

**Governor's Institute for Career Education And Work Activity**  
**by Greg Notestine and Lori Casanova**

<b>Title</b>	<b>Advertising Your Business!</b>
<b>Standards Addressed</b>	<b>13.1.8 B Relate careers personal interests, abilities, and aptitudes. 13.1.8 F Analyze the relationship of school subjects, extra-curricular activities, and community experiences to career preparation. 13.3.8 C Explain and demonstrate conflict resolution skills (constructive criticism, group dynamics, managing/leadership, mediation, negotiation, problem solving). 13.3.8 B Explain the role of each participant's contributions in a team setting. ST 3.7 A,B,C,D,E; HSPE 10.4 A,B; HSPE 10.5 A,B,C,D</b>
<b>Brief Overview</b>	Students design an advertising campaign for their hotel
<b>Grade Level</b>	7 <sup>th</sup> or 8 <sup>th</sup>
<b>Content Area(s)</b>	Business/marketing, Technology Education, Art
<b>Other standards supported</b>	ASCA, PSCA, NCDG, SCANS
<b>Prep Time</b>	30 Minutes
<b>Implementation Time</b>	120 Minutes
<b>Learning Objectives</b>	Students working in teams will design an advertising campaign to "sell" a hotel, motel, or resort. Students will identify and demonstrate knowledge of manipulative/motor skills used in the career of Advertising and Design.
<b>Materials Needed</b>	Markers, pens, pencils, paper, tag board, magazines, blackboard, chalk, a variety of art supplies.
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Students will learn about the career of marketing and will evaluate motor skills required in this area.</li> <li>2. Class brainstorms how things are sold (i.e. radio, television, magazines, sports events, etc.)</li> <li>3. Review advertising concepts discussed in previous lessons, and look at magazine advertisements for the entertainment industry.</li> <li>4. Divide the class into teams, making an attempt to take into account the motor/manipulative skills of each student. Explain instructions and have class begin to plan and design their ad campaign. Involve the use of slogans, jingles, characters, etc.</li> <li>5. Have students draw their final draft on tagboard.</li> <li>6. Teams share completed projects and set up a display areas.</li> <li>7. Have students think about career possibilities in media/marketing as well as hotel/motel management, and have them evaluate their personal strengths in the skills required for this activity.</li> </ol>
<b>Theory basis</b>	Super Theory, Trait-Factor Theory, Holland Theory
<b>Evaluation/Assessment</b>	Review each advertising campaign
<b>Comments</b>	The teacher should remind students of activities completed in 3 <sup>rd</sup> and 5 <sup>th</sup> grade relating to hotel management careers.
<b>Enhancement Activities</b>	<ol style="list-style-type: none"> <li>1. Have other classes vote on the most effective advertising campaign.</li> <li>2. Create a scrapbook of campaigns.</li> </ol>
<b>Adaptation for at risk kids</b>	None needed.
<b>Resources</b>	<i>HowTo... Career Development Activities for Every Classroom 10 – 12</i> , University of Wisconsin/Board of Regents, 2001

**Governor's Institute for Career Education And Work Activity**  
**by Elaine Durham and Joseph Schaeffer**

<b>Title</b>	<b>Career Dream Day</b>
<b>Standards Addressed</b>	<b>13.1.8 F Analyze the relationship of school subjects, extra-curricular activities, and community experiences to career preparation. RWSL 1.8 A, B, C</b>
<b>Brief Overview</b>	Students will learn how school subjects, sports and clubs help in career preparation.
<b>Grade Level</b>	8 <sup>th</sup>
<b>Content Area(s)</b>	Language Arts
<b>Other standards supported</b>	ASCA, PSCA, NCDG
<b>Prep Time</b>	Several sessions over a number of weeks.
<b>Implementation Time</b>	55 minutes (Three 15-minute sessions, with five minutes between sessions).
<b>Learning Objectives</b>	Students will be able to identify several ways people prepare for their careers.
<b>Materials Needed</b>	Signs for Career Dream Day speaker locations.
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Approximately 20-25 career speakers will need to be recruited to speak to students on Career Dream Day. The speakers should represent common careers, familiar to eighth grade students.            Suggestions for recruiting speakers:            Request for speakers made in school newsletter.            PTO – make appeal among members and/or have them assist in locating speakers.            Contact local service organization, such as the Lion's Club or Rotary organization – make appeal among members and/or have them assist in locating speakers.            Contact local businesses, found in Yellow Pages, for possible speakers in specific career fields.</li> <li>2. Once recruited, the speakers are sent letters, giving them the specific details for the Career Dream Day itinerary. The letter will inform the speakers they will need to tell the students how their school and extra-curricular activities have helped them to prepare for their careers.</li> <li>3. The counselor will go into individual classes prior to Career Dream Day to help the students prepare for the speakers. The discussion would focus on why people have jobs, the skills required for different jobs and how to acquire these skills, dream jobs for each student, and what they are learning in school and in after-school activities will help to prepare them for their dream job.</li> <li>4. Sometime prior to the activity, the students are given a list of the careers that will be represented on Career Dream Day and asked to identify those jobs they would</li> </ol>

