



# Chalk Talk

Greetings | Feature | News | Career Planning

PLEASE SHARE CHALK TALK WITH YOUR COLLEAGUES !!!

## Letter from the Editor

Dear Educators,

I keep reading articles about young people who don't leave home after they finish school, sometimes until they're well into their 30's, opting to live in their parents' basements. I noticed this trend a few years ago when I hired a recent MBA graduate in her early-30's. She was bright, capable, articulate, and, at that time, sharing a house with three roommates. Even so, not able to make ends meet she reluctantly decided to move back in with her parents. Over lunch one day she asked my advice on how she could get her mother to stop treating her as a child.

Knowing how difficult it can be for adult children to live at home with their parents, I was curious as to whether she paid any rent. She responded that she didn't so that she could save money to live on her own but did contribute occasionally to food expenses. The disagreements she was having had to do with not wanting to share her daily schedule, say whether she would be home for dinner, or provide an expected time of return on work nights. It seemed her parents resented having to do all of the laundry, cooking, cleaning, food shopping and dog walking. I suggested to her, carefully, that an 'adult' pays rent, appreciates and participates in the work it takes to run a household, contributes financially, and considers that parents are hard-wired to worry about their children no matter their age.

As many from my generation, I left home after high school to attend university, returning home for summers to earn money for school. Once I graduated, it was time to live on my own full time. It wasn't easy to become independent but it was necessary. My son started high school this year and I am determined that he will not end up in the basement playing video games all day and staying up all night.

Times have changed. Students are staying in school longer, often earning more than one degree. Tuition and related costs are higher, life expectancy has increased along with the cost of living. The marriage option is often delayed, if chosen at all. Setting goals and becoming independent are more important than ever for young people. This week's issue of **Chalk Talk** features career planning information for students. CoEd Communications is dedicated to supporting the important work of teachers by providing resources on a range of topics for the classroom. We invite you to visit [www.4edu.ca](http://www.4edu.ca) to view the many free resources available.

Let us know what you think!

Mary Kovack

## New 'Career Connections' Resources, Fall 2009



## Insurance Institute

Choosing a career is one of the most important decisions of a young person's life. But as most people plan a career path for themselves, they overlook insurance. Why should they re-consider? Because the insurance industry offers a broad and diverse selection of interesting and rewarding career paths. And, because insurance can offer students a career that fits their personality and interests.

This Fall, the Career Connections program of the Insurance Institute of Canada received a face lift and a renewed and focused message for high school students and teachers. These career resources have been updated and are more robust than before. These include: a new career video, new brochure, new on-line career profiles, and a new '**Careers in Insurance**' curriculum guide and lesson plan for teachers of careers studies courses.

## Why Use These Career Resources?

Insurance affects virtually everything we do in life and in business and because insurance is all around us, the industry has a wide variety of careers to match the ambitions and interests of virtually all students, with the flexibility to change directions along the way. There are more than 110,000 Canadian working in the property & casualty insurance sector and it is an industry that reflects the faces and values of Canadian society.

[For more information, see **Website of the Week**, below]

*My mother wanted me to be a lawyer and I wanted to be an Actor. So I went to school, majored in theatre, and said 'Mom, I have to choose my own destiny. I want to be an actor.' A couple of weeks after I graduated college I called my mother up and said 'Can I borrow \$200?' and she said 'Why don't you act like you've got \$200.'*  
— Arsenio Hall, comedian



## CAREERCONNECTIONS™

find your place in insurance

Educators are invited to visit the **Career Connections Web site** to review all the career development tools available on-line. Simply go to the 'High School Student' section at [www.career-connections.info](http://www.career-connections.info) to view an 8-minute career video, read on-line career profiles and watch the short video clips for the 9 roles in insurance that are identified. You can order a free 'Careers in Insurance' teacher kit (*shown, right*) to lead the lesson, show the career video and handout career information to your students.

The Insurance Institute's revised **Career Connections** program makes it as easy as possible for teachers to bring the real world into the classroom and to help students find their place in the insurance sector. The Insurance Institute works on behalf of the entire insurance industry representing those who help manage home, auto and business risks. As one educator to another, its aim is to build a better understanding of insurance among tomorrow's consumers and to promote career opportunities in this little-known industry – as there are many opportunities currently and forecasted, given the changing demographics of those employed in the industry. It's relevant and timely to introduce insurance concepts and careers to high school students just as they are about to earn their driver's license, or leave home, or start a business or do some career exploration.



