

CAREER EXPLORATION LESSONS FOR SIXTH AND SEVENTH GRADES



A SUPPLEMENT TO THE TEACHER'S GUIDE



Career Exploration Lessons for Sixth and Seventh Grades

A Supplement to the Teacher's Guide



Table of Contents

Introduction	5
ABC's of Skills	7
Achieving Your Career	11
Ask an Employer.....	15
Avoiding Termination	19
Becoming A Proactive Worker	25
Body Language	29
Preparing for Career Exploration.....	35
Career Exploration	39
Career Fair.....	43
Career Terminology.....	49
Conflict Resolution	53
Dealing With Difficult Coworkers	57
Dress for Success.....	61
Ethics.....	65
Express Yourself	69
Future Career Choices: Conducting a Job Search	73
Getting Along With Your Boss.....	77
Job Interviews.....	81
Know Your Rights.....	85
Learning Styles: Which One Am I.....	89
Learning Styles: Auditory	97
Learning Styles: Tactile.....	101
Learning Styles: Visual	105
Mapping Your Future	109
More Than the Minimum.....	119
Office Etiquette.....	123
Organization in the Workplace	127
Overcoming Weaknesses.....	131
Personal and Professional Email Addresses	135
Personal Strengths.....	139
Resume Writing	143
Self-Assessment of Skills and Abilities	149
Telephone Etiquette	155
Time Management	159
Tomorrow's Jobs	165
Occupations with the Fastest Growth.....	166
Understanding Benefits.....	171
Where Do I Want To Be	177
Writing Professional Emails	181
You Are Unique	185
What Have You Learned	189

Introduction

Learning for Life endeavors to develop citizens who are physically, mentally, and emotionally fit; have a high degree of self-reliance, evidenced in such qualities as initiative, courage, and resourcefulness; have positive personal character; have the desire and skills to help others; understand the principles of global social, economic, and government systems; are knowledgeable about and take pride in their American heritage and understand our nation's role in the world; have a keen respect for the basic rights of all people; and are prepared to participate in and provide leadership for a global society.

Learning for Life has been developed to help fulfill this commitment to teaching all young people the importance of character development, social skills, life skills, good citizenship, and physical fitness. This is a classroom-based program to help students begin an in-depth assessment of their character and personal career search. It supplements and enriches the standard curricula and the student's career awareness.

The program takes the students through a step-by-step, developmental, decision-making process, helping each student become aware of their own strengths and uniqueness. Learning for Life provides the student with caring mentors and role models from the community, and gives each student an opportunity to learn the relevance of education and the necessity of staying in school. It enhances the students' awareness of what they need to learn in order to become productive members of society and why that is important to them. It also provides the students with examples of moral and ethical choices in the working world.

Program Methods

The sixth and seventh grade program features age-appropriate, theme-oriented lesson plans to be used in the classroom to guide students through career exploration. There are 36 lesson plans and five revised lesson plans in this supplement to the teacher's guide. They may be conducted by a Learning for Life representative, community role model, business leader, or classroom teacher.

Learning for Life incorporates an action-learning process and uses techniques such as role-playing, small group discussions, and scenario analysis. During the career exploration lesson plans, the students engage in critical thinking as they delve into such topics as workplace communication, job searches, and professional behavior analysis.

Lessons are designed to reinforce career education skills in various areas, such as critical thinking, behavior analysis, conflict resolution, problem solving, workplace expectations, and communication skills.

We suggest that at least one lesson be used each week. The discussion topics and activities in each lesson relate to one or more curricula subjects and should be helpful in meeting your school district's educational and developmental subjects.

In some instances, a lesson plan will offer more activities than time allows. It is at the discretion of the teacher to select which activities to conduct during the time allotted, or to decide to continue the lesson at another time.

Lesson plan topics are greatly enhanced by inviting community role models to share their expertise with the class.

ABC's of Skills

Career Education Focus:

1. Listing skills necessary for a career
2. Understanding diversity in the workplace
3. Applying skills to a career

Related Standards: English/language arts, technology, social studies

Lesson Objectives:

1. Differentiate between knowledge and skills
2. Compile a list of skills
3. Examine the usefulness of skills

Materials: ABC's worksheet, My Skills worksheet, pens and pencils

Procedures:

Explain to students that in addition to knowledge gained through the classroom, skills are also very important in achieving success in a career. Ask the students if they can name the differences between knowledge and skills.

Tell the students that everyone has different skills. There are some things you do better than your friends and there are some things they do better than you. Even though you can practice some skills and improve them, others are part of your personality. You may have a friend who is naturally good at multiplying. No matter how much you study and take notes in math class, they are still able to do it faster than you. That doesn't mean you aren't good at multiplying, though.

Tell students that they will be using today's worksheets to learn about skills, and that they may discover they have more skills than they realize.

Activity 1: Divide the students into small groups for the first worksheet. Pass out the ABC's worksheet. Explain that they are to come up with skills that start with each letter of the alphabet. Although the students are working as a group, each student in the group should fill out their own worksheet. They will need the completed worksheet for the second activity.

Activity 2: If the students have moved to work as a group, have them return to their original seats to complete the My Skills worksheet. Pass out the My Skills worksheet and explain to students that they are to use the skills from the first worksheet and pick at least four of those skills that they believe they possess. The students should list the skill and then briefly explain how it is useful.

Assessment: Check to make sure all students have completed their own worksheets accurately and thoroughly.

Reflection: Lead a class discussion on lessons learned. Were you able to develop a skill for each letter of the alphabet? Were you surprised at the number of skills you possess?

ACTIVITY 1

ABC's

Working together as a group, come up with at least one skill for every letter of the alphabet. Although you are working as a group, each person should fill out their own worksheet.

A-

B-

C-

D-

E-

F-

G-

H-

I-

J-

K-

L-

M-

N-

O-

P-

Q-

R-

S-

T-

U-

V-

W-

X-

Y-

Z-

ACTIVITY 2

My Skills

Using the list of the skills that your group came up with, pick out four skills you think you have from that list and give an example of how that skill is useful.

Skill 1 _____

Skill 2 _____

Skill 3 _____

Skill 4 _____

Achieving Your Career

Career Education Focus:

1. Developing research skills
2. Identifying requirements for potential careers
3. Identifying actions that can be taken now to prepare for careers

Related Standards: English/language arts, technology, social studies

Lesson Objectives:

1. Understand the importance of proper planning
2. Research potential careers
3. Learn to plan now for future careers

Materials: How Do I Become A...? worksheet, Planning for my Career worksheet, pens and pencils, Internet access

Procedures:

Conduct a class discussion about how to plan to achieve your desired career. Today students will be learning about part of the planning that goes into selecting a career.

Begin the discussion by asking students to name an exotic place they would like to visit. Let the group offer a few suggestions and choose one that is far away and not easily accessible (i.e., Hawaii, Italy, etc.). Ask the students how they would plan a trip from the classroom to this destination. Explain that to get there in the shortest time, they need a map to pick the route that is best for them.

Explain to students that just as they need a map when they take a trip, they also need a map to plan their journey from middle school to achieving the career they desire. Tell the students that, for example, a student may know they want to have a career where they “do something with computers.” Explain that depending on what they want to do, there are different routes for them to take after high school. For example, if they want to design Websites, they may want a two-year degree at a vocational school. If they are interested in pursuing more, they may obtain various certifications. If they are interested in possibly managing or owning a technology company, they would want to get at least a four-year degree at a university.

Activity 1: Pass out the How Do I Become A...? worksheet. Explain to students they are to use an Internet search engine like Google to research the education requirements and necessary skills for a career they are interested in pursuing. Encourage students who don't have an idea for a career to pick something that interests them and research it.

Activity 2: Pass out the Planning for My Career worksheet. Explain to students they are to use the space provided to write down ideas about exploring different careers.

Assessment: Check to make sure all students have completed both worksheets accurately and thoroughly.

Reflection: Lead a class discussion. How did you choose which career to research? Share what you can do now to prepare for the career you chose.

Resource Help: Adult volunteers to guide and supervise students as they access the Internet

ACTIVITY 1

How Do I Become A...?

Use the Internet to research what kind of education requirements there are for a career you are interested in. Also, try to find out what kind of skills you might need for that career.

Example:

I want to be a(n) teacher _____

Education Requirements:

Bachelor degree in the area I want to teach _____

Teaching certification _____

Master degree to increase income and teach at a college _____

Skills I Need:

math skills to keep track of students' grades _____

public speaking so I can talk in front of class of students _____

creativity so I can come up with activities for students _____

I want to be a(n) _____

Education Requirements:

Skills I Need:

Ask an Employer

Career Education Focus:

1. Understanding what is expected of teenagers in the workplace
2. Identifying ways to gain experience as a teenager

Related Standards: English/language arts

Lesson Objectives:

1. Examine questions they have about working as a teenager
2. Listen to a guest speaker
3. Examine what they have learned about working as a teenager

Materials: What Do I Want to Learn worksheet, What Did I Learn worksheet, pens and pencils

Procedures:

Arrange for a business person from the community who employs teenagers to talk to the students as a guest speaker. Be sure to provide a copy of the What Did I Learn worksheet as soon as possible before the presentation to the guest speaker so they can cover those questions.

Before the presentation, students should complete the What Do I Want to Learn worksheet.

Activity 1: Before the guest speaker begins the presentation, have the students complete the What Do I Want to Learn worksheet. Explain that in the first column, students should list facts they already know about working as a teenager. In the second column, students should list questions they hope will be answered by the speaker. In the third column, the students should list facts they have learned from the speaker.

Activity 2: After the guest speaker finishes the presentation, have the students complete the What Did I Learn worksheet. After students have had time to complete the worksheet, ask for volunteers to share their answers with the class.

Reflection: Conduct a class discussion on lessons learned.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

ACTIVITY 1

What Do I Want to Learn?

What Do I Know?	What Do I Want to Learn?	What Did I Learn?

ACTIVITY 2

What Did I Learn?

1. What are specific concerns employers have about teenage employees?

2. What are the benefits of employers hiring teenage workers?

3. How is the experience gained by working beneficial for teenagers?

4. What are some obstacles specific to teenage workers?

5. What skills do employers expect teenagers to have when they begin working?

6. What qualities do employers look for in potential employees?

7. What do employers view as negative qualities?

8. How can you make your resume stand out from other applicants?

9. What can you do during the application process to increase your chances of getting an interview?

10. How can you stand out during the interview process?

Avoiding Termination

Career Education Focus:

1. Identifying proper behavior for the workplace
2. Developing professional standards
3. Analyzing inappropriate workplace behavior

Related Standards: English/language arts

Lesson Objectives:

1. Assess activities and behavior that lead to being terminated
2. Evaluate inappropriate behaviors in the workplace
3. Evaluate inappropriate behaviors

Materials: Inappropriate Behavior worksheet, Correcting Behaviors worksheet, pens and pencils

Procedures:

Explain to students that this lesson will discuss activities and behaviors in the workplace that lead to being terminated. Tell the students that part of being a working adult is recognizing the responsibility that comes with your career.

Discuss the following behaviors/activities that can lead to termination:

1. Taking office supplies, such as pens or paper
2. Using company money or resources for personal use
3. Not learning what your responsibilities or duties are
4. Complaining about your job or coworkers
5. Writing about your job on blogs or social networks
6. Letting your personal life interfere with your job
7. Taking long lunches or leaving early; calling in sick too often
8. Gossiping
9. Using your work computer for personal use—instant messaging, Internet

Ask students for ideas of more behaviors that would not be appropriate for the workplace. Also ask the students if there are any behaviors they want to discuss to determine whether they are appropriate.

Activity 1: Pass out the Inappropriate Behaviors worksheet. Explain to students they are to read the list of behaviors and circle the ones they believe are not appropriate for the workplace. After students have had time to complete the worksheet, discuss it with the class and clarify any misconceptions they may have about any of the behaviors.

Activity 2: Pass out the Correcting Behaviors worksheet. Explain to students they are to read the scenarios and correct the behaviors they think are not appropriate. After students have had enough time to complete the worksheet, ask for volunteers to share their answers.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. What are some inappropriate behaviors in the workplace? What are appropriate behaviors in the workplace?

ACTIVITY 1

Inappropriate Behaviors

Circle behaviors you think are **inappropriate** for the workplace.

- Arriving to work 15 minutes late.
- Bringing a doctor's note to work after you have called in sick.
- Offering to help your coworker with a project.
- Instant messaging your friends when you don't have any work to do.
- Complaining to your coworkers about your boss.
- Asking your boss if you can talk to them about a problem you're having in the office.
- Calling in sick because you were up late the night before.
- Telling your coworker you can't help them because it's not part of your job.
- Waiting until your lunch break to talk to your coworker about your plans for the weekend.
- Writing a message on Facebook or tweeting about your coworker who was fired.
- Asking your boss if you can help with anything when you have finished your work.

ACTIVITY 2

Correcting Behavior

Read the following scenarios and use the space provided to write what the worker did wrong and what they should have done instead.

Shannon was on her way back to work from her lunch break. As she drove back, she noticed her favorite store was having a sale. She stopped at the store and browsed for a while before eventually returning to work. Shannon ended up being 30 minutes late.

Jacob has been frustrated with his new boss at work. He thinks his boss doesn't like him because he won't trust Jacob with more responsibility. After one of Jacob's coworkers was given a promotion instead of Jacob, he logged onto his Facebook page and posted a message describing how mean his boss was.

Tom is taking college classes at night while working in the office during the day. One day he didn't have his homework ready for class, so while at work he did his homework at his desk. When he was about to leave for class, he realized he didn't have a pen or notebook for class, so he went to the supply closet in the office and took a pen and notebook to use in class.

Michael is working on an important project at his desk that he has to finish by the end of the day. He stops to check his email and sees he has an email from his best friend. Michael notices that his boss has gone to lunch, so he logs onto his instant message program and talks to his friend for the next hour until his boss gets back from lunch.

Becoming A Proactive Worker

Career Education Focus:

1. Analyzing workplace conflict
2. Contrasting appropriate and inappropriate workplace behaviors

Related Standards: English/language arts, technology, social studies

Lesson Objectives:

1. Differentiate between “proactive” and “reactive”
2. Examine and analyze conflict scenarios
3. Rewrite reactive statements as proactive statements

Materials: Proactive or Reactive worksheet, Be Proactive Instead worksheet, pens and pencils

Procedures:

Explain to the group that there will be times in their career when they will have to make a decision to be proactive or reactive. Ask the group if they know the definitions of “proactive” and “reactive.” Explain that “reactive” refers to an action caused by being stressed or upset. Explain that “proactive” refers to an action done in anticipation of a future problem or need. Ask for a volunteer from the group to restate the definitions in their own words to ensure they understand.

Tell the students that even though they are learning about being proactive to help them deal with difficult situations in their career, the same principles can be applied now to conflicts with their teachers and/or classmates at school. Ask the students to volunteer experiences they have had with conflict at school—without naming names. Ask them to share with the group, if they feel comfortable, how they dealt with the conflict. Share examples from your personal experience about times that you have had to deal with a difficult situation in work or school. After sharing with the group what the conflict was, ask the group if they can come up with both proactive and reactive ways to deal with the conflict.

Explain to the students that it is important to learn to be proactive in order to be mature and professional. Tell the students that many times one reactive response leads to even more reactive responses from other people, but a proactive response can stop a conflict before it gets out of hand.

Activity 1: Pass out the Proactive or Reactive worksheet. Explain to students that they need to read both of the scenarios and determine if the person acted proactively or reactively. Tell them to write their answer in the space provided and explain why they chose their answer.

Activity 2: Pass out the Be Proactive Instead worksheet. Explain to students they should read each reactive statement and rewrite it to make a proactive statement. Use the sample group of answers if the students are struggling with the exercise.

Assessment: Check to make sure all students have completed both worksheets accurately and thoroughly.

Reflection: Lead a class discussion on lessons learned. What does it mean to be proactive? What does it mean to be reactive? Why is it better to be proactive?

ACTIVITY 1

Proactive or Reactive

Read the following scenarios and decide if they were handled in a proactive or reactive way. Explain why you picked your answer.

Kate and Juliet have been best friends for several years. One morning when they are riding the bus to school, Kate is excited to tell Juliet about her birthday presents from the night before. Juliet acts happy for Kate and the two spend the bus ride talking about Kate's birthday presents. Later that same day, Kate overhears Juliet telling one of their other friends about how rude Kate was for "bragging" about her birthday presents during the entire bus ride.

During the bus ride home, Kate apologizes to Juliet for spending the bus ride that morning talking about her new things without letting Juliet know she overheard her earlier. Kate then asks Juliet what she wants to talk about on the way home.

Was Kate proactive or reactive? How can you tell?

