



CAREER EXPLORATION LESSONS **FOR EIGHTH GRADE**

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Introduction

Exploring's mission is to deliver character-building experiences and mentorship that allow youth to achieve their full potential in both life and work. With this principle in mind, the eighth grade career education curriculum offers students an in-depth opportunity to discover more about themselves and the world in which they live. Exploring guarantees their knowledge base is enriched in such a way as to prepare mind, body, and spirit to actively participate in and provide leadership to an ever-increasing global society.

In order to achieve each student's full potential, this curriculum delves into areas of personal accountability, leadership, decision-making, and career development. The Exploring program seeks to have students recognize the importance of community service as they develop into productive members of society. Being able to take academic information and connect it to real-life situations, both current and future, allows this curriculum to be relevant and authentic.

Program Methods

The eighth grade program supplement features grade-appropriate, theme-oriented lesson plans that enhance and support the core curricula. There are 40 new and seven revised lessons included, and they may be conducted by an Exploring representative, community role model, business leader, or classroom teacher.

Instructional techniques throughout the lessons are varied and promote active learning from each student, as diverse learning styles are accommodated and each person is encouraged to discover the most appropriate style for individual success. A reflective piece is found in each lesson, allowing for time to process learning and integrate with real-life experiences. Throughout the lessons, critical and creative thinking skills are encouraged, as well as decision-making, interpersonal and intrapersonal skills, self-esteem, character development, and preparation for the future. The use of technology and various applications are also incorporated.

The Exploring eighth grade career curriculum aids students in thinking beyond the present into a world where they become mature, responsible, and caring adults capable of participating in a global society. As students are encouraged to step out of their comfort zone into areas of uncertainty and indecision, it is the goal of this organization and curriculum to give each and every student the confidence and security to do so with integrity and high regard for themselves and others.

Unit 1

Exploration of Self

Unit 1 Exploration of Self

I Wanna Talk About Me

Career Education Focus:

1. Identify personal interests, abilities, and traits.
2. Understand the relationship between one's personality and career opportunities.
3. Employ critical thinking skills.

Related Standards: English, language arts, fine arts, music

Lesson Objectives:

1. Identify personality traits.
2. Differentiate between negative and positive personality traits and how a trait may be both.
3. Participate in oral presentation.

Materials: Computer with internet access

Procedures:

Give students the opportunity to talk about themselves (they will love doing this). As they cite traits, discuss how these could possibly differ in working situations. For example, strong-willed personalities could be both positive and negative, depending on the situation.

Activity 1: Students will research lyrics to an appropriate song that best gives examples of how they perceive their own personalities, strengths, weaknesses, interests, etc. The following information must be included during presentation time:

Title of song

Artist(s)

Three examples:

–I chose “Brown-Eyed Girl” because I have brown eyes.

–I chose the words “laughin’ and a-runnin,’ skippin’ and a-jumpin’” from “Brown-Eyed Girl” because I am always upbeat and energetic.

–I chose “So Hard to Find My Way” because sometimes it is difficult to make decisions that I know are the best for me.

Activity 2: Students will create a CD cover to continue the process of defining their personality traits. The cover should be in conjunction with the song chosen in Activity 1. These CD covers will be used later, as the actual cover for the CD they will create in career exploration.

Requirements: student's name, song title from Activity 1, and illustrations.

Activity 3: Students give a presentation of their finished CD cover. They may even choose to play part of their chosen song during this time.

Reflections: Positive oral responses for each presentation.

Assessment: Scoring rubric

Requirements	Possible Points	Earned Points
Participation	10	
Appropriate examples	30	
Creativity	10	
Understanding of lesson	20	
Time on task	10	
Presentation skills	20	
		Total

Unit 1 Exploration of Self

My Way or the Highway

Career Education Focus:

1. Characterize group dynamics.
2. Understand the meaning of consensus within a group.
3. Assess the workings within a team necessary for reaching a consensus.
4. Illustrate the use of positive persuasive techniques.
5. Respect diversity within a team.

Related Standards: Social Studies

Lesson Objectives:

1. Use effective communication techniques.
2. Problem solve effectively.
3. Work collaborative within a group setting.

Materials: One copy of “My Way or the Highway” worksheet per student

Vocabulary: Students will need to begin a vocabulary folder for this and further lessons. At any point when the teacher deems necessary, these words can be assessed: consensus, collaborate, brainstorming, empowerment

Procedures:

Activity 1: Discuss the meaning of each vocabulary word in relationship to this and future lessons. Explain that without consensus, a team cannot work effectively and the result would be mass chaos. Give each student a copy of the worksheet “My Way or the Highway.” Students will begin by individually ranking the statements.

Activity 2: Place students into groups of four to five participants. A leader, scribe, and spokesperson may be assigned for each group. Students must now work within their assigned team to reach consensus on the rights previously ranked individually.

Assessment: The teacher will visit with each team to assess participation from each student. As a class, discuss how consensus was reached within each team.

Reflection: The class will discuss how the vocabulary words came into play during this activity. The class will use the previous experience to determine positive ways in which a consensus may be reached in team settings. These consensus-building techniques will be posted as a reminder for later team building exercises.

MY WAY OR THE HIGHWAY

Look carefully at the following rights that are provided to U.S. citizens through the Bill of Rights in the U.S. Constitution. Think carefully about what each one means, and then rank them in importance to you (1 will be the most important, 10 will be the least).

- _____ The right to freedom of speech
- _____ The right to freedom of religion
- _____ The right to freedom of the press
- _____ The right to bear arms
- _____ The right to gather together in a peaceful manner
- _____ The right to freedom against illegal search and seizure without probable cause
- _____ The right to a speedy and public trial by an impartial jury of the accused peers
- _____ The right against cruel and unusual punishment
- _____ The right to a jury trial in disputes of more than \$20
- _____ The right of a homeowner to refuse soldiers taking up residence in their home during time of war

Unit 1 Exploration of Self

Use Your Words (Part A)

Career Education Focus:

1. Develop the ability to incorporate conflict resolution ideas and strategies.
2. Investigate the process of building relationships.
3. Explore individual differences.
4. Respect diversity.

Related Standards: Character education

Lesson Objectives:

1. Examine strategies of conflict resolution.
2. Predict potential outcomes.

Materials: Guest speaker

**An excellent website to research is www.teachingtolerance.org.

Vocabulary: Conflict resolution

Procedures:

Activity 1: Casey Stengel, former professional American League baseball player, manager, and hall-of-famer, once said, “Getting good players is easy. Getting them to play together is the hard part.” Use this to start a discussion about how individuals should settle conflicts. Lead the discussion in such a way to illicit responses of how eighth graders sometimes handle trouble among their peers, family, teachers, etc.

Activity 2: Guest speaker—invite a counselor/psychologist, etc. to discuss steps of conflict resolution.

Activity 3: As a class, compose a checklist for using conflict resolution strategies.

Reflection: Review the checklist weekly as students learn strategies.

Unit 1 Exploration of Self

Use Your Words (Part B)

Career Education Focus:

1. Develop the ability to incorporate conflict resolution ideas and strategies.
2. Investigate the process of building relationships.
3. Explore individual differences.
4. Respect diversity.

Related Standards: Character education

Lesson Objectives:

1. Recognize and anticipate various conflict resolution outcomes.
2. Analyze steps of conflict resolution.

Materials: Conflict Challenges worksheet

Procedures:

Activity 1: Review the steps of conflict resolution from the previous lesson.

Activity 2: “I Represent Conflict” (taken from www.TeacherVision.com)

Place yourself in the middle of the room and say, “Imagine that I represent conflict. Think about how you usually react when you experience a conflict personally or witness a conflict happening nearby. Then place yourself, in relation to me, somewhere in the room in a way that indicates your first response to conflict or disagreement. Think about your body position, the direction that you’re facing, and the distance from conflict.”

Activity 3: After placing students into small groups, choose a leader and a spokesperson for each group. Using the Conflict Challenges worksheet, with each challenge:

1. Read the conflict orally.
2. Each person in the group will respond orally to the scenario.
3. After listening carefully to individual responses, each group will reach a consensus on the “best probable solution.”
4. Each group will respond to the entire class with their solutions.

Reflection: As groups report orally, evaluate the different aspects of how each scenario could be handled.

Assessment: No formal assessment.

CONFLICT CHALLENGES

Scenario 1

In the cafeteria line, you accidentally knock against the person in front of you. They think you did it on purpose and threaten to beat you up after lunch. How do you handle this?

Scenario 2

The basketball team has an important game right after school. You want to attend the game, but Mom says you must go home and clean up your room. It's just not fair! Everyone else is going to the game. How do you handle this?

Scenario 3

Your iPod is missing. You've spent hours downloading and categorizing your favorite tunes. No one in the family claims to have seen it, yet you find it in your younger brother's lunch box. How do you handle this?

Scenario 4

Jon has a terrible attitude, especially towards adults, but he is your best friend and you really enjoy hanging out with him. Last week he was very disrespectful to the math teacher because he did poorly on a test. You were embarrassed for him, and also for yourself. Your grandmother says that you are known by the company you keep. You started thinking that maybe this isn't a very positive friendship for you. How do you handle this?

Unit 1 Exploration of Self

Workin' It Together

Career Education Focus:

1. Demonstrate effective interpersonal relationships.
2. Integrate diverse ideas.
3. Develop solutions.

Related Standards: English/language arts

Lesson Objectives:

1. Reflect on personal beliefs.
2. Incorporate effective consensus techniques.
3. Formulate a conclusion.

Materials: Post-It note (ideally 4 by 6 inches), School of the Future worksheet

Vocabulary: interpersonal, intrapersonal

Procedures:

Activity 1: Define the words interpersonal and intrapersonal, and explain the difference to students.

Activity 2: Students will respond on the Post-It notes to three questions concerning education.

1. What are your beliefs about how eighth graders learn best?
2. What should the curriculum include to make it more authentic?
3. What do you believe education of the future should “look” like?

Activity 3: Students will share their beliefs in teams of three to five. Teams will begin by responding to only one question at a time as members defend their statements. A predetermined signal will move all students from one question to the next.

Activity 4: Students will use effective consensus techniques to prioritize ideas in order to create a graphic organizer (see School of the Future worksheet) showing each team’s perspective.

Reflection: Conduct a class discussion of how consensus was met within each team.

Assessment: No formal assessment.

SCHOOL OF THE FUTURE

Learning Techniques

1.

2.

3.

Authenticity

1.

2.

3.

“Looks” Like

1.

2.

3.

Main Idea

1.

2.

3.

Unit 1 Exploration of Self

Brain Briefs

Career Education Focus:

1. Develop the skills and knowledge that will assist in identifying self-improvement factors and career exploration.
2. Identify personal traits.
3. Evaluate personal responses to given stimuli, which will help discern personal strengths and weaknesses.
4. Appraise self-assessments to explore career opportunities.

Related Standards: Science

Lesson Objectives:

1. Become aware of brain dominance.
2. Distinguish personal brain dominance information through self-assessment.
3. Evaluate findings.
4. Formulate how new information leads to a more thorough investigation of career possibilities.

Materials: One computer per student, PowerPoint presentation, Brain Dominance quiz, and scoring, if not completing quiz online

Vocabulary: Intuitive, subjective, analytical, logical, random

Procedures:

There are several options for the students when taking the Brain Dominance quiz. Websites listed in this lesson offer this with free scoring, and immediate results with detailed information. A hard copy of the quiz is included later in the lesson.

Activity 1: Start the class discussion by presenting to the class a human brain. Your science department should be able to assist you with this. Give brief information on the functions of each lobe and the brain itself.

Activity 2: Review the vocabulary words with your students and give a short explanation of brain dominance. Show the PowerPoint presentation on brain dominance.

Activity 3: Have students take the self-assessment, compute their scores, and identify each student's dominant side of the brain. After having become aware of this new information, students will need to review the PowerPoint to answer any questions they may have.

Reflection: Class discussion: Evaluate how this new information can help when exploring career opportunities.

Assessment: There will be no formal assessment for this lesson.

Website: www.braintypes.com

This is a free test with immediate scoring.

Website: www.web-us.com/brain/braindominance.htm

This is a free, real-time left/right brain analysis test with immediate scoring. If you have limited online access, you can find the same questions on the following pages. A scoring rubric can be found on page 21.

BRAIN DOMINANCE

1. When you walk into a theatre, classroom, or auditorium (assuming that there are no other influential factors), which side do you prefer?
A. Right B. Left
2. When taking a test, which style of questions do you prefer?
A. Multiple choice or matching B. Discussion
3. Do you often have hunches?
A. Yes B. No
4. When you have hunches, do you follow them?
A. Yes B. No
5. Do you have a place for everything and keep everything in its place?
A. Yes B. No
6. When you are learning a dance step, is it easier for you to
A. Learn by imitating the teacher and getting the feel of the music?
B. Learn the sequence of movements and talk your way through the steps?
7. Do you like to move your furniture several times a year, or do you prefer to keep the same arrangement?
A. Keep B. Move
8. Can you tell approximately how much time passed without a watch?
A. Yes B. No
9. Speaking in strictly relative terms, is it easier for you to understand
A. Algebra B. Geometry
10. Is it easier for you to remember people's names or to remember people's faces?
A. Names B. Faces
11. When given the topic "school," would you prefer to express your feelings through drawing or writing?
A. Drawing B. Writing

12. When someone is talking to you, do you respond to the word meaning, or do you respond to the person's pitch and feelings?
A. What is said B. How it is said

13. When speaking, do you use few gestures, or do you use many gestures, (that is, do you use your hands when you talk)?
A. Few B. Many

14. Your desk or where you work is
A. Neat and organized

B. Cluttered with stuff that you might need

15. Is it easier for you to read for main ideas or to read for specific details?
A. Main ideas B. Specific details

16. Do you do your best thinking sitting straight or lying down?
A. Sitting straight B. Lying down

17. Do you feel more comfortable saying/doing humorous things or saying/doing well-researched things?
A. Humorous things B. Well-researched things

18. In math
A. You can explain how you got the answer.

B. You can get the answer but cannot explain how.

Questions taken from www.web-us.com through Intelegen Inc.

KEY FOR HEMISPHERIC DOMINANCE TEST

1. When you walk into a theater, classroom, or auditorium (and assuming that there are no other influential factors), which side do you prefer?
 - right = R
 - left = L
2. When taking a test, which style of questions do you prefer?
 - L = Objective (true/false, multiple choice, matching)
 - R = Subjective (discussion)
3. Do you often have hunches?
 - R = Yes
 - L = No
4. When you have hunches, do you follow them?
 - R = Yes
 - L = No
5. Do you have a place for everything and keep everything in its place?
 - R = No
 - L = Yes
6. When you are learning a dance step, is it easier for you to
 - R = Learn by imitating the teacher and getting the feel of the music?
 - L = Learn the sequence of movements and talk your way through the steps?
7. Do you like to move your furniture several times a year, or do you prefer to keep the same arrangement?
 - L = Keep
 - R = Move
8. Can you tell approximately how much time passed without a watch?
 - L = Yes
 - R = No
9. Speaking in strictly relative terms, is it easier for you to understand
 - L = Algebra?
 - R = Geometry?
10. Is it easier for you to remember people's names or to remember people's faces?
 - L = Names
 - R = Faces

11. Given the topic “school,” would you prefer to express your feelings through drawing or writing?
 - R = Drawing
 - L = Writing
12. When someone is talking to you, do you respond to the word meaning, or do you respond to the person’s word pitch and feelings?
 - L = What is said (word meaning)
 - R = How it is said (word pitch and feeling)
13. When speaking, do you use few gestures, or do you use many gestures (that is, do you use your hands when you talk)?
 - L = Few gestures (very seldom use hands when you talk)
 - R = Many gestures (often use hands when you talk)
14. Your desk or where you work is
 - L = Neat and organized
 - R = Cluttered with stuff that you might need
15. Is it easier for you to read for main ideas or to read for specific details?
 - R = Main ideas
 - L = Specific details
16. Do you do your best thinking sitting erect or lying down?
 - L = Sitting erect
 - R = Lying down
17. Do you feel more comfortable saying/doing humorous things or saying/doing well-reasoned things?
 - R = Humorous things
 - L = Well-reasoned things
18. In math
 - L = You can explain how you got the answer
 - R = You can get the answer but cannot explain how

All these questions are somewhat subjective. Total your Rs and then subtract the number from 18. If the remainder is less than nine, you are right-brain dominant. The smaller the remainder the higher, the degree of right-brain dominance. The online test returns a lot more in-depth analysis.

