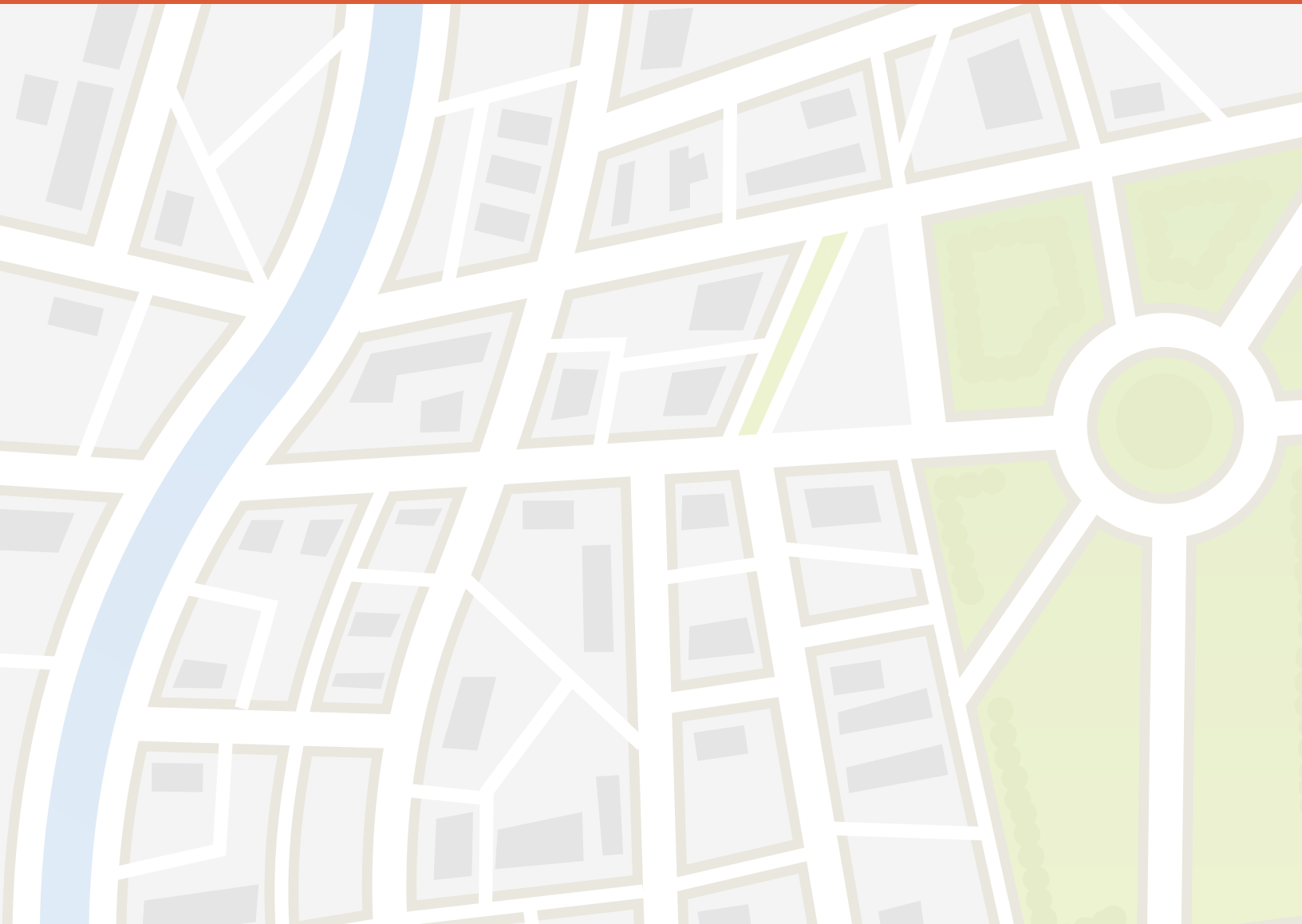# map it
what comes next

WHAT DO I WANT?
CAREER AWARENESS

CAREER AWARENESS

Learning Objectives
- Students can articulate potential careers they would like to explore.
- Students can relate information of self to different careers.

Materials
- Map It Online: What Do I Want- Getting Started, Career Goals
- Career Awareness Visual Concept Page
- Teacher Page- Introduction to Word Walls
- Teacher Page- Unit 2 Word Wall List
- Career Awareness Word Bank
- Student Personality Assessment (from Who Am I? section)
- Student Multiple Intelligence Assessment (from Who Am I? section)
- Multiple Intelligence Career Chart
- Career Awareness PowerPoint
- Career Awareness Exit Slip

Teacher Background

In Section 2, students will take what they learned about their identity from Section 1, and apply it to post-secondary transition goals related to education and training, employment, independent living, and community participation. The classroom curriculum for Section 2, "What Do I Want", is laid out differently than the previous section, but continues to support Map It online activities. The change you'll notice is the incorporation of the Workforce Innovation and Opportunity Act of 2014 (formally known as the Rehabilitation Act). Please refer to the curriculum introduction to learn more about the five categories of Pre-Employment Transition Services (Pre-ETS) defined under WIOA and the associated impact on students with disabilities.

Section 2 contains four lessons, which focus on the following three Pre-ETS categories: career exploration counseling, work-based learning experiences, and workplace readiness training. These Pre-ETS categories are delivered through classroom-based activities that support the evolution of career awareness, exploration, preparation and training. Each lesson is differentiated to meet the needs of classrooms and school culture, and offers flexibility in meeting the needs of students at an individual level. It is important to note that the progression of activities is meant to support an individualized pathway for students to prepare for careers and/or post-secondary education and training programs.

