# Governor's Institute for Career Education and Work Activity

by Greg Tomevi, Pat Shannon, and Debbie Foust

<table>
<thead>
<tr>
<th>Title</th>
<th>Changing Roles at Home &amp; In the Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards Addressed</td>
<td>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</td>
</tr>
<tr>
<td>Brief Overview</td>
<td>The Student analyzes how the changing male/female roles relate to career choice.</td>
</tr>
<tr>
<td>Grade Level</td>
<td>11th Grade</td>
</tr>
<tr>
<td>Content Area(s)</td>
<td>Career Awareness, Career Decision Making, Language Arts, Reading, Listening, Social/Interpersonal Skills</td>
</tr>
<tr>
<td>Other standards supported</td>
<td>PDE – Guidance and Counseling  PDE – Standards of Career Education  National Career Development Guidelines 1989</td>
</tr>
<tr>
<td>Prep Time</td>
<td>1 month</td>
</tr>
<tr>
<td>Implementation Time</td>
<td>Periodic checks with teacher as needed. Allot class time, including computer-use sessions.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>Students will be able to scrutinize how the changing male/female roles relate to career choice.</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Internet access  Folders for final project paper</td>
</tr>
<tr>
<td>Detailed Activity Steps</td>
<td>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.</td>
</tr>
<tr>
<td>Theory basis</td>
<td>Holland Code</td>
</tr>
<tr>
<td>Evaluation/Assessment</td>
<td>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.</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Introduce the project at least one month in advance.</td>
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</tr>
<tr>
<td>2. Have the students hand in a ‘rough draft’ of their plan</td>
<td></td>
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<tr>
<td>3. Explain that they are responsible for researching the careers</td>
<td></td>
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<tr>
<td>presented by using accompanying statistics and graphs that display</td>
<td></td>
</tr>
<tr>
<td>the changing availability of those careers to males and females.</td>
<td></td>
</tr>
<tr>
<td>Enhancement Activities</td>
<td></td>
</tr>
<tr>
<td>1. Class Presentations in the form of extra credit.</td>
<td></td>
</tr>
<tr>
<td>2. Students complete their own Holland Interest Inventory.</td>
<td></td>
</tr>
<tr>
<td>Adaptation for at risk kids</td>
<td></td>
</tr>
<tr>
<td>1. Where necessary, the number of interviewees can be reduced.</td>
<td></td>
</tr>
<tr>
<td>2. Interviewees can be accessed at school [staff and faculty].</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>John Holland’s “World of Work” model</td>
<td></td>
</tr>
</tbody>
</table>
## 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
11th

### 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
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
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 Resume Writing for Teens, 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
- Resume Writing for Teens, by Lisa Frederiksen Bohannon
Governor's Institute for Career Education And Work Activity
by Christine Vicars, Angeline Thall
and Katherine Taylor

<table>
<thead>
<tr>
<th>Title</th>
<th>Be a Resume Critic.</th>
</tr>
</thead>
</table>
| 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 | 11th |
| 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 |  
- **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](http://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. |
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 ____________________________

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

Date Created: 2003-07-10

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

by Carol Kruskie, Greg Nagurney and Ron Bolam

<table>
<thead>
<tr>
<th>Title</th>
<th>Justifying Career Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards Addressed</td>
<td>13.1.11 E. Justify the selection of a career.</td>
</tr>
<tr>
<td>Brief Overview</td>
<td>Students will create an electronic portfolio related to career selection.</td>
</tr>
<tr>
<td>Grade Level</td>
<td>11th</td>
</tr>
<tr>
<td>Content Area(s)</td>
<td>Language Arts 1.4.11.E, 1.2.11A, 1.4.11B, Science and Technology 3.7.12D</td>
</tr>
<tr>
<td>Other standards supported</td>
<td>PSCA, ASCA</td>
</tr>
<tr>
<td>Prep Time</td>
<td>1 hour</td>
</tr>
<tr>
<td>Implementation Time</td>
<td>5 sessions</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>Students will learn how to use electronic career search program to complete a career report.</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Computer lab with internet access, paper, pencil</td>
</tr>
</tbody>
</table>

#### Detailed Activity Steps
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.pheamentor.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*

<table>
<thead>
<tr>
<th>Duty H: Employability and/or Career Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency #5: Assess alternative occupational choices (e.g. working conditions, benefits and opportunities to change).</td>
</tr>
</tbody>
</table>