	like to learn more about.
<b>Theory basis</b>	Trait and Factor Theory
<b>Evaluation/Assessment</b>	For English class, students write a 250-word essay, identifying how their school subjects, sports and clubs help to prepare them for the specific careers represented in the sessions they attended.
<b>Comments</b>	This activity works best when coordinated by several individuals (i.e., teachers, counselors, community representatives).
<b>Enhancement Activities</b>	Students would take an interest inventory after attending the three Career Dream Day sessions to see how it aligns with their career choice.
<b>Adaptation for at risk kids</b>	No adaptations needed.
<b>Resources</b>	E.K. Powe Elementary School Counseling (Durham Public Schools, Durham, NC) website: <a href="http://powe.dpsnc.net">http://powe.dpsnc.net</a>

**Governor's Institute for Career Education And Work Activity**  
**by Courtney Cutchall, Bob Pasquantonio**  
**and Mike Thompson**

<b>Title</b>	<b>Check Your Portfolio for What Employers Desire</b>
<b>Standards Addressed</b>	<b>13.1.8 F Create an individualized career plan including, such as, but not limited to: assessment and continued development of career portfolio, career goals, cluster/pathway opportunities, individual interests and abilities, training/education requirements and financing.</b> <b>RWSL 1.4 C, D, E</b>
<b>Brief Overview</b>	Students will identify the samples in their portfolios that highlight their employability skills.
<b>Grade Level</b>	8 <sup>th</sup>
<b>Content Area(s)</b>	Language Arts
<b>Other standards supported</b>	N/A
<b>Prep Time</b>	30 minutes
<b>Implementation Time</b>	45-60 minutes
<b>Learning Objectives</b>	Student recognizes the skills they have and the skills they need for work.
<b>Materials Needed</b>	markers, flip chart
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Ask students to brainstorm characteristics of employability skills.</li> <li>2. Ask students to brainstorm activities which display employability skills.</li> <li>3. Write responses on board and add to the list if necessary.</li> <li>4. Evaluate portfolio samples in relation to the list of established criteria.</li> </ol>
<b>Theory basis</b>	Super Theory
<b>Evaluation/Assessment</b>	Teacher observation of student participation and completion.
<b>Comments</b>	<ol style="list-style-type: none"> <li>1. Generate a list of employability skills. (Make reference to <u>Employability Skills Checklist- Developmental Guidance Classroom Activities- Grade 7-9 No. 30</u>)</li> </ol>
<b>Enhancement Activities</b>	Invite HR representative to present industry desired workplace skills.
<b>Adaptation for at risk kids</b>	Encouragement by teacher to participate and pair with peers if necessary.
<b>Resources</b>	<u>Career Activities File-Career Portfolios K-12</u> <u>www.okcareertech.org/guidance</u> <u>7-9 Developmental Guidance Class Activities- Activity 30</u>