CAREER AWARENESS

Teacher Background (continued)

The purpose of this first lesson, Career Awareness, is to create ongoing opportunities for students to build awareness of different career paths and begin to relate what they know about themselves to such careers. Throughout the following activities, help students connect their interests, talents, personality, and skills to different career fields. Also, support students in learning that finding a career match is not always linear. In the early stages of career awareness, students will likely discover new elements of their "dream job", which may result in an occupational mismatch. Teach students that these experiences often help us find a better career fit, and teach strategies to support their growth, self-reflection, and redirection. Learning and practicing these strategies in high school will give students the skills needed to steer around obstacles in the future. By the end of this lesson, students should have a list of 6-12 careers that meet their interests and sense of self. In the next lesson, Career Exploration, students will move into a more narrowed focus of career exploration of this list, which will lead to deeper understanding, preparation and training.

Key Terms & Definitions for this Section

Job
A work role within a specific business or company.

Occupation
A wide category of jobs with similar characteristics.

Career
A lifetime journey of building and making good use of your skills, knowledge, and experiences.

Job Shadow
The opportunity to observe an employee on a job site to learn tasks and responsibilities of the position.

Volunteer
An experience where you spend a short amount of time at different settings to see if you would like to work there (unpaid).

Career Fair
An event where employers from businesses visit your school to give information.

Trade Rodeo
Like a career fair, but focused on areas of construction and industrial trades and often includes information on 2-year education programs or trade schools.

Career Interest Inventory
A tool for students to use to relate interests to careers.

Job Site Visit
An activity where a group of students visit a work place to learn about the job site, meet employees, ask questions, and observe tasks.

One-Stop Career Center
A federally funded agency that connects job seekers to training referrals, career counseling, job openings, and other employment related services.

Department of Labor
A government agency that works to protect and promote the welfare of workers and retirees throughout the U.S.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Their career interest should help inform the transition plan.

- Have students share their identified career interest and aptitudes during their IEP meeting.

- Use the information that the student identified to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.

- Use the information that the student identifies to support objectives in transition goals, which may include the following: *Student will… complete series of formal and informal vocational assessment activities, define interest and abilities related to potential career and job opportunities, participate in school-based opportunities to hear guest speakers from career fields of their choice, participate in job shadowing opportunities related to expressed interests, and meet with adult service representative to initiate referral process.*

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Career Awareness Kick-off Activity:

Visit DPAN.TV Real People video series to build awareness of interesting careers for students, including opportunities for self-employment (free registration is required to access videos) (PPT slide 2). Meet, Jennifer Ilene, a self-employed Exotic Animal Photographer (2:58), ***https://dpan.tv/series/realpeople/episode/jennifer-ilene.***

Career Awareness Classroom Activity:

After meeting Jennifer, ask the class the following discussion questions (PPT slide 3):

- What are your thoughts about Jennifer's job?
- Is this a career you've ever considered?
- What experiences influenced Jennifer's journey to becoming an exotic animal photographer?
- What skills does it take to work with animals in this way?
- What is Jennifer's advice for you?

Foundational Activities (*continued*)

Career Awareness Classroom Activity (continued):

Discussion Extension: Introduce to students the importance of social and professional networking. For Jennifer, her networking process included sharing her photos of her pet skunk with other exotic pet owners. In turn, they requested photos of their exotic animals, and then shared them with others. As her photographs continued to be shared, her business grew and grew. Eventually, Jennifer found herself being asked to take animal photos in other states and countries. What started as a personal interest and hobby, became a professional career for Jennifer. The importance of professional networking is the same for many of us looking for a job.

*Map It Online Activity:

Set up technology access. Use the What Do I Want? and Getting Started on Goals slides to introduce Section 2 and the idea of setting post-secondary transition goals (PPT slide 4).

*Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" *before beginning this activity*. This word wall will build the foundation for a robust career-oriented vocabulary pertaining to career awareness, exploration, preparation and training. Before class begins, gather the word cards listed below and set up your word wall.

CAREER AWARENESS

Job	Career Interest Inventory
Occupation	Job Shadow
Career	Job Site Visit
Volunteer	One-Stop Career Center
Career Fair	Department of Labor
Trades Rodeo	

Foundational Activities (*continued*)

*Word Wall Activity (continued):

For the class discussion, teachers will display and talk about one word card at a time. Show students the sign/s the words, and then discuss the word. For example, start by signing 'job'. Next, define the meaning of 'job'- a work role within a specific business or company. Ask the class if anyone has ever held a job (at school or in the community). Ask the class to name different types of jobs and offer suggestions/feedback. Continue this discussion until all word cards are placed in the appropriate place on the word wall.

Application Activities

*Map It Online Activity:

Set up technology access. Use the Career Goals slides to learn more about the important steps of career planning, which include (PPT slide 5):

1. Know Yourself: Identify your values, interests, and skills

2. Explore Your Options: Think about what choices you have and find out about the job of interest.

3. Interview: Find out more about the job by asking others in that field.

4. Get experience: Start volunteering, job shadowing, or working part-time.

As a whole class, revisit the Your Goals slide to further explain the options and opportunities associated with part time jobs and volunteer opportunities. Check for student understanding on the Learn More slide before moving on to the following activities.