**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

_Funding provided by the Carl D. Perkins Vocational and Technology Education Act of 1998, Title II, P.L 105-332_
Performance Standards

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Suggested Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify factors to consider when assessing occupational choices as described in the textbook with 85% accuracy.</td>
<td>Written test</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Outline</th>
<th>Resources/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Standard 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction/</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Assignment</td>
<td>Have the students read the information on “Evaluating Careers” in the textbook.</td>
<td>Resource #1, Pages 267-275</td>
</tr>
<tr>
<td>In-Class Discussion</td>
<td>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</td>
<td>Resource #1, Page 272</td>
</tr>
</tbody>
</table>
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

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

Workplace Readiness

High School Level

Duty II: 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

Funding provided by the Carl D. Perkins Vocational and Technology Education Act of 1998, Title II, P.L 105-332
Performance Standards

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Suggested Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the steps in the decision making process as described in the textbook with 85% accuracy.</td>
<td>Activity</td>
</tr>
<tr>
<td>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.</td>
<td>Written test</td>
</tr>
</tbody>
</table>

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-Wilcox 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-Wilcox Co.
   Tinley Park, IL 60477-6243

3. Written test: Decision Making/Career Plan
   Teacher made

Equipment/Materials/Software
None

Suggested Learning Sequence

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

Related Academic Skills: 13.1.8 A, B
**Performance Standard 2**

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

**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

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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

<table>
<thead>
<tr>
<th>Title</th>
<th>Routes to The Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards Addressed</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Brief Overview</td>
<td>Students will decide how careers could be reached by formal education or on the job training.</td>
</tr>
<tr>
<td>Grade Level</td>
<td>11th</td>
</tr>
<tr>
<td>Content Area(s)</td>
<td>Language arts, decision making</td>
</tr>
<tr>
<td>Other standards supported</td>
<td>RWSL 1.8 A, B, C</td>
</tr>
<tr>
<td>Prep Time</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Implementation Time</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>Students will learn 10 different ways to prepare for careers</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Newsprint and markers</td>
</tr>
<tr>
<td>Detailed Activity Steps</td>
<td>1. Ask each student to identify a career that interests him or her and record it on one piece of newsprint.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>3. Divide the class into 10 groups and give each group a piece of newsprint and one of the categories.</td>
</tr>
<tr>
<td></td>
<td>4. Have groups place careers from the list on their access route, if applicable. Post and share.</td>
</tr>
<tr>
<td></td>
<td>5. Have each student identify the paths that could lead them to their chosen career area.</td>
</tr>
<tr>
<td>Theory basis</td>
<td>Brown’s Value-Based Holistic Model</td>
</tr>
<tr>
<td>Evaluation/Assessment</td>
<td>Students will each have identified a career and the access routes into that career.</td>
</tr>
<tr>
<td>Comments</td>
<td>1. Students should have a familiarity with the 10 various access routes prior to this lesson.</td>
</tr>
<tr>
<td><strong>Enhancement Activities</strong></td>
<td>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.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Adaptation for at risk kids</strong></td>
<td>None needed.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Developmental Guidance Classroom Activities, Grades 10-12</td>
</tr>
</tbody>
</table>
**Governor's Institute for Career Education And Work Activity**  
by Steve Habowski, Tara Thall  
and Tom Harrison

<table>
<thead>
<tr>
<th>Title</th>
<th>Snap Shot Internship</th>
</tr>
</thead>
</table>
| 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            | 11th |
| 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| 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 |
2. Student/business partner’s evaluation form. |
| Comments               | 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.
# Volunteers in Careers

**Title**

| Standards Addressed                                                                 | 13.1.11 A. Analyze career options based on personal interests, abilities, aptitudes, and achievements, and goals.  
13.1.11 C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.  
13.1.11 E. Justify the selection of a career.  
13.3.11 A. Analyze personal attitudes and work habits that support career retention and advancement.  
13.3.11 C. Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, problem solving. ST 3.7 A,B,C,D,E; HSPE 10.4 A,B; HSPE 10.5 A,B,C,D |
|---|---|

**Brief Overview**

Students will assist the 3rd 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**

11th, 12th

**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**

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 11th grade
| Enhancement Activities | 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 | *Handbook of Career Games, Second Edition*, Joy Cobb & Robert Corman (used to develop the 3rd grade activity) |