

Governor's Institute for Career Education And Work Activity

by Greg Tomevi, Pat Shannon,
and Debbie Foust

Title	Changing Roles at Home & In the Workforce
Standards Addressed	13.1.11 C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. 1.1.11 A,B,D,E,F,G 1.2.11A,B 1.4.11B,C 1.5.11 A-G 1.6.11A,D,E 1.8.11A-C
Brief Overview	The Student analyzes how the changing male/female roles relate to career choice.
Grade Level	11 th Grade
Content Area(s)	Career Awareness, Career Decision Making, Language Arts, Reading, Listening, Social/Interpersonal Skills
Other standards supported	PDE – Guidance and Counseling PDE – Standards of Career Education National Career Development Guidelines 1989
Prep Time	1 month
Implementation Time	Periodic checks with teacher as needed. Allot class time, including computer-use sessions.
Learning Objectives	Students will be able to scrutinize how the changing male/female roles relate to career choice.
Materials Needed	Internet access Folders for final project Paper
Detailed Activity Steps	<ol style="list-style-type: none">1. Each student will interview 5 people between the ages 20-30, and 45-55.2. The students will interview and collect data as to occupational choices available to each of these individuals in their respective age groups.3. When the data is collected, the students will do a comparison chart in order to analyze the changing career opportunities for males and females.4. Develop a list of at least three post-secondary institutions that provide necessary education and/or training.5. Provide up-to-date information on current and projected labor market statistics.6. Produce a formal report of compiled data with comparison and personal reflection/opinion.
Theory basis	Holland Code
Evaluation/Assessment	<ol style="list-style-type: none">1. Distribute a rubric evaluation to each student.2. Assess their response to the project and ask for suggestions for change and modification.3. Allow opportunities for pre-grade editing and comments by teacher.

Comments	<ol style="list-style-type: none"> 1. Introduce the project at least one month in advance. 2. Have the students hand in a 'rough draft' of their plan and the names of their contacts. 3. Explain that they are responsible for researching the careers presented by using accompanying statistics and graphs that display the changing availability of those careers to males and females.
Enhancement Activities	<ol style="list-style-type: none"> 1. Class Presentations in the form of extra credit. 2. Students complete their own Holland Interest Inventory.
Adaptation for at risk kids	<ol style="list-style-type: none"> 1. Where necessary, the number of interviewees can be reduced. 2. Interviewees can be accessed at school [staff and faculty].
Resources	John Holland's "World of Work" model

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

Title	Analyzing Performance-Based Assessments Components
Standards Addressed	13.2 F Analyze performance based assessments components. 1.4C; 1.4D; 1.4E
Brief Overview	Students will be engaged in an activity in which they will learn how to analyze the performance based components of portfolios and validated assessments.
Grade Level	11 th
Content Area(s)	English, Social Studies
Other standards supported	N/A
Prep Time	20 minutes
Implementation Time	45 – 60 minutes
Learning Objectives	Students will be able to identify contents of their portfolios such as work samples, aptitude tests and non-work (volunteer, community or civic) activities. They will be able to create skill statements that will be included in their professional resume.
Materials Needed	Worksheet, writing utensil, flip chart, markers
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Mimic an analysis of the assessment process of a portfolio. 2. Have students analyze their portfolio by categorizing each of the display items into defined categories as outlined in sample resumes. 3. Complete a worksheet to help define the performance-based portfolio standards. 4. The students will identify and document their work and non-work experience and translate those experiences into statements of skills specifically related to work.
Theory basis	Super Theory
Evaluation/Assessment	Evaluation of student produced resume.
Comments	<ol style="list-style-type: none"> 1. Create worksheet as a guide to help categorize samples. 2. The results of the exercise will be used to create the performance-based section of the resume.
Enhancement Activities	Use <u>Resume Writing for Teens</u> , by Lisa Frederiksen Bohannon to create the performance based component of their resume.
Adaptation for at risk kids	Some of the students may need individual coaching or learning prompts to maintain a consistent effort and an understanding of the criteria.
Resources	Counselor/Teacher Produced The Ohio Individual Career Plan and Career Passports Eric Digest No. 238 <u>Resume Writing for Teens</u> , by Lisa Frederiksen Bohannon

Governor's Institute for Career Education And Work Activity
by Christine Vicars, Angeline Thall
and Katherine Taylor