*Career Interest Inventory:

Have students complete the following online Interest Inventory, O*NET My Next Move, developed by the U.S. Department of Labor for students, *https://www.mynextmove.org/explore/ip* (PPT slide 6). If students completed this assessment in the Personality Lesson from Section 1, have them review their results before learning about "Job Zones". For students completing the inventory for the first time, they will answer 60 questions about what type of work they might enjoy, i.e. rate their interest in building kitchen cabinets using five emoji faces from strongly like to strongly dislike. When completed, the online assessment suggests possible career matches and training. After students submit answers, they will have immediate access to their Interest Profiler results in the following categories Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

Application Activities *(continued)*

*Career Interest Inventory (continued):

Students can spend time learning more about their score by clicking on the different categories. After completion, have students print off their score to include in their Career Portfolio (see Career Exploration lesson). Consider using a graphic organizer to facilitate whole class discussion on the interests for each category and how it relates to different career clusters.

After reviewing results, guide students through the 5 Job Zones tab to learn about work experience, education and training needed for different zones. After they have learned about each zone, have students choose the Job Zone that's right for them. This leads students to different careers that are a 'best' or 'great' fit based on interests and preparation (job zone) level. Student may choose to search other careers based on interest, and then print lists to save for further exploration.

For students who are visual communicators, consider using the Pearson Publishing Reading-Fee Interest Inventory (for purchase), *http://www.pearsonclinical.com/talent/products/100000101/reading-free-vocational-interest-inventory-2.html* or JIST Career Solutions Picture Interest Career Survey *http://jist.emcp.com/picture-interest-career-survey.html*.

Interest Profiler Cross Curricular Extension: Consider having students explore graphing, percentages and ratios by graphing class wide result. Assess the diversity of student interest by comparing/contrasting who had similar/different scores and job zones.

*Online Job Shadow with Career Central:

Based on what students learned about themselves in Who Am I section, and/or their career list from O*NET My Next Move Interest Inventory, have students perform informational online job shadows using pepnet2 Career Central: *http://elearn.dcmp.org/career_central.php* (PPT slide 7). Here, students can search careers by career interests, career cluster, education, industry, 'green' jobs, or work importance profile.

Once students locate the videos that match their interest, have students build awareness by watching the Job Shadow Video and Job Description for each care er interest. During the Map It Online Activity on Career Clusters in the following lesson, *Career Exploration*, students will dig deeper in exploring additional career cluster information regarding required education/training, earnings, and future outlook. For now, have students watch the job shadow videos and review job descriptions of interest, and then rate their interest in Career Central's Career Journal. This online journal tool can help students organize their interests, which they will revisit in the following lesson. To be able to save searches and journal entries for additional work in the *Career Exploration* lesson, students will need to be logged into pepnet2.

Application Activities *(continued)*

Other Interesting Jobs to Job Shadow:

Visit DPAN.TV Real People video series (registration required) to build awareness of other interesting careers for students, including opportunities for self-employment.

Meet Ian Cameron, owner and brewer at Lochiel Brewing Company (3:18): *https://dpan.tv/series/realpeople/episode/real-people-lochiel-brewery*

Meet Santa (3:17): *https://dpan.tv/series/realpeople/episode/santa-claus*

Job Site Field Trip:

Organize a classroom field trip to local businesses based on student interest such as a grocery store, restaurant, home center, hospital, community center, college campus, police department, city hall, or local parks and recreation department. Ask businesses to host a class tour to see a day-in the-life, as well as offer students the opportunity to ask questions and meet with staff. Use this as an opportunity to build the foundation of a work program between the school and community businesses. Ask outside service agencies, such as VR or your local Job Service Center, how they can help organize field trip opportunities.

If your school is limited in resources for field trips, consider inviting guest speakers from different businesses to give a presentation or participate in a panel discussion. Consider starting monthly Career Café series for your students. Partner with the school's counselor to tie into existing school-wide career activities.

Career Fair/Trade Rodeo:

This is an efficient way for students to build awareness of different careers and trades. These activities provide students with the chance to network with current employees and learn about 21st century opportunities in occupations such as renewable energy. During these events, businesses often create hands-on activities, or demonstrations, to engage students to the industry in a new way. This is a great way to bring new opportunities for students to learn about construction, welding, carpentry, healthcare, design, beauty industries, etc. Prep students with a list of participating industries/businesses and have them create a list of which businesses they want to prioritize, and note specific questions they have regarding a day-in-the-life, as well as experience, education and training requirements. For schools who do not currently offer career fairs or trade rodeos, consider partnering with a neighboring school community or create an opportunity to add a high school experience to an existing community fair/rodeo.

Application Activities *(continued)*

Volunteer Opportunity:

Introduce students to different work place settings through volunteer opportunities. Options include organizing this activity as a whole class, in smaller rotating groups, or in pairs. Work settings may include nursing homes, local food bank, nonprofits, or other community fundraisers. Reach out to your local council of nonprofits, youth programs, chamber of commerce, and other state/local networks to help connect to the local community. Volunteering can help build student's sense of belonging and understanding of civic engagement, as well as create opportunities to network. Furthermore, volunteer activities are a great way for schools to build strong relationships throughout the community for further job development efforts.

Awareness of Outside Service Agencies:

Introduce students to Vocational Rehabilitation services available by watching Pepnet 2- Getting a Job, Part 3: Introduction to Vocational Rehabilitation video.