Best friends Jack and John are on the school basketball team. One day at practice, all of the other players come up to Jack and tell him they heard that he doesn't like any of them. Jack tells them he wants to be friends with them and has never said anything bad about them. The other players tell him what John told them, that Jack didn't like any of them.

Jack is angry at John for spreading a rumor about him. He decides he is going to get back at John by spreading a mean rumor about him.

Was Jack proactive or reactive? How can you tell?

ACTIVITY 2

Be Proactive Instead

Rewrite each of these reactive statements into a more positive, proactive decision.

I'll try if I have time.

That's just the way I am.

You don't know what you're talking about.

I can't do this.

You ruined my weekend.

Possible answers to the preceding statements:

I'll try if I have time. (I will make time for this because it's important.)

That's just the way I am. (I can work toward being a better and more mature person.)

You don't know what you're talking about. (I should listen because you may know more about this than I do.)

I can't do this. (I will practice and keep trying until I can do this.)

You ruined my weekend. (I can still have a good weekend even though you are in a bad mood.)

Body Language

Career Education Focus:

1. Understanding the effects of body language
2. Identifying appropriate behavior for the workplace

Related Standards: English/language arts

Lesson Objectives:

1. Discuss different types of body language and their effects
2. Model communicating nonverbally

Materials: Guess My Emotion worksheet, Find My Group worksheet, Nonverbal Communication worksheet, pens and pencils

Procedures:

Conduct a class discussion about the effects of body language in the workplace. Explain to students they must be aware of their body language so they do not send the wrong signals to their coworkers and boss. Ask the students if they can think of positive and negative examples of body language.

Discuss the following examples of body language and how they are interpreted:

- Standing with your hands on your hips—Aggressive
- Standing upright—Confidence
- Arms crossed on your chest—Defensive
- Resting your hand on your cheek—Thinking
- Touching or rubbing your nose—Doubt, lying
- Resting your head in your hands—Boredom
- Tapping your fingers—Impatience
- Biting your nails—Nervous, insecure
- Playing with your hair—Insecure
- Rubbing your eyes—Disbelief, doubt

Activity 1: Before the lesson begins, make copies of the Guess My Emotion worksheet provided. Divide students into small groups and provide each group with a list of emotions cut into strips. Each student will take two strips. Instruct the students not to show anyone else in their group which strips they have. Students will take turns acting out the emotions they were given to their group. The rest of the group will try to guess what emotions the student is attempting to convey. The instructor should monitor each group to make sure all students have an opportunity to act out their selected emotions before time is up. After the groups have finished, conduct a discussion about what students learned during the activity.

Activity 2: Before the lesson begins, make copies of the Find My Group worksheet provided so there will be one per student. Put the list of emotions in a box or bag and have each student draw one out. Tell the students their goal is to find everyone else in the room with the same emotion as them without talking. They must use nonverbal communication to find the other students with the same emotion as them. After the students have completed this activity, pass out the Nonverbal Communication worksheet. Explain to students they are to answer the questions based on their experiences during this lesson. After students have had enough time to complete the worksheet, conduct a class discussion about what they have learned.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. What can nonverbal communication say about you? How can nonverbal communication be helpful? What types of nonverbal communication can be negative?

ACTIVITY 1

Guess My Emotion

Cut out a copy of each emotion for every group so that each student will receive two emotions. Instruct them not to show anyone else their paper.

Happy	Frustrated
Mad	Sleepy
Bored	Impatient
Sad	Nervous
Confidence	Lying

ACTIVITY 2

Find My Group

Happy

Frustrated

Mad

Sleepy

Bored

Impatient

Sad

Nervous

Confidence

Lying

Nonverbal Communication

1. What emotions were the easiest for you to communicate through body language? Why?

2. What emotions were the hardest for you to communicate through body language? Why?

3. During the group activities, which types of body language were the easiest for you to understand? Why?

4. During the group activities, which types of body language were the hardest for you to understand? Why?

5. What ways can body language affect a workplace either positively or negatively?

6. What else have you learned about body language in today's lesson?

Preparing for Career Exploration

Career Education Focus:

1. Identifying prior knowledge of career exploration
2. Identifying questions about career exploration

Related Standards: English/language arts

Lesson Objectives:

1. Establish expectations for this series of lessons
2. Recognize questions they hope to answer during this series of lessons

Materials: Self-Survey worksheet, Self Survey II worksheet, pens and pencils

Procedures:

Explain to students that during the next lesson, they will begin to explore various careers. Briefly discuss the following topics with students as examples of topics they will cover during this unit:

- Learning what is appropriate behavior in the workplace
- Exploring different career options
- How to look for a job
- Identifying your personal strengths
- Learning how to interact and communicate with coworkers
- How to set goals now for their future careers

Allow the students a few minutes to discuss any career goals they have already set for themselves.

Activity 1: Pass out the Self-Survey worksheet. Explain to students this worksheet will help them focus on what they hope to gain during this series of lessons about career exploration. Tell the students to answer the questions as thoroughly as they can. After the students have had enough time to complete the worksheet, read through the questions and give students opportunities to share their answers with the class.

Activity 2: Pass out the Self-Survey II worksheet. Explain to students this worksheet will also help them start thinking about their future career and what they would like to learn during this series of lessons. After the students have had enough time to complete the worksheet, ask for volunteers to share what they have written.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned and expectations for the upcoming Career Exploration lesson. How did this exercise help you? What do you expect in the upcoming Career Exploration lesson?

ACTIVITY 1

Self-Survey

1. What kind of careers are you interested in exploring?

2. Why do these careers interest you?

3. What do you hope to learn about these careers during this series of lessons?

4. What questions do you have about careers that you hope to answer during this series of lessons?

ACTIVITY 2

Self-Survey II

Read the following statements and circle whether or not the statement applies to you.

I want to go to college after high school.	YES	NO
I want to go to vocational/technical or trade school.	YES	NO
I want to start working after high school.	YES	NO
I have family or friends encouraging me to attend college.	YES	NO
When I have a job, I want to work with my hands.	YES	NO
I want to work inside or in an office.	YES	NO
I want to work outside.	YES	NO
I want to work with people.	YES	NO

1. Do you have any hobbies or interests that could relate to a career that interests you?

2. Does anyone you know have a career that interests you? If so, what questions could you ask them to learn more about the career?

Career Exploration

Career Education Focus:

1. Exploring potential careers
2. Identifying diverse career options

Related Standards: English/language arts, technology

Lesson Objectives:

1. Discuss careers in a field that interests them
2. Examine a possible career in their chosen field
3. Evaluate what they have learned about the career they have researched

Materials: Career Exploration worksheet, What Have You Learned worksheet, pens and pencils, Internet access

Procedures:

Tell the students they will be exploring careers during this lesson. Encourage them to explore careers they have not previously researched, and explain that they may develop new interests as they research careers.

Discuss the following questions with the students:

1. What is career exploration? Why is it important to begin exploring careers now?
2. What career fields already interest the students?
3. Do any students know someone who works in the field that interests them?
4. Do students have any questions about a career field that they hope to answer during the lesson?

Activity 1: Pass out the Career Exploration worksheet. Have students access the following Website: www.bls.gov/k12/index.htm. Tell the students they are to pick one of the 12 career groups listed that interests them. They should then pick a career in that group to research, and use the information on the corresponding page to answer the questions on the worksheet. After students have had time to complete the worksheet, ask for volunteers to share what they have learned.

Activity 2: Pass out the What Have You Learned worksheet. Tell students they are to use the information from the career they chose on the first worksheet to answer these questions. After students have had time to complete the worksheet, ask for volunteers to talk about whether they became more or less interested in the career after researching it.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately in their own words.

Reflection: Lead a class discussion on lessons learned. What career did you choose to explore and why? Describe what you learned about the career you chose.

ACTIVITY 1

Career Exploration

In your own words, answer the following questions about the career you chose.

1. What career did you choose to explore? Why did you choose this career?

2. What does a person with this job do?

3. What kind of education would you need to have this job?

4. Approximately how much money would you make with this job?

5. How many of these jobs are there in the United States?

6. What is the future for this job? Will it become more or less popular? Why?

7. What are jobs that are similar to this one?

ACTIVITY 2

What Have You Learned

1. What interested you about the career you chose to explore?

2. What did you learn about the career?

3. After exploring the career, are you more or less interested in the career? Why?

Career Fair

Career Education Focus:

1. Developing a professional work ethic
2. Preparing for career situations

Related Standards: English/language arts

Lesson Objectives:

1. Assess strategies for success at career fairs
2. Prepare for a mini-interview
3. Research potential companies for a job fair

Materials: Promoting Yourself worksheet, Company Research worksheet, Internet access

Procedures:

Conduct a class discussion about career fairs. Ask the group if they know the definition of a career fair. If they do not know, explain that a career fair is when a group of businesses gather in one location open to the public to meet with job seekers. Tell the students many colleges will host career fairs for businesses interested in hiring new college graduates. This lesson will prepare the students for success when they attend a career fair.

Discuss the following strategies for success at a career fair:

- * If necessary, sign-up for the fair. Some career fairs require registration ahead of time and will not admit anyone who isn't registered. If possible, also submit your resumes to the career fair ahead of time.
- * Bring enough resumes. Make sure that you have enough resumes to hand out to any companies that interest you.
- * Dress professionally. It is possible that some companies may conduct interviews at a career fair, so be prepared to look professional.
- * Research what companies will be represented at the career fair. By finding out who will be present at the fair ahead of time, you can visit every company that interests you while saving time looking for a company that isn't present.
- * Be prepared for "mini-interviews." If there is a large crowd at the career fair, you may only have a couple of minutes to make an impression. Be ready to make yourself stand out in a short amount of time.
- * After the job fair, follow-up with companies that interest you. Make contact with a specific person from the company at the job fair and check-in with them a few days later. This will help you stand out from the crowd.

Activity 1: Pass out the Promoting Yourself worksheet. Explain to students they are to answer the questions as if they are preparing for a two-minute mini-interview with a company at a job fair. For this activity, the students can assume the company is in any field that interests them. After students have had time to complete the worksheet, ask for volunteers to share their answers. Encourage students to address the class as if they are speaking to a potential employer at a job fair.

Activity 2: Pass out the Company Research worksheet. Explain to students they are to research three different companies on the Internet as if they are preparing for a real job fair. Encourage students to choose companies in fields that interest them. Once students have had time to complete the worksheet, ask for volunteers to share their answers with the class.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. What did you learn about yourself by doing this exercise? Why is it important to research a company before applying for a job?

ACTIVITY 1

Promoting Yourself

1. What qualities do you have that you would want to tell a potential employer about?

2. What would make you a good fit for this company?

3. Why are you interested in working for this company?

4. What makes you stand out from other potential employees at the job fair?

5. Write down two questions you could ask the company to demonstrate you researched and prepared for the job fair.

6. Why do you think it's important to follow up with the business a few days later?

ACTIVITY 2

Company Research

Company 1

Company Name _____

What type of company is this? How do they make money?

Why are you interested in this company?

What are some questions you could prepare before the job interview to ask a company representative?

Find at least three facts about this company that you could use at the job fair to show the company representative you have researched their company.

Company 2

Company Name _____

What type of company is this? How do they make money?

Why are you interested in this company?

What are some questions you could prepare before the job interview to ask a company representative?

Find at least three facts about this company that you could use at the job fair to show the company representative you have researched their company.

Company 3

Company Name _____

What type of company is this? How do they make money?

Why are you interested in this company?

What are some questions you could prepare before the job interview to ask a company representative?

Find at least three facts about this company that you could use at the job fair to show the company representative you have researched their company.

Career Terminology

Career Education Focus:

1. Understanding commonly used career terms
2. Developing professional communication skills

Related Standards: English/language arts

Lesson Objectives:

1. Establish importance of understanding career terminology
2. Define commonly used career terms
3. Solve a puzzle using career definitions

Materials: Career Definitions worksheet, Career Crossword worksheet, pens and pencils, Internet access

Procedures:

Conduct a class discussion on the importance of understanding career terminology. Ask students for examples of areas that have their own “lingo,” such as the Internet and sports.

Ask students to share experiences when they have not understood instructions or a situation because they were unfamiliar with the terminology being used. Give examples of why it is important to understand commonly used terms in career exploration, such as knowing the difference between full- or part-time employment and internships, or being able to properly fill out a job application.

Explain different strategies students may use to find out definitions for terms they are unfamiliar with, such as:

- Looking up the definitions in a dictionary
- Using an online source, such as www.dictionary.com or www.m-w.com
- Using a search engine, such as Google, to look up unfamiliar words or phrases

Activity 1: Pass out the Career Definitions worksheet. Explain to students they are to use the Internet to look up definitions for each of the words and phrases listed. After students have had enough time to complete the worksheet, ask for volunteers to share their answers.

Activity 2: Pass out the Career Crossword worksheet. Explain to students they are to use the vocabulary words they have learned today to fill in the puzzle.

Assessment: Check to make sure all students found appropriate definitions for the Career Definitions worksheet. Check to make sure all students correctly filled out Career Crossword.

Reflection: Lead a class discussion on lessons learned. What are benefits? Why are they important to consider when looking for a job? What is the difference between an intern and job shadowing?

ACTIVITY 1

Career Definitions

Look up definitions for each of the following words related to career exploration on the Internet.

background check:

benefits:

contract:

cover letter:

intern:

interview:

job shadow:

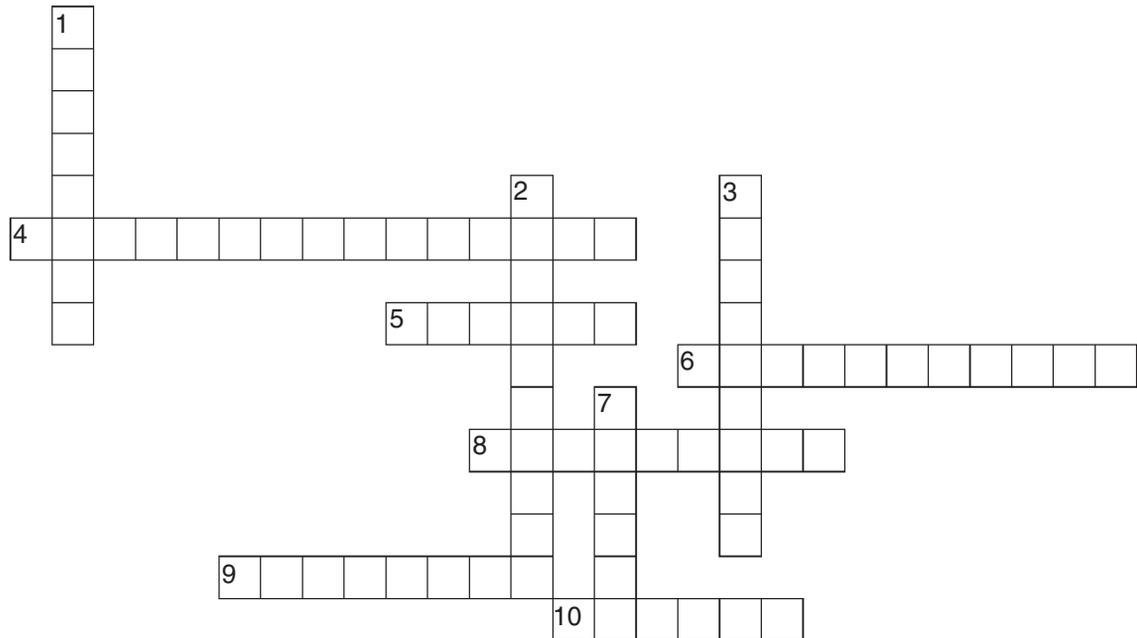
mentor:

references:

resume:

ACTIVITY 2

Career Crossword



Across:

4. Used by employers to make sure you were telling the truth on your resume (two words)
5. A temporary position, usually during a summer or semester, that provides experience
6. Attached to your resume, this letter describes your strengths and experience (two words)
8. A meeting between you and your potential employer to show why you would make a good employee
9. Payment for your work other than money, such as vacation time and insurance
10. An experienced worker you can go to for advice

Down:

1. An agreement between you and your company
2. A group of people who will tell a potential employer about your strengths and experience
3. Brief visits to a business where you observe workers and ask questions
7. A summary of your education, accomplishments, and experience

Conflict Resolution

Career Education Focus:

1. Identifying appropriate workplace behavior
2. Understand mature techniques to resolve conflict

Related Standards: English/language arts

Lesson Objectives:

1. Appraise techniques to resolve workplace conflict
2. Resolve conflict scenarios
3. Evaluate what they have learned about conflict resolution

Materials: Conflict Scenarios worksheet, Conflict Resolution Journaling worksheet, pens and pencils

Procedures:

Conduct a class discussion about conflict in the workplace. Begin by asking students if any of them have experienced conflict that was difficult to resolve. Ask the students if they have any ideas about how to properly resolve conflict.