Title	Be a Resume Critic.
Standards Addressed	CEW 13. 2.11. C. Develop and assemble, for portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, resume. PSSA 1.6.8 A. Speaking & Listening-Listen to Others PSSA 1.6.8 D. Contribute to Discussion PSSA 1.6.8 E. Participate in Small/Large Group Discussions
Brief Overview	Students will create and use rubrics to grade career documents.
Grade Level	11 th
Content Area(s)	English
Other standards supported	ASCA, PSCA, NCDG
Prep Time	Teachers should be knowledgeable of Rubistar-computerized rubric maker (1 hour).
Implementation Time	Two, 45-minute sessions
Learning Objectives	Students will evaluate resumes retrieved from the internet against group created rubrics.
Materials Needed	Computer access, chalkboard, chalk
Detailed Activity Steps	<ul style="list-style-type: none"> • Day 1 • Generate teacher/student discussions related to effective elements/organization/language conventions of a resume. • List elements/concerns according to 3 domains from above. • Teacher should review definition of “rubric”- an assessment tool used to evaluate a product against established criteria. (PSSA writing rubric can be used as a sample) • Present Rubistar site www.rubistar.4teachers.org • Create brief rubric for personal letter as example. (see attached sample) • Day 2 • Place students in groups of 4-5. • Encourage students to designate two groups; one to create Rubric from information from the first day, one to pull resume sample copies from the Internet. Encourage them to find “good” and “bad” examples.

	<ul style="list-style-type: none"> Teacher will approve student-generated rubrics. (Make sure 3 components are represented) Students will evaluate resume samples using generated rubrics.
Theory basis	Super's Theory
Evaluation/Assessment	Group work skills rubric/independent work rubric
Comments	Teacher(s) need to familiarize themselves with this website.
Enhancement Activities	Peer assess other's work. Defend evaluations.
Adaptation for at risk kids	Adapt per IEP.
Resources	www.rubistar.4teachers.org



Resume Rubric/Sample

Teacher name:

Student Name _____

CATEGORY	4	3	2	1
Grammar & Spelling Conventions	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.
Format	Complies with all requirements for a resume.	Complies with almost all the requirements for a resume.	Complies with several of the requirements for a resume.	Complies with less than 75% of the requirements for a resume.
Language	Strong action words were used to describe ALL skills.	Action words were used to describe ALL skills.	Action words were used to describe most skills.	No evidence of action words were used to describe skills.
Resume Organization	Resume is effectively and obviously organized into 1 of the commonly known resume types (functional, chronological, professional, entry level).	Resume is generally organized into 1 of the commonly known resume types (functional, chronological, professional, entry level).	Resume is minimally organized.	Resume is not effectively organized.

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

Title	Justifying Career Choice
Standards Addressed	13.1.11 E. Justify the selection of a career.
Brief Overview	Students will create an electronic portfolio related to career selection.
Grade Level	11 th
Content Area(s)	Language Arts 1.4.11.E, 1.2.11A, 1.4.11B, Science and Technology 3.7.12D
Other standards supported	PSCA, ASCA
Prep Time	1 hour
Implementation Time	5 sessions
Learning Objectives	Students will learn how to use electronic career search program to complete a career report.
Materials Needed	Computer lab with internet access, paper, pencil
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Students will complete interest inventory on Choices Program (or available computerized career search program). 2. Students will complete a skills inventory. 3. Students will complete values assessment. 4. Students will complete aptitude survey. 5. Students will use a primary source when completing the report and electronic mail contacting the corresponding trade or professional association receiving hard copy information. 6. Students will complete a career report using Office Suite.
Theory basis	Trait and Factor Theory, Holland Theory, Brown's Values-Based Holistic Model
Evaluation/Assessment	Local Language Arts rubric for written assignments. Thoroughly-developed career profile as prescribed by the instructor.
Comments	Secure computer lab. Teacher will familiarize self with intended computerized program(s). Investigate local electronic resources regarding career information programs. Coordinate activities with other professionals within the school such as the library media specialists, School-to-Work coordinator.
Enhancement Activities	Students can interview individual performing the career they researched. Students can contact professional organizations/ agencies /unions for further information on specific careers.
Adaptation for at risk kids	Assistance with use of electronic equipment and software packages
Resources	Choices program www.pa.cx.bridges.com www.pheaamentor.org www.act.org/path/student/career/ www.asementor.org www.pacareerlink.state.pa.us www.learning-for-life.org/exploring/index.html ASVAB test CAS survey (bridges.com)

Lesson Planning Guide

Workplace Readiness

High School Level

Duty H: Employability and/or Career Development

Competency #5: Assess alternative occupational choices (e.g. working conditions, benefits and opportunities to change).

