activities can go to the OSP to see how workers use their Essential Skills in occupations and how we use our Essential Skills and work habits in work, learning and life. This can help learners make more personal connections with classroom activities when they see how they can transfer these same Essential Skills and work habits to everyday life and the next place they go – whether it’s further education, training or the workplace.



Identify the Essential Skills tasks in your favourite classroom activities!

Use [A Guide to Linking Essential Skills and the Curriculum](#) to learn the two-step method of connecting instruction to Essential Skills.



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The following section lists curriculum connections for each of the courses listed above and the Essential Skills tasks, Essential Skills and skill levels as well as work habits that learners demonstrate when completing activities in the OSP Social Media Resource.

OSP Social Media Resource - Ontario Curriculum Connections

Module 1 – The Power of Social Media Research

Courses	Curriculum Expectations	Essential Skills Tasks
Career Studies , Grade 10 , Open, (GLC2O)	Exploration of Opportunities use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio;	Research the social media accounts of companies you are interested in to learn about career opportunities and the type of social media presence they project through their online posts.
Designing Your Future, Grade 11, Open (GWL3O)	Exploration of Opportunities use research skills and strategies to gather and interpret relevant information about work and learning opportunities;	Record notes as you conduct the research.
Navigating the Workplace, Grade 12, Open (GLN4O)	Exploration of Opportunities demonstrate the ability to research information about learning and work opportunities, using print, electronic, and human resources;	Essential Skills: Reading (3) Finding Information (2) Computer Use (2) Document Use (2) Writing (1) OSP Work Habits: Working Independently Initiative
English, Grade 11, College Preparation (ENG3C)	Reading and Literature Studies 1. Reading for Meaning read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;	Research labour market information online to learn more about and compare potential career choices (e.g., wages, unemployment rates).
English, Grade 11, Workplace Preparation (ENG3E)	2. Understanding Form and Style recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;	Essential Skills: Reading Text (3) Computer Use (2) Finding Information (2) Document Use (3)
English, Grade 12, College Preparation (ENG4C)	Media Studies 1. Understanding Media Texts demonstrate an understanding of a variety of media texts;	<i>Note: Reading labour market information is rated as a Document Use task at level 3 because the learner is looking at information presented in multiple displays, in tables and graphs in addition to text.</i>
English, Grade 12, Workplace Preparation (ENG4E)	2 Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;	Work Habits: Working Independently Initiative

Module 2 – Creating Your Marketing Materials

Courses	Curriculum Expectations	Essential Skills Tasks
Designing Your Future, Grade 11, Open (GWL30)	Personal Knowledge and Management Skills analyse their personal characteristics, strengths, interests, skills, and competencies to determine career-related goals;	Choose which personal characteristics, strengths, interests and transferable skills to include in your bio and that will make a great first impression on professional contacts and help you achieve your goals. Essential Skills: Decision Making (2)
Navigating the Workplace, Grade 12, Open (GLN4O)	Essential Skills for Work, Learning and Life demonstrate an understanding of the workplace essential skills necessary for success in life, school, and work;	Write an online bio that showcases your personal characteristics, strengths, interests and transferable skills. Essential Skills: Writing (2)
English, Grade 11, College Preparation (ENG3C)	Reading and Literature Studies 1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;	Read and compare Alyssa’s two social media profiles (before and after). Essential Skills: Reading (2)
English, Grade 11, Workplace Preparation (ENG3E)		
English, Grade 12, College Preparation (ENG4C)		
English, Grade 12, Workplace Preparation (ENG4E)	Writing 1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience; 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;	Write two or three paragraphs describing if you think that Alyssa’s social media makeover is effective. Decide how you could apply some of these tips to your own profile. <i>Note: This is more of a classroom task than a task someone would do outside the classroom so it is not identified as an Essential Skills task – no skills or skill levels are assigned.</i>

Module 2 – Creating Your Marketing Materials (continued)

Courses	Curriculum Expectations	Essential Skills Tasks
Navigating the Workplace, Grade 12, Open (GLN4O)	Personal Management demonstrate an understanding of their interests, strengths, and needs, and describe how these influence their postsecondary education, training, and career plans;	Create online content that projects a positive social media presence and will help you stand out in a crowd of people who may be applying for the same job, academic program or volunteer opportunity. Write text that includes links to (or postings of) articles, videos, podcasts and other content that reflect your professional goals. Essential Skills: Reading Text (3) – <i>to select relevant articles</i> Writing (3) Decision Making (2) Finding Information (2) Computer Use (2) OSP Work Habits: Working Independently Reliability Entrepreneurship