Discuss the following types of positive and negative conflict resolution:

- Accommodate (neutral)—One person gives in to another, whether they want to or not. They do this because they believe ending the conflict is more important than winning. This is a positive technique because the conflict is resolved, but the accommodator may eventually become frustrated with “giving in” to every conflict, thus leading to negative outcomes.
- Avoidance (negative)—This is most often a negative solution. Both sides avoid the conflict, which can be helpful in minor conflicts. But for an important conflict, this is a negative solution because people try to avoid the issue, even though it won’t go away and will eventually grow into a larger problem.
- Collaborative (positive)—This strategy involves a group of people working together to reach a solution that meets the needs of everyone involved. It is most useful when there is a group of people involved in the conflict, when previous attempts to resolve the conflict have failed, or when the conflict is important and must be resolved.
- Competitive (negative)—This strategy is most often used by a boss or supervisor. They use their power to make a decision when there is an emergency and the conflict must be resolved immediately. This style may be used after other styles have failed. This leads to a negative outcome in conflicts that are not emergencies, because people affected by this decision can have their feelings hurt and become resentful.
- Compromise (positive)—This strategy attempts to partially satisfy everyone involved in the conflict. It requires everyone involved to give up something in order for everyone involved to get something they want. This strategy is useful when a deadline is approaching and there is not a clear decision of what is best for everyone.

Activity 1: Pass out the Conflict Scenarios worksheet. Explain to students they are to read each scenario and use the techniques they have learned to resolve the conflict. Tell the students to list which technique they would use and then explain how they would use that technique to resolve the conflict. Explain to students there may be more than one method to resolve the conflict. After students have had enough time to complete the worksheet, conduct a class discussion about how they resolved the conflicts.

Activity 2: Pass out the Conflict Resolution Journaling worksheet. Explain to students they are to answer each question using information they have learned from this lesson. Tell the students that since the answers should be based on their own thoughts and experiences, there are no right answers. After students have had enough time to complete the worksheet, conduct a class discussion about each of the questions. Since the students' answers may be personal, they may not want to share their answers.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. Why is conflict resolution important in the workplace?

ACTIVITY 1

Conflict Scenarios

Your supervisor called a staff meeting to discuss a major project you will be working on with a coworker. Your supervisor is a “baby boomer” (born 1946-1964), you are “generation X” (born 1965–1980), and your coworker is a “millennial” (born 1981-1999). As the meeting begins, you quickly discover that each employee views the project differently, and has a different work style and ethic. The discussion becomes heated and progress is not being made because of conflicting work styles and communication difficulties between the different generations. How can the conflict be resolved?

You and a coworker, Juliet, are planning an office birthday for your boss. You have picked out all the decorations and it is time to order the cake. You think your boss would want a chocolate cake, but Juliet insists on ordering an ice cream cake because it is her favorite. The two of you discuss it for awhile, but neither one of you will give in and you are both becoming frustrated. How can this conflict be resolved?

You work in an office with cubicles. The coworker next to your cubicle, Milton, listens to the radio all morning, which is very distracting for you. When you try to explain your problem to your boss, he tells you he doesn’t have time to deal with it right now. He says that you and Milton need to resolve the problem together. How can this conflict be resolved?

ACTIVITY 2

Conflict Resolution Journaling

After learning the different types of conflict resolution, which technique do you feel most comfortable using? Why?

How can you begin using these conflict resolution techniques in your life now?

Can you think of a recent conflict that would have had a more positive outcome if you had used one of the techniques? Describe it and what technique you would use without using anyone's real name.

How can learning these conflict resolution techniques benefit you when you begin your career?

What is the most important thing you have learned about conflict resolution in today's lesson?

Dealing With Difficult Coworkers

Career Education Focus:

1. Identifying how to handle office conflict
2. Developing professional maturity
3. Preparing for difficult situations in the workplace

Related Standards: English/language arts

Lesson Objectives:

1. Discuss how to interact with difficult coworkers
2. Critique scenarios with difficult coworkers
3. Formulate plans to handle difficult coworkers

Materials: Handling a Difficult Situation worksheet, What Would You Do? worksheet, pens and pencils

Procedures:

Tell the students this lesson will explore strategies to deal with difficult coworkers. Ask the students if they have ever had to work together on a project with someone who was difficult. Allow students to share their experiences, but remind them to not use anyone's name.

Discuss the following examples of strategies with the students:

- Forgive the coworker if they did something to hurt you
- Decide if it is really important for the coworker to know you are right
- Don't respond or wait to respond if someone says something negative
- Don't talk with a coworker about your negative feelings for another coworker
- Try to understand how your coworker feels
- Try to understand how other people see your actions
- Look for lessons to be learned through the conflict
- Ask yourself what is the worst case scenario if you do or do not respond
- Avoid heated discussions or raising your voice
- Step outside or close your office door for a few minutes to calm down
- Be nice to someone, even if they aren't nice to you

Activity 1: Pass out the Handling a Difficult Situation worksheet. Explain to students they are to read the scenarios and use the space below to explain what they think the person should have done differently. After the students have had enough time to complete the worksheet, ask for volunteers to share their answers.

Activity 2: Pass out the What Would You Do? worksheet. Explain to students they are to read the scenarios and use the strategies they have learned to answer how they would resolve the scenarios. After the students have had enough time to complete the worksheet, ask for volunteers to share their answers.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. What will you take away from this lesson that will help you in the workplace?

ACTIVITY 1

Handling a Difficult Situation

Read the following scenarios and analyze John’s reaction to his coworkers. Use the space below the scenarios to write what John should have done differently.

John works in a cubicle between Claire and Kate, who are best friends. Whenever Claire or Kate wants to say something to the other, instead of getting up and going to the other person’s cubicle, they raise their voice and talk back and forth from their own cubicles. One day while they were talking back and forth, John became frustrated because he couldn’t concentrate on his work. He stood up and said, “You two need to shut up because some people are trying to work.”

What should John have done differently?

Richard leaves his cell phone on his desk during the day. He keeps the ring tone volume turned up all the way so he can hear it ring if he is away from his desk. One day he left it on his desk while he went to lunch. Jacob is in the cubicle next to Richard, and every few minutes when Richard was at lunch, his cell phone rang and Jacob had to listen to the ringtone play over and over because Richard wasn’t there to answer it. Finally, Jacob had enough, and he walked over to Richard’s desk and took the battery out of the cell phone.

What should Jacob have done differently?

ACTIVITY 2

What Would You Do?

Read the following scenarios and use the space below to write what you would do to resolve the conflict.

Every morning when you are beginning to work, your coworker Juliet comes to sit in your cubicle with you. Even though you are trying to respond to emails and return phone messages, Juliet spends at least 30 minutes telling you about everything she did the night before. Lately, you have noticed your boss watching the two of you every morning and you are afraid of getting in trouble for talking too much during work.

Using the strategies you learned in this lesson, how would you resolve the situation?

Your cubicle is next to Miles. During the afternoon while you are trying to work, he listens to music through his computer speakers. At first you didn't mind because the music wasn't very loud. But lately he has been playing the music louder, and some of the music has offensive lyrics.

Using the strategies you learned in this lesson, how would you resolve the situation?

Dress for Success

Career Education Focus:

1. Developing awareness of expectations in the workplace
2. Identifying appropriate dress for the workplace

Related Standards: English/language arts

Lesson Objectives:

1. Compare types of dress code.
2. Distinguish between appropriate and inappropriate dress for the workplace.

Materials: Dress for Success worksheet, Appropriate Clothing for the Workplace worksheet, pens and pencils

Procedures:

Explain to students that proper dress includes clothing that is clean, not torn, fits properly, is not revealing, and does not have offensive writing. It should not be something you would wear to the beach, to do yard work, or exercise.

Tell students that each workplace is unique in their dress code. Depending on the specific dress code for their environment, they will need to follow the code for business formal, business professional, business casual, or casual.

Business formal is at the highest level of the dress code. It is conservative, usually a dark business suit, dress shirt with a tie, and dress shoes. For women it is a suit with a skirt, hose, and closed toe/heel shoes.

Business professional dress is generally used for interviews, office visits, and career fairs. You should wear a conservative suit with the jacket and pants or skirt matching in both fabric and color. A dress is also acceptable.

Business casual is the most common dress code you will see. It should be conservative and nice. Button down shirts, pants, blouses, sport coats and skirts are appropriate. Business casual shoes do not include athletic shoes or flip flops. Skirts should be knee-length or longer. Hats are not appropriate in the workplace.

Casual wear is the most difficult dress code to understand. It should still be work-appropriate, which means neat and conservative. Jeans are ok with polo shirts or button-downs. A t-shirt may be acceptable if it is in good condition and does not have a slogan or ad on it.

Activity 1: Pass out the Dress for Success worksheet and have students complete it.

Activity 2: Pass out the Appropriate Clothing for the Workplace worksheet and have students complete it. Ask for volunteers to share their answers and discuss any inappropriate responses.

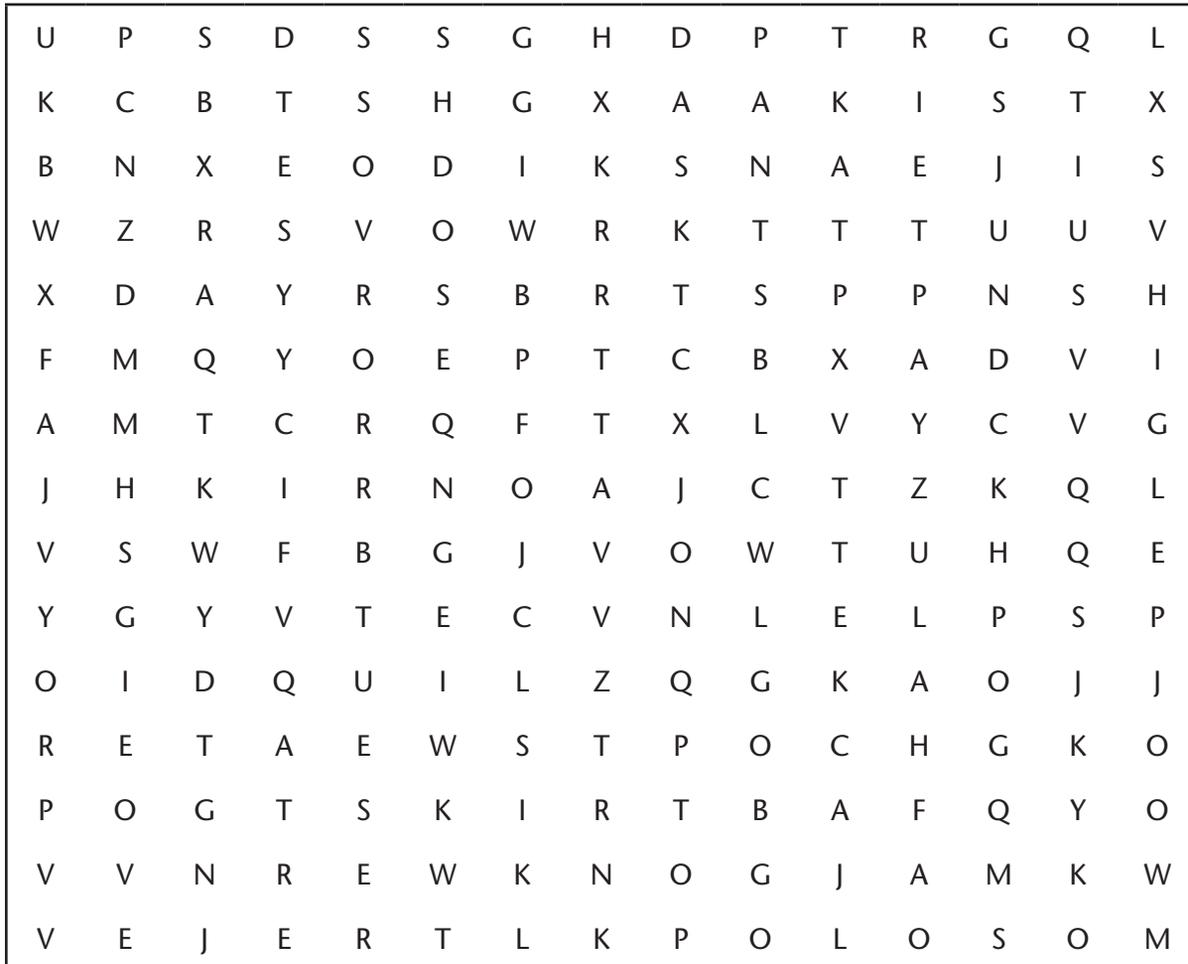
Assessment: Make sure students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on material covered. Have you ever had a job that required a uniform? Defend the need for a dress code or the lack of a dress code in certain businesses.

ACTIVITY 1

Dress for Success

Find the 15 items listed below in the word search puzzle. These items may be worn in the workplace.



BELT
BOOTS
DRESS
HOSE
JACKET

JEANS
LOAFERS
PANTS
POLO
SHIRT

SKIRT
SOCKS
SUIT
SWEATER
TIE

ACTIVITY 2

Appropriate Clothing for the Workplace

Circle 10 items that are not appropriate for the workplace.

Jeans

Skirt

Offensive t-shirt

Slacks

Flip flops

Athletic shoes

Revealing clothing

Ripped jeans

Shirt with company logo

Sweatpants

Sweater

Turtleneck

Short shorts

Suit

Dirty shirt

Uniform provided by employer

Tank top

Hat

Slacks

Dressy capris

Career Education Focus:

1. Understanding how to resolve ethical issues at work
2. Developing professional behavior standards

Related Standards: English/language arts

Lesson Objectives:

1. Discuss how to resolve ethical problems
2. Assess steps taken to resolve ethical problems
3. Journal responses to questions about ethics

Materials: What Would You Do worksheet, Ethics Journal worksheet, pens and pencils

Procedures:

Begin the class discussion by asking the students if they know what ethics are. Explain that ethics are deciding what is right or wrong, as well as knowing responsible and appropriate ways of conducting yourself.

Discuss the following steps to make an ethical decision with the students:

1. Identify the problem.
2. List all facts that affect your decision.
3. Identify people who would be affected by your decision.
4. Identify what each person would want you to do.
5. List at least three pros and cons for each option.
6. Choose the best, most ethical option.

Ask the students if they have ever had an ethical problem that was hard to resolve. Ask for volunteers to share their experiences. Be sure to tell the students not to use anyone's real name. Ask the students how it would have been easier to resolve the problem using the steps they have learned.

Activity 1: Pass out the What Would You Do worksheet. Explain that students are to follow the steps they have learned to resolve the ethical problem on the worksheet. Tell the students to write under each step how they have applied that step to the problem. After students have had enough time to complete the worksheet, lead a class discussion about the problem.

Activity 2: Pass out the Ethics Journal worksheet. Explain to students they are to journal their thoughts about each question. Remind students there is not a right or wrong answer; they are simply to write what they think about each question. After students have had enough time to complete the worksheet, ask for volunteers to share their thoughts.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. What are ethics? Express what having good ethics says about you as a person.

ACTIVITY 1

What Would You Do?

Follow the directions for each step to make the best decision in resolving the ethical problem.

Your teacher gave you a take-home test that you were supposed to finish over the weekend. You spent the weekend at your friend's house and forgot about the test. You realize when you get to class on Monday that you didn't finish your test. The person who sits in front of you has lost their test, but you find it under your chair. You know that you can erase their name and write yours on the test, and turn it in and no one will know what you've done.

1. Identify the problem.

2. List all facts that affect your decision.

3. Identify people who would be affected by your decision.

4. Identify what each person would want you to do.

5. List at least three pros and cons for each option.

6. Choose the best, most ethical option.

ACTIVITY 2

Ethics Journal

Use the spaces below to journal your thoughts about each question. Explain why you chose your answer.

Is it ethical to cheat on a test or homework?

Is it ethical to tell your teacher if you know one of your friends cheated on a test?

Is it ethical to brainstorm ideas for a research paper with your friends?

Is it ethical to study for a test with a group of your friends?

Is it ethical to copy and paste paragraphs from an encyclopedia in your research paper, as long as you properly cite your source?

Express Yourself

Career Education Focus:

1. Developing communication skills for the workplace
2. Identifying different types of communication

Related Standards: English/language arts

Lesson Objectives:

1. Compare the differences between verbal and written communication
2. Assess whether they communicate better verbally or in writing
3. Evaluate previous miscommunication experiences

Materials: Express Yourself worksheet, Miscommunication worksheet, pens and pencils

Procedures:

Conduct a class discussion about the differences between verbal and written communication.

Tell students today they are going to learn about verbal and written communication. Ask students for examples of when they would communicate verbally or in writing. Ask students which type of communication they prefer.