The ultimate situation is not to have one dominant hemisphere but rather a whole brain, a golden balanced brain. People that have a balanced brain might tend to choose both answers.

Unit 1 Exploration of Self

Learning Styles

Career Education Focus:

1. Develop the skills and knowledge that will assist in identifying self-improvement factors and career exploration.
2. Identify personal traits.
3. Evaluate personal responses to given stimuli that will benefit in discerning personal strengths and weaknesses.
4. Use self-assessments to explore career opportunities.

Related Standards: Science

Lesson Objectives:

1. Examine three different styles of learning.
2. Discover individual learning styles and information through self-assessment.
3. Evaluate findings.
4. Assess how new information leads to a more thorough investigation of career possibilities.

Materials: Computers with internet access

Vocabulary: Kinesthetic

Procedures:

There are several websites that feature the assessment for the three different learning styles covered in this lesson.

(1) www.usd.edu/trio/tut/ts/stylest.html. This is adapted from Instructor magazine.

(2) www.educationplanner.org/students/self-assessments/learning-styles.shtml

(3) www.schoolfamily.com Search “learning styles assessment”

(4) www.homeworktips.about.com Search “learning styles assessment”

These are scored for free and an explanation is given to the students. This information will later be added to the student’s individual portfolio.

Activity 1: The teacher should define the vocabulary word, and explain the assessment and how it will help students determine their learning style. The students will take the assessment, have it scored electronically, and gather the information provided.

Activity 2: After discovering their predominant learning style, students will be given more information over each of the three basic styles. The students will only need the information for their identified style. This basic information is included later in the lesson; the teacher will present it in whatever way is deemed best.

Activity 3: Each student will create a personalized bookmark using the information gathered in the previous activities. What may be the best piece of information for one auditory learner, may not apply to another. Students should use this information not only in their other classes, but also when studying outside of a classroom setting. This bookmark will allow them to have the information with them. If possible, have the bookmarks laminated. An example follows in the lesson.

Reflection: Each of the three learning styles will be given their own area for meeting as a team. In each team meeting, students will discuss the information from their self-assessment and the effect it could have on learning in the future. Can this information help them to become lifelong learners? How can this be beneficial when exploring career choices? Were they surprised at what the results confirmed? What should their study time look like?

Assessment: There will be no formal assessment following this lesson.

VISUAL LEARNERS

Seeing or Writing

40 percent of learners

Characteristics

Vivid imaginations

Use color

May be avid readers

Will be unhappy with a presentation if they are unable to take detailed notes

Remember faces, but not names

Sensitive to the ways things look or appear

Make lists for everything

Don't retain what they hear for very long

May think in pictures or may think in words

Facial expressions show their emotions

Information may not exist for them if it is not seen or written down

Like written reports better than verbal ones

Learning Suggestions for Visual Learners

Take notes while listening to lectures.

Use color-coded highlighting.

Use graph paper to create charts and diagrams that demonstrate key points.

Actively review any photographs or diagrams in your textbook.

Use visual metaphors to associate information.

Write down explanations.

Make and use flashcards for studying. The act of writing the cards and viewing them will increase comprehension.

Use illustrations to remember content.

Organize your material. The more you organize your notes and study materials, the easier it will be for you to remember content.

Create graphs, tables, charts, and spreadsheets.

Review video specific to the content you are studying.

Use guided imagery.

AUDITORY LEARNERS

Hearing

30 percent of learners

Characteristics

Remember what they hear

Talk while they write

Need phonics

May be sophisticated speakers

Remember names, but forget faces

Eyes move down and to your right when they are listening to others

Remember by listening, especially music

Distracted by noise

Games and pictures are annoying and distracting

Write lightly and not always legibly

Often, information written down will have little meaning until it has also been heard

May seem to be listening to something inside themselves, rather than to the person they are communicating with

Learning Suggestions for Auditory Learners

Explain the material you are trying to learn to a study partner.

Read explanations out loud. Be sure to go over all important facts out loud.

Make up songs to go along with subject matter. The crazier, the better.

Record lectures and review these tapes while you drive.

When learning new information, state the problem out loud. Reason through solutions out loud.

Say words in syllables.

Make-up and repeat rhymes to remember facts, dates, names, etc.

Find audio tapes that review the information you are trying to learn.

Join or create a study group, or get a study partner.

To learn a sequence of steps, write them out in sentence form, and then read them out loud.

Use mnemonics and word links.

KINESTHETIC/TACTILE LEARNERS

Actively doing

30 percent of learners

Characteristics

Remember what was done, not what was seen or talked about

Don't hear things well

Touch and movement are important

Not avid readers

Attack things physically (fight, hit, pound)

Learn by imitation and practice

Touch things to get a sense of them

Like to talk about feelings

May have had or are having difficulty learning to read

Love games

Impulsive

May appear slow if information is not presented in their style

Like to dress comfortably

May be athletic, like swimming, cooking, running, eating, sailing, dancing, working out, massages

Learning Suggestions for Kinesthetic/Tactile Learners

Hold the book while reading, as opposed to laying it on a table.

Write while reading or talking.

Sit near the front of the classroom and take notes. This will help with focus.

Spend extra time in any labs offered.

Use a computer to reinforce learning by using the sense of touch.

Practice breathing slowly.

Write lists repeatedly.

Exaggerate lip movements in front of a mirror.

Get hands-on experience when possible.

Participate in any field trips offered.

This information was taken from Tutoring and Academic Success Centers.

http://www.trcc.commnet.edu/Div_academics/TASC/TutorTraining/learningstyles.html.

Three Rivers Community College, Norwich, Connecticut. Last updated 07/28/2004.

BOOKMARK EXAMPLE

Name

Auditory learner

Read the directions orally.

Lectures Audio tapes

Study with a partner.

Find a quiet place to study.

Say the information out loud.

Write it out.

Listen! Listen!! Listen!!!

Songs for learning? OK!

Unit 1 Exploration of Self

Personality Plus

Career Education Focus:

1. Develop the skills and knowledge that will assist in identifying self-improvement factors and career exploration.
2. Identify personal traits.
3. Evaluate personal responses to given stimuli that will benefit in discerning personal strengths and weaknesses.
4. Use self-assessments to explore career opportunities.

Related Standards: Technology

Lesson Objectives:

1. Examine different types of personalities.
2. Discover more about personalities through self-assessment.
3. Evaluate findings.
4. Conclude how new information leads to a more thorough investigation of career possibilities.

Materials: Computer with internet access

Vocabulary: Extrovert, introvert

Procedures:

There are many personality assessments that can be found on the internet, as well as extra vocabulary words that the teacher may want to include. Dr. Gary Smalley and Dr. John Trent created a personality assessment using lion, otter, beaver, and golden retriever as outcomes, and it is free online at <http://www3.dbu.edu/jeanhumphreys/SocialPsych/smalleytrentpersonality.htm>.

Activity 1: The teacher should review vocabulary words to help students understand personality jargon.

Activity 2: Students will go online to complete personality evaluation. After receiving the results, students should gather the necessary information concerning their traits. This information will later be added to their career profile.

Reflection: As a group, students will share their personality information. The teacher should point out how negative traits can be transformed to positives. Also, students will discuss how the information discovered is displayed during a school day. Teachers should emphasize the use of positive feedback.

Assessment: There will be no formal assessment for this lesson.

Unit 1 Exploration of Self

The Whole Picture

Career Education Focus:

1. Develop the skills and knowledge that will assist in identifying future career opportunities.
2. Assess personal information.
3. Evaluate all of the self-assessments previously completed.
4. Use self-assessments to explore career opportunities.

Related Standards: Science, fine arts

Lesson Objectives:

1. Examine words and terms previously learned.
2. Evaluate the “whole picture” using the self-assessments in previous lessons.
3. Point out how new information leads to a more thorough investigation of career possibilities.
4. Incorporate the new learning.

Materials: Art supplies (crayons, markers, posters, etc.)

Procedures:

Activity 1: As a class, the students will review the vocabulary identified during the self-exploration unit. The students will then evaluate their self-assessments and propose two careers that might be advantageous.

Activity 2: Based on the information learned, the students will create a “picture” of themselves showing left/right brain information, their learning style, and personality traits. They will determine how this information will be displayed, and will prepare a brief presentation about their “picture.” The emphasis is to use their strengths to generate this information. For example, a visual learner may choose to do this as a colorful poster, where an auditory learner may choose to write a monologue to present. Each student will practice their presentation with a peer before presentation time.

Activity 3: The students will present their “pictures” to the class.

Reflection: One question that the teacher may pose to each student is, “Based on this information, what jobs do you think would be right for you?”

Assessment:

1. Was the student able to elaborate on self-assessment information enough to share with peers the “big picture?”

Teacher comment:

2. Did the student emphasize their strengths?

Teacher comment:

3. Did the student show an understanding of the lessons by identifying a job and explaining why this might be an appropriate career?

Teacher comment:

4. Was the presentation material created well?

Teacher comment:

5. Did the student show good presentation skills?

Teacher comment:

Unit 1 Exploration of Self

Community Service

Career Education Focus:

1. Understand needs within a community, state, and world.
2. Acknowledge reasons for community service.
3. Experience working with other teens and adults.
4. Make connections.
5. Gather information about career choice ideas.
6. Show appreciation.

Related Standards: Social studies, English/language arts

Lesson Objectives:

1. Focus on needs of others in their community and beyond.
2. Express how young adults can benefit and give.
3. Recognize the many facets of volunteering.
4. Encourage others.

Materials: Two large sheets of paper for recording student responses, *The Giving Tree* by Shel Silverstein, “Giving” by Wilfred A. Petersen, “The Art of Giving” by Toni Doswell

Vocabulary: Philanthropy

Procedures:

Activity 1: Begin this lesson by reading and discussing with the students one of the three literary pieces on the materials list.

Activity 2: Lead a discussion of the benefits of volunteering. Such responses might include learning from others how to show appreciation, boosting self-esteem and self-confidence while identifying personal strengths and weaknesses, being active and healthy, researching and working in an area of a possible career choice.

As a class, brainstorm ways that students can volunteer. Record these suggestions for later use. (Ideas include recycling; contributing to or working at a food bank; assisting with a city clean-up; working at an animal shelter; donating time or resources to children’s charities; collecting, cleaning, and donating toys to women’s shelters.)

Activity 3: Have the students decide on a volunteer program or community service project they can start at their school. Identify one or two students as a project director. They will work together to initiate the class project and will follow it through to completion. Along the way, have the students evaluate their progress and define a path for success.

Activity 4: Have students make posters to display throughout the school advertising the benefits of volunteering. The scope of the posters should include all areas of volunteering.

Reflection: As a class, the teacher will lead a discussion answering the following question: Should community service be a requirement for high school graduation?

Assessment: There will be no formal assessment for this lesson.

THE ART OF GIVING

Wilfred A. Peterson

We give of ourselves when we give gifts of the heart: love, kindness, joy, understanding, sympathy, tolerance, forgiveness.

We give of ourselves when we give gifts of the mind: ideas, dreams, purposes, ideals, principles, plans, inventions, projects, poetry.

We give of ourselves when we give gifts of the spirit: prayer, vision, beauty, aspiration, peace, faith.

We give of ourselves when we give the gift of words: encouragement, inspiration, guidance.

Emerson said it well: “Rings and jewels are not gifts, but apologies for gifts. The only true gift is a portion of thyself.”

GIVING

Toni Doswell

Giving from the heart is a part of loving.
Giving when the heart is not in it is a lie.
Giving out of duty becomes a burden,
Abundant giving is something all should try.

When we give, we share what we have with others,
It makes life worth living and gives others a smile.
It matters not the size or quantity of the gift imparted,
It's the loved perceived that makes it all worthwhile.

What would life be without giving?
Everything in nature gives to us.
The clouds empty their load and showers come refreshing
Birds sing, and their choruses to us entrust.

Flowers bloom imparting fragrance
The scent gives our noses sweet whiffs
Dogs and cats nestle right beside us,
Loyal companions to mankind they exist.

Trees in grandeur lend their beauty
Pointing towards mountains which paint a scene.
Yes, everything in God's natural world ministers to us,
Sharing and giving, what joy they bring.

We are made in the Creator's image
He richly gives to us all things to enjoy
When we give to others are simply letting Him use our hands
To bring to others His happiness, blessings, and joy.

Unit 2

Exploration of Money Concepts

Unit 2 Exploration of Money Concepts

Millionaire Mania

Career Education Focus:

1. Identify characteristics of an entrepreneur.
2. Analyze work skills and personal traits of a successful businessperson.
3. Identify strategies for building successful careers.

Related Standards: English/language arts, social studies

Lesson Objectives:

1. Recognize characteristics of entrepreneurship through studying specific people, both past and present.
2. Develop note-taking skills.
3. Interpret written materials to determine specific information.

Materials: 3-by-5-inch note cards or notebook paper cut to this size, list of entrepreneurs, internet or reference books, 12-by-18-inch cardstock for each student

Vocabulary: Entrepreneur, innovative, cutting edge

Procedures:

Activity 1: Discuss basic information about being an entrepreneur, and identify goals and essential steps in a successful entrepreneurship. You can develop and use a PowerPoint presentation to help with this step. Students should take notes over the information for future assessment at the determination of the teachers.

Activity 2: Choose a person to research from the entrepreneur list that follows the lesson. Using at least three different websites or reference sources, print the pages found during research time. Students will read their printed materials carefully and highlight or underline essential words and/or phrases depicting necessary information. Transfer highlighted words or phrases to the note cards. This method is useful in avoiding plagiarism and documentation issues, because students will tend to write the information in their own words.

Activity 3: Categorize note cards into four categories: basic information, works, characteristics, and outcomes. Students will transfer the information to a four-square activity as a final product for class presentation. An example of the four-square activity follows. Notice how the three listed under “work” coincide with the three listed under “outcomes.”

Reflection: Each student will give a presentation over their assigned person.

Assessment:

Grading Rubric:

Use of class time (+10)

Information and procedure (+50)

 Highlighted information (+10)

 Note cards (+10)

 Picture (+5)

 Quote (+5)

 Facts per square (+20)

Quality of work (+10)

Use of class time (+10)

Oral presentation (+20)

ENTREPRENEUR LIST

Mary Kay Ash	Cosmetics
P. T. Barnum	Entertainment
Nsombi Bater	Owner and cosmetologist
Jeff Bezos	Internet (Amazon)
Andrew Carnegie	U. S. Steel
Steve Case	Internet (America Online)
Coco Chanel	Fashion
Jim Clark	Internet (Netscape)
Michael Dell	Dell
Walt Disney	Entertainment
Debbi Fields	Food
Henry Ford	Automobile
Donald and Doris Fisher	Clothing (Gap Inc.)
Bill Gates	Microsoft
Leo Goodwin	Insurance (Geico)
William Randolph Hearst	Publishing
Fernando Hernandez	AT&T
Milton Hersey	Food
Wayne Huizenga	Waste Management
Steve Jobs	Apple
John Johnson	Publishing
Herb Kelleher	Airlines
Courtney Klein	CEO–New Global Citizens
Ray Kroc	Fast Food
Louis B. Mayer	Entertainment
Estee Lauder	Cosmetics
Judi Sheppard Missett	Fitness
Pierre Omidyar	Ebay
William S. Paley	Broadcasting (CBS)
Howard Schultz	Food and Beverage
Russell Simmons	Def Jam Records
Dave Thomas	Fast Food (Wendy's)
Donald Trump	Real Estate/Broadcasting
Madame C. J. Walker	Beauty
Sam Walton	Retail
Vera Wang	Fashion
Oprah Winfrey	Entertainment
Jerry Yang	Co-founder Yahoo! Inc.