Module 2 – Creating Your Marketing Materials (continued)

Courses	Curriculum Expectations	Essential Skills Tasks
<p>English, Grade 11, College Preparation (ENG3C)</p> <p>English, Grade 11, Workplace Preparation (ENG3E)</p> <p>English, Grade 12, College Preparation (ENG4C)</p> <p>English, Grade 12, Workplace Preparation (ENG4E)</p>	<p>Writing</p> <p>1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>Media Studies</p> <p>3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p>	<p>Choose which personal characteristics, strengths, interests and transferable skills to include in your bio and that will make a great first impression on professional contacts and help you achieve your goals.</p> <p>Essential Skills: Decision Making (2)</p> <p>Write an online bio that showcases your personal characteristics, strengths, interests and transferable skills.</p> <p>Essential Skills: Writing (2)</p> <p>Create online content that projects a positive social media presence and will help you stand out in a crowd of people who may be applying for the same job, academic program or volunteer opportunity. Write text that includes links to (or postings of) articles, videos, podcasts and other content that reflect your professional goals.</p> <p>Essential Skills: Reading Text (3) – <i>to select relevant articles</i> Writing (3) Decision Making (2) Finding Information (2) Computer Use (2)</p> <p>OSP Work Habits: Working Independently Reliability</p>

Module 2 – Creating Your Marketing Materials (continued)

Courses	Curriculum Expectations	Essential Skills Tasks
Career Studies , Grade 10 , Open, (GLC20)	Personal Management evaluate and apply the personal-management skills and characteristics needed for school success, document them in their portfolio, and demonstrate their use in a variety of settings;	Evaluate the suitability, appropriateness and relevance of additions to your portfolio. Consider the current contents of your portfolio and which documents provide strong evidence of your skills and accomplishments (i.e. OSP Work Plan and OSP Community Involvement Worksheets). Essential Skills: Reading Text (3) Document Use (3) Critical Thinking (2) OSP Work Habits: Organization Initiative
Designing Your Future, Grade 11, Open (GWL30)	Personal Knowledge and Management Skills maintain a portfolio for use in career planning that provides up-to-date evidence of knowledge, skills, interests, and experience;	

Module 2 – Creating Your Marketing Materials (continued)

Courses	Curriculum Expectations	Essential Skills Tasks
<p>Designing Your Future, Grade 11, Open (GWL30)</p>	<p>Preparation for Transitions and Change apply goal-setting and action-planning processes to prepare for the transition from secondary school to their first postsecondary destination and for future transitions in their career.</p>	<p>Reflect on the education and career/life planning inquiry questions (<i>Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?</i>).</p> <p>Fill in your IPP to highlight the skills you developed in the module activities. Use authentic records such as the OSP Work Plan and OSP Community Involvement Worksheets to provide proof of skills demonstrations.</p> <p>Essential Skills: Reading Text (3) Document Use (3) Critical Thinking (2) Finding Information (2)</p> <p>OSP Work Habits: Organization Reliability Initiative Self-advocacy</p>

Module 2 – Creating Your Marketing Materials (continued)

Courses	Curriculum Expectations	Essential Skills Tasks
Career Studies , Grade 10 , Open, (GLC2O)	Preparation for Transition and Change use appropriate decision-making and planning processes to set goals and develop a career plan;	<p>Reflect on the education and career/life planning inquiry questions (<i>Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?</i>).</p> <p>Fill in your IPP to highlight the skills you developed in the module activities. Use authentic records such as the OSP Work Plan and OSP Community Involvement Worksheets to provide proof of skills demonstrations.</p> <p>Essential Skills: Reading Text (3) Document Use (3) Critical Thinking (2) Finding Information (2)</p> <p>OSP Work Habits: Organization Reliability Initiative Self-advocacy</p>

Module 2 – Creating Your Marketing Materials (continued)