Discuss services that VR provides to clients including employment counseling, planning, assistance, and on the job training. Potential activities include:

- Invite (or visit) a VR counselor to discuss services, eligibility, application process, and Order of Selection process, and what it means to be an entitlement program.
- Practice finding local VR office through pepnet2- Getting a Job. .
- Explore and learn how to navigate VR's website.
- List services students may want to further explore.

Next, teach students about One-Stop Career Center by watching Pepnet2- Getting a Job, Part 3: One Stop Career Center. Have students review One-Stop Career Centers Support Document to access additional information.

- Invite (or visit) a One-Stop Career Center representative to discuss services and the topic of requesting accommodations.
- Practice finding local One-Stop Career Center.
- Look at resources, what type of assessment the agency provides, help with applying for financial aid services, and the process for applying for jobs.

Check for understanding of Voc Rehab and One-Stop Career Center by having students complete Part 3: Vocational Rehabilitation or One-Stop Career Center slide as a whole class or as an activity exit slip.

map it
what comes next

Synthesis Activities

Personality Assessment Activity:

Have students revisit their Personality Assessment (or other alternative assessment from Section One Personality lesson). Refresh student's familiarity with their assessment result by asking students the following questions (PPT slide 8):

- What did you learn about your personality in section 1?
- Do you think your results accurately represent you?

Next, have students review the list of jobs from the above Career Interest Inventory activity and chose which is closest to their 'dream' job. Have students use a graphic organizer to capture the job characteristics and related personality characteristics that would make a good match, and then assess if their Personality Assessment results are a good fit. When complete, facilitate whole class discussion with the following discussion prompts:

- Was there a match between your personality traits and 'dream' job?
- How was this process for you? Do you agree or disagree with what you learned?
- Which of your personality traits do you think will be most important to your future career?

Multiple Intelligences Activity:

Have students revisit their Multiple Intelligence survey (or Learning Style Inventory) from Section 1 (PPT slide 9). Help students connect their results to potential careers by reviewing the following descriptions of the eight different Multiple Intelligence categories *http://australiancurriculumf-6resources.blogspot.com/2013/04/gardner-multiple-intelligences.html* or by watching the following video: Howard Gardner's Theory of Multiple Intelligence, *https://youtu.be/1wkFGXqJxas*.

Next, have student review the Multiple Intelligences Career Chart handout and circle possible careers they are interested in based on their intelligence area. Continue to use the Career Chart to guide students in researching famous examples of individuals and associated possible careers. Offer students a graphic organizer to keep track of research information and summarize what they learned in small groups, or pairs, when finished.

Synthesis Activities *(continued)*

Personal Values and O*NET Work Importance Profiler Activity:

The following activity will help students make the connection between values and careers (PPT slide 10-11). Depending on classroom needs, students may need additional support during this activity. Consider moving through this activity as a whole class, group heterogeneously, or utilize additional staff support for co-teaching. Begin this activity by having students revisit Section 1 "Your Rating" Values Assessment. Connect how understanding one's values can help guide important decision making, including finding a career that brings enjoyment and happiness in life. Remind students that the six categories of values include 1. Adventure/Fun, 2. Friendship/Family, 3. Money/Wealth, 4. Justice/Honesty, 5. Spirituality/Religion, and 6. Knowledge/Education. In relation to work, we add the following work terms to our values: 1. Achievement, 2. Relationships, 3. Independence, 4. Support, 5. Recognition, and 6. Work Conditions.

For this activity, you will need to access the following O*NET Resource Center tools:

Work Importance Locator Instrument:
https://www.onetcenter.org/dl_tools/WIL_zips/WIL-Instr-deskv.pdf

Work Values Cards: *https://www.onetcenter.org/dl_tools/WIL_zips/WIL-Cards-deskv.pdf*

Work Value Card Sorting Sheet: *https://www.onetcenter.org/dl_tools/WIL_zips/WIL-Sheet-deskv.pdf*

Work Importance Locator Score Report:
https://www.onetcenter.org/dl_tools/WIL_zips/WIL-SR-deskp.pdf

Start by reviewing the Work Importance Locator Instrument to familiarize yourself with the process. This instrument will help students learn more about how their work values can support career decision making. Print out the following set of materials for each student: 20 work values cards and sorting sheet. Then as a whole class, pairs, or small groups, guide students through each step while providing individualized supports as needed. Begin by reading/signing all 20 cards, while providing a few seconds of 'Think Time' between each card, so students can think about how important it would be to have a job as described on the card.

Next, review the sorting sheet and explicitly teach the layout of the five columns and associated importance scale. Model how to put each card in the column that best matches. Next, lead the group in completing the first few cards, while walking around the room to answer questions and check for student understanding. Use the example on page 5 of the User Guide to direct students or help clarify. Once students have finished sorting their cards, work with them to score their results. Depending on your classroom, consider scoring the students work after class, or using additional staff support.

Next, as a whole class, walk through O*NET's Work Importance Locator Score Report to learn what scores mean and how to use for further career exploration. Spend time reviewing what the work values mean and then help students find their Job Zone (page 3-5 of WIL Score Report). Have each student fill out O*NET Occupation worksheet (page 10 of WIL Score Report) to organize a list of a 6-12 occupations they would like to further explore in the following Career Exploration Lesson.