**Governor's Institute for Career Education And WorkActivity**  
 by Carol Kruskie, Greg Nagurney  
 and Ron Bolam

<b>Title</b>	<b>Discovering Employment Opportunity Factors</b>
<b>Standards Addressed</b>	<b>13. 1.8 E Analyze the economic factors that impact employment such as, but not limited to: competition, geographic location, global influences, job growth, job openings, labor supply, potential advancement, potential earnings, salaries/benefits, unemployment.</b>
<b>Brief Overview</b>	Students will analyze employment opportunity factors.
<b>Grade Level</b>	8 <sup>th</sup>
<b>Content Area(s)</b>	Language Arts, Reading, computer literacy skills 3.7.7D, cooperation skills
<b>Other standards supported</b>	PSCA, ASCA
<b>Prep Time</b>	30 minutes
<b>Implementation Time</b>	5 sessions
<b>Learning Objectives</b>	Students will analyze a career on personal interests. Students will learn the importance of selecting a career based on their interests and abilities.
<b>Materials Needed</b>	Computer with disk, paper, teacher-made materials, supply of website references, basket
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Students will draw career title from a basket.</li> <li>2. Students will research information about their career and complete template from disk.</li> <li>3. Using cooperative learning groups, students will develop through brainstorming personal employment decision factors. (i.e., labor supply, local job openings, opportunities for advancement, etc).</li> <li>4. Students will share their decision factors from the researched career.</li> </ol>
<b>Theory basis</b>	Trait and Factor Theories
<b>Evaluation/Assessment</b>	Local Language Arts rubric for written assignments
<b>Comments</b>	Teacher should emphasize the importance of career planning and appropriate career selection. Teacher will discuss how job satisfaction is linked to personal identity traits.
<b>Enhancement Activities</b>	Students will write a paragraph explaining their likes and dislikes about the career they researched. Teacher will facilitate <i>The Real Game</i> with students.
<b>Adaptation for at risk kids</b>	One-on-one help for technical assistance.
<b>Resources</b>	Central Pennsylvania Workforce Development Corporation resources Occupational Outlook Handbook Choices Program <a href="http://www.pheaammentor.org">www.pheaammentor.org</a> <a href="http://Bridges.com">Bridges.com</a> <i>The Real Game</i>

**Governor's Institute for Career Education And Work Activity**

by Carol Kruskie, Greg Nagurney  
and Ron Bolam

<b>Title</b>	<b>Employment Opportunities within the Community</b>
<b>Standards Addressed</b>	<b>13.1.5 Identify the elements of employment opportunities within the community.</b>
<b>Brief Overview</b>	Students will research one career of their choice.
<b>Grade Level</b>	5 <sup>th</sup>
<b>Content Area(s)</b>	Language Arts 1.4.5B,1.4.5C, Reading 1.2.5A, Writing 1.4.5B
<b>Other standards supported</b>	PSCA, ASCA
<b>Prep Time</b>	30 minutes
<b>Implementation Time</b>	Day 1-45 minutes Day 2-60 minutes Day 3-45 minutes
<b>Learning Objectives</b>	Students will list several careers from the local community by elements of employment. After interviewing local speakers, students will research a career of interest based on the elements of employment within their community.
<b>Materials Needed</b>	Materials provided by speakers about employment opportunities from within the community. Podium, chalk, overhead projector, blackboard, paper, pencils
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"><li>1. Teacher will invite speakers to talk about employment opportunities within the local community. (i.e. Career Link, State Employment Office, local government officials, Chamber of Commerce)</li><li>2. Students will prepare questions about employment opportunities within the community.</li><li>3. Students will write a report on a local career of interest.</li><li>4. Students will dress in clothing related to their chosen career to present the report.</li><li>5. Audience will guess the job title based upon the report given and clothing worn in a "What's My Line" format.</li></ol>
<b>Theory basis</b>	Trait and Factor Theory
<b>Evaluation/Assessment</b>	Reports will be evaluated through local Language Arts rubrics.
<b>Comments</b>	<ol style="list-style-type: none"><li>1. Advanced planning for scheduling speakers.</li><li>2. Advanced notification to parents about possible clothing needs within the activity.</li><li>3. Students will be reminded of classroom etiquette for speakers.</li><li>4. Seek publicity event through local media.</li><li>5. Limit each student presentation to 2 minutes for game.</li></ol>
<b>Enhancement Activities</b>	<ol style="list-style-type: none"><li>1. Students will write "Thank you" notes to speakers.</li></ol>
<b>Adaptation for at risk kids</b>	One-to-one assistance with report writing
<b>Resources</b>	<a href="http://stats.bls.gov/k12/html/edu_over.htm">http://stats.bls.gov/k12/html/edu_over.htm</a> <a href="http://www.pacareerlink.state.pa.us/jobseeker/palmids.asp">www.pacareerlink.state.pa.us/jobseeker/palmids.asp</a> <a href="http://www.pachamber.org/DIR/LocalChambersOnline/main.asp">http://www.pachamber.org/DIR/LocalChambersOnline/main.asp</a> <i>Young Person's Occupational Outlook Handbook</i> published by Jist Works-ISBN 1593571259 Career Discovery Encyclopedia CD Rom by Ferguson