Courses	Curriculum Expectations	Essential Skills Tasks
<p>Navigating the Workplace, Grade 12, Open (GLN4O)</p>	<p>demonstrate the ability to use a process to reflect on their home, school, or work experiences (that is, describe their experience, assess their performance, set goals for future performance, identify strategies for achieving them, apply the learning in a new situation), and explain how this reflection process contributes to continuous learning;</p> <p>use a decision-making process to make informed choices (e.g., to select opportunities for learning, to prioritize workplace tasks) in the school, community, or workplace, and analyse the impact of their decisions on themselves and others;</p>	<p>Reflect on the education and career/life planning inquiry questions (<i>Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?</i>).</p> <p>Fill in your IPP to highlight the skills you developed in the module activities. Use authentic records such as the OSP Work Plan and OSP Community Involvement Worksheets to provide proof of skills demonstrations.</p> <p>Essential Skills: Reading Text (3) Document Use (3) Critical Thinking (2) Finding Information (2)</p> <p>OSP Work Habits: Organization Reliability Initiative Self-advocacy</p>
<p>Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS4O/GLE4O/GLE3O)</p>	<p>Planning for Learning identify a variety of resources (e.g., library, Internet, tutors, guidance office, school personnel, community agencies) available to support student learning;</p>	

Module 3 – Building Your Brand

Courses	Curriculum Expectations	Essential Skills Tasks
Career Studies , Grade 10 , Open, (GLC20)	Preparation for Transition and Change	Assess your online reputation.
Navigating the Workplace, Grade 12, Open (GLN40)	use appropriate decision-making and planning processes to set goals and develop a career plan;	Examine your social media profiles and postings on others' sites that are related to you.
Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS40/GLE40/GLE30)	Essential Skills for Work and Learning	Determine whether posts and pictures reflect the image you would like to portray to potential employers, schools and volunteer agencies.
Designing Your Future, Grade 11, Open (GWL30)	demonstrate effective use of learning and thinking strategies in school and in real or simulated workplace settings;	Essential Skills: Critical Thinking (2) Finding Information (2) Computer Use (2)
English, Grade 11, College Preparation (ENG3C)	demonstrate effective use of decision-making, goal-setting, and action-planning skills and strategies to prepare for transition to their first postsecondary destination	Adjust your privacy settings to ensure that your social media privacy is at the appropriate levels.
English, Grade 11, Workplace Preparation (ENG3E)	analyse their personal characteristics, strengths, interests, skills, and competencies to determine career-related goals;	Essential Skills: Computer Use (2)
English, Grade 12, College Preparation (ENG4C)	Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters	Create a schedule to specify when you plan to review and evaluate your pictures and posts online.
English, Grade 12, Workplace Preparation (ENG4E)	and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.	Essential Skills: Document Creation (no rating) Scheduling or Budgeting and Accounting (1)

Module 4 – Building Your Network

Courses	Curriculum Expectations	Essential Skills Tasks
Designing Your Future, Grade 11, Open (GWL30)	identify and expand the network of contacts that may assist them in accessing the “hidden” (unadvertised) job market in a field of interest;	Identify and choose networking opportunities to assist you in reaching your goals. Essential Skills: Finding Information (3) Reading Text (3) Decision Making (2) Computer Use (2)
<p>Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS40/GLE40/GLE30)</p> <p>English, Grade 11, College Preparation (ENG3C)</p> <p>English, Grade 11, Workplace Preparation (ENG3E)</p> <p>English, Grade 12, College Preparation (ENG4C)</p> <p>English, Grade 12, Workplace Preparation (ENG4E)</p>	<p>demonstrate an understanding of the importance of networking, mentorship, and self-advocacy to the achievement of postsecondary goals (e.g., work, travel, training, further education); and demonstrate understanding of how they help communicate meaning;</p> <p>Writing</p> <p>1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>Media Studies</p> <p>1. Understanding Media Texts demonstrate an understanding of a variety of media texts;</p> <p>2 Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p>	<p>Record notes as you conduct the research on building your network.</p> <p>Essential Skills: Writing (1)</p> <p>Read potential networking contacts’ social media postings to learn about their interests and to consider how best to communicate with them online or in person.</p> <p>Essential Skills: Reading Text (3) Oral Communication (2) <i>(if there is verbal contact with person who is a networking opportunity)</i></p> <p>Work Habits: Reliability Initiative Entrepreneurship Self-advocacy</p>