Tell students it is important for them to be able to communicate both verbally and in writing, no matter which style they prefer. Explain that there will be circumstances in school and in their careers where they will not be able to choose how they communicate. Lead a discussion about possible scenarios at school or work when students would not be able to choose how they communicate. Examples could include oral projects (verbal), and responding to emails sent by teachers or employers (written).

Activity 1: Pass out the Express Yourself worksheet. Explain the instructions to students and give them time to complete the worksheet individually. Afterward, ask for volunteers to share their answers.

Activity 2: Pass out the Miscommunication worksheet. Explain the instructions to students and give them time to complete the worksheet individually. Tell students they will be describing a situation where someone misinterpreted something they said. Make sure the students understand they should not use anyone's real name. Afterward, ask for volunteers to share their responses. Again, remind students not to use anyone's real name.

Assessment: Check to make sure students have completed both worksheets with answers that demonstrate an understanding of the subject.

Reflection: Lead a class discussion on lessons learned. Compare and contrast verbal and written expression. Explain how you might tell if you are being misunderstood.

ACTIVITY 1

Express Yourself

Are you better at expressing yourself verbally or in writing? Provide examples of times you have used your preferred communication style.

Why do you think a person might be more comfortable expressing themselves either verbally or in writing?

ACTIVITY 2

Miscommunication

Think of a time when someone misinterpreted what you said. Describe the situation.

Why do you think there was miscommunication? What could you have done differently to make yourself understood?

Future Career Choices: Conducting a Job Search

Career Education Focus:

1. Demonstrating the use of various technologies
2. Knowing the value of lifelong learning
3. Demonstrating critical thinking
4. Analyzing and evaluating academic and career skills needed in several occupational clusters
5. Differentiating among personal qualities that are needed to obtain and retain jobs in specific career clusters

Related Standards: English/language arts, career education, mathematics, science, technology

Lesson Objectives:

1. Model experiences that simulate a job search
2. Formulate the importance of education and its relationship to jobs and salaries
3. Appraise their strengths and weaknesses that correspond with jobs that interest them

Materials: Computers with Internet access, 10 copies of the local newspaper—particularly the job announcement section, Conducting a Job Search worksheet

Procedures:

Divide the class into two groups. Designate some students to use the available computers to conduct their job search while the other students use the newspapers. After a period of time, have the computer group switch with the newspaper group. By doing this, all students will have access to both media to conduct their job search.

Activity 1: For the completion of this activity, each student should imagine that they are 25 years old. Lead the class in a discussion of how to conduct a job search. Ask: “What are your personal qualities that will influence your choice of job? What are your likes and dislikes with regard to work activities?” Pause for several minutes to allow each student to make a list of at least five personal qualities that will influence their job choice. The personal qualities might include a preference for working outside, with people, with computers, with numbers, or in an academic environment; using their hands; earning a high salary; having summers off; constructing buildings; writing reports; supervising people; conducting investigations; etc.

Activity 2: Have students access the following Website: www.careerbuilder.com. If there are not enough computers available for each student, the students may use the classified ads section from the newspapers.

Instruct the students to enter information into the box at the top-left titled “Find a Job.” In the “Keywords” field, they should enter careers they would like to research. In the “Location” field, they can enter either where they live now or an area they are interested in moving to. They may use the “Careers by Category” drop-down box to narrow their search.

Students should use the information they find to complete the worksheet Conducting a Job Search.

Reflection: Lead a class discussion on lessons learned. Discuss the importance of searching for a job that interests you. Describe other ways to find a job besides newspapers and computers.

Resource Help: Career counselors, guidance counselors

Assessment: Grade the worksheets for completeness of the assignment and the clarity and quality of the work.

ACTIVITY 2

Conducting a Job Search

1. Identify three jobs that interest you. Clip the three job announcements from the newspaper or print a copy of the job announcements from the computer. Attach the three announcements to this sheet before submitting the completed work to your teacher.

Job 1 _____

Job 2 _____

Job 3 _____

2. For the three jobs that you selected, give an explanation as to why you selected each job.

Job 1 _____

Job 2 _____

Job 3 _____

3. Choose one of the jobs from above as your first choice for work. Write a brief description of the job.

4. Why did you select that job as your first choice? Identify at least two characteristics of this position that appealed to you.

5. Given the job that you selected above, what steps must you complete to be prepared for this position in the future?

Getting Along With Your Boss

Career Education Focus:

1. Identifying appropriate workplace behavior
2. Understanding how to work with different personalities in the workplace

Related Standards: English/language arts

Lesson Objectives:

1. Evaluate different types of difficult bosses
2. Generate strategies to deal with difficult bosses

Materials: Ten Ways I Can Work Better With My Boss worksheet, How to Work With Your Boss worksheet, pens and pencils

Procedures:

Ask the students if they have ever had a teacher who they felt treated them unfairly. Explain to the students when they begin their careers, they may encounter bosses who may treat them in ways the students feel is unfair.

Discuss the following types of bosses and strategies to deal with these bosses:

The Over-Attentive Boss

- Always watches your work
- Constantly gives you advice
- Makes you nervous by their constant attention, causing more mistakes

How to deal with the over-attentive boss:

- Ask coworkers you trust if they have similar experiences with the boss
- Ask the boss if you can report your progress to them
- Make a list of finished assignments each day or week for the boss

The Mean Boss

- Insults or belittles you
- Criticizes you in front of others
- Always assigns you the most undesirable tasks

How to deal with the mean boss:

- Meet with the boss when you are both in good moods to discuss your relationship.
- They may not realize how you feel, so cite specific examples of when you feel you were treated unfairly.

- If they do not take your feelings seriously, speak to their boss.
- If the negative behavior continues, you may have to find another job.

The Unreasonable Boss

- Expects your job to be more important than anything else in your life, including school and your family.
- Constantly gives you unreasonable amounts of work that you are unable to finish by staying late or taking home with you.

How to deal with the unreasonable boss:

- Meet with your boss one-on-one to discuss how you feel about how you have been treated.
- Use specific examples of time where you feel you were given unreasonable amounts of work.
- If you still feel they treat you unreasonable, talk to their boss.

The Missing Boss

- Assigns you tasks and disappears without explaining directions
- Leaves you in charge without properly training you

How to deal with the missing boss:

- Ask your coworkers for help with simple tasks.
- Ask your boss if you can schedule time before or after work for more training.
- Ask your boss for periodic progress reports.

Activity 1: Pass out the Ten Ways I Can Work Better With My Boss worksheet. Explain to students they are to list 10 ways they can be a better employee. After students have had time to complete the worksheet, ask for volunteers to share their ideas.

Activity 2: Pass out the How to Work With Your Boss worksheet. Explain to students they are to read about each type of boss and identify two ways to work better with that type of boss. After students have had time to complete the worksheet, ask for volunteers to share their answers with the class.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. Evaluate why it is important to get along with your boss. Review the four types of bosses discussed today.

ACTIVITY 1

Ten Ways I Can Work Better With My Boss

Think of 10 ways you can be a good employee. Your ideas may include things that make you look good and ways you can make your boss look good. *Example: Be a good listener when your boss is speaking.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

ACTIVITY 2

How to Work With Your Boss

Read the brief description about each type of boss and write down two ideas of how you can work better with that boss.

- A. The **over-attentive boss** keeps close watch over all information and resources. The boss wants constant progress updates, wants to make all decisions, and may be unwilling to listen to employees' ideas. This type of boss tends to question employees about their decisions, their work style, and the results.

List two ways you can deal with this type of boss:

1. _____
2. _____

- B. The **mean boss** uses negative criticism to manage employees. It is not unusual for this boss to be feared and disliked by the employees.

List two ways you can deal with this type of boss:

1. _____
2. _____

- C. The **unreasonable boss** is a workaholic and may not have a life outside the office. This boss expects their employees to work just as hard as or harder. The expectations of this boss may be unrealistic because the bar is set high and the employee is expected to succeed.

List two ways you can deal with this type of boss:

1. _____
2. _____

- D. The **missing boss** has little or no interaction with employees. This boss is rarely seen until the project is complete. You may feel frustrated due to lack of direction, feedback, and constructive criticism.

List two ways you can deal with this type of boss:

1. _____
2. _____

Job Interviews

Career Education Focus:

1. Preparing for future job interviews
2. Developing proper social skills for career success

Related Standards: English/language arts

Lesson Objectives:

1. Break down the interview process with students
2. Illustrate proper answers to typical interview questions
3. Role-play interview situations

Materials: Interview Preparation worksheet, Interview Role-Play worksheet, pens and pencils

Procedures:

Tell the students this lesson will explore what to expect when interviewing for a job. Ask the students if any of them have ever been through an interview process. If no one has, ask them to share what they know about interviews.

Discuss the following interview topics with the students:

1. Dress appropriately for the interview
2. Use proper language (i.e. no slang, no profanity)
3. Arrive early to the interview
4. Research information about your potential job
5. Research information about the company interviewing you
6. Do not eat, drink, or chew gum during the interview
7. Stay calm, relax, and be yourself

Activity 1: Pass out the Interview Preparation worksheet. Explain to students they are to answer the questions on the worksheet as if they are being interviewed for a job. After the students have had enough time to complete the worksheet, ask for volunteers to share their answers or discuss any questions they had about the interview process.

Activity 2: Divide students into pairs. If there is a student without a partner, allow one group of three. Explain to the students they are to pretend to interview their partner for a job. The student conducting the interview should record their partner's answers on their own worksheet. After students have completed an interview, they are to role-play the interview from the opposite perspective. Make sure students have enough time to both interview their partner and be interviewed.

Assessment: Make sure all students have completed the Interview Preparation worksheet thoroughly and accurately. Make sure all students have interviewed their partner for the Interview Role-Play worksheet.

Reflection: Lead a class discussion on lessons learned. Why are good interview skills important? What advice would you give a friend interviewing for a job?

ACTIVITY 1

Interview Preparation

Answer the following questions as you would in a real job interview.

1. What is your greatest strength?

2. What is your greatest weakness?

3. What motivates you?

4. Do you prefer to work alone or as part of a team? Why?

5. How do you handle stress?

6. What are your hobbies?

ACTIVITY 2

Interview Role-Play

Now it's your turn to interview someone. Ask these questions to your assigned partner as if you are interviewing them for a job.

1. What is your greatest strength?

2. What is your greatest weakness?

3. What motivates you?

4. Do you prefer to work alone or as part of a team? Why?

5. How do you handle stress?

6. What are your hobbies?

Know Your Rights

Career Education Focus:

1. Understanding your rights as an employee
2. Identifying appropriate behavior for the workplace
3. Learning how to deal with difficult situations in the workplace

Related Standards: English/language arts

Lesson Objectives:

1. Appraise illegal questions for employers to ask
2. Construct strategies to deal with inappropriate questions

Materials: Legal or Not worksheet, Interview Scenarios worksheet, pens and pencils

Procedures:

Begin the lesson by explaining to the students that just as there are rules all employees must follow, there are also rules all employers must follow. Tell the students this lesson will focus on topics that employers are not allowed to ask their employees.

Discuss why each of the following topics is inappropriate:

- Race
- Age
- Religion
- Where an employee is from
- Marital/family status (i.e., who the employee lives with)
- Disabilities

Discuss the follow strategies for employees to use when asked inappropriate questions:

- Provide an answer that you feel like sharing.
- Ask the employer to rephrase the question. They may not have intended to ask the question in a way that made you uncomfortable.
- Explain to the employer that you don't feel comfortable answering the question.

Activity 1: Pass out the Legal or Not worksheet. Explain to students they are to circle the questions they think are inappropriate for their employer to ask. After students have had time to complete the worksheet, lead a discussion through each question to make sure the entire group understands what is and isn't appropriate.

Activity 2: Pass out the Interview Scenarios worksheet. Explain to students they need to read each scenario and use the space below to write how they would respond to the situation. After students have had enough time to complete the worksheet, lead a class discussion about their responses.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. Explain why these types of questions are inappropriate for an interview. How did you feel during the interview scenarios? Did the questions make you uncomfortable?

ACTIVITY 1

Legal or Not?

Circle the questions below that you think are not okay for an employer to ask you.

What do you know about our company?

How old are you?

Where were you born?

Do you like to read?

With whom do you live?

Where did you go to school?

Why are you in a wheelchair?

What are your hobbies?

Are you married?

What are your favorite TV shows?

Do you go to church?

Do you live with your parents?

How far would your drive to work be?

ACTIVITY 2

Interview Scenarios

You are interviewing with an educational program that wants to hire someone to mentor high school students after regular school hours, and the interview is going well. The individual that will be your supervisor has said, "Your resume is just what we are looking for and your answers this morning indicate that you have the experience we need in this position. Do you have any children at home?"

The individual being interviewed is in a wheelchair. Although he is a great candidate for the job, the person conducting the interview seems hesitant when asking questions. Finally the interviewer asks, "Are you able to use your legs at all? Do you have any other limitations?"

A college student is being interviewed by a local discount store that is open seven days a week. The student has indicated his schedule is flexible and will work when needed. The individual conducting the interview asks, "Will church be a problem for you on Sunday?"

Learning Styles: Which One Am I

Career Education Focus:

1. Developing awareness of different learning styles
2. Preparing for diverse abilities and personalities in the workplace
3. Identifying career abilities and skills

Related Standards: English/language arts

Lesson Objectives:

1. Recognize three types of learning styles
2. Appraise their type of learning style

Materials: Finding My Learning Style worksheet, How Do I Learn? worksheet, pens and pencils

Procedures:

Explain to the group there are three major types of learning styles: auditory, visual, and tactile. During the next series of lessons, they will explore each learning style to determine which ones are most beneficial to them.

Define each type of learning style for the students. “Auditory” is learning with sound, speech, dialog, or noise. “Visual” is learning with sight, mental imagery, or video. “Tactile” is learning with “hands-on” activities.

Ask the students for examples of each of the types of learning styles in the classroom. Examples you could provide would be: auditory—listening to lectures, reading out loud in the classroom, and group discussions; visual—drawing maps, outlining processes, taking notes, and watching videos, tactile—lab classes, taking field trips or visiting museums, and playing learning games.

Tell the students that during the next few lessons, they will learn more about each of the learning styles. This will prepare them for success in the classroom and the workplace.

Activity 1: Pass out the Finding My Learning Style worksheet. Explain to students that this worksheet will give them an idea of which of the three types of learning styles is best for them. Tell the students to read each question and circle the answer that best applies to them. When they are done, they need to add up their answers for each letter and write their answers in the space provided. After students have had time to complete the worksheet, ask for volunteers to share their answers. Ask the students if they scored highest in the area they thought they would or if they were surprised by their result.

Activity 2: Pass out the How Do I Learn worksheet. Tell the students to read the Visual Learner page and circle all that apply to them. Count how many traits they circled and write the number at the bottom of the page. They should do the same for the Auditory Learner and Tactile Learner sheets. After students have had time to complete the worksheet, ask for volunteers to share their answers and whether or not the results of the two activities match.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. Compare and contrast the three learning styles we discussed today. How will knowing your learning style help you in school? When looking for a job/career?

ACTIVITY 1

Finding My Learning Style

Circle the answer that best fits you.

1. I do best on tests that include:
 - a. Short definitions, fill in the blank, or multiple choice
 - b. Diagramming, reading maps, or showing a process
 - c. Writing responses to lectures or oral exams
2. I do worst on tests that include:
 - a. Long or essay questions
 - b. Listen and respond
 - c. Reading passages and writing answers
3. I study best by:
 - a. Taking lots of breaks and studying while listening to music
 - b. Using flashcards and highlighters to review notes
 - c. Studying with a group of friends
4. In class, I:
 - a. Have a hard time sitting still
 - b. Copy what is on the board in your notes
 - c. Like to read out loud and speak in class
5. To find out how something worked, I would:
 - a. Watch a video or demonstration about it
 - b. Read about it or listen to someone explain it
 - c. Figure it out on my own by taking it apart

Add up your answers for each letter and write them next to the letters below.

A ____

B ____

C ____

If you answered mostly As, you scored the highest for tactile learning. If you answered mostly Bs, you scored the highest for visual learning. If you answered mostly Cs, you scored the highest for auditory learning. It is possible to have more than one type of learning style.

ACTIVITY 2

How Do I Learn

This activity reviews the three types of learning styles. Read the Visual Learner sheet and circle all traits that apply to you. Then read the Auditory Learner sheet and circle all that apply to you. Finally, read the Tactile Learner sheet and circle all that apply to you. Count the circles on each sheet and write the number of the bottom of each page. Which learning style has the highest number on the bottom of the page? Does it match the result of the previous learning style activity?

The Visual Learner

The Visual Learner learns through seeing...

These learners can either process information randomly or absorb what unfolds in sequence before their eyes. They need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads).