FOUR-SQUARE ACTIVITY

Basic Information

Born 10-24-42

Died 9-10-07

Italian

Started the 1991 World
Vision Award

Works

Business woman

Civil Rights Activist

Author

“To succeed, you have to believe in something with such a passion that it becomes a reality.”

Anita Roddick

Characteristics

Strong sense of moral outrage

Creative thinker

Enthusiastic

Leader

Empathetic

Rebel as a teen

Outcomes

The Body Shop started in 1991 selling natural cosmetics. By 2004, 1,980 stores were serving 77 million people throughout the world.

“Children on the Edge”—
charitable organization for
disadvantaged children

Take It Personally

Unit 2 Exploration of Money Concepts

Making Money

Career Education Focus:

1. Evaluate monetary earnings.
2. Discover new vocabulary connected with monetary earnings.
3. Explore the process for determining revenue.

Related Standards: Math**Lesson Objectives:**

1. Apply math skills to calculate income.
2. Interpret the concepts of new vocabulary words presented.
3. Formulate a connection to real-life outcomes.
4. Discover the rudimentary steps in the process of earning money.

Vocabulary:

Investment: giving money with the expectation of making a profit

Revenue: what you earn

Expenses: what you spend

Net income or net profit: total revenue minus total expenses

Debt: amount owed for funds borrowed

Procedures:

Activity 1: Discuss with students why their need or desires will increase as they become teenagers, i.e. car, insurance, dating, technology, etc. Before the beginning of vacation from school, students may want to work to earn extra money. Brainstorm with students various jobs, especially during the summer months, which are appropriate for their age. Keep this list available for further use.

Activity 2: Discuss the vocabulary words with your students. Use the following scenario to help students understand and apply the vocabulary words and the math process for determining net income or net profit (these two terms are interchangeable).

Your parents are investing \$500 for you to launch a summer job. You need \$300 (identify the vocabulary term) to buy necessary supplies to get started. At the beginning of your second week at work, you must spend \$75 more to replace supplies. At the end of your first two weeks of working, you bring home \$600 (identify vocabulary word). At this point, you must repay your debt.

Question 1: What was your net profit at the end of two weeks?

Question 2: If you worked two more weeks with the same expenses, would the net profit increase? Do you still have any debt to pay?

Question 3: Predict how long it might take for you to have a net profit of \$1,000.

Reflection: As a class, students will discuss their answers and determine the real-life connection to Activity 2.

Assessment: No formal assessment.

Unit 2 Exploration of Money Concepts

Others at Work

Career Education Focus:

1. Assess the opportunities taken by peers.
2. Critically analyze information.
3. Identify positive leadership traits.

Related Standards: Reading, social studies (current events), technology

Lesson Objectives:

1. Read various stories about peers who have already established themselves in the business world.
2. Recognize positive leadership traits.
3. Evaluate how a simple idea/dream/passion can become reality.

Materials: Computers with internet access

Vocabulary: Archives

Procedures:

Before using this website with students, be sure to navigate through it yourself so students will be led effectively to discover pertinent information.

Activity 1: Locate the website www.internetbasedkids.com. Teach the students how to best navigate through this site.

Activity 2: Have students read alone or with a partner to discover young adults and the businesses they have created. The teacher may choose to have the students navigate through this website together for more time-on-task efficiency. The students will need to take notes over what they read to use during the class discussion.

Reflections: Conduct a class discussion over the materials read. How does the article you read relate to your life? Defend the advantages of volunteering.

Assessment: No formal assessment for this lesson.

Unit 2 Exploration of Money Concepts

Making It My Own

Career Education Focus:

1. Set up a plan for a summer job.
2. Discover possibilities.
3. Investigate opportunities.
4. Design an advertising plan.

Related Standards: Technology, English/language arts

Lesson Objectives:

1. Brainstorm ideas for summer work particular to their age group.
2. Investigate jobs appropriate to the area in which they live.
3. Compile data as to the need for the particular job chosen.
4. Create a marketing plan for the summer job.

Materials: Computer, newspaper

Procedures:

Activity 1: The entire class will brainstorm ideas for jobs they could start during the summer months. Then, using the newspaper, search the classified section for jobs that might be appropriate for this age group. Add these to the brainstorming list. Also remind students of the jobs found from the lesson “Others at Work.”

Activity 2: Take time to discuss with students products that they are familiar with and what the advertisement for that product looks like. For example, the Nike swoosh or the jingle from a TV ad. Discuss how originality and creativity will play into promoting their jobs.

Activity 3: Using a computer program, students will create a marketing plan to generate business for their summer employment. Examples would include an advertisement, banner, brochure, business card, flier, etc. The number of required elements for this project will be determined by the teacher. Two examples are included later in the lesson. If computers are not available, the students can do each required piece on art paper.

Activity 4: After all requirements for the project have been completed, the students will create a portfolio of their business information. Using their portfolio, have students poll parents, teachers, neighbors, etc. to determine the viability of their chosen job. The primary question to have answered is: Is this a job you would consider hiring someone to do? The responses to this question will be incorporated into the students’ presentation.

Reflection: Students will reflect on their learning through a class discussion after all presentations have been given. Was there a need for your job? How did your portfolio promote you and your job?

Assessment: Rubric.

CATEGORY	4	3	2	1
Class time	All of the class time was used to complete this project.	Some of the class time was used to complete this project.	Little class time was used effectively and time-on-task was virtually none.	Class time was never used, even after reminders.
Basic idea	Very creative and original. Project pieces were well-addressed.	Adequate amount of creativity and originality put into project. Some parts could have been reworked.	Little originality or creativity presented in project.	Individual parts of the project were incomplete or not attempted.
Pieces	All pieces assigned by the teacher were completed.	Some pieces assigned by the teacher were completed.	Only one or two of the pieces were completed.	Individual parts of the project were incomplete or not attempted.
Quality	The project reflected a high quality of work on all pieces.	Most of the pieces were of high quality.	Little time and effort was seen through the quality of this project.	Lack of quality shown on the pieces.
Presentation	Excellent presentation.	Good presentation, but a couple more practices would have been beneficial.	Somewhat prepared.	The student chose not to present project materials.

Rubric made on www.Rubistar.com.

PROJECT EXAMPLE

Business Card

To make your life easier

Paula Price

Bountiful Berries Picker

Call 555-555-5555
Monday through Saturday

Unit 2 Exploration of Money Concepts

Evaluating Your Business Ideas

Career Education Focus:

1. Evaluate the business created in the previous lesson.
2. Predict the success of the business.
3. Revise areas of concern.
4. Decide if this is a “workable” business idea.

Related Standards: Math**Lesson Objectives:**

1. Evaluate a list of 10 questions referring to the effectiveness of their summer job proposal.
2. Create a simple projected financial statement.
3. Revise areas of concern.
4. Hypothesize the success rate of the considered business.

Materials: Evaluating Your Business worksheet

Vocabulary: Contingency

Procedures:

This is in conjunction with the lesson “Making It My Own.” Students must evaluate their proposed business in order to seek improvements. When reflecting, allow for adequate response time to forego worries of “having the wrong answer.”

Activity 1: Discuss the vocabulary word and how it fits into this particular lesson. Have students answer the Evaluating Your Business worksheet.

Activity 2: As questions and concerns arise from students as they complete the worksheet, be ready to lead in a class discussion.

Reflection: The best room configuration is with all students sitting in a large circle. The teacher will ask each student only two questions: Does this job idea work? Why or why not?

Assessment: No formal assessment for this lesson.

EVALUATING YOUR BUSINESS

1. Does your business help someone else?
2. Can someone else pay for it?
3. If not, then who will pay for it?
4. If answer to question two was “no,” and question three was “I don’t know,” then STOP right now. There is a problem that must be discussed.
5. Do you have the capacity to do what you’re proposing to do?
6. Do you know how to promote your business?
7. Did you create a projected financial statement? Estimate the projected net profit (projected revenue minus the projected expenses).
8. Think about things that might go wrong. Create a contingency plan.
9. What three words immediately create an image of your business?
10. Suppose you place 50 fliers in mailboxes throughout your neighborhood. What is your follow-up to these 50 fliers?

Questions created from “Evaluating Your Business Ideas” on Chrisbrogan.com, August 26, 2009.

Unit 2 Exploration of Money Concepts

Moving to Millionaire Mountain

Career Education Focus:

1. Recognize positive and negative work situations.
2. Recognize that life affects work.
3. Simulate real-life circumstances that affect the work environment.
4. Invent a board game.

Related Standards: Reading/language arts

Lesson Objectives:

1. Create an original game based on real-life possibilities.
2. Understand the concept of cause and effect.
3. Discover how to work well in a team environment.
4. Incorporate consensus techniques when in disagreement.

Materials: Poster board or heavy art paper (teacher decides the size), art supplies, construction paper. As an activity to lead into this lesson, the game Life can be played.

Vocabulary: Simulate, realism

Procedures:

With this lesson, it is important that students understand the time restraint. Teachers will need to set very specific dates for completion.

Activity 1: Discuss the concept of cause and effect, and have students give examples of how that concept plays out in their daily life. Lead a class discussion of how daily events can affect long-term outcomes. One way this can be accomplished is by using the consequences cards in a board game such as Monopoly or Life, or even by personal examples.

Activity 2: Divide the class into teams of three or four. Discuss with the class wise decision-making policies and review consensus techniques. Explain that each team is going to design a game called “Moving to Millionaire Mountain.” In this game, players will encounter both positive and negative circumstances that affect their reaching Millionaire Mountain. The game’s goal: to be the first to arrive at Millionaire Mountain.

Project Requirements: Set of written rules, consequence cards, spinner or dice, disks to be used by the players, creativity. The game will be graded in six areas: accuracy, attractiveness (maximum four graphics and contrasting colors used), rules (clearly written and easy to follow), creativity (interesting and fun to play), cooperative work (work well together and share the responsibilities), and knowledge of information. Check the rubric for specifics under each category.

Reflection: Let the games begin! As the games are being played, the players will complete a group evaluation.

Assessment: Rubric

GROUP EVALUATION

Whose game were you evaluating? _____

Questions

Comments

Were the rules well-written
and easy to follow?

Were the consequence
cards authentic (real-life)?

Was the game interesting
and fun to play?

Were all needed parts found?

Give one positive improvement
for this game.

MAKING A GAME: MOVING TO MILLIONAIRE MOUNTAIN

Teacher's name _____

Student's name _____

CATEGORY	4	3	2	1
Accuracy of content	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	All but two of the information cards made for the game are correct.	Several information cards made for the game are not accurate.
Attractiveness	Contrasting colors and at least three original graphics were used to give the cards and game board visual appeal.	Contrasting colors and at least one original graphic were used to give the cards and game board visual appeal.	Contrasting colors and “bordered” graphics were used to give the cards and game board visual appeal.	Little or no color, or fewer than three graphics, were included.
Rules	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but people had some difficulty figuring out the game.	The rules were not written.

Cooperative work	The group worked well together, with all members contributing significant amounts of quality work.	The group generally worked well together, with all members contributing some quality work.	The group worked fairly well together, with all members contributing some work.	The group often did not work well together and the game appeared to be the work of only one to two students in the group.
Creativity	The group put a lot of thought into making the game interesting and fun to play, as shown by creative questions, game pieces, and/or the game board.	The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.	The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game.	Little thought was put into making the game interesting or fun.
Knowledge Gained	All students in the group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state one or two facts about the topic used for the game without looking at the game.	Most students in the group could easily and correctly state one to two facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.

Unit 2 Exploration of Money Concepts

Financial Fitness

Career Education Focus:

1. Extend previous knowledge of the banking system.
2. Demonstrate a basic understanding of the borrowing and lending concepts.
3. Focus on vocabulary necessary for understanding the banking process.
4. Calculate word problems to show understanding of consumer borrowing.

Related Standards: Math**Lesson Objectives:**

1. Understand vocabulary necessary for banking needs.
2. Read an article explaining concept of borrowing money from a bank.
3. Demonstrate understanding of banking concepts.
4. Calculate word problems to determine how interest is accrued.

Materials: Computers with internet access for each student, Financial Fitness worksheet

Vocabulary: Found on Financial Fitness worksheet

Procedures:

The entirety of this lesson is based on an interactive website that teaches students about banking and the process of borrowing money. This is a site that students will thoroughly enjoy, as well as learn many concepts. It is important that the teacher peruse this website and be aware of how to navigate efficiently before starting this lesson.

Activity 1: Help the students find the site and show them the main areas: home, bios, lessons, comics, glossary, and activities. Give each student a worksheet and review the expectations for this assignment.

Activity 2: Tell the students the amount of time allowed to complete this assignment. This deadline is important for the students to understand so they remain on task. At this point, the students are ready to begin their exploration.

Reflection: Lead a class discussion about the process of borrowing money, how interest rates affect the money owed, the repercussions of failing to pay, and the effect on credit ratings. Anticipate a time when you would want to borrow money. Defend the value of a good credit rating. Evaluate the importance of a lower interest rate.

Assessment: The assessment for this lesson will be the score of the worksheet.

FINANCIAL FITNESS

Directions: Use the information found on the website www.centsables.com. Read carefully to answer the following questions. Use your time in class wisely.

- I. Vocabulary: On a sheet of paper, define the following terms.
 1. asset
 2. budget
 3. collateral
 4. interest
 5. investing
 6. mortgage
 7. principal
 8. profit
 9. Social Security
 10. stock
- II. Bios. Read through the bio information of the characters found on this website. List one important trait for each superhero. There are both villains and heroes.

Example: Ursa Major—protects kids who may be tricked out of their money.
- III. Under the lesson tab, read “Growing Your Money.” On your notebook paper, answer these questions:
 1. Explain the concept of interest.
 2. Evaluate how time affects total interest paid.
 3. When opening a savings account, what three questions should you ask?
 4. Explain PRT.
 5. Compare and contrast your checking account and your savings account.
 6. Describe the purpose of a check register?
 7. In banking, what is a deadbeat?
- IV. In the comic section, find issue No. 1. On the last page of this issue, find the quiz. Use your math skills to answer the two questions on the quiz. Write the answers on your notebook paper.
- V. Activities section. Choose any two activities and have fun!

Unit 2 Exploration of Money Concepts

Exploring the Net

Career Education Focus:

1. Learn about FAFSA and types of financial aid.
2. Reinforce previous learning.
3. Appreciate lifelong learning skills.
4. Use research process.
5. Demonstrate appropriate speaking skills.
6. Use technology to enhance learning.

Related Standards: English/language arts, technology

Lesson Objectives:

1. Effectively research areas of career education.
2. Reinforce previous learning.
3. Identify various means of financial aid.
4. Incorporate technology.

Materials: Computer per student with internet access, 3-by-5-inch index cards, Give One Get One worksheet

Procedures:

This is a student research lesson that focuses on prior learning, as well as new topics in the exploration of career education. Under each topic heading, there will be several internet sites that the students may use, but they should not be confined to these. Give them a chance to surf the internet and find information on the topics of choice.

If computers are not available, the teacher may choose to find hard copies of informational articles on these topics. With the hard copies, the research can be done in learning centers, with students rotating from article to article.

Directions for research project: The students will research two of the topics from the given list. As they read through each site, they should take notes over the information. Notes should be single words or phrases, unless using a direct quotation, and one fact should be written on one note card. After the students are done taking notes, they will decide which topic will be used for further completion of this lesson. Using the note cards, the students will create a PowerPoint presentation over only one of the two topics researched.

Directions for PowerPoint presentation: The students will now teach what they have learned through their research. This will be accomplished through a presentation using the slides as a teaching aid. The PowerPoint should contain a minimum of six slides, but no more than 10. The final slide should be a modified works cited page, giving credit to the appropriate authors. Students should research the correct form for a works cited.

Activity 1: Review with students good note-taking skills. Pass out or have the students copy the areas of choice for research. After decisions have been made, the students will begin searching the web and taking notes on the information presented in the articles. One fact should be written per note card. Unless using a direct quote, the facts should be written in the students' own words. This helps in eliminating the students' tendency to plagiarize. Remind the students of the lesson directions.