**Governor's Institute for Career Education And Work Activity**  
**by Julie Arcelus, Patricia Donner**  
**and Juanita Dymso**

<b>Title</b>	<b>Local Employment-- Local Training Programs: How are They Related?</b>
<b>Standards Addressed</b>	<b>13.1.3 C Explain the relationship of career training programs to employment opportunities</b> <b>1.1.8 A, 1.2.8 B, 1.6.8 A, 1.6.8 D, 1.6.8 F, 1.8.8 B</b>
<b>Brief Overview</b>	Explore the relationship between local employment and training opportunities.
<b>Grade Level</b>	8 <sup>th</sup>
<b>Content Area(s)</b>	Guidance, Career Education, Language Arts, or Social Studies
<b>Other standards supported</b>	ASCA, PSCA, NCDG
<b>Prep Time</b>	60 minutes
<b>Implementation Time</b>	Two 45-minute sessions (minimum)
<b>Learning Objectives</b>	Students will be able to explain the relationship between local employment and training programs. They will learn to utilize career information available through the local newspaper classifieds.
<b>Materials Needed</b>	Multiple copies of local newspapers Handout of classified samples and abbreviations Chalk and Chalkboard or Whiteboard and marker
<b>Detailed Activity Steps</b>	<p><u>Lesson 1</u></p> <ol style="list-style-type: none"> <li>1. Brainstorm methods on the board for finding information about local employment opportunities and training.</li> <li>2. Focus on how to use classified advertisements in local newspapers, discuss and explain the elements of classified ads (i.e. the organization/layout, abbreviations, terms, categories of employment, etc.).</li> <li>3. Through the use of a handout that provides examples of particular ads, allow students to practice finding and interpreting specific information.</li> </ol> <p><u>Lesson 2</u></p> <ol style="list-style-type: none"> <li>1. Review a daily newspaper for articles on local employment trends.</li> <li>2. Have students tally the number of postings in various categories of employment.</li> <li>3. Discuss the relationships between the tally results and the trends, which were reflected in articles.</li> </ol>
<b>Theory basis</b>	Trait and Factor Theory
<b>Evaluation/Assessment</b>	<ul style="list-style-type: none"> <li>• Following lessons 1 and 2, students will complete a matching exercise on classified abbreviations and terms.</li> <li>• Students will select a classified ad of interest to them, identify the training necessary, and determine if the training is available locally.</li> <li>• Students will write a one page reflection on local employment trends based upon newspaper articles provided.</li> </ul>

<b>Comments</b>	Multiple lessons are recommended to meet this standard.
<b>Enhancement Activities</b>	<ol style="list-style-type: none"> <li>1. Students could explain the relationship between local employment and training programs by visiting the county CareerLink office.</li> <li>2. Students could explore the relationship between local employment and training opportunities via a guest speaker from a staffing agency or placement service.</li> <li>3. Students could explore the relationship between local employment and training opportunities through internet job search websites.</li> </ol>
<b>Adaptation for at risk kids</b>	Assessments can be completed orally.
<b>Resources</b>	<p>Local newspaper publishers  Local job placement agencies  CareerLink (<a href="http://www.pacareerlink.state.pa.us">www.pacareerlink.state.pa.us</a>), Employment Search (<a href="http://www.search.com">www.search.com</a>), Headhunter.net (<a href="http://www.headhunter.net">www.headhunter.net</a>), Job Bank USA (<a href="http://www.jobbankusa.com">www.jobbankusa.com</a>), etc.</p>