Approximate Time: Two 90-minute periods.

Prerequisite Skills

Workplace Readiness Competencies

H. Employability and/or Career Development

1. Develop a career plan with alternatives.
2. Apply job search skills to seek, evaluate, apply for and accept employment.

Reading, Writing, Speaking and Listening*

None

Mathematics*

None

Science and Technology*

None

Career Education and Work*

13.1.8 Career Awareness and Preparation

E. Analyze the economic factors that impact employment opportunities, such as, but not limited to:

- Competition
- Geographic location
- Global influences
- Job growth
- Job openings
- Labor supply
- Potential advancement
- Potential earnings
- Salaries/benefits
- Unemployment

F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.

* Academic Standards, Pennsylvania Department of Education

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Identify factors to consider when assessing occupational choices as described in the textbook with 85% accuracy.	Written test

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

Intrapersonal

Resources

1. Textbook: *From School to Work*
ISBN 1-56637-940-7
Author: Littrell, Lorenz and Smith
Publisher : Goodheart-Willcox Co.
Tinley Park, IL 60477-6243
2. Student Activity Guide for *From School to Work*
ISBN 1-56637-970-9
Author: Littrell, Clasen and Pearson
Publisher: Goodheart-Willcox Co.
Tinley Park, IL 60477-6243
3. Written test: *Assessing Occupational Choices*
Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction/ Discussion	Ask the students why people change jobs or careers. List the reasons on the blackboard. Explain that many factors affect satisfaction in a career and should be considered when choosing a career.	
Reading Assignment	Have the students read the information on "Evaluating Careers" in the textbook.	Resource #1, Pages 267-275
In-Class Discussion	Have students read the case study from the textbook. Discuss the case study questions with them including the relationship of school subjects, extracurricular activities and community experiences. Related Academic Skills: 13.1.8 E, F	Resource #1, Page 272

Competency #5: Assess alternative occupational choices (e.g. working conditions, benefits and opportunities to change).

Assignment	Have the students evaluate in writing two occupations, comparing economic factors, how the occupations fit their personal goals and lifestyle as well as personality, interests and abilities and the probability of success in the occupation.	Resource #2, Page 98, Chapter 14, Activity F
Test	Give students a written test on factors to consider when assessing occupational choices.	Resources #3

Related SCANS/Soft Skills**Resources**

None

Interpersonal

None

Information

None

Systems

None

Technology

None

Thinking Skills

None

Personal Qualities

None

Related Worksite/Work Based Activities

None

Additional Resources

None

This planning guide was written by Marina Gresh, Teacher, Central Columbia School District, Bloomsburg, PA.

Lesson Planning Guide

Workplace Readiness

High School Level

Duty H: Employability and/or Career Development

Competency #1: Develop a career plan with alternatives.

Approximate Time: Four 90-minute periods.

Prerequisite Skills

Workplace Readiness Competencies

A. Communication

3. Locate information from books, journals, magazines and Internet.

B. Problem Solving and Critical Thinking

1. Define the problem.

2. Analyze the problem.

3. Search out reliable information relevant to the problem.

4. Formulate ideas, proposals and solutions to problems.

5. Select potential solutions based on reasoned criteria.

Reading, Writing, Speaking and Listening*

None

Mathematics*

None

Science and Technology*

None

Career Education and Work*

13.1.8 Career Awareness and Preparation

A. Relate careers to individual interests, abilities, and aptitudes.

B. Relate careers to personal interests, abilities, and aptitudes.

G. 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

* Academic Standards, Pennsylvania Department of Education

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Identify the steps in the decision making process as described in the textbook with 85% accuracy.	Activity
2. Identify the reasons for and steps necessary in the development of a career plan with alternatives as described in the textbook with 85% accuracy.	Written test

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic
 Interpersonal

Resources

1. Textbook: *From School to Work*
 ISBN 1-56637-940-7
 Author: Littrell, Lorenz and Smith
 Publisher : Goodheart-Willcox Co.
 Tinley Park, IL 60477-6243
2. Student Activity Guide for *From School to Work*
 ISBN 1-56637-970-9
 Author: Littrell, Clasen and Pearson
 Publisher: Goodheart-Willcox Co.
 Tinley Park, IL 60477-6243
3. Written test: *Decision Making/Career Plan*
 Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction	Explain to the students the importance of carefully deciding on a career. Identify the steps in the decision making process and explain each step.	Resource #1, Pages 279-281
Reading Assignment	Have the students read the information on the decision making process in the textbook.	Resource #1, Pages 279-281
In-Class Activity	Have the students use the decision making process to select occupations which suit each of them as found in the activity guide. Related Academic Skills: 13.1.8 A, B	Resource #2, Page 100, Chapter 15, Activity B