DO YOU...

- Have a strong sense of color
- Follow written directions well
- Process what you hear slowly
- "Translate" word messages into pictures or images
- Closely watch a speaker's body language and facial expressions
- Get very distracted by noise or people talking in the background
- Use mental pictures to remember things
- Know something by seeing it
- Conjure up the image of a form by seeing it in your "mind's eye"
- Have a vivid imagination
- Often stare and need something to watch
- Not talk at length
- Become impatient or lose focus when extensive listening is required
- Prefer the visual arts and media
- Often prefer to take notes or draw pictures to absorb information
- Like to write on the blackboard
- Remember quickly and easily what is read
- Learn better after seeing or writing something
- Get called a "bookworm"
- Love to read books, journals, magazines
- Perform hands-on tasks well

How many did you circle? _____

The Auditory Learner
The Auditory Learner learns through listening...

The auditory learner needs to be able to focus on what is being said, and may find taking in information through the other senses at the same time distracting. The auditory learner processes new information in the order in which it is presented, but also benefits from verbal discussion following the presentation.

They learn best through verbal lectures, discussions, talking things through, and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have little meaning until it is heard.

DO YOU...

- Tend to remember and repeat ideas that are verbally presented
- Learn well through lectures
- Listen well
- Reproduce symbols, letters, or words by hearing them
- Like to talk
- Enjoy plays, dialogues, dramas
- Learn concepts by listening to tapes
- Enjoy music
- Repeat or fulfill verbal instructions
- Learn best through verbalization
- Hum or talk to yourself or others
- Usually not remain quiet for great lengths of time
- Talk at length, just to hear yourself talk!
- Like to use other people as a sounding board
- Enjoy question/answer sessions
- Find small group discussions stimulating and informative
- Prefer to discuss things with others
- Like to participate in class discussions/debates
- Like to make speeches and presentations
- Do well in tasks requiring phonetic analysis
- Have difficulty copying from the blackboard

How many did you circle? _____

The Tactile Learner

Tactile Learners learn through moving, doing, and touching...

These students like a “hands-on” approach to learning. They learn best by doing, being directly involved in their learning. They process information as their body moves. Because the entire body is involved, this type of student takes longer to process new information.

DO YOU...

- Involve the sense of touch in learning
- Like to do artwork
- Like to piece things together
- Enjoy doodling
- Like to trace words and pictures
- Enjoy tasks requiring manipulation
- Often like to chew gum while studying
- Often fidget or find reasons to move
- Have problems paying attention to visual or auditory presentations
- Want to be “doing” something
- Try things out
- Like to manipulate objects (eg. mold a piece of clay to learn a new concept)
- Gesture when speaking
- Have trouble listening
- Respond to music by physical movement
- Learn better when able to move during learning
- Like to move hands (doodling, tapping) while learning
- Like to take frequent study breaks
- Use bright colors to highlight reading material
- Like to listen to music while studying
- Like to skim through reading material to get a rough idea what it is about before settling down to read it in detail

How many did you circle? _____

Learning Styles: Auditory

Career Education Focus:

1. Developing awareness of different learning styles
2. Preparing for diverse abilities and personalities in the workplace
3. Identifying career abilities and skills
4. Adapting your strengths for the workplace

Related Standards: English/language arts

Lesson Objectives:

1. Recall information about auditory learning from a previous lesson
2. Characterize auditory learning
3. Rewrite visual and tactile learning scenarios for auditory learners

Materials: Visual to Auditory worksheet, Tactile to Auditory worksheet, pens and pencils

Procedures:

Begin the lesson by asking the class to name the three types of learning styles that were covered in the previous lesson. Ask the class what they remember about auditory learning from the previous lesson. Ask for volunteers to raise their hands if they scored highest as auditory learners on the previous worksheet.

Tell the class this lesson will explore auditory learning. Discuss the following traits of auditory learning with the students:

- Auditory learners comprehend reading better with white noise in the background
- Auditory learners use phrases such as “I hear you,” “It rings a bell,” and “That clicks” in conversation
- Auditory learners benefit from putting information into a song, rap, or poem
- Auditory learners like to read aloud in class or raise their hand to speak in class
- Auditory learners understand directions better when they are read to them rather than reading them on their own

Activity 1: Pass out the Visual to Auditory worksheet. Explain to students they are to read the scenarios which describe visual learning situations in the classroom and adapt them for auditory learners. After students have had enough time to complete the worksheet, ask for volunteers to share their answers.

Activity 2: Pass out the Tactile to Auditory worksheet. Explain to students they are to read the scenarios which describe tactile learning situations in the classroom and adapt them for auditory learners. After students have had enough time to complete the worksheet, ask for volunteers to share their answers.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. Evaluate your classroom—is it more of a visual, tactile, or auditory classroom? Defend your answer.

ACTIVITY 1

Visual to Auditory

Read the following scenario describing a classroom lesson for visual learners. Use what you have learned about auditory learners to adapt the lesson for auditory learners.

The teacher is allowing students to review for tomorrow's test during today's class time. Students are to be quiet and remain seated.

ACTIVITY 2

Tactile to Auditory

Read the following scenarios describing a classroom lesson for tactile learners. Use what you have learned about auditory learners to adapt the lessons for auditory learners.

During class, students are divided into groups of two. The groups will role-play a job interview, with one person conducting the interview and one person being interviewed.

In science class the teacher is reading from the book and reviewing the assignment with the students. After reviewing each section of information, the teacher stops and conducts an experiment to demonstrate the lesson just reviewed. When possible, the teacher allows a student to conduct the experiment instead.

Learning Styles: Tactile

Career Education Focus:

1. Developing awareness of different learning styles
2. Preparing for diverse abilities and personalities in the workplace
3. Identifying career abilities and skills
4. Adapting your strengths for the workplace

Related Standards: English/language arts

Lesson Objectives:

1. Recall information about tactile learning from a previous lesson
2. Characterize tactile learning
3. Rewrite auditory and visual learning scenarios for tactile learners

Materials: Auditory to Tactile worksheet, Visual to Tactile worksheet, pens and pencils

Procedures:

Begin the lesson by asking the class to name the three types of learning styles that were covered in a previous lesson. Ask the class for volunteers to tell what they remember about auditory and visual learning from the previous lessons. Ask the class what they remember about tactile learning from the previous lesson. Ask for volunteers to raise their hands if they scored highest as tactile learners on the previous worksheet.

Tell the class this lesson will explore tactile learning. Discuss the following traits of tactile learning with the students:

- Tactile learners can remember complex directions once they have acted them out
- Tactile learners benefit from role playing in the classroom
- Tactile learners enjoy lab classes, such as science
- Tactile learners use flash cards and memory games when they study
- Tactile learners study with music or television playing in the background
- Tactile learners can't sit still for long and have to take breaks when they study

Activity 1: Pass out the Auditory to Tactile worksheet. Explain to students they are to read the scenarios which describe auditory learning situations in the classroom and adapt them for tactile learners. After students have had enough time to complete the worksheet, ask for volunteers to share their answers.

Activity 2: Pass out the Visual to Tactile worksheet. Explain to students they are to read the scenarios which describe visual learning situations in the classroom and adapt them for tactile learners. After students have had enough time to complete the worksheet, ask for volunteers to share their answers.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. Describe how a tactile learner learns best. Select activities you have done in class that would be geared to tactile learners.

ACTIVITY 1

Auditory to Tactile

Read the following scenarios describing a classroom lesson for auditory learners. Use what you have learned about tactile learners to adapt the lessons for tactile learners.

Students are in Mrs. Green’s classroom studying geography. She is reading to the class from the textbook. She also asks for volunteers to read to the class.

During Mr. Jones’ class, students were divided into study groups to prepare for class presentations. After collecting information for their presentation, each group presented an oral report on their assigned subject.

ACTIVITY 2

Visual to Tactile

Read the following scenarios describing a classroom lesson for visual learners. Use what you have learned about tactile learners to adapt the lessons for tactile learners.

The teacher is allowing students to review for tomorrow's test during today's class time. Students are to be quiet and remain seated.

The English teacher assigns an essay to be written during class time. After writing the essay, the student must take the last paragraph of the essay and diagram the sentences.

Learning Styles: Visual

Career Education Focus:

1. Developing awareness of different learning styles
2. Preparing for diverse abilities and personalities in the workplace
3. Identifying career abilities and skills
4. Adapting your strengths for the workplace

Related Standards: English/language arts

Lesson Objectives:

1. Articulate information about visual learning from a previous lesson
2. Discuss visual learning
3. Rewrite auditory and tactile learning scenarios for visual learners

Materials: Auditory to Visual worksheet, Tactile to Visual worksheet, pens and pencils

Procedures:

Begin the lesson by asking the class to name the three types of learning styles that were covered in a previous lesson. Ask the class for volunteers to tell what they remember about auditory learning from the previous lesson. Ask the class what they remember about visual learning from the previous lesson. Ask for volunteers to raise their hands if they scored highest as visual learners on the previous worksheet.

Tell the class this lesson will explore visual learning. Discuss the following traits of visual learning with the students:

- Visual learners like to create diagrams, concept maps, and webs to help them remember information
- Visual learners understand information better when it is presented in graphs, pie charts, and other colorful pictures
- Visual learners learn better from watching videos than students who are auditory or tactile learners
- Visual learners copy everything a teacher writes on the board
- Visual learners use highlighters and markers in their notes
- Visual learners circle and underline words

Activity 1: Pass out the Auditory to Visual worksheet. Explain to students they are to read the scenarios which describe auditory learning situations in the classroom and adapt them for visual learners. After students have had enough time to complete the worksheet, ask for volunteers to share their answers.

Activity 2: Pass out the Tactile to Visual worksheet. Explain to students they are to read the scenarios which describe tactile learning situations in the classroom and adapt them for visual learners. After students have had enough time to complete the worksheet, ask for volunteers to share their answers.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. Describe how a visual learner learns best. Describe some activities you have done in class that would be geared to visual learners.

ACTIVITY 1

Auditory to Visual

Read the following scenarios describing a classroom lesson for auditory learners. Use what you have learned about visual learners to adapt the lessons for visual learners.

Students are in Mrs. Green's classroom studying geography. She is reading to the class from the textbook. She also asks for volunteers to read to the class.

During Mr. Smith's class, students were divided into study groups to prepare for class presentations. After collecting information for their presentation, each group presented an oral report on their assigned subject.

ACTIVITY 2

Tactile to Visual

Read the following scenarios describing a classroom lesson for tactile learners. Use what you have learned about visual learners to adapt the lessons for visual learners.

During class, students are divided into groups of two. The groups will role-play a job interview, with one person conducting the interview and one person being interviewed.

In science class the teacher is reading from the book and reviewing the assignment with the students. As she reviews each section of information, she stops and conducts an experiment to demonstrate the lesson she just reviewed. When possible, she allows a student to conduct the experiment for her.

Mapping Your Future

Career Education Focus:

1. Developing knowledge and skills in career awareness
2. Demonstrating awareness of job-seeking and job and/or postsecondary education application skills
3. Completing steps in goal setting
4. Analyzing and evaluating academic and career skills needed in several occupational clusters
5. Describing how career development is a continuous process with a series of choices
6. Applying research skills for career exploration
7. Exploring the 16 career clusters

Related Standards: English/language arts, career education, social studies, and science

Lesson Objectives:

1. Examine occupations and career clusters and identify at least two career or occupational areas of interest
2. Understand that all legal work is valuable
3. Recognize the relationship between school-related learning experiences and preparation for future careers and job opportunities

Materials: Internet; Career Cluster Research worksheet if Internet access is available; Determining Career Clusters of Interest to Me worksheet if Internet access is unavailable

Procedures:

A teacher-led discussion should begin this lesson and should emphasize the value of all work. The discussion should stress that careers and job choices should be made on the basis of the individual's strong personal interests. Students should be advised that research findings have determined that adults are most successful in careers and jobs where they are happy doing the work. Therefore, each student should begin their inquiry into career and job prospects on the basis of personal interests. The questions for the oral discussion might include: What are your personal interests for a job? What kind of work do you think that you would like to do? What do you enjoy spending your time doing? In what areas do you consider yourself talented? Do you have talents or areas of strength that your parents or other adults have noticed or commended?

In addition to the emphasis on personal interests as the driving factor in career and job choices, students should be advised about being realistic in the selection of their future career or job. It is important to emphasize that students should give consideration to more than simply an interest in a single subject or interest area in making a

career choice. Further, students should be advised that many of the glamorous careers, such as those of a rock star, professional athlete, movie star, rap singer, and basketball or football star, are extremely difficult to attain. Students should be advised that the chances of getting these glamorous jobs are very slim because of the rare combination of opportunity and physical attributes that result in such rare accomplishments.

Activity 1: Have students log onto the following Website: www.careerclusters.org/12clusters.cfm

Explain they are to research each career cluster listed on their Career Cluster Research worksheet. They may either summarize the career cluster in their own words or list jobs they think would fit into that career cluster. Tell the students they also should indicate whether or not the career cluster interests them.

Activity 2: Use the Determining Career Clusters of Interest to Me worksheet if Internet access is unavailable. By reading and responding to the series of questions on the worksheet, each student should be able to determine the one or two career or occupational clusters that match their interests. The last question requires students to offer evidence as to how his or her career or job choices are a good match.

Reflection: Conduct a class discussion on lessons learned. Choose two career clusters that interest you and explain why. Rank the clusters from your favorite to least favorite. Compare with a friend.

Resource Help: Library media specialist or computer laboratory specialist who can provide students with access to online computers, guidance counselors, or career education counselors

Assessment: Grade the worksheet, assessing its completeness and the overall quality of the final product. Bonus points might be awarded for satisfactory completion of learning task.

ACTIVITY 1

Career Cluster Research

Access the following website: www.careertech.org/career-clusters/glance/clusters.html.

Use the information on this page to write either a brief description of each career cluster in your own words or examples of jobs that fit into that career cluster.

Agriculture, Food and Natural Resources

Does this career cluster interest you? _____

Architecture and Construction

Does this career cluster interest you? _____

Arts, A/V Technology and Communications

Does this career cluster interest you? _____

Business, Management and Administration

Does this career cluster interest you? _____

Education and Training

Does this career cluster interest you? _____

Finance

Does this career cluster interest you? _____

Government and Public Administration

Does this career cluster interest you? _____

Health Science

Does this career cluster interest you? _____

Hospitality and Tourism

Does this career cluster interest you? _____

Human Services

Does this career cluster interest you? _____

Information Technology

Does this career cluster interest you? _____

Law, Public Safety, Corrections, and Security

Does this career cluster interest you? _____

Manufacturing

Does this career cluster interest you? _____

Marketing

Does this career cluster interest you? _____

Science, Technology, Engineering, and Mathematics

Does this career cluster interest you? _____

Transportation, Distribution, and Logistics

ACTIVITY 2

Determining Career Clusters of Interest to Me

By reading and responding to the series of questions that follow, determine the one or two career or occupational clusters that match your interests. The last question requires you to offer evidence as to how your career or job choices are a good match.

1. Which subjects or school-related activities interest you the most? Circle one or two subjects. In the "other" spaces at the bottom, you can write in other activities at school.

Mathematics

Social studies

Science

English/language arts

Physical education

Health

Art

Music

Computer technology

Recreational time

Tech education (woodworking or mechanical shop activities)

Other _____

Other _____

Other _____

2. Given the choice(s) in question one, now select the career or job options that relate to your interest based upon your favorite school-related activity. Circle or write in your job or career option.

Jobs for kids who like...

Related School Subjects	Job and Career Options
Music/arts	Rock star Dancer Photographer Curator Cartoonist Disk jockey _____ _____ _____
Science	Pharmacist Chemist Doctor Nurse Pilot Computer repairer _____ _____ _____
P.E./outdoors	Professional athlete Recreational therapist Carpenter Surveyor Zookeeper _____ _____ _____

Related School Subjects	Job and Career Options
Social studies	Lawyer Police officer Politician Real estate agent Urban planner Clergy _____ _____ _____
Reading	Reporter Teacher Librarian Secretary Writer _____ _____ _____
Math	Engineer Accountant Cashier Architect Computer scientist Mechanic _____ _____ _____

More Than the Minimum

Career Education Focus:

1. Strengthening decision-making skills
2. Identifying cause/effect relationships

Related Standards: English/language arts

Lesson Objectives:

1. Debate the idea of “putting in more effort” to reach positive resolutions
2. Rewrite scenarios with negative outcomes
3. Complete a personal survey

Materials: Putting In More Effort worksheet, Personal Survey worksheet, pens and pencils

Procedures:

Explain to the group that when they begin a career, they have to make a decision similar to one they have to make in the classroom. They will have to decide whether to do the minimum needed to pass the class or keep their job, or whether to make an effort to excel. Give examples of how students can do more than the minimum to impress their teachers and employers, such as showing up early for work and volunteering for extra work.