**Governor's Institute for Career Education and Work Activity**  
**by Karen Johnson and Bill O'Sick**

<b>Title</b>	<b>Mapping Your Future</b>
<b>Standards Addressed</b>	<b>13.1.8 A, B. Relate careers to individual interests, abilities, and aptitudes. Relate careers to personal interests, abilities, and aptitudes.</b>
<b>Brief Overview</b>	Students will apply the components of career planning and develop an individualized career plan.
<b>Grade Level</b>	7 <sup>th</sup> and 8 <sup>th</sup>
<b>Content Area(s)</b>	Language Arts and Social Studies
<b>Other standards supported</b>	ASCA, PSCA, NCDG, Pennsylvania Reading, Writing, Speaking and Listening Standards
<b>Prep Time</b>	30 minutes
<b>Implementation Time</b>	Three 45-minute sessions
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Learn how to Choose a Career</li> <li>• Understand their career Choice</li> <li>• How to Prepare for their career through education</li> </ul>
<b>Materials Needed</b>	Mapping Your Future Workbook, Interest Skills Checklist, Career Cluster Worksheet, 5 Steps to a Career Decision Handout, Occupational Outlook Handbook, pencils
<b>Detailed Activity Steps</b>	<p><b>Day 1</b></p> <p>Write on Board-Job Career. Ask what is the difference? Discuss answers. Tell students ways they can find out how to choose a career and how to reach their career goal. Ask them to go to page 12 of their Workbook and read the Ten Steps to Planning Your Career.</p> <p>Tell them to think about what they want to be. With all the career possibilities, how do you get there? Read your steps to develop a career plan for homework. Take the Interest Inventory, Discovering Your Interests (2 pages).</p> <p><b>Day 2</b></p> <p>Review results. Distribute Career Cluster worksheets. Have the students match up their occupations. Also compare the skills and the occupations selected. Review with them the educational needs for each occupation.</p> <p>Have students review their occupations. Once they have decided what occupation matches up with their career goal, have them develop a plan towards achieving that goal.</p> <p><b>Day 3</b></p>
<b>Theory basis</b>	Developmental Theory-Focus on Human development across one's lifespan.
<b>Evaluation/Assessment</b>	Student's workbook, worksheets, and biography of each occupation.
<b>Comments</b>	
<b>Enhancement Activities</b>	Students will create an occupational portfolio.
<b>Adaptation for at risk kids</b>	Resource room teacher and peer coaches will be involved.
<b>Resources</b>	<u>Occupational Outlook Handbook</u> , Florida Dept. of Education website. <u>Tom the Cruiser</u> , 2003. <u>Mapping Your Future Workbook</u> .

**Governor's Institute for Career Education And Work Activity**  
**by Greg Tomevi, Patricia Shannon**  
**and Debbie Foust**

<b>Title</b>	<b>Non-Traditional Occupations</b>
<b>Standards Addressed</b>	<b>13.1.8 C Explain how both traditional and nontraditional careers offer or hinder career opportunities.</b> <b>RWSL:</b> <b>1.2.8 A,B; 1.3.8 F; 1.4.8 B,C; 1.5.8 A,B,C,D,E,F;</b> <b>1.6.8 C,D; 1.8.8 A,B,C</b>
<b>Brief Overview</b>	The student will be able to explain how non-traditional occupations can access various career options.
<b>Grade Level</b>	8 <sup>th</sup>
<b>Content Area(s)</b>	Career to Work and Reading, Writing, Speaking, Listening
<b>Other standards supported</b>	PDE Guidance and Counseling (1); ASCA (1); PDE Career Education (1)
<b>Prep Time</b>	4 - 5 hours
<b>Implementation Time</b>	Approximately 2 weeks
<b>Learning Objectives</b>	The student will be able to identify non-traditional occupations of interest, research, perform interviews, and present oral and written reports detailing their findings.
<b>Materials Needed</b>	Rubrics, overhead supplies, parental permission slips for tour. Required questions form for interviews. Student copies of Write Source 2000 text on developing informational reports. Word puzzles. Copies of local Sunday Employment sections.
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Provide unit objectives and goals to students, including descriptions of relevant rubrics, and an outline of the project. (Expectations, due dates etc...)</li> <li>2. Arrange a class tour of a local business, where non-traditional careers are present.</li> <li>3. From this visit, set up partnerships between employees, and students. They will conduct e-mail interviews with pre-assigned questions, that ask how, when, where, and why person became involved in a non-traditional career.</li> <li>4. The student will present their findings, plus additional resources from internet websites, first in a written report to publishing guidelines. Secondly students will prepare, and orally present, their findings.</li> </ol>
<b>Theory basis</b>	Krumboltz's Social Learning Theory.
<b>Evaluation/Assessment</b>	Visual assessment by teacher on participation. Rubric score on written report. Rubric score on oral presentations.
<b>Comments</b>	This lesson will be based on Career and Work Standards, as well as Reading, Writing, Speaking, Listening standards.
<b>Enhancement Activities</b>	<ol style="list-style-type: none"> <li>1. Occupational Vocabulary Word Puzzle.</li> <li>2. Internet search for educational requirements of specific careers.</li> <li>3. Local newspaper search for specific openings.</li> <li>4. Replicate written report in school newspaper.</li> </ol>