Performance Standard 2		
Reading Assignment	Have the students read the information on career decisions in the textbook.	Resource #1, Pages 281-284
In-Class Activity	Have the students use the Activity Guide to prepare a career plan for an occupation selected earlier.	Resource #2, Page 101, Chapter 15, Activity C
Assignment	Have the students use the Activity Guide to prepare a career ladder which includes job options at different levels.	Resource #2, Page 102, Chapter 15, Activity D
In-Class Discussion	Have students read the case study from the textbook. Discuss the case study questions with them.	Resource #1, Page 285
Test	Give students a written test on the decision making process and development of a career plan. Related Academic Skills: 13.1.8 G	Resource #3

Related SCANS/Soft Skills

Resources

None

Interpersonal

None

Information

None

Systems

None

Technology

None

Thinking Skills

None

Personal Qualities

None

Related Worksite/Work Based Activities

None

Additional Resources

None

This planning guide was written by Marina Gresh, Teacher, Central Columbia School District, Bloomsburg, PA.

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

Title	Routes to The Future
Standards Addressed	<p>13.1.11 D – Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship, school-based enterprise.</p> <p>13.1.11 F – Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full-time employment, industry training, military training, professional degree, registered apprenticeship, tech prep, vocational Rehabilitation centers.</p>
Brief Overview	Students will decide how careers could be reached by formal education or on the job training.
Grade Level	11 th
Content Area(s)	Language arts, decision making
Other standards supported	RWSL 1.8 A, B, C
Prep Time	10 minutes
Implementation Time	45 minutes
Learning Objectives	Students will learn 10 different ways to prepare for careers
Materials Needed	Newsprint and markers
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Ask each student to identify a career that interests him or her and record it on one piece of newsprint. 2. Explain each of the following categories and give examples of the kinds of jobs in each: 2 year degree, 4 year degree, immediate employment, industry training, military training, part-time employment, full time employment, professional degree, apprenticeship, tech prep. 3. Divide the class into 10 groups and give each group a piece of newsprint and one of the categories. 4. Have groups place careers from the list on their access route, if applicable. Post and share. 5. Have each student identify the paths that could lead them to their chosen career area.
Theory basis	Brown's Value-Based Holistic Model
Evaluation/Assessment	Students will each have identified a career and the access routes into that career.
Comments	<ol style="list-style-type: none"> 1. Students should have a familiarity with the 10 various access routes prior to this lesson.

Enhancement Activities	Using a career, such as chef, discuss how it could be reached by any of the routes. Discuss the positive and negative aspects of each route.
Adaptation for at risk kids	None needed.
Resources	Developmental Guidance Classroom Activities, Grades 10-12

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

Title	Snap Shot Internship
Standards Addressed	13.1 A Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals. 1.5.11 B Write using well developed content.
Brief Overview	Students will participate in an authentic job activity with a business mentor. This environment will provide students with the ability to analyze the work duties, skills needed, and personality traits required for job success, as well as show how these match their personality, abilities, and interests.
Grade Level	11 th
Content Area(s)	Writing, Speaking, Listening
Other standards supported	ASCA, PSCA NCDG Comp 2: Skills to interact positively with others. NCDG Comp 6: Skills to locate, interpret career information. Health, Safety, PE 10.1A, 10.4A, 10.4B, FCS 11.4A
Prep Time	One 30 minute orientation session.
Implementation Time	36-65 sessions
Learning Objectives	Students will identify connections between their traits and a specific profession.
Materials Needed	Student log book, parent permission form, liability consent form
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Meet with students to decide what business placement is most beneficial based on students interests. 2. Seek business partners willing to participate. 3. Obtain parental consent. 4. Check academic standing of individual students in order to determine eligibility. 5. Inform classroom teachers when student will be out of school. 6. Take students to planning session with business. 7. Monitor placement with business partner and student. 8. Conduct reflective session with student based on log and business mentor's feedback.
Theory basis	Identity Theory/Super Theory
Evaluation/Assessment	<ol style="list-style-type: none"> 1. Completion of student log book. 2. Student/business partner's evaluation form.
Comments	<ol style="list-style-type: none"> 1. Confirm that students are involved in the activities decided upon during each planning session. 2. Check with classroom instructors to be sure students make up work.
Enhancement Activities	Ask classroom teacher to allow time for student to demonstrate how school skills are used in job success.
Adaptation for at risk kids	NA
Resources	Snap-Shot Internship Explanation sheet

Snap-Shot Internship

What is it?