Activity 2: Hand out the Give One Get One worksheet. Using their notes, students will share information that has been researched. They will find students who have done similar research, give them one piece of information, and get another piece of information from that student. This will double a student's information.

Activity 3: Using the research information just gathered, each student will create a PowerPoint presentation teaching one of the topics to their classmates. Each student will present their findings with the accompanying slides.

Reflection: After all presentations have been given, the class will have an open discussion over each topic to exchange viewpoints.

Assessment: The lesson has several areas that can be assessed: students could receive a time-on-task grade when doing their research, the note card completion could be a grade, and the PowerPoint presentation could be a separate grade or it could be included as part of the presentation grade. The rubric is for the final presentation only.

TOPICS TO CHOOSE FROM

You do not have to choose from the following list, but you must have teacher approval on your own choice.

1. **Goal setting.** Use one or more of the sites to find information about goal setting. The search phrase will be “goal setting for kids.”

Suite101.com

Googolpower.com (not Google)

YouTube.com–Does Setting Work: Can you achieve your dreams? Day 51

The commentary for this video is done by Ryan Celestain.

2. **Leadership qualities.** Use one or more of the sites to find information about leadership qualities.

Enotalone.com “The Seven Keys to Unlocking Leadership Potential”

Leadership-tools.com “Leadership Skills for Kids”

3. **Work values.** Use one or more of the sites to find information about work values. The search phrase will be “values for kids.”

About.com “Teaching Positive Morals and Values

Best-career-match.com

Essortment.com “Teaching Human Values to Children”

4. **Financial aid.** Use one or more of the sites to find information about financial aid.

Fafsa.ed.gov

Studentaid.ed.gov

Ed.gov Repaying your loans

Usnewsandworldreport.com

–education

–paying for college

5. **Lifelong learning.** Use one or more of the sites to find information about lifelong learning.

Wikipedia.org

Lifehack.org “Fifteen Steps to Cultivate Lifelong Learning”

GIVE ONE GET ONE

RESEARCH INFORMATION

Presentation Rubric

Name _____

COMPONENTS	VALUE	EARNED
Information presented	30	
Useful, thought provoking, applicable, important to know		
Comments:		
PowerPoint	30	
Six to 10 slides, readable, creative, effective		
Comments:		
Presentation skills	20	
Did not read off of slides, practice evident, voice, eye contact, held audience attention		
Comments:		
Use of class time	10	
Comments:		
Overall learning evident	10	
Comments:		
		Grade

Unit 2 Exploration of Money Concepts

Keep It Current—Your Checkbook

Career Education Focus:

1. Understand the importance of having your own checking account.
2. Analyze the parts of a check.
3. Predict outcomes.
4. Manipulate a check register.
5. Rectify a statement.

Related Standards: Math, speech

Lesson Objectives:

1. Evaluate tips and guidelines for managing a checking account.
2. Identify parts of a check.
3. Maintain a check register.
4. Calculate deposits and withdrawals.
5. Rectify a bank statement.

Materials: Parts of a Check worksheet, Balancing a Checkbook worksheet, Where Did I Go Wrong worksheet

Vocabulary: Rectify, NSF, outstanding checks, overdraft protection

Procedures:

Activity 1: The beginning of this lesson should be introduced with a review of the materials from the Financial Fitness lesson. Then, discuss the definition of each vocabulary word.

Activity 2: Write each of the following guidelines on a strip of paper. Randomly hand out the strips to students. Each student receiving a strip will have a few minutes to converse with a partner or team. One at a time, each student will explain the validity of the tip or guideline.

Always use the register

Keep up with transactions

Verify all deposits

Apply for overdraft protection

Save, save, save

Pay off your debt

Make and keep a budget

Create a “receipt box”

Balance your records with those monthly statements from the bank

Use cash instead of debit or credit cards

Activity 3: Students will identify parts of a check with the Parts of a Check worksheet. Using the Balancing a Checkbook worksheet, the students will use a check register to calculate the amount of money in a checking account. Students will also have to locate the error(s) in the given check register, rectify the error, and calculate the new amount in the account.

Reflection: Reflection for this lesson will be handled through class discussion. Develop a plan for saving. Defend the importance of keeping current with your bank statement.

Assessment: The assessment for this lesson may be done in several ways: the three activities could be separate grades, the three could be averaged for only one grade, or the student could choose the best two out of three grades to record.

PARTS OF A CHECK

Student name _____

Directions: The parts of a check are listed below. Match the part to its correct position using the bold numbers only.

	9-5678/1234	1377
		Date _____
Pay to the Order of _____		\$ _____
		_____ Dollars
Your Financial Institution Anywhere, USA		
For _____		
	1: 12345678 123 □□□ 456 □□□ 7	0301

- | | |
|---|-----------------------|
| 1. Bank ID No. for electronic processing | 2. Payee |
| 3. Signature of person writing the check | 4. Check number |
| 5. Bank from which money is drawn | 6. Amount in words |
| 7. Reason | 8. Bank ID No. |
| 9. Amount of check for electronic process | 10. Amount in figures |
| 11. Date | 12. Customer ID No. |

BALANCING A CHECKBOOK

Student name _____

Directions: Using the check register page below, read the information given and balance Mike’s checkbook. He may be overdrawn!

Check Number	Date	Transaction	Amount	✓	Deposit	Balance
						\$100.00

- Beginning balance \$100
- February 2–Shoveled six driveways at \$10 each
- February 5–Purchased a new CD for \$14.99
- February 10–Needed \$20 cash for the arcade
- February 13–Worked five hours at \$6 an hour for his dad
- February 17–Referee at five soccer games at \$15 each
- February 21–Ordered new checks for \$10
- February 22–ATM cash withdrawal of \$50

WHERE DID I GO WRONG???

Student name _____

Directions: Look carefully at the following checkbook register. The most current bank statement indicated an amount of \$2,565.42 in this account. According to the register, that is not the correct amount. There may be more than one mistake. Help me!

Check Number	Date	Transaction	Amount	✓	Deposit	Balance
						100.00
	12/4	Deposit			2315.45	2815.45
1141	12/8	Fashion First	210.10			2605.35
		Christmas gifts				
1142	12/10	Central Market	64.93			2540.52
		Party food				
	12/12	Rebate check			75.00	2615.52
1143	12/15	The Christmas Store	150.00			2465.52
1144	12/15	Food Bank			100.00	2565.52
		donation				
	12/20	Transfer to savings			200.00	2765.52

Unit 2 Exploration of Money Concepts

It All Adds Up

Career Education Focus:

1. Comprehend output and input of finances.
2. Realize the effects of financial status on career decisions.
3. Build math skills.
4. Understand the repercussions of overspending.
5. Recognize the realistic effects of earning and spending money.

Related Standards: Math, consumer education

Lesson Objectives:

1. Deduce the effect of spent money.
2. Understand that personal resources are limited and must be used wisely.
3. Defend the value of financial planning that begins early.
4. Strengthen math skills.
5. Defend the importance of creating and following a budget.

Materials: Guest speaker, such as a financial planner, to enlighten students on what they can do now in order to learn and practice money management; computers with internet access

Procedures:

The teacher will need to preview the website, It All Adds Up (www.italladdsup.org) and the interactive game, Budget Odyssey.

Activity 1: Review with students the three R's of money management. Have the students discuss the three R techniques:

Reality—You have limited amounts of money.

Responsibility—You must manage what you have.

Restraint—You must be accountable for what you spend. Save for a future goal.

Activity 2: Guest speaker, then follow-up with a question/answer period.

Activity 3: Have students play the interactive game “Budget Odyssey” from the It All Adds Up website (www.italladdsup.org).

Reflection: Have each student share one personal statement of what they learned in the lesson.

Assessment: There is no formal assessment for this lesson.

Unit 3

Exploration of Time Usage

Unit 3 Exploration of Time Usage

Time Takers

Career Education Focus:

1. Realize that time is a resource.
2. Evaluate time usage.
3. Analyze the importance of time management.
4. Manage time more efficiently.

Related Standards: Math**Lesson Objectives:**

1. Communicate the effects of procrastination.
2. Develop reasons for effective time management.
3. Chart a 24-hour time period for personal analysis.
4. Evaluate the use of time management during the charted 24-hour period.
5. Compare and contrast peers' time charts.

Materials: Daily Schedule worksheet, Time Takers worksheet

Vocabulary: Procrastination

Procedures:

The focal point of this lesson is to redirect students to the way their time is used versus what needs to be accomplished. With each activity, lead the students in a way to help them understand that their choices ultimately affect their success.

Activity 1: The students are going to be shown a chart of Student X's schedule for any given day. Lead the students in a discussion of the Daily Schedule worksheet and how it might compare to one of their days. Discuss with the student behaviors that could help change the way this day looks. The discussion should focus on (1) setting priorities, (2) being organized, (3) meeting daily goals, (4) referring back to short-term and long-term goals, and (5) establishing effective time management skills.

Activity 2: Have the students complete their own 24-hour daily schedule. With a partner, the students will exchange their time charts for evaluation. Following the same questions, the students will determine the effectiveness of time management. Suggestions for improvement may be given.

Reflection: Teacher Tube (www.teachertube.com) has a video entitled "How to Stop Procrastination," which may be used as a reflection piece.

Assessment: Students should complete the crossword puzzle using time management terms.

DAILY SCHEDULE

Goal 1: study for math test

Goal 2: work on history project due next week

Goal 3: soccer game

Time	Activity	Time	Comment
6:30–7:30	Wake up, breakfast, dress	1 hour	Overslept, no time to eat
7:30–8:10	Sit at school and talk to friends	40 min.	
8:10–3:15	School	7 hours	Boring
3:15–4:00	Home, snack	45 min.	Fell asleep, used TV time
4:00–5:00	Television time	1 hour	
5:00–7:15	Soccer game	2 hours, 15 min.	Another win
7:15–8:00	Dinner	45 min.	
8:00–10:00	Texting, phone, etc.	2 hours, 15 min.	Good gossip, but I should have studied for the math test. Oh well.
10:00–10:30	Homework	30 min.	I'm so tired. I think.....
10:30	Bedtime	8 hours	

Is this realistic?

Does Monday through Friday look like this for you? Is every minute filled?

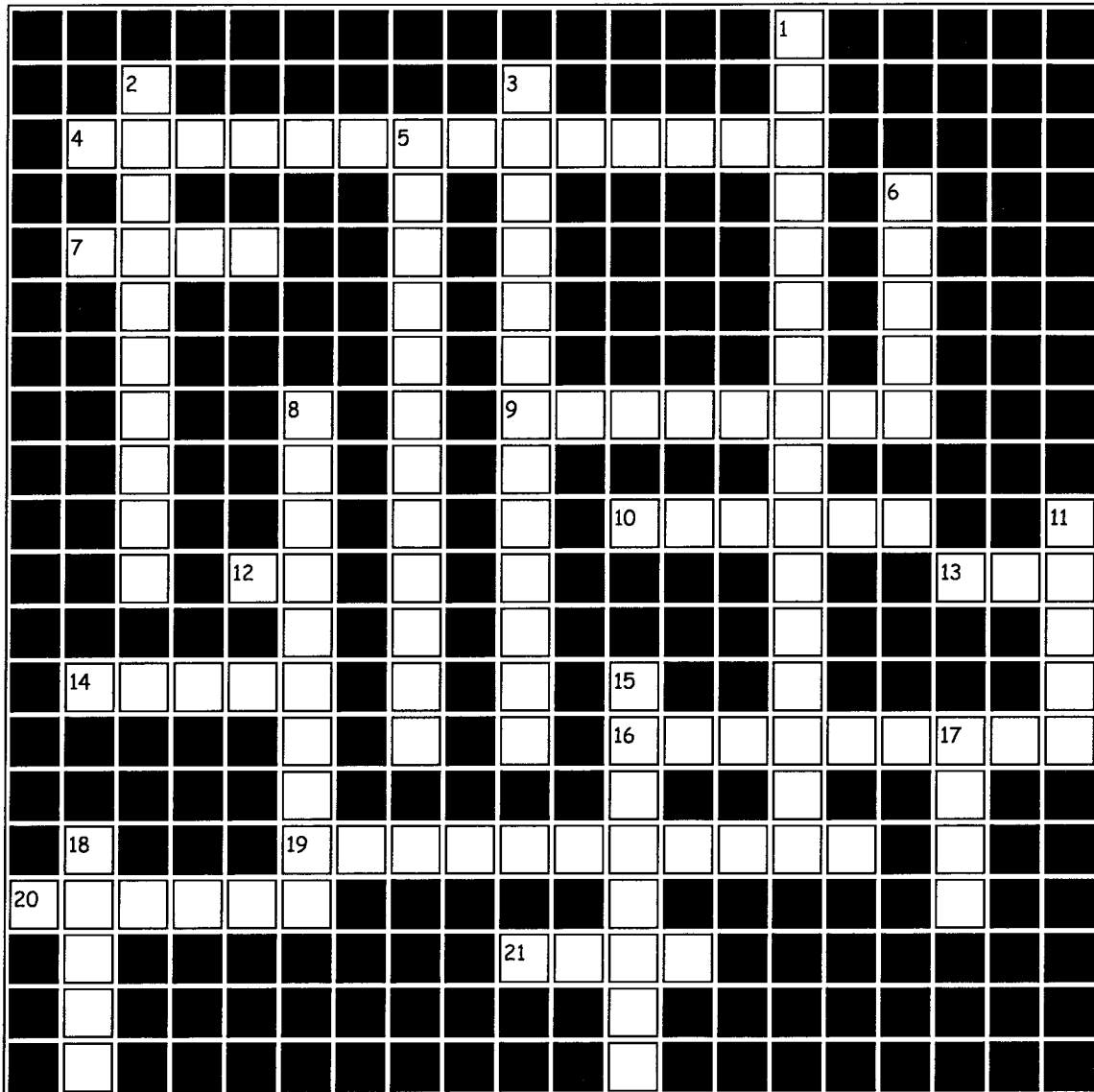
Were the goals for the day accomplished?

Do you have any chores to do?

Does it look as if priorities have been set?

What was omitted? For example, practicing instrument or community involvement.

Time Takers



Across

4. An idiom for wasting time
7. What you are working towards
9. Where you should be and when
10. What you must do at home to help out
12. Learn to say this when asked to make another commitment
13. An important period of history or time
14. Adolescents need more of this than adults
16. Based on fact; no daydreaming
19. Choices that eat away at time
20. Do this to have enough time to take care of your commitments
21. Give up

Down

1. The extras associated with school, like band or choir
2. Ranking the things you have to do in order of importance
3. Put off until tomorrow what should be done today
5. Scheduling too much in too little time
6. Talk, talk, talk
8. The way your homework looks when time is wasted
11. The knot in your stomach before a test that you didn't study for
15. Put everything in its proper place
17. Sound the clock makes as time flies by
18. Examples: Rolex, Timex, Guess

Unit 3 Exploration of Time Usage

Time Tips

Career Education Focus:

1. Become more aware of time and its use.
2. Recognize that time is a resource.
3. Evaluate time usage.
4. Explore the idea of change in time management.
5. Become personally responsible for own decisions.

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

Lesson Objectives:

1. Evaluate time management techniques.
2. Examine time wasters.
3. Learn to prioritize.
4. Conclude how time management affects goals.
5. Work smarter, not harder.

Materials: Video recorder, cardstock (8-by-10-inch) for every student, laminator, My To-Do List worksheet

Procedures:

Activity 1: The basic information for this lesson is in the video presentation from the previous lesson. If there is access to computers, have the students take notes individually with class follow-up time, rather than having a discussion as a large group.

Activity 2: Using the cardstock, each person will create their own to-do list using the My To-Do List worksheet. For durability, laminate these.

Activity 3: Divide the class into groups of five or six. The teams should now be ready to write, direct, and produce a four- to six-minute infomercial for the educational station TIME based on the information presented in this lesson. The goal is to encourage the adolescent viewer to rethink time management and give tips on strategies to improve.

Step 1: Team involvement. Write, edit, and revise the script. Don't forget the title!

Step 2: Select presenters, producer (in charge of filming and editing), director, and set designer.