<p><b>Adaptation for at risk kids</b></p>	<ol style="list-style-type: none"> <li>1. Include student(s) in introductory presentation.</li> <li>2. Have students portray various career roles.</li> <li>3. Perhaps arrange a face to face interview as opposed to e-mailing.</li> <li>4. Provide additional practice for these students prior to their oral interview.</li> <li>5. Allow these students to work with a partner on enhancement activities.</li> </ol>
<p><b>Resources</b></p>	<ol style="list-style-type: none"> <li>1. Teacher introductory notes on non-traditional careers, and occupational opportunities. Many of these would come from materials presented during this conference.</li> <li>2. Personal computers with internet access.</li> <li>3. <u>Performance tasks for English teachers</u>, written by Amy Benjamin.</li> <li>4. <u>Write Source 2000</u> published by Great Source.</li> <li>5. <u>Young Person's Occupational Outlook Handbook</u> published by the U.S. Department of Labor.</li> </ol>

**Governor's Institute for Career Education And Work Activity**

**by Susan Morris, Roxann Laird**

**and Debra Smith**

<b>Title</b>	<b>Tips for Communicating Effectively</b>
<b>Standards Addressed</b>	<b>13.2.8 A Identify effective speaking and listening skills used in a job interview.</b>
<b>Brief Overview</b>	Students will practice and evaluate persuasive speaking skills.
<b>Grade Level</b>	8 <sup>th</sup>
<b>Content Area(s)</b>	Language Arts
<b>Other standards supported</b>	Academic standards for Reading, Writing, Speaking and Listening 1.6.8A,C, D
<b>Prep Time</b>	30 minutes
<b>Implementation Time</b>	Two, 30 minute sessions
<b>Learning Objectives</b>	Students will be able to identify persuasive speaking skills.
<b>Materials Needed</b>	Chalk board and chalk or whiteboard and markers List of interview questions to be asked in the mock interviews. Rubric for the interview. Example: <ul style="list-style-type: none"><li>• Be clear.</li><li>• Be complete with answers.</li><li>• Be consistent (don't jump around).</li><li>• Be courteous.</li><li>• Maintain eye contact.</li><li>• Pay attention to body language.</li><li>• Wait for the other person to finish.</li><li>• Listen carefully to what the other person is saying.</li><li>• Avoid slang.</li></ul>
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"><li>1. Make two columns on the chalkboard – one for positive speaking skills and one for poor speaking skills.</li><li>2. Have students brainstorm positive and poor speaking skills and list in the appropriate columns.</li><li>3. Encourage students to identify verbal and nonverbal speaking skills.</li></ol> Divide into groups of 3 (interviewer, interviewee and observer). Students will assume each of the three roles. The interviewer asks several of the questions from the prepared list. The interviewee responds practicing the positive speaking skills. The observer rates the interviewee using the rubrics. Rotate roles if time allows.
<b>Theory basis</b>	Holland Theory Super Theory
<b>Evaluation/Assessment</b>	Rubrics
<b>Comments</b>	Prepare a list of interview questions and an interview rubric prior to the activity.
<b>Enhancement Activities</b>	Internet search on "Job Interviews" or "Interviewing Skills" to find tutorials and other sites to reinforce appropriate skills.
<b>Adaptation for at risk kids</b>	None
<b>Resources</b>	Communication Skills – "Putting Words to Work" Franklin Learning Systems <a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a> <a href="http://www.teach-nology.com/web-tools/rubrics/webquest/">http://www.teach-nology.com/web-tools/rubrics/webquest/</a>

**Governor's Institute for Career Education and Work Activity**  
**by Steve Habowski, Tara Thall**  
**and Tom Harrison**