A snap-shot internship is different from a traditional internship because it is unpaid and is limited to one day per week for approximately 9 weeks. It allows students the opportunity to get out into the workplace and explore their career options not only by just shadowing an employee, but by involvement in an actual authentic job assignment, as well.

Who is the student?

In this case the student is from Northern High School and has been prescreened by the career coordinator.

What could a business offer?

A business(es) can offer a hands-on experience, and education beyond the classroom. Its employee mentors can serve in the capacity of role models, and a resource the student can look to for guidance in establishing his/her career plan. This can be as simple as providing guidance regarding which colleges have reputable programs.

What can this student expect to get out of this experience?

The student is leaving class for one day a week for several weeks to explore career options. To compensate for the missed class time, the internship must be a true learning experience. The goal is that the student has the opportunity to see what is beyond the four walls of our school and see the career possibilities that exist. Northern would also like the student to be evaluated on several aspects during his/her time at your site. This includes attitude, interpersonal skills, and communication. This evaluation will benefit the school and the student.

What kind of commitment is expected?

This will involve one student for one day per week for nine weeks. This day can vary weekly to fit into the mentor's schedule. Some planning is necessary since the goal is to have the student work on project tasks. The Northern coordinator and the student will meet with the mentor to identify specific dates and tasks. Planned activities could include a day where the student goes out to a project site with his/her mentor or attend a meeting related to work tasks. There will be time when a student is simply shadowing, but they should be involved in working on a meaningful task during most of the day.

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

Title	Volunteers in Careers
Standards Addressed	<p>13.1.11 A. Analyze career options based on personal interests, abilities, aptitudes, and achievements, and goals.</p> <p>13.1.11 C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>13.1.11 E. Justify the selection of a career.</p> <p>13.3.11 A. Analyze personal attitudes and work habits that support career retention and advancement.</p> <p>13.3.11 C. Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, problem solving.</p> <p>ST 3.7 A,B,C,D,E; HSPE 10.4 A,B; HSPE 10.5 A,B,C,D</p>
Brief Overview	Students will assist the 3 rd grade teacher with the activity CAREER RELAY, with the goal of analyzing the manner in which manipulative/motor skills are needed and used in various careers.
Grade Level	11 th , 12 th
Content Area(s)	Tech Ed. Reading, Math, Physical Education
Other standards supported	ASCA, PSCA, NCDG, EI-AHLA
Prep Time	60 minutes
Implementation Time	45 minutes
Learning Objectives	Students will identify and analyze those manipulative/motor skills associated with various careers.
Materials Needed	For each team: Ace bandage, doll or mannequin, 4 plastic glasses, 4 paper plates, trays, 10 envelopes printed with first and last name and address, set of wooden blocks, balloon, acrylic paint, set of cosmetics, cot, sheets, pillow
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Have students participate in career exploration programs. 2. Assign students to the third grade class using career activity "Career Relay." 3. Prior to the relay races, students assist 3rd grade teacher with the setup of the materials used in "Career Relay". 4. During the relay races, older students will assist the younger students by reassembling the activities as younger students complete them. 5. Upon conclusion of the races, older students will return to class to discuss the motor activities that they witnessed being performed by younger students, and to analyze the need for large motor skills and manipulative skills within these and other careers.
Theory basis	Super Theory, Brown's Values-Based Holistic Model
Evaluation/Assessment	Present a quiz in which students will demonstrate their understanding of the need for motor and manipulative skills in various careers.
Comments	This activity will present students with a unique opportunity to observe personality differences, and could be utilized with 11 th grade

	students in a career class, a physical education class, or a psychology class.
Enhancement Activities	<ol style="list-style-type: none"> 1. Students may also discuss communication and teamwork skills that they have used and that they have seen demonstrated during the races by the younger students. Students will relate these skills to careers. 2. Facilitate a discussion about changing gender roles in the workplace (within these and other occupations).
Adaptation for at risk kids	Students with disabilities may contribute to the activity in ways in which their disability will allow, with consideration from the teachers involved.
Resources	<i>Handbook of Career Games, Second Edition, Joy Cobb & Robert Cormany (used to develop the 3rd grade activity)</i>