Synthesis Activities *(continued)*

Personal Values and O*NET Work Importance Profiler Activity (continued):

*Note: This activity can also be completed online through O*NETs computerized Work Importance Profiler. Check computer requirements and installation instructions to see if this is a good option for your classroom.*

Closing Activity

*Career Awareness Exit Slip: (PPT slide 12)

✓ Make a list of 6-12 careers you would like to further explore.
✓ Of those listed, circle the careers that best match your personality, interests, and values.

NOTES

CAREER AWARENESS

Internship | Job Shadowing | Volunteer | Site Visit | Interview | Ask for Advice | Study | Career Counselling

Darcie

I always wanted to be a nurse but getting more information helped me decide.

I **shadowed** a nurse on the job for a few days.

Then I **got advice** from my career counselor.

Finally, I **interviewed** my aunt about her experience.

Marissa

I thought I wanted to work with children but found out I had to change diapers!

Good thing I **interviewed** the daycare teacher before I made a decision on my career!

Brandon

My dream was to be a mechanic

I was pretty sure I wanted to be a mechanic
so I **volunteered** at my uncle's shop and found out that I loved it!

There are many ways to learn about possible careers. Which ones will YOU try?

CAREER AWARENESS

Multiple Intelligences and Careers

Intelligence Area	Is strong in:	Likes to:	Learns best through:	Famous examples:	Possible careers:
Word Smart (Verbal/Linguistic)	Reading, writing, telling stories, memorizing dates, thinking in words	Read, write, tell stories, talk, memorize, work on puzzles	Reading, hearing and seeing words, speaking, writing, discussing and debating	Edgar Allen Poe, Maya Angelou, Rick Riordan, Shakespeare	Lawyer, editor, interpreter/translator, journalist, playwright, poet, public relations, reporter, teacher, historian, librarian
Logic/Number Smart (Logical/Mathematical)	Math, reasoning, logic, problem solving	Solve problems, question, work with numbers, experiment	Working with patterns and relationships, classifying, categorizing, working with the abstract	Albert Einstein, Steve Jobs, Bill Gates, Bill Nye	Accountant, analyst, investment broker, lawyer, chemist, pharmacist, physician, computer programmer, engineer, inventor, researcher, city planner
Picture Smart (Visual/Spatial)	Reading, maps, charts, drawing, mazes, puzzles, imagining things	Design, draw, build, create, daydream, look at pictures	Working with pictures and colors, visualizing, using the mind's eye, drawing	Leonardo Da Vinci, Frida, Diego Rivera, Georgia O'Keeffe, Bobby Fisher	Photographer, graphic designer, advertiser, architect, artist, carpenter, cartographer, dentist, engineer, interior designer, mechanic, navigator, pilot, sailor
Body Smart (Bodily/Kinesthetic)	Athletics, dancing, acting, crafts, using tools	Move around, touch, play sports, dramatic arts	Touching, moving, processing knowledge through body sensations	Tony Hawk, Derek Rose, Shaun White, Shawn Johnson, Felix Jones	Dancer, coach, athlete, actor/actress, equestrian, carpenter, massage therapist, magician, mechanic, physical therapist, physician, architect

map it
what comes next

CAREER AWARENESS

Multiple Intelligences and Careers

Intelligence Area	Is strong in:	Likes to:	Learns best through:	Famous examples:	Possible careers:
Music Smart (Musical/Rhythmic)	Singing &/or playing an instrument, picking up sounds, remembering melodies, rhythms	Sing, hum, play an instrument, listen to music, tap out rhythms	Rhythm, melody, singing, listen to music and musical patterns	Taylor Swift, Aretha Franklin, Selena Gomez, Beethoven, Mozart	Conductor, composer, music teacher, recording technician, singer, sound engineer, musical performer, music critic
People Smart (Interpersonal)	Understanding people, leading, organizing, communicating, resolving conflicts, selling	Have friends, talk to people, join groups/ clubs/ organizations	Sharing, comparing, relating, interviewing, cooperating	Oprah Winfrey, Bill Clinton, Gandhi, Mother Teresa	Teacher, therapist, travel agent, child care worker, coach, manager, mediator, nurse, physician, public relations, salesperson
Self Smart (Intrapersonal)	Understanding self, recognizing strengths and weaknesses, setting goals	Work alone, reflect, pursue own interests	Working alone, doing self-paced projects, having space, reflecting	Gandhi, Stephen Covey	Entrepreneur, consultant, counselor, psychologist or psychiatrist, researcher, writer, trainer
Nature Smart (Naturalist)	Understanding nature, categorizing, identifying flora and fauna	Be involved with nature, be outside, classify items/ information	Working in nature, exploring living things, learning about plants and natural events	Steve Irwin, Bear Grylls, Jane Goodall, Jacques Cousteau	Botanist, chef, environmentalist, landscape artist, navigator, sailor, veterinarian, astronomer, meteorologist, zoologist

CAREER AWARENESS
A lifetime journey of building and making good use of your skills, knowledge, and experiences.