Step 3: Practice, practice, practice.

Step 4: Dress rehearsal.

Step 5: Filming.

Step 6: Viewing.

Reflection: Debrief the class and review the basics from the lesson. Encourage students to use their to-do lists.

Assessment: For the infomercial, give awards for best actor, best actress, best producer, best writers, and best director.

MY TO-DO LIST

Task	Rating (A-F)	Comments

Unit 3 Exploration of Time Usage

Timely Terminology

Career Education Focus:

1. Reflect on prior learning.
2. Add specialized vocabulary words to career exploration toolbox.
3. Understand the need for specialized vocabulary.
4. Realize that career exploration is a continuous process.
5. Respect others.

Related Standards: Any subject area that has necessary vocabulary words to know

Lesson Objectives:

1. Examine previously-learned vocabulary particular to career exploration.
2. Infer the value of content-specific vocabulary.
3. Include other vocabulary words.
4. Work well with others.

Materials: Bingo cards (one per student), poker chips, prizes

Vocabulary: Annual leave, time-in-lieu, overtime, public holiday, full-time work

Procedures:

Activity 1: Review previously-taught vocabulary with the class. Then lead the students in a discussion of how these words might be categorized and let them divide the words according to the chosen categories. Discuss the importance of these words in each content area, along with how they might change if shifted to another category. Add new words.

Activity 2: Pass out the Bingo cards, one per student. Have the students write one vocabulary word in each square. Provide a definition and the student will cover the term matching that definition.

Reflections: Prior to being proclaimed the winner, the student must give the definition of the words that are covered.

Assessment: Vocabulary test.

BINGO

B	I	N	G	O
		FREE		

Unit 4

Exploration of College

Unit 4 Exploration of College

College Bound

Career Education Focus:

1. Become aware of post-secondary education application skills.
2. Become aware of terminology necessary for post-high school education.
3. Learn the educational process after high school.
4. Be able to identify personal habits and skills.
5. Be able to recognize the value of lifelong learning.

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

Lesson Objectives:

1. Simulate the process of applying for college.
2. Evaluate personal liabilities.
3. Generate improvements to identified liabilities.
4. Use technology skills.
5. Research admissions testing.

Materials: Computer with internet access, Post-Secondary Preparation worksheet, Self-Assessment worksheet, Post-Secondary Education flow chart

Procedures:

Activity 1: The students will discuss the concepts and terminology needed to understand the process of post-high school education and college admissions, using the Post-Secondary Preparation worksheet.

Activity 2: Have students take the self-assessment for getting ready for college (Self-Assessment worksheet) and then articulate possible improvements from now until college admissions time.

Activity 3: The teacher and students will navigate through a college website, focusing on basic information such as tuition, criteria for admissions, admissions test, etc. The students will follow the teacher through one site, and then will be able to browse individually from one of the five choices on the Post-Secondary Preparation worksheet or a teacher-approved choice.

Reflection: Conduct a discussion about the steps that students can take now to prepare for post-secondary education. Invite discussion of students' understanding about these steps. How are you preparing today for life after high school? What are your career interests? Is a four-year degree required for your career?

Assessment: No formal assessment for this lesson.

POST-SECONDARY PREPARATION

Terminology

ACT: Assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice test covers four skill areas: English, mathematics, reading, and science. The writing test, which is optional, measures a student's skills in planning and writing a short essay.

Admissions test: A standardized test, typically the SAT or ACT, used to predict the likelihood of a student's success in college.

Application fee: Money paid when applying to attend.

Criteria for admissions: Information needed to apply for admissions. Example: final high school transcript, shot record, Social Security number, proof of residency.

Post-secondary institution: College, university, trade, or vocational school beyond high school.

Program of study: Area to be studied, such as foreign language, education, pre-law, etc.

SAT: Globally-recognized college admissions test that covers math, writing, and reading.

Technical school: A post-secondary school that trains people in a variety of skills, including manual trades, health care, computer technology, etc.

Tuition: The cost to attend the school.

Vocational or trade school: Offers instruction and practical introductory experience, such as mechanics, carpentry, plumbing, and construction.

What steps can you take now to prepare?

Possible responses:

Participate in school service organizations, such as student government

Participate in school clubs, community associations, and church activities

Improve grade point average

Read books and periodicals

Develop talents and skills, such as musical talent, computer skills, and technical skills

Maintain an excellent citizenship record

Improve basic skills in reading, writing, and mathematics

Websites for college exploration time:

Broward.edu (Florida)

nd.edu (Indiana)

Pepperdine.edu (California)

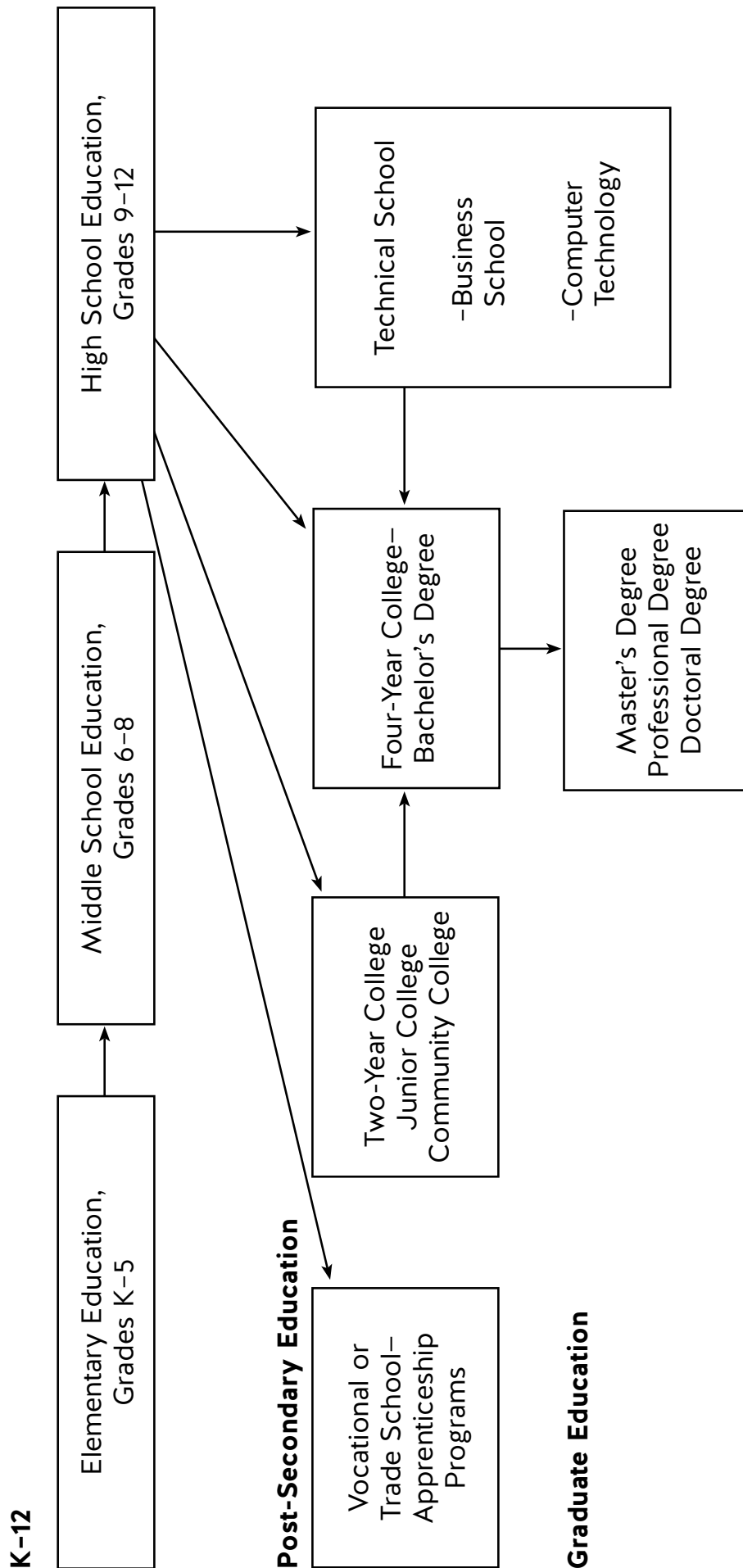
Hamptonu.edu (Virginia)

utexas.edu (Texas)

SELF-ASSESSMENT

Target Area	Where I Am Now	Where I Would Like to Be
1. Skills, natural abilities		
2. Grades in school		
3. Extracurricular activities; school-related		
4. Extracurricular activities; outside of school		
5. Citizenship record		
6. Performance on standardized tests		
7. Reading materials: number and kinds of books, periodicals, etc.		
8. Possible area for study/possible program of study		
9. Participation in community service projects		
10. Other personal interests		
11. Accomplishments, awards, achievements		

POST-SECONDARY EDUCATION



Unit 5

Exploration of the Work Place

Unit 5 Exploration of the Work Place

Deconstruct

Career Education Focus:

1. Interpret facts.
2. Deconstruct parts of a job advertisement.
3. Produce a job advertisement.

Related Standards: Writing

Lesson Objectives:

1. Recognize various information found in a job advertisement.
2. Research any unfamiliar words.
3. Adapt given information into a useable product.
4. Create a bulletin board.

Materials: Job advertisements, information for creating a job ad, Deconstructing a Job Application worksheet, Creating a Job Advertisement worksheet, Advertisements worksheet

Procedures:

Activity 1: Each student will be given a job advertisement. They are to deconstruct this ad into specific information as requested in the Deconstructing a Job Advertisement worksheet. Then place the students into groups according to similar advertisements. They will discuss the information found in the ad and work together to make sure everyone located the correct information.

Activity 2: The students will be given the Advertisements page with information about jobs that are available for assignment. They should use this information and the Creating a Job Advertisement worksheet to create a publishable ad announcing the position.

Activity 3: The students will work together to create a bulletin board announcing job vacancies. This should be published so other students can view the work.

Reflection: In small groups or as a class, the students will critique the new advertisements for accuracy.

ADVERTISEMENTS

South Korea Private Language School Instructor

Start Dates: Spring, Summer, and Fall 2012

Teach communication and conversation classes to elementary, middle, and high school students. Instructors often teach test preparation classes, business English classes, and/or writing classes. Experience the enthusiasm of the students, the lifestyle afforded by the salary and work hours (on average instructors work from approximately 4 p.m. to 10 p.m. at night), and the chance to work among a diverse group of instructors from all over the English-speaking world. Our primary client is one of the largest, most professional, and prestigious private language institutes in South Korea.

- Lucrative salaries (\$26,000–\$45,000+ DOE)
- Housing assistance
- Reimbursed airfare (for Korea)
- Short work-weeks, offering ample time to explore and enjoy the culture
- Medical insurance assistance
- Contract completion bonus (for some employers)
- Contribution into national pension (North Americans can collect this after departure)
- Curriculum and teaching resources provided
- Comprehensive training
- Co-applicants are encouraged to apply. Must hold a bachelor's degree from an accredited university or college
- Be eligible for a work visa
- Be a native English speaker (first language is English). Hold a valid passport from USA, Canada, UK, Ireland, Australia, New Zealand, or South Africa
- Be able to commit to a one-year contract
- No criminal record
- Two years minimum teaching experience (for China only)

Student Services Coordinator

The education field is growing! We are currently seeking an online student services coordinator to ensure the promotion of retention through positive student services, maintain and update student records, track attendance, and request high school or GED transcripts. This position also maintains and updates student database and academic files, coordinates new student orientations, and prepares class schedules, weekly attendance sheets, and grade sheets.

Responsibilities

Serve as an advisor for new and continuing students. Take and make calls to new and continuing students. Ensure that students are assisted expeditiously and that all issues are resolved completely. Provide students with information related to program procedures, policies, goals and objectives, technical guidance, and problem resolution. Coordinate and administer student support to new and continuing students, including course registration, graduation processing, petitioning, withdrawals, program documentation, and computer accounts. Maintain student records in student database; create and provide reports. Serve as contact point for students. Assist with monitoring and tracking student attendance and log-in policies and procedures. Reach out to students that are not active in their classes.

Meet with, advise, follow-up, and document students on re-entry criteria, including remediation, attendance, scheduling issues, probation, and academic success plans. Identify student withdrawal, cancel and term patterns, such as identification of specific courses or faculty that have high drop rates, or additional problematic or challenging areas in order to assist the organization in student retention. Implement student recruitment initiatives and participate in the evaluation of these initiatives. Initiate, develop, and sustain strong positive relations with program and departmental leadership to ensure achievement of the mission and goals of the school. Assist with the development of goals and objectives for the student support unit. Assist in the collaboration with other areas to ensure a coordinated approach to student retention activities. Assist with general administrative preparations as needed.

Requirements

Bachelor's degree or equivalent combination of education and experience. Previous customer service experience, preferably in call center, academic, or hospitality industries. Minimum one year inside sales experience. Prior outbound phone experience preferred. Prefer prior experience directly related to the duties and responsibilities listed. Specifically seeking experience in student services, student recruitment, and/or student advising. Hard-working and flexible. Excellent communication skills.

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Training provided.

Call Billy Bob (756) 000-0000

SALES MANAGER

Pascagoula printing firm seeking experienced Sales Manager.

Candidate must have prior sales management experience in the printing and finishing field, as well as proven ability to motivate, organize, and direct the efforts of a sales team.

Send resume and salary requirement to:

95 Million Pascagoula Way

DECONSTRUCTING A JOB ADVERTISEMENT

Locate the following facts in the advertisement you have been given.

1. Education needed _____
2. Requirements _____

3. Skills needed _____

4. Is a title associated with this job? Yes No
5. What relevant subject areas are needed? _____
6. Is an information packet available? Yes No
7. Is there a closing date for an application to be sent? Yes No
8. Is there a number to call or an address for further inquiry?

9. As a team, evaluate one ad and list suggestions below for improvement.

CREATING A JOB ADVERTISEMENT

Your assignment is to create a job advertisement suitable for any print media. The small group may choose the job or you may choose one yourself. Make it easy to read with accurate information. Remember the criticisms from the ads in Activity Two, and avoid those. Use your time wisely.

WANTED:

Unit 5 Exploration of the Work Place

Welcome to the Workplace

Career Education Focus:

1. Understand corporate culture.
2. Examine the workings of the Equal Employment Opportunity Commission.
3. Discuss the “equal pay for equal work” belief.
4. Examine the changes in workplace trends in the last 50 years.

Related Standards: Character education

Lesson Objectives:

1. Formulate the term corporate culture.
2. Distinguish the primary function of the EEOC.
3. Debate the idea of equal pay for equal work.
4. Examine the idea of how the workplace has changed and will continue to change.

Vocabulary: Corporate culture

Procedures:

Activity 1: Discuss the definition of a corporate culture, along with the areas of diversity, discrimination, equity, and communication.

Activity 2: Ask the students specific questions about their workplace. Responses will be written and will be followed with a class discussion. After the discussion, have students compare/contrast their workplace to their parents’ workplace. Have them reach a conclusion about the two.

Reflection: Have students respond to the key traits of equity, discrimination, and diversity in the workplace. What is meant by equity in the workplace? Give an example of discrimination in a work setting.

Assessment: There is no formal assessment for this lesson.

Unit 5 Exploration of the Work Place

Mentoring Magic

Career Education Focus:

1. Discuss what a productive workplace would look like.
2. Evaluate the validity of a mentor program through written information and personal experiences.
3. Gain experience in a mentoring situation.
4. Show respect for other's experiences.

Lesson Objectives:

1. Discuss workplace atmospheres and the positive and negative effects it can have.
2. Define and discuss mentoring.
3. Create questions to determine the value of a mentoring program.
4. Become a mentor for a younger student.

Materials:

Guest speaker, Anticipation Guide worksheet, Mentoring worksheet, collected pictures

Procedures:

Activity 1: Begin this lesson by having students complete the Anticipation Guide worksheet. They will be referring back to this as the lesson progresses. Follow with a discussion of student responses to the worksheet. Explain to the students how some of the statements are opposites, such as number 1 and number 7, number 3 and number 8, number 2 and number 9, and number 4 and number 10.