Explain to the group how making an effort to excel in the classroom—and, in the future, in their careers—can be beneficial. Use examples such as studying to get higher grades, so that doing bad on one test won't hurt their grade as much, and being early to class to show the teacher how dedicated they are. Ask for volunteers to share examples of when they have put out extra effort and how they were rewarded.

Activity 1: Pass out the Putting In More Effort worksheet and have the students complete it. Students should read the scenario and then write an example of what the student could have done to have a more positive outcome. After the students have had time to complete the worksheet, ask for volunteers to share their answers and lead the students in a discussion about the different answers.

Activity 2: Pass out the Personal Survey worksheet and have the students complete it. Students should provide short answers that draw on their personal experiences. After the students have had time to complete the worksheet, ask for volunteers to share their answers and lead the students in a discussion about the different answers.

Assessment: Check to make sure all students have completed both worksheets with answers that demonstrate an understanding of the subject.

Reflection: Lead a class discussion on lessons learned. What is your least favorite subject in school? Appraise how you might need these skills in a future job.

ACTIVITY 1

Putting In More Effort

Read the following scenarios and decide how the person could have put in more effort to reach a positive solution.

Charlie has never been very good at math. Some of his friends pick up on math concepts pretty easy, but Charlie always struggles with his math homework. He knows that as long as he gets at least a “C” in math, his parents won’t ground him. He never goes to tutoring or asks his teacher for help. Charlie tries to do his homework, but he doesn’t really understand and usually doesn’t do very well. At the end of the year, Charlie has a “D” in math and his parents ground him for the entire summer.

How could Charlie have put in more effort and reached a more positive outcome?

Claire likes playing basketball and really wants to join the team at school. She has never played for the school before, but has always had fun playing basketball with her friends and family. Claire’s dad offered to get a basketball goal for their driveway and help her practice during the summer so she’ll be ready for tryouts when school starts. She decides she would rather spend the summer hanging out with her friends than practicing. When school starts back, Claire isn’t ready for tryouts and doesn’t make the basketball team.

How could Claire have put in more effort and reached a more positive outcome?

ACTIVITY 2

Personal Survey

Think of a time in your life when you made the decision to only do the minimum to resolve a problem. Explain what made you decide to only do the minimum and the consequences of your decision.

Think of a time in your life when you made the decision to put in more effort and go above the minimum to resolve a problem. Explain what made you decide to put in the extra effort and the consequences of your decision.

Office Etiquette

Career Education Focus:

1. Developing awareness of expectations in the workplace
2. Developing appropriate behavior for the workplace

Related Standards: English/language arts

Lesson Objectives:

1. Discuss appropriate behavior for the workplace
2. Distinguish appropriate/inappropriate behavior for the workplace

Materials: Is It Good Etiquette worksheet, Right or Wrong worksheet, pens and pencils

Procedures:

Tell the students this lesson will explore behaviors that are and are not appropriate for the workplace. Ask students if they can think of behaviors that are not appropriate for an office setting.

Discuss the following office etiquette examples with the students:

- Do not use speakerphones or computer speakers if others can hear
- Avoid strong perfume or cologne
- Shower or bathe daily and arrive wearing a fresh change of clothing
- Avoid eating food with strong smells
- Do not gossip
- Do not excessively talk about your personal life unless asked
- Mind your own business
- Do not take anything from someone else's desk without permission
- Do not enter someone else's office or cubicle without permission
- Do not be loud and disruptive
- Always dress appropriately for your office
- Always be on time

Activity 1: Pass out the Is it Good Etiquette worksheet. Explain to students they are to read each statement and determine if it is appropriate behavior. If they believe it is good office etiquette they should place an X under yes. If not, they should place an X under no.

Activity 2: Pass out the Right or Wrong worksheet. Explain to students they are to read each phrase and determine whether or not it is proper office etiquette. If they believe the phrase is appropriate for the office, they should circle it. After students have had time to complete the worksheet, discuss each statement with the students to make sure each student understands why the behaviors are or are not appropriate.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. Generate a definition of etiquette. What makes office etiquette different?

ACTIVITY 1

Is It Good Etiquette

Read the following statements and check yes if it is good office etiquette or no if it is not.

	YES	NO
Your coworkers were talking about how much they enjoy music. To give everyone a special treat, you turn your computer speakers up loud enough for everyone to hear your music.	___	___
Yesterday was your birthday and one of your gifts was new cologne. To make sure everyone will notice it, you wear a little extra to work the next day.	___	___
You went to the gym before work and played basketball too long. Unfortunately, this meant you didn't have time for a shower.	___	___
You started a new diet that requires you to eat some foods with very strong odors. Is it appropriate to eat this food at your desk?	___	___
You overheard your coworker in the next cubicle talking on the phone. She mentioned "getting a divorce," but you are not sure if she is getting a divorce or someone else. The urge to gossip about the phone conversation wins.	___	___
One of your coworkers does not allow anyone in the office to finish a personal story. She constantly interrupts the story to make the conversation about her personal life.	___	___
The air conditioning in the office is broken again and you are frustrated. You want to buy a bottle of water but you need one more dime. You see one on a coworker's desk in the cubicle next to yours so you decide to "borrow it."	___	___
Tomorrow is the first day of your vacation and you are counting the minutes! You catch yourself talking and laughing louder than usual.	___	___
You overslept this morning, so you wore wrinkled clothing to work.	___	___
It doesn't matter how early you get up, you can't get to work on time.	___	___

ACTIVITY 2

Right or Wrong

Read the following scenarios and circle the ones you think are examples of proper office etiquette.

1. Interrupting someone who is on the phone.
2. Calling your boss when you are going to be late.
3. Calling your friends during the day.
4. Listening to music through your speakers during the day.
5. Complaining to everyone else in the office.
6. Telling the office about how you spent your weekend.
7. Walking into your boss's office without being invited.
8. Wearing too much perfume.
9. Making fun of a coworker.
10. Talking on your speakerphone.

Organization in the Workplace

Career Education Focus:

1. Identifying appropriate workplace behavior
2. Developing a professional work ethic

Related Standards: English/language arts

Lesson Objectives:

1. Examine ways to become organized in the workplace
2. Assess scenarios to determine ways to improve organization
3. Develop plans to become more organized

Materials: Improving Organization worksheet, Organization Survey worksheet, pens and pencils

Procedures:

Conduct a class discussion with the students about how to be organized in the workplace. Ask students if any of them have ever missed an appointment or lost an important piece of paper. Explain to students that it's important to stay organized in the workplace to show your boss and coworkers that you are a mature and responsible employee. Make sure students understand the difference between being neat and being organized—it doesn't matter whether your desk or office is clean if you don't know where anything is.

Discuss the following ways to stay organized in the workplace:

- Avoid clutter. Only keep items on your workspace that you use regularly. Keep other items in your desk or storage space.
- Keep your schedule updated every day. Choose one calendar and only use that one. If you try to use a paper calendar, one on your phone, and one on your computer, it will be more difficult to keep them synchronized.
- Clean your desk at the end of every day and every week. This will prevent clutter from building up.
- Always file paperwork under a specific file. Never use a "miscellaneous" folder, because you will forget what is filed there.
- Once a month, examine your organizational plan to see if any changes need to be made. Decide what works and what doesn't to become as organized and efficient as possible.

Activity 1: Pass out the Improving Organization worksheet. Explain to students they are to read the scenarios and form a plan to improve organization. Remind students there may be more than one right answer. After students have had enough time to complete the worksheet, conduct a class discussion about their answers. Allow time for students to share different ideas for each scenario.

Activity 2: Pass out the Organization Survey worksheet. Explain to students there are no right or wrong answers for this worksheet. They should answer each question honestly so they can understand how organized they are and what they can do to improve. After students have had enough time to complete the worksheet, ask for volunteers to share their answers with the class. Since the students' answers may be personal, they may not want to share.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. Describe your locker. Describe your study space at home. What can you do to improve your organization?

ACTIVITY 1

Improving Organization

You often feel rushed while on the job. What can you do to avoid this feeling?

You frequently forget to take care of something important. How can this be fixed?

It takes forever to find the document you want on your computer. How can you speed up the search?

Whenever your boss asks you for a client's phone number or address, you have to spend several minutes searching while your boss watches. What can you do to be ready the next time your boss needs someone's contact information?

Your boss has put you in charge of an important project, but every few days you have to ask your boss to repeat the directions. What can you do to remember the directions so you don't have to keep asking your boss?

ACTIVITY 2

Organization Survey

On a scale of 1 to 10, how organized do you think you are? Why did you give yourself this rating?

Before this lesson, did you think you needed to become more organized? Why or why not? Did this lesson change your opinion?

Has being disorganized ever caused you to miss an event or not complete an assignment? What could you have done to be more organized in that situation?

What specific ideas for organization do you plan to start using in your daily life?

How can being organized benefit you right now, outside of school?

How can becoming organized now benefit you when you begin your career?

Overcoming Weaknesses

Career Education Focus:

1. Identifying strengths and weaknesses to succeed in the workplace
2. Developing skills for the workplace

Related Standards: English/language arts

Lesson Objectives:

1. Recall how weaknesses affect the workplace
2. Communicate ways to turn weaknesses into strengths
3. Appraise weaknesses

Materials: Strengthening Weaknesses worksheet, Analyzing My Weaknesses worksheet, pens and pencils

Procedures:

Explain to students they will be discussing how to turn weaknesses into strengths. Tell the students that everyone has weaknesses, and it is important for them to learn how to overcome their weaknesses to succeed in the workplace.

Discuss the following steps to overcoming weaknesses:

- Identify what your weaknesses are
- Understand how these weaknesses can have a negative impact
- Identify ways to turn the weaknesses into strengths
- Start applying these changes
- Be open to constructive criticism
- Stay motivated and work hard, because change won't happen overnight

Activity 1: Pass out the Strengthening Weaknesses worksheet. Explain to students they are to come up with a way to turn each listed weakness into a strength. Once students have had time to complete the worksheet, discuss possible answers for each weakness with the group.

Activity 2: Pass out the Analyzing My Weaknesses worksheet. Explain to students they will journal about their weakness on this worksheet. After they list a weakness, they will then answer questions about that weakness. After students have had enough time to complete the worksheet, ask for volunteers to discuss their answers with the class. If students do not feel comfortable discussing their weaknesses with the class, begin the discussion by discussing one of your weaknesses and how you would have answered the questions on the worksheet.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. What did you learn about yourself in this lesson? Are we judged by our weaknesses? The most important thing I learned in this lesson is _____.

ACTIVITY 1

Strengthening Weaknesses

Read the following weaknesses and use the space provided to write what you could do to turn those weaknesses into strengths.

Weakness	Strength
I am always running late.	
I wait until the last minute to do my homework.	
I failed an assignment instead of asking for help.	
My feelings are hurt when someone criticizes me.	
I sometimes lose my homework.	
I don't work well on group projects with my classmates.	
I sometimes have a bad attitude with my teachers and classmates.	
I often lose my temper.	
I have to do things my way.	
I give up when an assignment becomes too difficult.	
I am usually not open to doing things differently than what I normally do.	

ACTIVITY 2

Analyzing My Weaknesses

My first weakness is

The weakness could be a problem in the workplace, because

I can work to improve this weakness by

My second weakness is

The weakness could be a problem in the workplace, because

I can work to improve this weakness by

My third weakness is

The weakness could be a problem in the workplace because

I can work to improve this weakness by

Personal and Professional Email Addresses

Career Education Focus:

1. Identifying appropriate email addresses for the workplace
2. Developing professional communication standards
3. Developing appropriate behavior for the workplace

Related Standards: English/language arts, technology, social studies

Lesson Objectives:

1. Critique differences between personal and professional email addresses
2. Critique email addresses to see if they are professional
3. Compose personal and professional email addresses

Materials: Personal vs. Professional worksheet, Creating an Email Address worksheet, pens and pencils

Procedures:

Conduct a class discussion about the difference between personal and professional email addresses. Conduct a class discussion about what is and is not appropriate when creating a professional email address.

Explain to students that today you are going to talk about how to create email addresses that are appropriate for the people you may be emailing. Ask the group to raise their hand if they already have an email address. Do not ask them to say their email address out loud.

Ask the students if they know what the difference is between a personal email address and a professional email address. Ask for examples of the different ways they might communicate using each type of email address. If necessary, provide examples such as using your personal email address to communicate with friends, classmates, and family. Explain that professional email addresses should be used to communicate not only with employers and coworkers, but also teachers and colleges.

Activity 1: Pass out the Personal vs. Professional worksheet and have students complete it. After giving students a few minutes to work individually, go over the correct answers with the group. Ask students after each answer if any of them disagree with the correct answer. Allow students to explain their answers. Explain to the students why the correct answer is a better choice.

Activity 2: Pass out the Create an Email Address worksheet and have students complete it. Students are to come up with personal and professional email addresses for the people given. Explain that some answers may be duplicates, but there is more than one right answer. After giving students a few minutes to work individually, lead a class discussion where students are given an opportunity to volunteer their answers for each question.

Assessment: Check to make sure all students have completed both worksheets. The Personal vs. Professional worksheet should be graded for accuracy. The Create an Email Address worksheet should be checked to make sure all students completed it with answers that demonstrate an understanding of the subject.

Reflection: Lead a class discussion on lessons learned. Think about your personal email address. What does it say about you? Is it something your coworkers need to know?

ACTIVITY 1

Personal vs. Professional

Looking at the email addresses below, circle whether each is a personal or professional email address.

iloveanimals@	Personal	Professional
john.doe@	Personal	Professional
mickey1994@	Personal	Professional
imafootballstar@	Personal	Professional
doe_john@	Personal	Professional
ishopuntlidrop@	Personal	Professional
janekdoe@	Personal	Professional
blueeyes@	Personal	Professional
iluvmountaindew@	Personal	Professional
john76262@	Personal	Professional

ACTIVITY 2

Create an Email Address

Use the facts listed below each of the following names to create a personal and a professional email address. Use your imagination and be creative.

1. George Washington

- Favorite sport is baseball
- Likes to read
- Birthday is February 22, 1732

Personal Email Address _____

Professional Email Address _____

2. Thomas Jefferson

- Likes to write
- Is an artist
- Lives in Charlottesville, VA, 22901

Personal Email Address _____

Professional Email Address _____

3. Abraham Lincoln

- Likes to go fishing
- Is very tall
- Is very friendly

Personal Email Address _____

Professional Email Address _____

Personal Strengths

Career Education Focus:

1. Identifying personal interests, abilities, and skills through assessment
2. Understanding the relationship between academic skills and personal interests, and related career considerations

Related Standards: Health, reading and language arts, social studies, character education

Lesson Objectives:

1. Complete Part I of an assessment to determine strengths and areas of interests
2. Complete Part II of an assessment to determine preferences and strengths in school subjects
3. Assess the results of the assessments to determine personal strengths and interests
4. Develop problem-solving skills and engage in decision-making

Materials: Getting to Know Myself worksheet

Procedures:

Tell students: “Today we’re going to look at some descriptions of feelings and some traits associated with them. Knowing these feelings and traits can help you discover your personal strengths. It can also help you identify areas you can improve in your life. We all believe certain things about ourselves. These beliefs help make us who we are or who we believe ourselves to be. Sometimes we feel we are great; sometimes we feel we aren’t good at anything. This outlook can make us feel better or worse. We can put ourselves down or build ourselves up. We learn to label ourselves and others as we learn labels from people and the world around us. If we believe the labels, we often start to act in ways that make the label true. We need to be careful of labels, especially negative ones. You can always change negative traits to positive ones by recognizing them, working hard, and making positive changes. Let’s look at how we view ourselves.”

Activity 1: Pass out the Getting to Know Myself worksheet and have students complete it. Have the students also complete the six summary questions. Allow eight minutes for the analysis and synthesis of the responses to the six summary questions.

Activity 2: Engage in class discussion of the summary questions. Invite the students to move around the classroom in order to organize in small groups based upon similar interests and strengths.

Assessment: Determine the extent to which each student has accurately summarized their responses to the two summary questions. Determine the extent to which the students have organized appropriately into small groups.

ACTIVITY 1

Getting to Know Myself

Part 1 **My Personal Strengths and Interests**

Given the following list of statements, respond by indicating whether each statement is “like me” or “unlike me.” Place an “X” in the appropriate column.