<b>Title</b>	<b>The Real Game</b>
<b>Standards Addressed</b>	<b>13.1.8 A Relate careers to individual interests, abilities, and aptitudes.</b> <b>1.2.8 Read and understand essential content of informational texts and documents in all academic areas.</b>
<b>Brief Overview</b>	Students will be able to identify how their job description/job title affects income, vacation, and leisure time.
<b>Grade Level</b>	8 <sup>th</sup>
<b>Content Area(s)</b>	Math, Reading
<b>Other standards supported</b>	NCDC, ASCA PSCA PDE 1.2 and 1.6
<b>Prep Time</b>	Three hours for Orientation
<b>Implementation Time</b>	19.5-27 sessions
<b>Learning Objectives</b>	Students will identify a connection between a job title and a life-style
<b>Materials Needed</b>	Student materials, Facilitator's Guide materials, loose-leaf paper, calculators
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Give students a list of sessions and the objectives of these sessions.</li> <li>2. Hand out student materials.</li> <li>3. Give each student a job card and the first work session.</li> <li>4. Complete each session's assignment.</li> </ol>
<b>Theory basis</b>	Trait and Factor Theory
<b>Evaluation/Assessment</b>	<ol style="list-style-type: none"> <li>1. Completion of work assignments.</li> <li>2. Oral reflection of how this job would fit who you are as a person.</li> </ol>
<b>Comments</b>	Reinforce two career goals for activities <ol style="list-style-type: none"> <li>1. The starting point for thinking in the direction of a career field is who you are.</li> <li>2. Choose a career field that you enjoy because you will spend more time at work than at any other activity.</li> </ol>
<b>Enhancement Activities</b>	<ul style="list-style-type: none"> <li>• Students will interview an adult who works in the job field selected. They will identify five aspects of that job that are advantages and five aspects that are disadvantages.</li> <li>• Students will dress up for the last session and present that interview information in the first person, not as a reporter.</li> </ul>
<b>Adaptation for at risk kids</b>	N/A
<b>Resources</b>	The Real Game Kit, The Real Game Facilitator's Guide

**Governor's Institute for Career Education And Work Activity**  
**by Kimberly Notestine and Norma Orner**

<b>Title</b>	<b>Using A Fire Extinguisher</b>
<b>Standards Addressed</b>	<p><b>13.2.8 E Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to health/safety.</b></p> <p><b>10.3.9 A Analyze the role of individual responsibility for safe practices and injury prevention in the home, school, and community.</b></p> <p><b>2.5.8 C Interpreting Results.</b></p> <p><b>3.2.8 A Nature of scientific knowledge.</b></p> <p><b>1.3.8 A Read and understand essential content of informational tests and documents in all academic areas.</b></p>
<b>Brief Overview</b>	Students will be able to identify and use the different types of fire extinguishers. They will know different work environments require different kinds of extinguishers.
<b>Grade Level</b>	8 <sup>th</sup>
<b>Content Area(s)</b>	Science, Reading, Math
<b>Other Standards Supported</b>	ASCA, PSCA, NCDG
<b>Prep Time</b>	30 minutes
<b>Implementation Time</b>	60 minutes
<b>Learning Objectives</b>	Students will understand the differences between types of fire extinguishers and how to choose, use and purchase the correct one for your workplace.
<b>Materials Needed</b>	<p>Computer access (or price list)</p> <p>Fire extinguishers</p> <p>Materials to burn</p>
<b>Detailed Activity Steps</b>	<ol style="list-style-type: none"> <li>1. Have students read and discuss the different kinds of fire extinguishers. (Water, Dry Chemical, and Carbon Dioxide)</li> <li>2. Ask the local fire company to bring in an example of each type of extinguisher.</li> <li>3. As an outside activity, have a firefighter set up a burn barrel and show proper extinguisher use possibly allowing some of the students to try.</li> </ol> <p>Have students use the internet (or price list) to calculate the cost for 5 extinguishers needed at a business site. The business site is an office area and contains furniture, paper files and computers. Have the students decide which extinguisher type they would use and calculate the cost. They can choose one kind of extinguisher or a combination. They then need to look up the cost on a specific web site (ex. Lowes.com) and do the math.</p>
<b>Theory Basis</b>	Trait and Factor Theory
<b>Evaluation/Assessment</b>	Discussion of choices in the math project to demonstrate

	knowledge.
<b>Comments</b>	Make sure the students are given a description of the work environment so they can make appropriate choices of extinguishers.
<b>Enhancement Activities</b>	The student could use the internet or store fliers to do a cost comparison of extinguishers.
<b>Adaptation for At Risk Students</b>	Students could be paired up to do the decision/math exercise, possibly using calculators for the math.
<b>Resources</b>	Local Fire Company <a href="http://www.ilpi.com/safety/extinguishers.html">www.ilpi.com/safety/extinguishers.html</a> <a href="http://www.Lowes.com">www.Lowes.com</a> store fliers