Activity 2: Present basic information about mentoring with the Mentoring worksheet and answer any questions that may arise. Then introduce the guest speaker. This person may be another teacher, a community member, or an invited guest from a business. It must, however, be a person with experience as either a mentor or a mentee or both. The main focus of this speaker is to reinforce the way mentoring would look in progress, and the positive and negative effects it can have.

Activity 3: Have the student discuss ideas of the process for mentoring a younger student. Students could first be identified as reading mentors, with the prospect of furthering the relationship to include issues at school, such as study skills or making better grades. After a fact-finding mission, organize the information and then invite the principal of the school to visit. During the visit, have students present the issue of being allowed to leave campus occasionally to mentor an elementary school student.

Reflection: Lead a class discussion on how mentors helped the students when they were younger, and what they hope to teach their mentees now or in the future.

Assessment: There is no formal assessment for this lesson.

ANTICIPATION GUIDE

Answer each question yes or no.

1. I like to be challenged.

Yes No

2. I believe it is important for employees of any rank to continue learning.

Yes No

3. Everyone needs to have a little fun.

Yes No

4. I can open up and talk with anyone.

Yes No

5. It is a better workplace if people respect and trust their co-workers.

Yes No

6. When I have a career, I will do just enough to not get fired.

Yes No

7. Lifelong learning is not necessary once you have a job.

Yes No

8. The workplace is no place for laughing and enjoying life.

Yes No

9. I just want to do enough to get by.

Yes No

10. I get nervous around people I do not know and tend to keep to myself.

Yes No

MENTORING

A Tool For Empowering Employees

Definition—A professional relationship in which an experienced person (mentor) assists in developing the knowledge, skills, and abilities of a less-experienced employee (mentee) for the purpose of professional growth and development.

A mentor—teaches, counsels, challenges, creates, focuses, and facilitates.

How could these verbs translate into the functions of a mentor?

Teaches, as in a specific skill—A nurse mentor teaches her mentee how to chart medications according to specific hospital guidelines.

Counsels, as in gives direction—A mentor in a business environment counsels the mentee on proper business etiquette when conducting a videoconference.

The students should do the other four verbs as a class.

Why would a mentoring program be useful?

Workplace demographics	Technology advances
Retain employees	Growth opportunities
Professional development	Improve morale
Develop leaders	Promote collegiality
Group dynamics	

Benefits for the mentor:

Re-energize	Fresh ideas
Set standards	Hone their own personal skills
Improve interpersonal skills	Develop trust in the organization
Get a fresh perspective	Sharpen listening skills
Improve leadership skills	Learn something new from mentee

Benefits for the mentee:

Receive critical feedback	Networking
Inspiration	Learn specific skills for the organization
Increase productivity	Gain knowledge of the organization
Has a sounding board	

Unit 5 Exploration of the Work Place

Challenging Circumstances

Career Education Focus:

1. Evaluate behaviors in the workplace.
2. Propose acceptable behaviors.
3. Understand that mistakes happen.
4. Rectify negative words and behaviors.

Related Standards: Theatre/drama

Lesson Objectives:

1. Evaluate behaviors.
2. Argue alternative reactions.
3. Model proper behaviors.
4. Incorporate previous learning.

Materials: Disasters at Work worksheet

Procedures:

Activity 1: Students will be partnered for a role-playing activity. Each pair will choose one role-playing scenario from the Disasters at Work worksheet, and will work together to create and present a dramatization of the scene.

Activity 2: Following each presentation, the class will discuss the scenario and the solution to decide if the most effective resolution was presented.

Reflection: The reflection for this lesson will occur after each presentation through a teacher-led discussion.

Assessment: There will be no formal assessment for this lesson.

DISASTERS AT WORK

Role-Play Scenarios

You and another employee get into a heated argument over who should represent the company at an all-expenses-paid yearly convention in Hawaii. Things turn nasty, but must be resolved before the boss returns.

You know for a fact that a co-worker is cheating your employer by padding their expense account. You must discuss it with this employee or take other measures that may end in felony charges.

You receive an Outstanding Employee award and must make a few remarks. Your boss has requested the remarks be about professionalism in the work place. It's your time to speak.

You left private information displayed on your computer when you abruptly left for the weekend. Your supervisor found it Monday morning before you arrived and has called a private meeting.

You are working a full-time job while you go to college. You lost your uniform and have no idea where it is. It costs \$75 to replace, but you don't have the money. You are afraid you'll be fired and you really need this job. Time to face the boss.

An employee under your supervision is regularly late for work. You must develop an improvement plan and meet with them to discuss it. You anticipate a heated rebuttal to the charge and must be ready. You meet with the employee today.

A bag of pretzels that you really want is stuck in the vending machine after you paid for them. You are already having a bad morning and you just lose it. Your boss is afraid you have anger management issues and has scheduled a meeting for 2 p.m.

Your boss sees you perusing job boards in your building. The response of "I'm looking for a friend," is not going to work. You are called into the boss's office and are scared of being fired. What happens now?

You work at an upscale retail shop where the motto is that the customer is never wrong. Now you have a customer very loudly accusing you of waiting on other customers before her because she is a minority. Nothing you say to her is making things better. Here comes your boss.

Your after-school job is at a candy store. Many youngsters visit daily with their mother or babysitter. You see a little boy putting candy in his pocket and, wouldn't you know it, he is your principal's son. What will you do? Do you want to pay for it yourself?

Unit 6

Exploration of Careers

Unit 6 Exploration of Careers

It's All a Guess Job

Career Education Focus:

1. Formulate career ideas.
2. Analyze personal interests, abilities, and skills.
3. Explain reasoning orally.
4. Make predictions.

Related Standards: Speech, English/language arts

Lesson Objectives:

1. Generalize personal ideas on career opportunities.
2. Express interests, abilities, and skills.
3. Devise a “map” of future plans.
4. Use reasoning skills.

Materials: Paper lunch bags for each student, index cards, art supplies, It's All a Guess worksheet

Procedures:

Activity 1: The ID Guessing Game, “Two Truths and a Lie,” is a good, simple, get-to-know-you game. Pass out an index card and a pen to each student and have them write two things they have done and one they haven't on the card. The more unique and interesting the better, but the object is to make it hard for the others to guess that it is your card. Then the cards are collected, and the group votes on who they think the card represents and which item they haven't done.

Activity 2: Use the guessing game as an introduction into the lesson by focusing on the word “guess.” They are going to be making guesses throughout their life, and specifically their career in the future. Each student should complete the It's All a Guess worksheet.

Activity 3: After completing the work from Activity 2, the students will organize a presentation based on their written work. The object of the lesson is to see what each student predicts about the future. To take the lesson a step further, the presentation must include a minimum of five objects related to what is being said. For instance, if the student is planning to become a teacher, they may pull a red apple out of their bag. Remind students to keep all work, as it will be used in later lessons.

Reflections: Reflection should occur after each student's presentation. The teacher's response should be in accordance with, “What I heard you say is ...” Give the students time to reflect and respond to each presentation.

Assessment:

Criteria	Value	Score
Completed activity sheet	20 points	
Information	15 points	
Minimum five objects	10 points	
Creative bag	5 points	
	Total	
	x2	
	Grade	
Comments:		

IT'S ALL A GUESS

Student name _____

Directions: Complete each area of information. Remember, it's all a guess!

Write one career goal: In the future, I would like to _____.

I believe the requirements for this selection should include

My current skills and interests are

The skills I believe I will need to perfect are

Post high-school education will include

Ten to 15 years from now, I see myself

I am (unsure, confident, very confident) that my guesses are accurate.

The one area of this career that I feel most uncertain about is

Unit 6 Exploration of Careers

Bag It

Career Education Focus:

1. Discernment among career choices.
2. Awareness that career exploration is a continuous process.
3. Understanding the importance of academic and occupational skills.
4. Increased knowledge base.
5. Evaluation of information.

Related Standards: English, language arts literacy, character education

Lesson Objectives:

1. Continue exploration of different career options.
2. Research academic and occupational skills needed for desired career.
3. Present learned information from book study.
4. Choose appropriate information from book to present in oral discussion.

Materials: Library books in career exploration fields (at least one per student), printed information, one paper sack per student

Procedures:

Peruse the career exploration books available in the media center. You may need to make extra books available from other sources. A list of books for ordering are suggested at the end of this lesson. These are easy-to-read books, but they have good information. This lesson emphasizes independent reading, independence in learning, preparation of an extended project, writing skills, and quality of work.

Activity 1: Have each student locate a teacher-approved book for both in-class and outside reading. Give the students a copy of the assessment rubric along with the presentation information before they begin reading.

Activity 2: Read! Read! Read!

Assignment Criteria:

1. Read the chosen book in its entirety.
2. The student must choose the information they deem important to this career, but should include information such as salary, post-high school education, personal skills and abilities needed, work environment, growth potential in this area, etc.
3. Students will compose a two-paragraph report containing information they learned. The two paragraphs must be well-organized and clear to the reader. All work must be written in complete sentences. Typed paragraphs: Times New Roman font, size 12, double-spaced.

4. Bag It: The students will decorate the bag according to the occupation researched and the career itself. Anyone looking at the sack should immediately recognize the career. Also, the student must place five to six items inside the bag that correlate to this career. For example, an apple for a teacher or a calculator for an accountant. The sack and the items inside must be incorporated into the oral presentation.
5. Oral presentation. Students will need to know the information well enough that they are not just reading from the two-paragraph paper.

Writing Criteria (for students to self-check):

1. Check for any misspelled words.
2. Sentences are complete and aren't run-ons.
3. Punctuation is correct.
4. Typed, Times New Roman, size 12.
5. Good organization and sequencing of information.

Project Rubric

Criteria	Point Value	Points Earned
Book completed in its entirety	10	
Decorated bag with appropriate items	10	
Appropriate presentation skills	20	
Appropriate information in presentation	20	
Appropriate information in written report	20	
Quality of work	20	
	Total 100	
	Final grade	

BOOK LIST SUGGESTIONS

Energy For Today series

Publisher: Weekly Reader

Six titles in set

Nonfiction

“Examines the alternative energy sources that may light our homes or power our cars in the future, and also looks at the future of conventional fuels. This series uses easy-to-understand language to highlight the cutting-edge ways in which each resource is harnessed to create energy and the impact of each on the global environment.” *Follett Library Resources Inc.*

The Young Zillionaires Guide to series

Publisher: The Rosen Publishing Group Inc., New York, New York

At least six titles in this series, also sold separately

Career Role Models for Young Adults: Latinos at Work

Publisher: Mitchell Lane Publishing Co., Bear, Delaware

10 books in the series—can be ordered separately

Career Ideas for Kids Who Like Talking

Author: Diane Lindsey Reeves

Publisher: Checkmark Books, New York, New York

Unit 6 Exploration of Careers

Portfolio Prowess

Career Education Focus:

1. Create an individual portfolio.
2. Broaden technology skills.
3. Classify information.
4. Sustain information.

Related Standards: Technology, any subject area requiring time management skills

Lesson Objectives:

1. Initiate the process of developing a portfolio.
2. Formulate technology skills needed to maintain an electronic portfolio.
3. Organize and categorize information learned.
4. Manage work used in an on-going project.

Materials: Digital cameras; Microsoft Movie Maker or similar program; Guest speaker from technology department who can help teach/review skills such as scanning, using digital cameras, downloading, enhancing pictures, cropping, etc.

If technology is not available for this type of work, all of the information within this curriculum can be organized into a different version of a portfolio.

Procedures:

Activity 1: Listen to a guest speaker, and follow-up with a class discussion. If any of the students have questions about the technology, answer those and check for understanding.

Activity 2: Divide the students into teams of no more than three. Assign each group a section of the school: classrooms, cafeteria, front office, teachers, athletics, facilities, etc. The assignment is to use the digital cameras to photograph different areas of the school. Assign a specific number of pictures for each group to take.

Activity 3: Using the pictures, the class will create a video promoting the school. It should include a title, music, and end credits. The video will be burned onto a DVD.

Reflection: Invite the principal and other school personnel to view the final product. Bring the popcorn and enjoy!! After the presentation, lead a class discussion on lessons learned. What did you learn about your school while creating the video? What obstacles did you encounter during this experience?

Assessment: Have the students assess the video and state ways to improve.

Unit 6 Exploration of Careers

Rocks In Your Head

Career Education Focus:

1. Understand the importance of making a career decision.
2. Understand how external factors may affect decisions.
3. Examine the decision-making process.

Lesson Objectives:

1. Appraise how passion for a specific subject may determine a job opportunity.
2. Formulate what their passion might be.
3. Create a book title

Materials: The book *Rocks In His Head* by Carol Otis Hurst

Procedures:

Activity 1: Lead the students in a discussion of how they reach a decision.

- Define the problem
- Find relevant information
- Generate options
- Evaluate those options
- Make a decision

Activity 2: Lead students in a discussion of what it means to be passionate about something. Make a connection for the students between people and their passions. Let the students discuss their own passions and the possibilities that could arise from those passions. Have students create a book title based on this passion and its possibilities.

Activity 3: Read the book *Rocks In His Head* to the class and follow up with a discussion of the story. Include these questions in the discussion:

- What does the idiom “rocks in your head” mean?
- Does the title of this story have the same meaning?
- How did working in a gas station help with the search for rocks?
- What if the father had been a waiter? Or a fireman?
- How did a passion affect a career?

Reflection: Have the students share their book titles and how they derived this choice.

Assessment: No formal assessment for this lesson.

Unit 6 Exploration of Careers

Why Now

Career Education Focus:

1. Recognize that influences affect choices.
2. Understand the ever-changing focus of careers in today's society.
3. Determine the reasons for career planning at an early age.
4. Understand the importance of career exploration in an advancing job market.
5. Discuss realistic career choices.

Related Standards: Critical thinking skills

Lesson Objectives:

1. Define the vocabulary terms for this lesson.
2. Evaluate the beginning of career profile information.
3. Defend the validity of beginning exploration at an early age/grade level.
4. Evaluate the job exploration process of a working adult through the interview process.

Materials: Interview worksheet

Vocabulary: Job, occupation, career, transferable skills, specialized skills

Procedures:

Activity 1: This lesson will begin with a discussion of the vocabulary words. Students should take notes over the information.

Activity 2: The students will conduct an interview discussing career choices and the path taken to reach that position. Use the Interview worksheet as a guideline, but the class should have input into some of the questions.

The information may be presented in whatever medium the teacher chooses. One way to present the information would be in a written composition. Another idea for presenting the information is to pair the students after the interview and have them create a diagram showing likenesses and differences for people having the same career. Then these results could be presented as a team.

Reflection: The students will present the findings of their interview.

Assessment: The assessment for this lesson will depend on the teacher's decision in implementing the procedures. Possibilities for assessment include the answering of interview questions, the presentation of the information, or a combination of both.

INTERVIEW

1. How did you go about choosing your career?
2. Did you incorporate a specific career plan? If so, how did you create your plan? If no, why not?
3. Did you have certain beliefs or values that influenced your career choice?
4. Explain your education or training for this job (high school, college, tech training, etc.).
5. Did you encounter any road blocks while either trying to get your education or start your business? How did you handle the setbacks?
6. Based on your experiences, would you change anything about the route you took to get where you are now in your career?

Unit 6 Exploration of Careers

Twenty Questions

Career Education Focus:

1. Explore students' knowledge of career facts.
2. Separate truth from fiction concerning career facts.
3. Infer learned information to evaluate statements.

Related Standards: Critical thinking skills

Lesson Objectives:

1. Evaluate information based on career information.
2. Revise false facts and justify the truth based on learned information.
3. Evaluate prior learning.

Materials: Twenty Questions worksheet

Procedures:

This activity may be used in any way best suited for the students. The questions may be used as a game to be completed orally or as written work to be completed individually.

Activity 1: Depending on the method used, the students may be divided into groups or pairs, or may be given the questions as a handout to answer individually. If used as a game, the correct response should be given after each question to make the statement correct. If used as a written assignment, all rectification should occur as the students are answering the questions.

Reflection: The reflection piece of this lesson occurs during the activity as the students justify true statements and resolve incorrect statements.