	Like Me	Unlike Me
I am shy.	_____	_____
I am dependable.	_____	_____
I am easy to like.	_____	_____
I often worry.	_____	_____
I make up my mind easily.	_____	_____
I like to talk in front of the class.	_____	_____
I get upset easily.	_____	_____
I often get discouraged at school.	_____	_____
I am proud of my schoolwork.	_____	_____
I am popular with my peers.	_____	_____
My parents usually consider my feelings.	_____	_____
I usually succeed in most things.	_____	_____
My peers often pick on me.	_____	_____
My parents expect too much of me.	_____	_____
I am often proud of myself.	_____	_____
I like to be alone.	_____	_____
I would like to do better in school.	_____	_____
At home, people often ignore me.	_____	_____
I like to be called on in school.	_____	_____
I am easy to persuade.	_____	_____
I like to lead the group.	_____	_____

Part II
My Areas of Interests and Strengths in School

Given the following list of statements, respond by indicating whether each statement is "like me" or "unlike me." Place an "X" in the appropriate column.

	Like Me	Unlike Me
I like reading.	_____	_____
I do well in reading.	_____	_____
I like math.	_____	_____
I do well in math.	_____	_____
I like physical education.	_____	_____
I do well in physical education.	_____	_____
I like science.	_____	_____
I do well in science.	_____	_____
I like grammar and language arts.	_____	_____
I do well in grammar and language arts.	_____	_____
I like social studies (history and geography).	_____	_____
I do well in social studies (history and geography).	_____	_____
I like computers.	_____	_____
I work well on computers.	_____	_____
I like health.	_____	_____
I do well in health.	_____	_____
I like art.	_____	_____
I do well in art	_____	_____
I like music.	_____	_____
I do well in music.	_____	_____

Summary:

1. My personal interests and strengths are:

2. My interests and strengths in school are:

3. Something I am proud of myself for being able to do well is:

4. Something I wish I could do better is:

5. Something I want to accomplish in the next year is:

6. Something I want to accomplish before I graduate from high school is:

Resume Writing

Career Education Focus:

1. Identifying skills for the workplace
2. Developing professional writing skills
3. Composing a resume

Related Standards: English/language arts, technology

Lesson Objectives:

1. Examine how to write a resume
2. Complete personal survey
3. Write a resume

Materials: Personal Survey worksheet, Resume Template worksheet, pens and pencils, computer access

Procedures:

Tell the students they will learn how to create their first resume. Ask the students to explain what they already know about resumes.

Discuss the following guidelines for creating a professional resume:

- Use a plain font and plain white or off-white paper
- Make sure all your contact information is current, including phone numbers, physical address, and email address
- Use a professional email address
- Never use false information
- List any volunteer activities or organizations
- List any coursework that relates to the potential job
- Always use proper language; never use slang
- Use “action verbs” to describe yourself and your skills

Activity 1: Pass out the Personal Survey worksheet. Explain to students that they will answer the questions about themselves and then use that information to write their first resume. After the students have had enough time to complete the worksheet, begin the next activity, Your First Resume.

Activity 2: Assign students to computers. Explain that they are going to use the information they have written in the Personal Survey worksheet to write their first resume. Guide students through the process of using the Resume Template worksheet. After students have had enough time to complete their resume, ask students to discuss what they have learned about writing resumes.

Assessment: Make sure all students have completed the Personal Survey worksheet. Make sure all students have created a resume in Microsoft Word.

Reflection: Lead a class discussion on lessons learned. What is the purpose of a resume? How can you make your resume stand out?

ACTIVITY 1

Personal Survey

Answer the following questions about yourself. This information will help you write your first resume.

1. What is your name?

2. What is your address?

3. What is your phone number?

4. What is your email address?

5. Write two sentences describing yourself and the kind of job that interests you.

6. Describe your skills and abilities.

7. List your extracurricular activities at school, such as clubs and athletics.

8. List any activities or organizations you participate in outside of school.

9. List any previous work or volunteer experience you may have.

10. List any awards or honors you have received.

ACTIVITY 2

Resume Template

Begin this activity by opening Microsoft Word. Use the following example to create your resume. You should follow the outline below and use the information from Activity 1 to complete your resume.

[NAME]

[ADDRESS]

[CITY], [STATE] [ZIP]

[PHONE]

[EMAIL]

Objective

[Describe yourself and the type of job you are interested in.]

Skills

- List skills and abilities

Extracurricular Activities

- List extracurricular activities in school
- List extracurricular activities in school
- List extracurricular activities in school

Organizations or Clubs

- List activities or organizations you participate in outside of school
- List activities or organizations you participate in outside of school
- List activities or organizations you participate in outside of school

Work or Volunteer Experience

[Name of Organization]

[Dates]

[Job Title]

- [Duties]
- [Duties]
- [Duties]
- [Duties]

[Name of Organization]

[Dates]

[Job Title]

- [Duties]
- [Duties]
- [Duties]
- [Duties]

Awards or Honors

- List award or honor
- List award or honor
- List award or honor

Self-Assessment of Skills and Abilities

Career Education Focus:

1. Identifying personal interests, abilities, and skills through assessment
2. Demonstrating skills in decision making
3. Demonstrating critical thinking
4. Differentiating among personal qualities that are needed to obtain and retain jobs in specific career clusters
5. Describing the importance of academic and occupational skills to achievement in all career areas

Related Standards: English/language arts, social studies

Lesson Objectives:

1. The students will identify their individual skills and abilities through a self-assessment
2. Through critical analysis, each student will identify three career or job choices that correspond with their identified strengths
3. The students will conclude that their aptitudes are an important factor in determining their choice of vocation

Materials: Self-Assessment of Skills and Abilities worksheet

Procedures:

Tell the students they are going to learn about assessing skills and abilities in themselves. Ask the students if any of them have ever participated in a talent show. If so, let them explain what a talent is and what they did during the talent show. Explain to the students that during this lesson they are going to learn about assessing skills and abilities in themselves.

Discuss the following points with the students:

- Define aptitude.
- What is an example of a skill you have?
- What is an example of a talent you have?
- How do skills and abilities influence your choice of a career or job?
- What can you do now to develop your skills and abilities in preparation for your future career or job choice?

Activity 1: Have students complete the Self-Assessment of Skills and Abilities worksheet.

Activity 2: Pass out the Skills and Career Matching worksheet. Explain to students they are to match the career to the correct skill description. Tell the students that each skill and career will only be used once.

The answers are:

1. c

2. d

3. e

4. b

5. g

6. i

7. h

8. f

9. a

Reflection: Lead a class discussion on lessons learned. Does everyone have the same skills and abilities? Do your skills and abilities match the careers in which you are interested?

Resource Help: Guidance counselors, career education counselors

Assessment: Grade the self-assessment for completeness and quality of answers. Review the self-assessment to determine if the career and job choices realistically correspond with the identified strengths of the student. Bonus points might be awarded for satisfactory completion of the learning task.

ACTIVITY 1

Self-Assessment of Skills and Abilities

Directions: For each aptitude, circle the number indicating your perception of your ability. Base your answers on your knowledge of your past performance in that area.

Skills and Abilities	Description	Poor	Good	Very Good
General intelligence (G)	Understands instructions (orders, facts, and the reasons for them). Able to reason. Closely related to school grades.	1	2	3
Verbal (V)	Understands the meaning of words and ideas. Uses them to communicate information and ideas clearly.	1	2	3
Numerical (N)	Does math quickly and correctly.	1	2	3
Spatial (S)	Can look at flat drawings and pictures and see them in three dimensions (high, wide, deep).	1	2	3
Form perception (P)	Notices details in things or pictures. Notices differences in shape and color.	1	2	3
Clerical perception (Q)	Notices details and finds mistakes in numbers, words (spelling), and punctuation in written materials, charts, and tables. Avoids mistakes when copying things.	1	2	3
Motor coordination (K)	Moves eyes, hands, and fingers together to do a job quickly and accurately.	1	2	3
Finger dexterity (F)	Moves the fingers to work with small things quickly and correctly.	1	2	3
Manual dexterity	Moves the hands with ease and skill. Uses the hands in placing and turning motions.	1	2	3

On the basis of your self-assessment completed above, identify the skills and abilities that you noted as your strengths. These would be areas for which you rated yourself with a "3" rating.

Skill/Ability _____

Skill/Ability _____

Skill/Ability _____

Which career choices or jobs do you believe that you might be most suited for? Career or job choice no. 1:

Write a statement about why you made this career or job choice.

Career or job choice no. 2:

Write a statement about why you made this career or job choice.

Career or job choice no. 3:

Write a statement about why you made this career or job choice.

ACTIVITY 2

Skills and Career Matching

Match the Skills and Abilities category from the first activity to the career it best matches. You can only use each Skills and Abilities category once.

1. _____ Notices details in things or pictures. Notices differences in shapes and color.
2. _____ Moves the fingers to work with small things quickly and correctly.
3. _____ Notices details and finds mistakes in numbers, words (spelling), and punctuation in written materials, charts, and tables. Avoids mistakes when copying things.
4. _____ Can look at flat drawings and pictures and see them in three dimension (high, wide, deep).
5. _____ Moves the hands with ease and skill. Uses the hands in placing and turning motions.
6. _____ Understands instructions (orders, facts, and the reasons for them). Able to reason. Closely related to school grades.
7. _____ Moves eyes, hands, and fingers together to do a job quickly and accurately.
8. _____ Understands the meaning of words and ideas. Uses them to communicate information and ideas clearly.
9. _____ Does math quickly and correctly.

- a. accountant
- b. architect
- c. art critic
- d. computer technician
- e. editor
- f. lawyer
- g. mechanic
- h. surgeon
- i. teacher

Telephone Etiquette

Career Education Focus:

1. Developing awareness of expectations in the workplace
2. Identifying appropriate behavior for the workplace
3. Developing professional communication for the workplace

Related Standards: English/language arts

Lesson Objectives:

1. Discuss proper telephone etiquette
2. Reconstruct a telephone conversation
3. Interpret proper and improper telephone etiquette

Materials: Employee Phone Etiquette worksheet, Right or Wrong worksheet, pens and pencils

Procedures:

Tell the students this lesson will explore what is appropriate when talking to your friends on the phone and what is appropriate when using the telephone at work. Ask students if they can think of examples of something that would be appropriate when talking to a friend that would not be appropriate when talking to someone in the workplace.

Discuss the following phone etiquette examples with the students:

- Make sure you speak clearly
- Always identify yourself and your company
- Don't keep someone on hold too long. Offer to call someone back later rather than keeping that person on hold
- Always return phone calls promptly
- Never interrupt the person
- Do not make or receive personal calls at work without permission
- Do not eat or chew gum while talking on the phone
- Always use a pleasant and friendly voice
- Answer the phone promptly when it rings

Activity 1: Pass out the Employee Phone Etiquette worksheet. Explain to students that they should read the telephone conversation and use the space below to rewrite the conversation using proper telephone etiquette. After students have had enough time to complete the worksheet, ask for volunteers to explain what the store employee should have done differently. Ask for volunteers to reenact the correct conversation in front of the class.

Activity 2: Pass out the Right or Wrong worksheet. Explain to students they are to read each phrase and determine whether or not it is proper telephone etiquette for the workplace. If they believe the phrase is appropriate for the workplace, they should circle it. After students have had time to complete the worksheet, discuss each statement with the students to make sure each student understands why the behaviors are/are not appropriate.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. Compare the different types of phone etiquette for home, job, and personal (cell) phones.

ACTIVITY 2

Right or Wrong

Read the following phrases and circle the ones you think are examples of proper telephone etiquette in the workplace.

Slamming the phone on the receiver when you hang up

Answering the phone before it rings more than three times

Spitting out your gum before you answer the phone

Waiting a couple of days before returning a missed call

Using slang

Identifying yourself and your company

Arguing with a caller

Answering the phone with a pleasant voice even if you're in a bad mood

Leaving someone on hold too long

Waiting until your lunch break to make a personal call

Calling someone very early in the morning or late at night

Rushing the caller to get off the phone

Helping the caller even if it isn't your job

Time Management

Career Education Focus:

1. Demonstrating skills in time management
2. Preparing for workplace readiness
3. Recognizing that time is a resource
4. Demonstrating responsible and appropriate use of time as a resource

Related Standards: English/language arts—writing; mathematics—measurement, calculations; social studies—activities of daily living

Lesson Objectives:

1. Recognize the importance of time management
2. Establish how to manage their time more effectively
3. Evaluate their use of time over a designated period of time

Materials: Log of Three Days of Daily Activities worksheet

Procedures:

Explain the kinds of activities that typically fit within each of the categories on the daily log. Instruct the students in the use of a clock or watch to determine the approximate beginning point for each activity and how to calculate the total amount of time spent within each category.

Explain to the class that the sequence of activities might be different within their lives and households. Each student should derive their best estimate of the amount of time spent within each category. Emphasize that it would be incorrect to exceed 24 hours within a day.

Activity 1: Using the Log of Three Days of Daily Activities worksheet, students should prepare a log of activities over a three-day period. They should analyze the activities according to broad categories such as work (schoolwork related), leisure (fun and relaxation), family (dinner, family communications, supportive activities), and rest time.

Reflection: To review the students' time management evaluations, conduct a class discussion about their effective use of time, effective planning for the use of time, and balance in the use of time between work and leisure activities.

Assessment: Collect the journal entries and record a grade for completeness. How do you use time effectively? How do you balance school, friends, and home activities?

ACTIVITY 1

Log of Three Days of Daily Activities

Day 1

Time	Activity	Hours	Minutes	Notes
	Get dressed in the morning			
	Travel to school			
	Class activities			
	Lunch			
	Recess at school			
	Travel home from school			
	Rest and relaxation			
	Study and complete homework			
	Complete home chores			
	Family time			
	Dinner			
	Rest and relaxation			
	Sleep/bedtime			
Total amount of time				

Day 2

Time	Activity	Hours	Minutes	Notes
	Get dressed in the morning			
	Travel to school			
	Class activities			
	Lunch			
	Recess at school			
	Travel home from school			
	Rest and relaxation			
	Study and complete homework			
	Complete home chores			
	Family time			
	Dinner			
	Rest and relaxation			
	Sleep/bedtime			
Total amount of time				

Day 3

Time	Activity	Hours	Minutes	Notes
	Get dressed in the morning			
	Travel to school			
	Class activities			
	Lunch			
	Recess at school			
	Travel home from school			
	Rest and relaxation			
	Study and complete homework			
	Complete home chores			
	Family time			
	Dinner			
	Rest and relaxation			
	Sleep/bedtime			
Total amount of time				

Summary: Determine your response to each of the following questions.

Total time

1. How many total hours are there in one full day? _____
2. How many total hours are there in three full days? _____
3. How many minutes are there in one full hour? _____
4. How many minutes are there in one full day? _____
5. How many total minutes are there in three full days? _____

In-school time

1. How much time was spent during day one for class activities?

2. How much time was spent during all three days for class activities?

3. How much time was spent for student and homework during the day?

Home study and chores

1. How much time was spent during day one for home study?

2. How much time was spent during day two for home chores?

3. How much time was spent on studying and homework for your three days of record keeping?

4. What percent of your three days was spent on studying and homework?

Leisure time

1. How much time was spent for leisure during day one? _____
2. What percent of your three days was spent in leisure time? _____

Sleep time

1. How much time was spent for sleep on day two? _____
2. What percent of your three days was spent sleeping? _____

Evaluate your use of time

1. Over the three-day period, did you spend more time involved with in-school class activities or leisure time? _____

Explain _____

2. Over the three-day period, would you describe your amount of leisure time as "too much," "just about right," or "too little" for you? _____

Explain _____

3. Over the three-day period, did you spend more time involved with home study or leisure time activities? _____

Explain _____

4. Describe the kind of home chores that you completed.

5. How might your home chores prepare you for work in a future career?

6. After analyzing your time log, are there any activities that you think you spent too much or not enough time on?

7. Did you make any changes to your routine during the three days?
If so, explain.

8. What have you learned about your routine and how you spend your time?
Were you surprised by the results of your time log?

Tomorrow's Jobs

Career Education Focus:

1. Identifying careers that will experience the most rapid growth
2. Reviewing median wages for jobs
3. Defining educational requirements for rapid growth jobs

Related Standards: English/language arts and social studies

Lesson Objectives:

1. Evaluate the Occupations with the Fastest Growth chart and select three that interest the students
2. Use the salary of one of the occupations the students selected and create a budget
3. Research classes that will apply to the career the students selected

Materials: Occupations with the Fastest Growth chart, Budget worksheet, Educational Plan worksheet, pens and pencils

Procedures:

Explain to the students that although employment is expected to increase, it will not be evenly distributed across all occupational groups. Changes in consumer demand, technology, and other factors will contribute to the change.

Inform the students that half of the occupations on the list are related to health care. Health care is experiencing rapid growth, due in large part to the aging baby boomer generation. As health care costs continue to rise, work is increasingly being delegated to lower-paid workers in order to cut costs. Tasks that were previously performed by doctors, nurses, dentists, or other health care professionals are increasingly being performed by physician assistants, medical assistants, dental hygienists, and physical therapist aides.