### The Ambassador Program

Request a classroom presentation provided by an industry professional, 'ambassadors', who can present the career video and their education and career journeys to your students. (Please note that though there are a number of Ambassadors throughout the country, it is possible there may not be an Ambassador in your region.) For more information, visit [www.career-connections.info](http://www.career-connections.info).

### Curriculum Connections



In addition to Career Connections and The Ambassador Program, the Insurance Institute's Web site presents a gateway to the many other classroom-ready resources that comprise the Curriculum Connections Program aimed at helping teachers and students build a better understanding of general insurance. Depending on your provincial curriculum, you may also have responsibilities for teaching about character development; making better decisions; personal, corporate and social responsibility; as well as personal and professional ethics. The Curriculum Connections program offers a number of teachers' resources, for order or download, to help you bring real world examples into the classroom and fulfill your curriculum objectives: **Know Your Risk, Risk Responsibility Reality, and You're IN Business.**



Please visit the 'Teacher' section at [www.career-connections.info](http://www.career-connections.info) for rubrics by subject and province that will demonstrate how these resources can fit with your curriculum. If you are in Ontario or British Columbia, you may also be interested in an ethics lesson plan using 'Lesson #5: Your People' in 'You're IN Business.' We've made it easy: you can download the lesson plan, access a PowerPoint presentation, register for the on-line ethics contest and then assign it as homework or as a test of the lesson.



To order any of these free resources, visit [www.career-connections.info](http://www.career-connections.info).

## Insurance is already part of everything you do.™

## MARK YOUR CALENDARS! Conferences & Workshops



Career Connections conducts workshops at teacher conferences throughout the year.

November 7: Ontario Business Educators' Association (OBEA) – Newmarket, ON

November 8 – 10: Ontario School Counsellors' Association (OSCA) – Toronto, ON

November 26 – 27: Career Education Society (CES) – Vancouver, BC

If you missed any of these November teacher conferences, check out future opportunities, [on-line](#).

### Education News and Related Articles

[64 years later, our WWII veterans still remember. Canada's World War II veterans are dying at the rate of 400 a week and with them go their stories](#) – TheStar.com, November 6, 2009

“... The war lives on at Sunnybrook. On many fronts. This is Canada's largest – and perhaps most prominent – veterans home, with 500 residents. Less than a dozen are from the Korean conflict, the rest from World War II. And they are an endangered species. More than 1 million Canadians and Newfoundlanders served during World War II. Today 163,450 remain. They're dying at a rate of 400 a week ... When [The Memory Project, a Historica-Dominion Institute program](#) to record World War II veterans' stories, came to Sunnybrook, the residents eagerly lined up. The average age of Sunnybrook residents is 88. So if not now, when?”

[The brain -- The link between exercise and more brainpower; Neuroscientists say parents who want to boost their children's mental performance should encourage kids to hit the road before they hit the books](#)  
-- Anne McIlroy, SCIENCE, The Globe and Mail, Nov. 6/09

“For years, many scientists believed that executive functions were inherited and largely immutable, at least without medication. Now, however, there is growing evidence that certain activities may boost that kind of brain power. Exercise could lead to enhanced mental performance, and so could a more playful approach to kindergarten that focuses on improving impulse control and other executive-function skills. Music lessons may also help, according to preliminary Canadian findings that suggest young musicians do better at certain mental exercises than their counterparts who haven't had formal training in music. The work offers the possibility of improving the performance of a wide range of students, from those who already get top marks to those with conditions such as attention deficit hyperactivity disorder that make it more difficult to learn. Experts say if training in executive functions is started early enough, it might even protect kids from developing some of those disorders. It is unclear, however, exactly how these activities change the brain. Some suspect that in the case of simple exercise, such as running on a treadmill, the explanation is better blood flow to the brain. But Adele Diamond, a neuroscientist at UBC, has a different perspective that suggests more complex forms of exercise, such as hockey or tennis, might be better for improving executive functions.”

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