Assessment: There is no formal assessment for this lesson.

TWENTY QUESTIONS

1. All students pursuing an ambition to play a professional sport will meet that goal.
False.
2. Communication skills are not an important aspect of a career.
False.
3. Take just any job, complete the training, and if you don't like it, quit.
False.
4. Math and science fields are fast growing areas of employment.
True.
5. In order to improve your job hunting success, build a network of people who know your character and qualifications.
True.
6. Volunteering in your community would be of no help in exploring career paths.
False.
7. Lifelong learning is important as people change jobs more frequently in their lifetime.
True.
8. Transferable skills are not necessary in today's working society.
False.
9. Baby boomers are those born between 1943 and 1960, and they are beginning to retire. Knowing this could make a difference in choosing a career path.
True.
10. Improve your interpersonal skills by becoming more culturally aware.
True.
11. A myth about your career decisions is that once you make a decision you just must live with it.
False.
12. Long-term goal-setting is of no use to me or anyone else.
False.

13. Never give up, even though sometimes you must redirect.
True.
14. Employees get all their work completed in a 40-hour work week.
False.
15. Be flexible.
True.
16. After an interview, prospective employees should hand-write a letter to the interviewer.
True.
17. What I wear to an interview doesn't affect the outcome.
False.
18. Finding a path to a satisfying career requires careful planning and careful decision-making, but an eighth grader doesn't really need to start the process now.
False.
19. Going to college is a career plan.
False.
20. Career planning is an on-going process that begins with self-exploration, requires long-term goal setting, and understanding of an ever-changing job market.
True.

Unit 6 Exploration of Careers

Big Thinking

Career Education Focus:

1. Identify the purpose of goal setting.
2. Identify steps in the goal-planning process.
3. Evaluate strategies of the goal-setting process.
4. Recognize challenges and obstacles.
5. Develop personal goals.

Related Standards: English/language arts, critical thinking skills

Lesson Objectives:

1. Understand the term “goal” and its purpose.
2. Communicate both steps of goal planning and obstacles of achieving goals.
3. Create goals.

Materials: Computer with internet access

Vocabulary:

Long-term goals—those goals to be implemented within a five- to 10-year period

Mid-term goals—one to two years

Short-term goals—one to six months

Procedures:

Activity 1: The class will discuss the vocabulary words. Ask the students, “What are some of the reasons for brushing your teeth?” The answers, of course, will vary, but the point of the question is to have the students understand that their answers are actually goals, i.e. the goal may be to have fresh breath. Point out that the answers vary, but they are still valid to the person responding.

Activity 2: Have the students watch the YouTube video “Where Am I Headed?” This is an explanation of the steps of goal planning and the obstacles that may be encountered, and the information is given by high school students. It is published by www.whoyouwant2be.org.

Activity 3: Give the following example of goal setting:

Jonathan, an eighth grader, very much wants to pursue a career in the field of sports medicine. After talking with adults in different areas of sports medicine, reading information in books and journals, and identifying his strengths and weaknesses, he has narrowed this down to physical therapy, perhaps even owning his own company some day. During the summer, he plans to volunteer at the physical therapy office close to his home. By the time he is ready to work part-time, he will have exposure to what the job might be like. Based on this, he has written goals that will guide his desire.

Short-term goal:

Volunteer my time at the physical therapy office. Six months

Mid-term goal:

Take kinesiology and other science classes in high school. Three to four years

Long-term goal:

Be a physical therapist with an emphasis on sports injuries. 10 years

Discuss with the students characteristics of goals. The students may choose to have these in writing to add to their career information.

1. Have control over your goals. For example, baseball games sometimes must be cancelled because of rainy weather. There is no control.
2. State the goals in a positive way. For example, take algebra instead of do NOT take geometry.
3. Be specific.
4. Be realistic. Make sure this is an attainable goal.
5. Be sure to set a time limit. For example, I will graduate from high school in June 2012.
6. Challenge yourself.
7. Write your goals.
8. Revise your goals occasionally.

Discuss the mnemonic SMART. This is an easy way for students to remember the important characteristic of goal setting.

S–Specific

M–Measureable

A–Attainable

R–Relevant

T–Time-bound

As a class, analyze the challenges that may arise when someone is working towards a goal. The students should be able to add more to the following list.

Difficult

Procrastination

Money

“I don’t like to read.”

Other responsibilities

“I don’t have time.”

Activity 4: The students will write one goal for each time limit: short-term, mid-term, and long-term. Some students may choose to use a graphic organizer before formalizing the goals. As a guide for the students, the teacher could write three of their own goals and discuss how they meet the criteria.

Reflection: During the reflection time, the teacher will meet individually with students to review their goals and make suggestions on improvement.

Assessment: This lesson could be assessed in two ways: a grade could be given for participation as well as the completion of the goal writing.

Unit 6 Exploration of Careers

Life Choices

Career Education Focus:

1. Identify real-life situations.
2. Evaluate unexpected outcomes.
3. Show respect for others' perspectives.
4. Assess their own values.

Related Standards:

Speech, critical thinking, current events

Lesson Objectives:

1. Understand the term “integrity.”
2. Debate others' opinions in a positive, polite manner.
3. Propose real-life situations that have unexpected outcomes.
4. Critique alternate actions to current events.
5. Evaluate responses.

Materials: Computers with internet access, Scenarios worksheet, Current Event Headlines worksheet

Vocabulary: Integrity

Procedures:

Activity 1: As a class, come to a consensus for the definition of integrity. Then divide the students into small groups and hand out the Scenarios worksheet. They should first reach an agreement within the group for the best way to handle the situations. Then, a spokesperson for each group will respond to the class and discussion will follow.

Activity 2: Using the same groups, give each a copy of the Current Event Headlines worksheet. Through questioning, lead the students to discover the meaning of poor life choices. Ask questions such as: What kind of example is the governor setting for the people he represents? If his signature is on the tax form, why is he not responsible? How can “normal” people be jailed for this offense in this governor’s state? Should he serve jail time? Give the class time to voice their opinions and listen for their own beliefs to be revealed.

Activity 3: The students will individually play the game “Life Choices” on the Learning for Life website. Here they will take a closer look at their own integrity.

Reflection: Students should reflect upon the groups' opinions during class discussion.

Assessment: There is no formal assessment for this lesson.

SCENARIOS

1. You overhear your older brother telling someone on the phone that he has the drugs they are going to buy. As soon as he is off the phone, you go to his room and search. Sure enough, you find them. You are tempted to flush everything down the toilet before his life is ruined. What do you do?
2. You have been hired as a referee for the local children's basketball league. There is one team that just cannot win a game, no matter how hard they seem to try. They are becoming dejected and their parents are becoming a pain. You could call a few extra fouls on the other team and give them an extra attempt at scoring. It really wouldn't be fair, but... What do you do?
3. The man living across the street from you is old, eccentric, and a bit frightening. He walks his dog every afternoon, and it seems to take him forever. Usually you are just hanging out shooting hoops or playing video games. It would be really nice for you to help him out. What do you do?
4. When Abe was not chosen to be the leader of one of the science project groups, he became sullen and seemed to sabotage anything the group wanted to do. He blamed his friend Mike for "influencing the vote." Everything is now a mess. As a member of the group, what do you do?
5. A friend of your 16-year-old sister is pregnant. You know this because you were eavesdropping at the door, and you heard them discussing different options. You firmly believe that an adult should be privy to this information so the friend can be given wise counsel. What do you do?

CURRENT EVENT HEADLINES

“Governor Cheats on Income Taxes—Says He Is Not to Blame”

“Hometown Church Fire Declared Arson, Racism Probable”

“Professional Player Lies About Taking Steroids”

“Bombing At Orphanage Kills Many”

“Seven Injured At Abortion Clinic Attack: Pro-Life Activist Held”

Unit 6 Exploration of Careers

Positive Prep

Career Education Focus:

1. Understand the importance of relevant high school courses.
2. Awareness of options offered during high school years.
3. Know educational expectations from both the school and state.
4. Recognize how goal-setting affects choices.

Related Standards: All subjects

Lesson Objectives:

1. Infer how goal-setting affects decision-making.
2. Research options available in their high school curriculum.
3. Generate career plan ideas.
4. Examine mandatory graduation requirements.

Materials: Guest speaker

Procedures:

Invite the high school guidance counselor or registrar to speak to your students about local and state graduation requirements, and course options available at the high school. Before the visit, give your invited speaker information concerning the goal-setting lesson plan, which the students have already completed. Also ask the speaker to inform the students of opportunities available at the high school level, such as ROTC, culinary arts, etc. The counselor or registrar may choose to invite some of the sponsors from these areas to attend.

Activity 1: Have the students discuss the quote by Thomas Edison, “If we all did the things we are capable of doing, we would literally astound ourselves.” The point is to have the students understand that the time to start is now.

Activity 2: Have a guest speaker talk to the class, and follow-up with a class discussion. Ask the students to revisit their goals. Then discuss together how each student can begin their journey toward accomplishing their goals.

Reflection: Class discussion.

Assessment: There is no formal assessment for this lesson.

Unit 6 Exploration of Careers

Trends in Career Fields

Career Education Focus:

1. Discover present-day trends in various career fields.
2. Interpret information.
3. Learn about jobs that have a different twist.
4. Share new information with peers.

Related Standards: Art, critical thinking skills

Lesson Objectives:

1. Reframe the definition of trend from one field to another through examples.
2. Examine career facts by the Bureau of Labor and Statistics.
3. Discuss four areas of change in the work environment.
4. Facilitate learning.

Materials: White paper in 4-by-6-inch squares, art supplies, Current Trends in the Workplace worksheet

Procedures:

Activity 1: Students will receive the Current Trends in the Workplace worksheet. This information may be presented in whatever manner the teacher chooses.

Reflection: The reflection is done through a class discussion and the completion of the bulletin board.

Assessment: There is no formal assessment for this lesson.

CURRENT TRENDS IN THE WORKPLACE

Technical Training

As reported by the Bureau of Labor Statistics, 10 out of 13 industrial employers stated that specialized technical training was more important in filling job positions than a college degree.

The BLS also stated that the three fastest growing careers of the future were:

- Air traffic controller: increase in people choosing to fly for both business and personal reasons.
- Elevator installers and repair persons: with the increase in mass transit, more elevators are being installed as people movers.
- Dental hygienist: This person started as the person cleaning teeth, but because of the shortage of dentists, hygienists have gained more responsibilities in the work place.

* None of these three jobs require a college degree.

Contracting Work

Hiring someone outside of the company with a specialized skill. An advertising specialist is contracted to prepare a campaign to launch a new product; a networking specialist is contracted to do computer work for a bank; a maintenance company is contracted to keep lawns and flowers for a corporate office; an educational specialist is contracted to train teachers in a new discipline management system.

E-Commerce

Purchasing goods and/or services over the World Wide Web.

- What would be the negatives of this?
- How would businesses such as FedEx benefit?

Future-casting

Making predictions based on current information and current trends. For example, with more baby boomers living now, future-casting predictions showed that the health industry and home health care industry would continue to grow and prosper. Fashion designers use future-casting to determine new fashion trends.

- What other careers could use the method of future-casting? There are white sheets of paper on each table. We will try our hand at future-casting.

Divide each side into two sections. Label one of the sections as section one and sketch a drawing of what transportation may look like in 10 years. For section two, sketch a fashion look for 10 years from now. On the back side of the page, for section three, what will housecleaning look like in 10 years? And in section four, based on today's trends, what will a toddler play with 10 years from now?

Share your predictions with the people at your table. Each person must narrow their personal selection to the one best choice and then refinish the sketch as a final work product. Then the class will create a display entitled "Future-casting" to share with others.

Unit 6 Exploration of Careers

Career Clusters

Career Education Focus:

1. Investigate Career Cluster and the pathway of each to specific jobs.
2. Examine information in each cluster for further knowledge.
3. Discuss the personal qualities needed in each cluster.
4. Assess personal information from previous lessons.
5. Create a product.

Related Standards: English/language arts, technology

Lesson Objectives:

1. Explore career clusters.
2. Critique the information through each of the 16 clusters.
3. Formulate a hypothesis concerning career choices.
4. Evaluate previously-learned information.
5. Generate a product explaining student's career choice.
6. Incorporate evidence.

Materials: Computers with internet access

Procedures:

Activity 1: The students will learn about the 16 career clusters, as well as the process of identifying and exploring possible career choices by accessing www.careertech.org/career-clusters/glance/clusters.html. Each cluster will give a broad-based description of characteristics and traits for the students to explore.

Activity 2: The students will explore course requirements for their career choices, beginning with high school.

Activity 3: The students will write a minimum three-paragraph expository essay. Within the body paragraphs, students should include personal data gathered from previous lessons. For this activity, the students should follow the writing process of brainstorming, drafting, editing, revising, and completing the final draft.

Reflection: Reflection for this assignment occurs throughout the lesson as students revisit previous lessons to incorporate accurate information.

Assessment: The assessment will be measured by the final writing product, with the primary emphasis on targeting the individual to the career choice while incorporating accurate information. Expectations should also be set for the writing itself.

Unit 6 Exploration of Careers

Job-O-Meter

Career Education Focus:

1. Gather information based on career clusters.
2. Rate careers according to personal interest.
3. Judge chances for success.
4. Share thoughts and opinions.

Related Standards: Speech, technology

Lesson Objectives:

1. Rate careers according to personal interest and growth potential.
2. Formulate opinions on job information as it is given.
3. Anticipate success chances.
4. Discuss distinctive differences which might make these occupations unusual.
5. Show respect for diverse opinions.
6. Validate others.

Materials: Three Popsicle sticks for each student colored red, yellow, and green;
Careers worksheet

Procedures:

Activity 1: Each student should have three Popsicle sticks: one red, one yellow, and one green. The red one will symbolize “stop—not for me,” yellow is “caution—not sure about this one,” and green is “go—great career.” As the teacher reads the different careers on the Careers worksheet, students hold up a Popsicle stick categorizing their opinion of each. They may respond positively to more than one choice.

Activity 2: After responding to each career, have the students classify each career according to the 16 career clusters. Use the PowerPoint from the Career Clusters lesson to review the clusters.

Activity 3: Put the students into groups of two. Each team will choose two of the careers from the Careers worksheet, and they must be in different clusters. Using a Venn diagram, the students will explain to the class the similarities and differences between the two occupations.

Reflection: Reflection will occur after every career has been rated. The students will explain how the career was or was not rated positively and why, plus the personal characteristics that would be beneficial in a particular career choice.

Assessment: There will be no formal assessment for this lesson.

CAREERS

Toy Photographer: Photographs toys. Companies use the pictures to evaluate the product for further improvements, such as paint approval, design, and packaging. Also used in e-commerce trade to advertise products. Minimum of associate's degree or trade school, such as an art institute.

CEO (Chief Executive Officer): Usually a four-year degree with post-graduate hours, this person also needs strong organizational skills and must be creative, enthusiastic, and ambitious. Responsible for everything, including the success or failure of the company. Sets the strategies that the company will follow; sets the vision of the company; builds, evaluates, and changes the company's culture; oversees how the company's vision is reached.

Radiological Technologist: In the medical field. Takes ultrasound images, x-rays, CAT scans, CT scans, and MRIs (all of these are called diagnostics). Requires a two-year degree, or four-year degree if you want to become head of a radiology department. Must be strong in sciences. They develop the films, but do NOT read/interpret them. This must be done by a radiologist.

Photograph Restorer: Strong in art, technology, and research; pays attention to details; is creative and patient, works alone. A photograph restorer is a link to history. They can restore and reproduce old photographs. If a photograph has been partially destroyed, restorers can research the era and redo the destroyed part(s).

Forensic Scientist: Gathers and evaluates evidence at a crime scene; unravels mysteries; writes evidence reports, which can be tedious; speaks as expert witness in trials. Does not have to be linked to a police unit, but most of them are at city, state, and federal levels. Strong in science, math, and technology; curious; has a strong sense of self-preservation.