Work-Based Learning Experiences

❏ Job Shadow
❏ Volunteer
❏ Internship
❏ Temporary work
❏ Part-time work
❏ Full-time work
❏ Paid work
❏ Unpaid work

_____

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Work-Related Terms

❏ Job
❏ Occupation
❏ Career
❏ Career fair
❏ Trade rodeo
❏ Occupational interview
❏ Social networking
❏ Professional networking
❏ Career counseling
❏ Job site visit
❏ One-stop center
❏ Career portfolio
❏ Resume
❏ Visual resume
❏ Letters of recommendation
❏ Reference
❏ Job requirements
❏ Education requirements
❏ Career cluster
❏ Career pathway
❏ Career interest inventory
❏ Department of Labor

_____

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_____

Exit Slip – Career Awareness

1. Make a list of 6-12 careers you would like to further explore:

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

2. Circle the careers that best match your personality, interest, and values.

NAME: _____

Exit Slip – Career Awareness

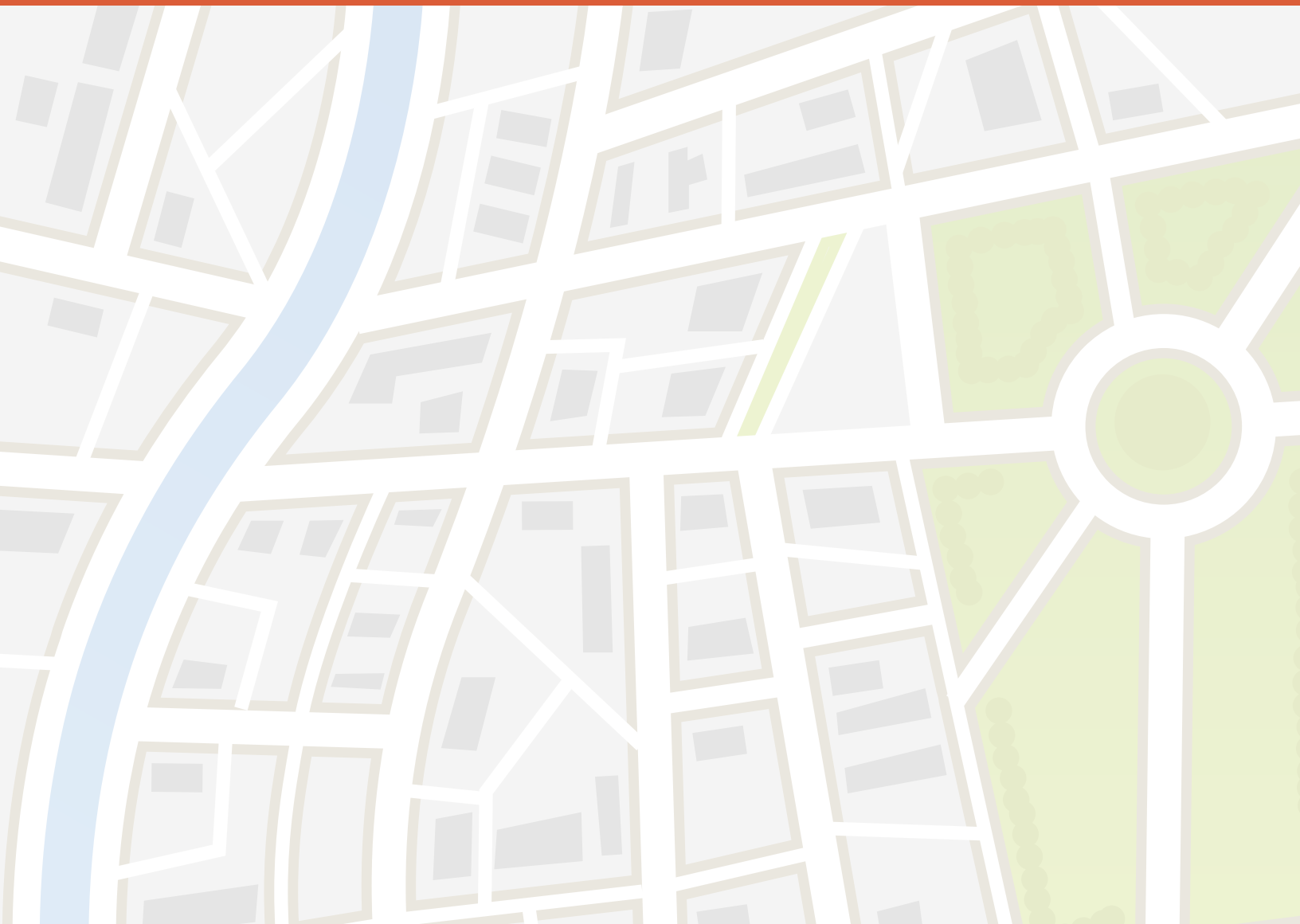1. Make a list of 6-12 careers you would like to further explore:

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

2. Circle the careers that best match your personality, interest, and values.

NAME: _____

WHAT DO I WANT?
CAREER EXPLORATION

CAREER EXPLORATION

Learning Objectives

- Students can give at least two examples of how individual skills and interests relate to a variety of career pathways.
- Students can determine what training and education is required to find success in a variety of careers.

Materials

- Map It Online: What Do I Want- Education Goals, Next Steps, Career Cluster, Career Goals
- Career Exploration- Visual Concept Page
- Teacher Page- Introduction to Word Walls
- Teacher Page- Unit 2 Word Wall List

- Visual Resume Example
- Visual Resume Template
- Big 6 Getting Started
- Research Project Organizer
- Career Exploration PowerPoint
- Work-Based Learning Experience Self-Reflection
- Career Exploration Exit Slip

Teacher Background

As students move from building awareness of careers to further investigating specific careers, provide guidance in teaching how to access, interpret, and seek additional career information. In the next section, students will move into a more narrowed focus of career exploration and consider how employment goals can help guide their process. Encourage students to continuously reflect if their career choices match their interests, personality, skills, and talents.