Advise students that post-secondary education continues to be a priority. Of the 20 fastest growing occupations, 12 are in the associate degree or higher category.

Activity 1: Pass out the Occupations with the Fastest Growth chart. Explain to students this worksheet will give them an idea of jobs with rapid growth in the next decade. Ask the students to read the chart and select three jobs they are interested in.

Activity 2: Distribute the budget template to the students. Ask the students to complete the sheet to the best of their ability. The students should then compare their monthly expenses to their monthly income and determine if their selected job can support the lifestyle they want.

Activity 3: Hand out the Educational Plan worksheet to students.

Assessment: Ensure that students have completed all activities

Reflection: Lead a class discussion on lessons learned. What surprised you about Activity Chart 1? What surprised you about Activity Chart 2?

ACTIVITY 1

Occupations with the Fastest Growth Chart

Occupations with the Fastest Growth				
Occupations	Percent change	Number of new jobs (in thousands)	Wages (May 2008 median)	Education/training
Biomedical engineers	72	11.6	\$77,400	Bachelor's degree
Network systems and data communications analysts	53	155.8	71,100	Bachelor's degree
Home health aides	50	460.9	20,460	Short-term, on-the-job training
Personal and home care aides	46	375.8	19,180	Short-term, on-the-job training
Financial examiners	41	11.1	70,930	Bachelor's degree
Medical scientists, except epidemiologists	40	44.2	72,590	Doctoral degree
Physician assistants	39	29.2	81,230	Master's degree
Skin care specialists	38	14.7	28,730	Postsecondary vocational award
Biochemists and biophysicists	37	8.7	82,840	Doctoral degree
Athletic trainers	37	6.0	39,640	Bachelor's degree
Physical therapist aides	36	16.7	23,760	Short-term, on-the-job training
Dental hygienists	36	62.9	66,570	Associate degree
Veterinary technologists and technicians	36	28.5	28,900	Associate degree

Occupations	Percent change	Number of new jobs (in thousands)	Wages (May 2008 median)	Education/training
Dental assistants	36	105.6	32,380	Moderate-term, on-the-job training
Computer software engineers, applications	34	175.1	85,430	Bachelor's degree
Medical assistants	34	163.9	28,300	Moderate-term, on-the-job training
Physical therapist assistants	33	21.2	46,140	Associate degree
Veterinarians	33	19.7	79,050	First professional degree
Self-enrichment education teachers	32	81.3	35,720	Work experience in a related occupation
Compliance officers, except agriculture, construction, health and safety, and transportation	31	80.8	48,890	Long-term, on-the-job training

SOURCE: BLS Occupational Employment Statistics and Division of Occupational Outlook

ACTIVITY 2

Monthly Budget

Budget Expenses	
Expense	Amount
Books, magazines, newspapers	
Cable/satellite television	
Car insurance	
Car payment	
Cellular phone	
Charitable donations	
Childcare	
Clothing	
Credit card payments	
Dental care	
Dining out	
Electricity and gas	
Garbage and recycling	
Gasoline	
Gifts	
Groceries	
Health club	
Health insurance	
Homeowner's/renter's insurance	
Household furnishings	
Life insurance	
Membership fees	
Miscellaneous	
Movies and video rentals	
Music downloads	
Online/internet service	
Other entertainment and leisure	

Expense	Amount
Other utilities/bills	
Payroll taxes	
Pet supplies and medical care	
Public transportation	
Rent or house payment	
Sporting events	
DVDs and CDs	
Telephone	
Toys and games	
Travel	
Water and sewer	
Total Expenses	

Take your yearly salary and divide by 12. This is your monthly income before any taxes or expenses are taken out. List your monthly income below.

Monthly income _____

Monthly expenses (use the total from chart) _____

Balance (subtract expenses from income) _____

If your balance is a negative number, then you spent more money than you earned!

ACTIVITY 3

Educational Plan

List 15 classes that would benefit you in one of the three occupations you chose.

Understanding Benefits

Career Education Focus:

1. Understanding how benefits work
2. Identifying non-financial forms of compensation

Related Standards: English/language arts, mathematics

Lesson Objectives:

1. Compare and contrast different types of benefits
2. Evaluate how important benefits are to them

Materials: Adding Benefits worksheet, Benefits and You worksheet, pens and pencils

Procedures:

Lead a class discussion about the different types of benefits that may be offered with different careers. Ask the students if they know what benefits are, and have them give examples. Explain to students that the value of benefits could add as much as 30 percent to the total amount of compensation for a job.

Discuss the following types of benefits with the students:

- Medical insurance
 - Discuss the different amounts of coverage. For example, what percentage of medical bills does the insurance cover?
- Dental insurance
- Vision insurance
- Vacation time
 - Discuss how much vacation is given at the start of employment and how often more vacation time is accrued.
- Paid holidays
 - Discuss typical holidays that are covered (Thanksgiving, Christmas, Independence Day, Memorial Day, Labor Day, and New Year's Day)
- Sick days
- Personal time

Activity 1: Pass out the Adding Benefits worksheet. Explain to students they will have to add up the various benefits for each job. They will then compare each job to decide which is the best one. After students have had time to complete the worksheet, lead a discussion about their results.

Activity 2: Pass out the Benefits and You worksheet. Explain to students they will use the space provided to journal about how important each benefit would be to them. After students have had enough time to complete the worksheet, lead a class discussion about their opinions.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately.

Reflection: Lead a class discussion on lessons learned. Raise your hand if you knew about these benefits before today's class. Which benefits are most important to you? Why?

ACTIVITY 1

Adding Benefits

Chloe recently graduated from college and has been applying for several different jobs. She recently had interviews for two jobs. Using the information you are given in each scenario, determine which job would benefit her the most.

Job 1:

This job is with a local discount store. Because she recently graduated from college, her beginning salary is \$14 per hour. She works eight hours a day, five days a week, for a total of 40 hours per week. Below is a list of the benefits her employer provides her. Complete the calculations to determine how much her salary plus benefits will equal.

2080 hours per year

x \$14 per hour

_____ total salary

10 vacation days per year

x \$112 daily salary

_____ total vacation benefits

5 personal days per year

x \$112 daily salary

_____ total personal benefits

8 sick days per year

x \$112 daily salary

_____ total sick days

_____ total salary

x 0.07

_____ retirement benefit

Annual salary _____

Vacation benefits _____

Personal benefits _____

Sick days _____

Retirement benefit _____

Life insurance + \$20,000

Total salary and benefits _____

(add above fields)

Job 2:

This job is with a local manufacturing company. Although she recently graduated from college, her beginning salary will only be \$10 per hour. She will work eight hours a day, five days a week, for a total of 40 hours per week. She will also earn approximately 500 hours of overtime per year. Her hourly pay for overtime is \$15. Below is a list of the benefits her employer provides her. Complete the calculations to determine how much her salary plus benefits will equal.

2080 hours per year
x \$10 per hour worked
_____ total salary

15 vacation days per year
x \$80 daily salary
_____ total vacation benefits

5 personal days per year
x \$80 daily salary
_____ total personal benefits

11 sick days per year
x \$80 daily salary
_____ total sick days
_____ total salary

x 0.07
_____ retirement benefit

500 hours of overtime per year
x \$15 overtime pay rate
_____ overtime benefit

Annual Salary _____
Vacation benefits _____
Personal benefits _____
Sick days _____
Retirement benefit _____
Life insurance + \$5,000 _____
Overtime benefit _____
Total salary and benefits _____
(add above fields)

ACTIVITY 2

Benefits and You

Use the space provided to write how important each benefit is to you. Consider how having/not having this benefit could affect your decision to accept a job offer.

Vacation Time

Personal Days

Paid Sick Days

Paid Holidays

Health Insurance

Are there any other benefits that are important to you that have not been discussed already?

Where Do I Want To Be

Career Educations Focus:

1. Preparing for the future
2. Listing short-term goals
3. Listing long-term goals

Related Standards: English/language arts, technology, social studies

Lesson Objectives:

1. Visualize their future career
2. Predict their goals for the next five years
3. Predict their goals for the next 20 years

Materials: Where Do I Want to Be In Five Years worksheet, Where Do I Want to Be In 20 Years worksheet, pens and pencils

Procedures:

Explain to the group that if there is something they want to happen in the future, they have to work to make it happen. They can't wait for it to happen to them; they have to make it happen. Part of having a successful future is thinking about exactly what you want your future to be.

Have the group close their eyes. Tell them you want them to picture themselves at their high school graduation. Tell them to think about anything they want to have accomplished by then. Tell them to think about where they see themselves going after graduation. Ask questions for the group to think about as they visualize their future. Topics to ask could include whether or not they are going to college, what college they are going to be attending, and what their major is going to be.

Ask for volunteers to share what they visualized for themselves. To start the discussion, use yourself as an example and share something that you want to have accomplished five years from now. Tell the group that you are never too old to plan for your future.

Activity 1: Pass out the Where Do I Want to Be In Five Years worksheet. Tell the students they are going to write down what they have just visualized for themselves. Explain that what they write down does not have to just be about school and their career. They should write down anything they feel is important to them to know about where they want to be in five years.

Activity 2: Pass out the Where Do I Want to Be In 20 Years worksheet. Tell the students that now they are going to visualize even further into their future. Explain that since they are thinking so far ahead, it may be harder to visualize as many different things, but they should concentrate and try to think of at least a few different goals or accomplishments they want to have completed in the next 20 years. Again, remind them that these accomplishments do not have to be limited to academic and career goals.

Assessment: Check to make sure all students have completed both worksheets accurately and thoroughly.

Reflection: Lead a group discussion about lessons learned. Analyze the differences between your answers to Activity 1 and Activity 2. Why do you think there are different responses for different people?

Writing Professional Emails

Career Education Focus:

1. Developing professional communication standards
2. Developing appropriate behavior for the workplace
3. Strengthening editing skills

Related Standards: English/language arts, technology

Lesson Objectives:

1. Compare and contrast the differences between a casual and professional email
2. Rewrite a casual email to make it sound professional
3. Compose a professional email

Materials: Editing Email worksheet, Writing Professionally worksheet, pens and pencils, whiteboard or chalkboard if possible

Procedures:

Conduct a class discussion about the differences between a casual and professional email. Conduct a class discussion about what is and is not appropriate when writing a professional email.

Explain to students that today you are going to talk about how to write a professional email. Ask the group for examples of what they think is and is not appropriate when writing a professional email.

Discuss the following guidelines for writing a professional email:

- Use a professional email address
- The subject line should let the recipient know what the email is about
- Always use proper grammar (capitalization, punctuation, correct spelling, etc.)
- Never use Internet slang, racial or discriminating comments, or slurs
- Always take responsibility if asking for help or an extension

Activity 1: Pass out the Editing Email worksheet and have the students complete it. Explain to the students they are to rewrite the email provided so it looks professional. Give students a few minutes to complete it individually. Afterward, ask for volunteers to share a change they made to the email. If a chalkboard or whiteboard is available, the instructor may rewrite the email using information provided by the students.

Activity 2: Pass out the Writing Professionally worksheet and have the students complete it. Explain to the students they are to use the information provided to write a professional email to a teacher. Give students a few minutes to complete it individually. Afterward, ask for volunteers to read the emails they have written. Lead a discussion about the differences in the emails the students have written, keeping in mind there is more than one correct way to write the email.

Assessment: Check to make sure all students have completed both worksheets with answers that demonstrate an understanding of the subject.

Reflection: Lead a class discussion on lessons learned. Evaluate each email. How are they different? How are they the same?

ACTIVITY 1

Editing Email

Read the following email written by a student to his teacher. Use the space below to rewrite the email to make it sound professional.

To: Dr. Jane Jones (jane.jones@college.edu)

From: bballsuperstar@email.com

Subject: hey

can u tell me what im supposed to do on number 7 on tha assignment???? i no how to do the first 6 but i cant figure out 7. i paid attention in class on fri but i had a LONG weekend and forgot how to do it lol. pleeeeeease help !!!

Johnny

To _____

From _____

Subject _____

ACTIVITY 2

Writing Professionally

Use the information provided to write a professional email from a student to his teacher.

Robert Smith is a college student. He missed a math test last Friday because he overslept after working late the night before. He needs to email his teacher, Dr. Jane Jones, to find out if he can make up his test.

Robert has two email addresses—`r.smith@college.edu`, which was assigned to him by the college, and `no1yankeesfan@email.com`, which he has used since high school.

To: jane.jones@college.edu _____

From _____

Subject _____

You Are Unique

Career Education Focus:

1. Developing self-esteem for the workplace
2. Understanding diversity in the workplace
3. Exploring potential careers

Related Standards: English/language arts, technology, social studies

Lesson Objectives:

1. Defend their unique qualities
2. Explore their interests
3. Relate their interests and unique qualities to potential careers

Materials: Exploring Your Interests worksheet, I Am Unique Because... worksheet, pens and pencils

Procedures:

Conduct a class discussion about what it means to be unique. Give students an opportunity to explain what qualities they have that makes them unique. If students are not talking, give examples of what makes them unique to encourage them to actively participate. Explain that people are unique through their interests, personalities, or past experiences.

Explain to students that it is important to understand what their own interests and strengths are when it comes time to plan for their career. Students should experiment with their own interests now and find out what things they enjoy and are skilled at doing. Explain that once students find out what they excel at and have fun doing, then they can begin to explore careers related to that activity.

Activity 1: Pass out the Exploring Your Interests worksheet and have students complete it. Explain that one way to explore your interests and “test” a career is to volunteer. Students should follow the examples given and write at least four places they would be interested in volunteering in the left column. In the right column, they should write the reason they are interested in volunteering at that place. If they are interested in a career related to that business, they should write that also. Ask for volunteers to share their answers with the group.

Activity 2: Pass out the I Am Unique Because... worksheet and have students complete it. Explain that it’s important to really know yourself before you decide on a career and that part of knowing yourself is knowing what sets you apart from your friends and classmates. Give students a few minutes to complete the paragraph individually. Ask for volunteers to share what they have written. If necessary to encourage the group to actively participate, share what you feel makes you unique.

Assessment: Check to make sure all students have completed both worksheets accurately and thoroughly.

Reflection: Lead a class discussion on lessons learned. What did you learn about yourself in this lesson? Could any of your interests lead to a career choice?

ACTIVITY 1

Exploring Your Interests

I would like to volunteer at

An animal shelter

A nursing home

Because

I love animals and want to be a vet

I like caring for the elderly and want to be a nurse

ACTIVITY 2

I Am Unique Because...

Complete the sentence and then write at least four more sentences to finish the paragraph.

I am unique because _____

What Have You Learned

Career Education Focus:

1. Identifying knowledge gained about career exploration
2. Identifying plans to continue career exploration

Related Standards: English/language arts

Lesson Objectives:

1. Express what the students have learned during the career exploration lessons
2. Compare and contrast students' current knowledge to previous knowledge about careers
3. Develop a plan to continue exploring future careers

Materials: Self-Survey worksheet, My Plan worksheet, pens and pencils

Procedures:

Tell the students this is the last lesson. Lead a class discussion and have students share what they have learned about the following topics:

- Personal strengths
- What behavior is and is not appropriate in an office setting
- Interacting with coworkers
- Communicating professionally
- Choosing the right career
- Setting goals

Allow time for students to share with the rest of the class other information they have learned about career exploration. Ask for volunteers to share the following information with rest of the class:

- Careers they have become interested in after exploring them during this unit
- The most surprising thing they learned during this unit
- Their plans to continue career exploration on their own

Activity 1: Pass out the Self-Survey worksheet. Explain to students they are going to answer questions about themselves based on what they have learned. After students have had enough time to complete the worksheet, ask for volunteers to share what they have learned.

Activity 2: Pass out the My Plan worksheet. Explain to students they are to come up with a plan to continue exploring careers that interests them. After students have had enough time to complete the worksheet, ask for volunteers to share their plans with the class.

Assessment: Make sure all students have completed both worksheets thoroughly and accurately

Reflection: Lead a class discussion on lessons learned. How many of you have changed your career goals during this lesson? What made you change?

ACTIVITY 1

Self-Survey

1. What kind of careers are you interested in exploring? Have you changed your mind since you began learning about career exploration?

2. Why do these careers interest you?

3. What did you learn about these careers during these lessons?

4. What is the most important lesson you have learned about careers?

ACTIVITY 2

My Plan

1. How do you plan to continue exploring careers on your own?

2. What goals have you set for yourself regarding your future career plans?

3. Are there any questions that you still have about careers that were not answered? How will you find the answers?



LEARNING FOR LIFE
1329 West Walnut Hill Lane
P.O. Box 152225
Irving, TX 75015-2225
<http://www.learningforlife.org>

800-781
2011 Printing