Animal Keeper: Responsible for the quality of life of captive animals, must educate the public, responsible for the preservation of the environment, cleans and maintains animal habitats, observes animal behaviors, helps with veterinary procedures, strong record keeping skills. Must be organized; caring; strong in math, science, and public speaking; must have an associate's degree or higher.

Computer Support Specialist: Assists, supports, and advises schools, companies, etc. on technology issues. Needs at least bachelor's degree, usually in computer science, but some companies hire with associate's degree or certification from technology school. Because of the fast-changing pace of the technology industry, people in this area must constantly update their knowledge and skill-base. Must be very accepting of diverse situations/people, adapt easily, have strong problem-solving skills, analytical, strong communication skills, high job prospects.

Athletic Trainer: Makes assessment of athletic injuries. Knows how to incorporate physical therapy equipment, techniques, and medication; plans and implements comprehensive programs for athletes; develops training programs; travels with teams. Must be logical with high reasoning abilities, optimistic, and progressive; have knowledge of human injuries and treatment, and extensive knowledge of first aid; and communicate well with others. Considered to be part of allied health professionals, and usually works under the supervision of a certified physician. Needs to take health-related courses, such as anatomy, physiology, and nutrition. Growth expectancy of 24 percent between 2006 and 2016, 68 percent of trainers have masters or doctoral degrees.

Camera Operator: Camera operators usually specialize in either motion picture or television work. Few work in both fields. TV cameramen work more steadily than motion picture cameramen. Ability and experience are more important than a degree. Training in film and television production is available through vocational school, college courses, or an apprenticeship. Film schools also provide classes on the artistic side of making motion pictures. Usually start out as camera trainee. To help, get a part-time job in high school with a camera company to learn as much as possible. Get involved with a community project (theatre group, etc). Needs to be responsible and take instruction and criticism well.

Choreographer: Creates dance routines and movement sequences for films, television shows, concerts, stage, etc. Usually specializes in a particular dance form, such as classical ballet, jazz, or ballroom dancing. Must be creative, confident, able to market self well, and be strong in judging auditions and teaching dances. Must recognize and appreciate other ideas and opinions. Requires a high level of dance training and experience. Some universities now offer degrees in dance. “Shadowing” a good way to learn in this profession.

Stenographer: Transfers spoken words to print. The machine used is called a stenotype. Must be disciplined, punctual, accurate, detail-oriented, work well under pressure, have good listening skills, command of English grammar, punctuation, and vocabulary, be able to maintain confidentiality. National Court Reporters Association says must type a minimum of 225 wpm. According to the Bureau of Labor Statistics, 8 percent are self-employed. Projected growth in the industry is 25 percent. Required education is one year to 33 months.

Machinist: Most highly-skilled of industrial workers, is a complex operator of machine tools that mass-produce metal parts and objects. Salary is around \$20 an hour. Must be able to read blueprints, give accurate instructions to other workers, plan production process, have strong skills in sequencing. Requires accuracy and patience, is detailed work.

Podiatrist: Prevention, diagnosis, and treatment of diseases and deformities of the human foot and ankle. Advises patients, makes and fits prosthetics, writes prescriptions for medications. Must be an active listener, have strong decision-making skills, and keep up with new learning in the field. Average salary is \$130,000 or more, and the job outlook is excellent. The doctor of podiatrist medicine degree requires a minimum of eight years education and training after high school.

Product or Set Designer: Responsible for the visual concepts in either film, television, or theatre. Must have a strong partnership with the director, strong production ideas, good use of the language to give precise instructions to others, sometimes must do intensive research for period production, must pay attention to rehearsals and production meetings, and must be very flexible. Specializes in planning and monitoring the budget, salaries vary, long work hours, extensive travel sometimes with very short notice.

Pediatrician: Diagnosis, treatment, and prevention of childhood diseases and injuries. Must have critical thinking skills, and must be socially perceptive, a lifelong learner, and strong in the areas of science and math. Can work in a private clinic or hospital. Can also become more specialized in areas of treatment, but needs more training. Medical school is highly competitive and extremely expensive. Income after a few years is possibly \$250,000 or more.

Unit 6 Exploration of Careers

Working on Excellence

Career Education Focus:

1. Recognize the importance of personal skills and attitudes toward careers.
2. Develop knowledge and skills in career exploration.
3. Demonstrate effective communication skills.
4. Demonstrate interpersonal skills.
5. Use critical thinking.
6. Analyze and evaluate personal qualities and academic skills.

Related Standards: Health and physical education, English/language arts

Lesson Objectives:

1. Communicate effectively.
2. Analyze identified personal skills.
3. Make predictions.
4. Think critically.

Materials: Skill Descriptions worksheet, Skills for Particular Jobs worksheet, Skills Assessment worksheet

Vocabulary: Spatial, perception, dexterity

Procedures:

Activity 1: Review the vocabulary for this lesson, as well as the choices and skills discussed in It's All a Guess Job.

Activity 2: Using the Skills Description Sheet, the teacher should review the information in the first two columns of the chart and then work with the class to complete the job example column. More than one job may fit accurately into a box.

Activity 3: The Skills for Particular Jobs worksheet may be completed as a large group, with individuals explaining their choice of answers, or in two- to three-person teams followed by a class discussion.

Activity 4: Students should complete the Skills Assessment worksheet individually. For the job selections, they will refer back to It's All a Guess Job for their two career choices.

Reflection: As a class, the students will discuss how their career choices were either affirmed or contradicted through information learned in this lesson.

Assessment: Use the Skills Assessment worksheet as the assessment for this lesson.

SKILL DESCRIPTIONS

Skills Necessary for a Job	Description of Skill Area	Job Example
General Intelligence	Understand instructions (orders, facts, and the reasons for them). Able to reason. Closely related to school grades.	
Numerical Skills	Does math quickly and correctly.	
Spatial Skills	Can look at flat drawings and pictures and see them in three dimensions (high, wide, deep).	
Verbal Skills	Understands the meaning of words and ideas. Uses them to communicate information and ideas clearly.	
Form Perception	Notices details in things or pictures. Notices differences in shape and color.	
Motor Coordination	Moves eyes, hands, and fingers together to do a job quickly and accurately.	
Finger Dexterity	Moves the fingers to work with small things quickly and correctly.	
Manual Dexterity	Moves the hands with ease and skill. Uses the hands in placing and turning motions.	

Directions: Sort the job examples into one or more categories associated with the necessary skills.

- | | |
|---------------------------------|-------------------|
| 1. Teacher | 6. Photographer |
| 2. Department store salesperson | 7. Receptionist |
| 3. Automobile mechanic | 8. Economist |
| 4. Mechanical engineer | 9. Court reporter |
| 5. Cosmetologist | 10. Sculptor |

SKILLS FOR PARTICULAR JOBS

Directions: This page contains a list of skills that generally determine one's ability to do certain kinds of work. For example, a person who works as a computer data processor would be expected to have skills in finger dexterity. By using the list of skills outlined in the box, work in collaborative teams to determine the three most important skills that you believe would be required to complete each job identified below.

Necessary Skills for Particular Jobs

General Intelligence

Numerical Skills

Spatial Skills

Verbal Skills

Form Perception

Motor Coordination

Finger Dexterity

Manual Dexterity

1. Telephone customer service representative

Skills: a. _____

b. _____

c. _____

2. Police officer

Skills: a. _____

b. _____

c. _____

3. Nurse (registered)

Skills: a. _____

b. _____

c. _____

4. Architect (licensed)

Skills: a. _____

b. _____

c. _____

5. Welder

Skills: a. _____

b. _____

c. _____

6. Principal (school)

Skills: a. _____

b. _____

c. _____

SKILLS ASSESSMENT

My Career Choice

Part I. From previous lessons, use the occupations you have already identified to complete this task. Circle to what extent you believe each of the following skills are necessary for this job. Record your responses for your first career choice. Then move to the second matrix and complete the same exercise for your second choice.

First career choice _____

Skills Necessary for This Job	Some	Much	Very Much
General Intelligence	1	2	3
Numerical Skills	1	2	3
Spatial Skills	1	2	3
Verbal Skills	1	2	3
Form Perception	1	2	3
Motor Coordination	1	2	3
Finger Dexterity	1	2	3
Manual Dexterity	1	2	3

Second career choice _____

Skills Necessary for This Job	Some	Much	Very Much
General Intelligence	1	2	3
Numerical Skills	1	2	3
Spatial Skills	1	2	3
Verbal Skills	1	2	3
Form Perception	1	2	3
Motor Coordination	1	2	3
Finger Dexterity	1	2	3
Manual Dexterity	1	2	3

Reflection

1. Given your two occupation choices, which skills were similar for both jobs?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
2. Using your answers to the first question, evaluate each of your answers. Then list your strengths and weaknesses in the five areas.

Strengths	Weaknesses

3. Thinking about the strengths, how can you continue to improve on these?

4. What steps can you actively pursue to improve the weaknesses?
Do you have a plan?

Unit 6 Exploration of Careers

Career Conference

Career Education Focus:

1. Discover more about career clusters and the jobs in each cluster.
2. Understand job expectations.
3. Recognize people as resources.
4. Organize a career forum.

Related Standards: All subject areas, depending on the career cluster

Lesson Objectives:

1. Realize learning comes from different sources.
2. Interpret the concept of broadening your horizons through learning.
3. Formulate a real-life connection to the career exploration process.
4. Interact with professionals.
5. Improve writing techniques.

Materials: Computer with internet access, reserved location for the career conference

Procedures:

This lesson involves planning a career conference with community professionals in order for students to learn more about their career choices. After receiving responses from invited guests, students will sign up for four break-out sessions they would like to attend. Each session should be 25 minutes long, with a five minute break between sessions, for a total of two hours. The guest presenters will choose their own method of presentation; they might, however, need to be reminded that teaching aides would be beneficial to student participation. As soon as possible, be sure to establish a venue for the conference. To make this more special for the presenters, a catered lunch could be offered as a gesture of appreciation.

Activity 1: Continue the dialogue with students concerning career clusters and jobs within each cluster. Guide the students through one of many websites that discuss the specific jobs, as well as clusters. Example: www.jobprofiles.org; www.careertech.org.

Activity 2: Take a random survey of the students to discover what else they would like to know about their career exploration choice(s). Use the responses as a lead-in to explaining the career conference and the necessary planning.

Activity 3: Using the list of jobs (between 15 and 20, depending on the number of students attending) from the previous activity, match a professional in that position from the community to be a guest presenter and offer more information about their chosen field. Have the students write (and edit) letters inviting the speakers; a personal call from the teacher would also be desirable. Students should also ask their parents to volunteer at the conference. The more volunteers, the easier the conference.

Activity 4: On the day of the conference, assign students to greet each presenter and accompany them to their assigned area. After the conference, thank-you notes should be written, edited, and revised for all presenters and volunteers.

Reflection: Have the students evaluate the conference and their own personal learning.

Assessment: No formal assessment for this lesson.

Unit 6 Exploration of Careers

Breakin' It Down

Career Education Focus:

1. Support and share prior learning.
2. Understand the value of learned information involved in professional exploration.
3. Analyze information.
4. Evaluate the reasoning for career exploration.

Related Standards: Critical thinking, technology, writing

Lesson Objectives:

1. Evaluate and prepare lessons learned for future use.
2. Share learning with others.
3. Persuade others.
4. Use technology to preserve information.
5. Create reasons for career exploration.

Materials: Computer with CD/DVD re-write capabilities, blank recordable CDs or DVDs, Career Portfolio worksheet

Procedures:

If students do not have access to this technology, remember that everything can be completed in hand-written form and placed in an appropriate folder.

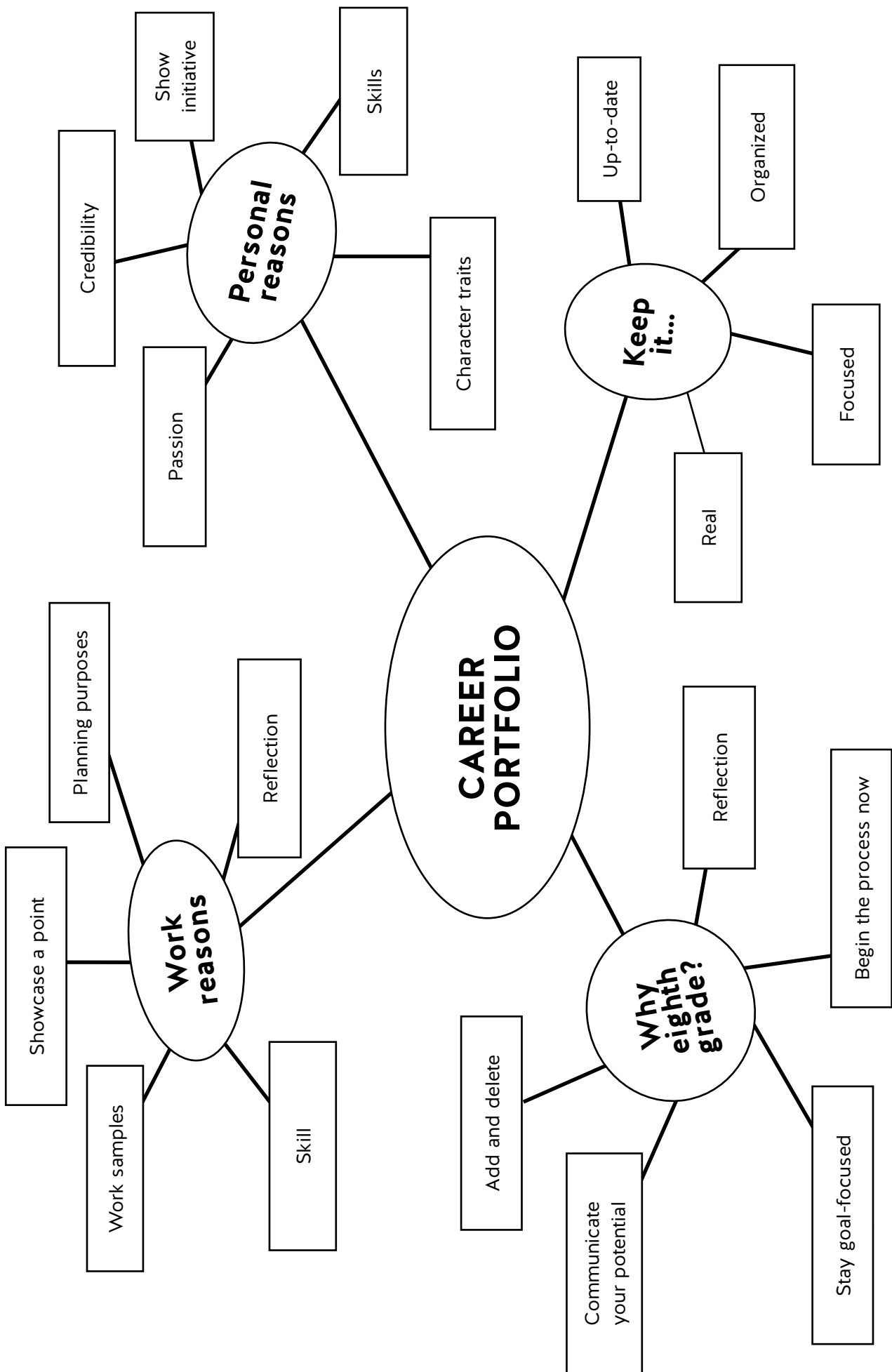
Activity 1: Discuss with the students reasons for beginning a career profile; use the Career Portfolio worksheet and add other reasons if missing.

Activity 2: Locate all of the saved information throughout this course. Organize it, scan it, and get it ready to download to a CD or DVD. After their information has been down-loaded, students will use the CD cover made in I Wanna Talk About Me for their CD.

Activity 3: In pairs, groups, or as a class, give each student an opportunity to review their personal findings after completing all the lessons. Another option is to have the students create a flow chart depicting the areas of learning for this class. In no more than 30 words, the students will list pros, cons, and ways to improve this curriculum so the instructor can decide whether revisions are necessary for future classes.

Reflection: The teacher will review any concepts, objectives, and goals as reinforcement to the students' learning.

Assessment: The students will create and present, individually or in small groups, an advertisement of their choice promoting this class and the learning experience.





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