During this lesson, students will be presented with opportunities to learn more about education and training requirements of chosen careers. The following activities should expand student knowledge that not only can they match *Who They Are* to specific occupations, but they can transfer their skills between occupations over time. Students will gather information about different occupations within career clusters, as well as the variety of jobs within a single occupation. Furthermore, since many positions are filled either within the company, by a professional recommendation, or by word-of-mouth, it is important for students to understand the concept and learn ways to capitalize on social and professional networking.

CAREER EXPLORATION

Teacher Background (continued)

Exploration provides a focused opportunity for students to investigate ideal working conditions and post-secondary education programs and training. The big idea here is to offer students meaningful experiences where they make connections to the world of work through activities such as occupation interviews, ongoing volunteering, internships, on-site job shadows, and other part-time work-based learning experiences. Creating school and community based experiences for your students can help broaden their circle of support and connect them to future employers. In the synthesis section of this lesson, students will begin to create a Resume, Visual Resume, and Career Portfolio that will be added to throughout their high school experience.

Key Terms & Definitions for this Section

Internship
An experience where you are supervised by someone working in a job that you are learning about (can be paid or unpaid).

Occupation Interview
When you ask questions to learn more about a specific job from people in the field.

Networking
Meeting new people and keeping up with them to share information and create opportunities.

Career Counseling
Working with a career counselor/VR counselor to learn about what jobs fit your skills.

Achievable
Strong possibility that you will be successful.

Career Portfolio
A way for you to visually capture your interests, passion, skills, and strengths.

Job Requirements
A certain level of education or related work experience required for a job.

Resume
A document used to present education, experience, skills, knowledge and strengths.

Visual Resume
A visual representation of education, experience, skills, knowledge, and strengths.

Career Cluster
Groups of jobs or industries related by similar skills or products.

Career Pathway
The different specialty areas within each career cluster.

Work-Based Learning experience
A real life work experience where students can apply learned skills.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Their career interest should help inform the transition plan.

- Have students share their identified career fields of interest during their IEP meeting.

- Use the information that the student identified to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.

- Possible career exploration objectives for employment activities include the following:

Student will… complete a job report on occupations of interest, complete a series of formal and informal vocational assessment activities, participate in school-based occupation interviews from career fields of choice, identify primary and secondary career goals comparing qualifications necessary for success in such occupations, complete job shadowing opportunities, and participate in school and/or community work-based learning experiences.

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Career Exploration Kick-off Activity:

Introduce this next section with a Reality Check video from CAREERwide Education: *https://vimeo.com/iseek/realitycheck* (PPT slide 2). This video is also available on many state's Career Information System (CIS). Meet Dave, a 22 year old who's about to graduate college. His 'big' dreams consist of making $150k a year, own a big house and multiple nice cars, and take lots of extravagant vacations with friends.

After watching the video, ask students the following questions:

- What were Dave's big dreams after graduating from college?
- How much did Dave think he would make as a Software Developer?
- Why is Dave's plan unrealistic?
- How does reality impact his big dreams?

Foundational Activities (*continued*)

Career Exploration Classroom Discussion:

In this group activity, students will use an online Reality Check as an entry into career exploration to better understand how one's career choice impacts larger lifestyle choices (PPT slide 3). On a computer, pull up the Jump$tart online Reality Check tool: *http://www.jumpstart.org/reality-check.html* (or use your state's CIS Reality Check program). Tell students to imagine that they just graduated from high school and are about to embark on the *Adventure of Adulthood*. As a group, their task is to answer the following Reality Check questions for their own "Dave" character. Read each question aloud and click on the answer students provide. Once submitted, walk students through the salary they will need to make to meet their lifestyle choices. Then read through some of the jobs that can support such a lifestyle and the hourly wage per education level. Ask students if the character's lifestyle dreams are realistic.

Later in this lesson, students will have the opportunity to independently complete a Reality Check to see if their chosen career(s) meets their goals.

Application Activities

*Word Wall Activity:

Teachers please read the "Teacher Page - Introduction to Word Walls" *before beginning this activity*. This word wall continues to build the foundation for a robust career-oriented vocabulary pertaining to career awareness, exploration, preparation and training.

CAREER EXPLORATION

Internship	**Career cluster**
Networking	**Career pathway**
Work-based learning experience	**Career portfolio**
Achievable	**Resume**
Occupation interview	**Visual Resume**
Job requirements	**Career Counseling**

For the class discussion, teachers will display and talk about one word card at a time, for example 'internship'. Discuss the word, the sign/s for the word. Then ask the class to sign and describe the word 'internship'. Ask the class if anyone has ever had, or known someone who has had an internship. Give examples of what an internship looks like in different settings. Continue this discussion until all word cards are placed on the word wall.

*Map It Online Activity:

Set up technology access. Use the Education Goals Map It slides: Education and Training, Education and Money, Money Supports Goals, Brandon's Training Goal, and Work and Money (PPT slide 4). This is a good introduction to the process of career exploration by having students look at different types of education and training programs.

Application Activities

Career Research Activity:

Create an opportunity for students to practice their research skills associated with career exploration (PPT slide 5). Students can choose a career from their interest list and gather information from job descriptions, Career Central, O*NET, and other appropriate websites to learn more about job duties, responsibilities, required education/training, minimum experience, earnings, and advancement opportunities. Students can extend this activity to include researching geographic locations, benefits, and other information related to the Labor Market.

Use the Big 6 Getting Started or Research Project Organizer handout to support the research process, and choose the best mode of representation and expression to meet students' needs for capturing and sharing research information. Students may include video of occupation interview or the job site (with permission). Suggestions for presentation format include: PowerPoint or Prezi presentation, short video, story board, or multi-media format.

*Map It Online Activity:

Set up technology access. Use Next Steps Map It slides: What's Next, Making It Fit, Identity and Personality, Personality and Jobs, and Now What? (PPT slide 6). These slides introduce students to how one can use what they know about their identity and personality to make a good job match. Refer to whole class discussions from Career Awareness lesson to help students connect this important concept.

*Map It Online Activity:

Set up technology access. Use Career Clusters Map It slides: A Job That Fits, Important Questions, Your Turn: Does it Fit? Slides (PPT slide 6).

Application Activities (*continued*)

(Continue) Job Shadow Activities:

Introduce Community-Based Job Shadow Opportunity:

In the previous lesson, students were given the opportunity to take part in online job shadows. In this lesson, the goal is to provide students with on-site job shadows opportunities at school and in the community. Depending on school location and resources, participating in community based job shadows may or may not be feasible for some schools. If you have limited resources, consider how job shadows may become part of other field trip opportunities. Or perhaps students can participate in a fundraising activity to help build funds for bus transportation to a few different locations around town. After each job shadow opportunity, have student complete the Work-Based Learning Experience Self-Reflection handout to help inform additional job shadows and work-based learning opportunities (PPT slide 8). These reflections should be kept in the student's Career Portfolio (see below).

Online Job Shadow with Career Central:

Have students further explore their Map It three chosen careers on pepnet2 Career Central: *http://elearn.dcmp.org/career_central.php*. If students used the Career Journal to rate their interest level in the previous lesson, have them log into pn2 to refer back to which careers they were most interested after initial viewing. Next, have student's access additional information regarding required education, earnings, and future outlook. Each career has a short quiz to check for understanding where students select the best answer based on the video and text material. Consider using the quiz to check for understanding or extending classroom conversation. Students can also continue to use the Career Journal to take personal notes after watching the video. Again, make sure students are logged into pn2, so each journal entry can be saved and printed at a later point.

(Continue) Personal Values and O*NET Work Importance Profiler Activity:

This activity is part 2 to what was started in the Career Awareness lesson. To continue this activity, students will need their O*NET Work Importance Locator Score Report, *https://www.onetcenter.org/dl_tools/WIL_zips/WIL-SR-deskp.pdf*

As a whole class, guide students through O*NET's Work Importance Locator Score Report to learn score meaning and how to use to further explore careers. Spend time connecting the idea of work to meeting personal values. Have students use a graphic organizer to gather information on required education and training for career of interest.

Application Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use Career Goals: Career Goals Should Fit You!, Importance of Career Goals, and Sam's Next Steps slides. Check for student understanding and questions regarding career goals (PPT slide 9).

Occupation Interviews:

Create opportunities for your students to perform occupation-specific informational interviews, while learning networking skills (PPT slide 10). Have students start by creating a list of local occupations in their chosen fields. The teacher should facilitate the phone call inviting businesses into the school, but encourage student participation along the way. As you reach out to the business, inform them of the opportunity to meet with local students for 15-20 minutes, share what their business is about, talk about career goals related to their occupation, and answer questions from interested students. Options include:

- Invite several employees with different positions from a single employer, or invite 2-3 different employers for panel discussion format.
- Consider students creating an invitation flyer that can be emailed or mailed as follow up from your phone call.
- Have students research the company beforehand to build background knowledge so questions are more meaningful for both parties.
- Give students interview expectations- dress professionally and be prepared with interview questions which may include:
  - How did you get this job?
  - What kind of training/certification is needed?
  - Describe your typical work day.
  - What three hard skills do you use most often? What three soft skills?
  - What are entry level positions in your field?
  - What are examples of career goals related to your field?
  - Here are my strengths. How do they fit in this field?
- Have students follow up with a thank you note for each interviewee.

Application Activities (*continued*)

Career Cluster Scavenger Hunt Activity:

Create a list of career clusters and divide students into small teams of 2-4 students (based on interest as best as possible). Each team receives a list of mysteries (education, training, earnings, future outlook, etc.) that needs to get solved per career cluster. Have the teams use Pepnet 2 Career Central (or O*NET) to answer the mysteries. The team with the most correct answers at the end wins. Consider adding school-based career specific questions so students can interview a variety of professionals on-site (administrators, teachers, custodians, cafeteria workers, specialist, office manager, human resource staff, accountant, etc).

It's a Job Getting a Job Discussion:

Watch Biz Kid$ *It's A Job Getting a Job* on DCMP: *https://www.dcmp.org/media/7094-biz-kid-it-s-a-job-getting-a-job/stream?digest=34716* (PPT slide 11). Watch the first 4:20 seconds for this activity. Meet Ray, the owner of Fabulous, a motor coach company. Students are introduced to Ray (owner), Larry (driver), and Hilary (Human Resource Representative). Discuss these various positions (jobs) within a single company (occupation).

• What are the roles and responsibilities of each person?

• What are the skills needed for each job? How are they similar and different?

• What does Hilary look for in a potential employee?

• What advice does Ray offer?

Have students reflect which job would be best for them based on their Learning Style Inventory and Multiple Intelligence Assessment from Section 1.

Synthesis Activities

Career Exploration Reality Check:

Now that students have explored careers of interest, have them independently complete a Jump$tart online Reality Check (PPT slide 12): http://www.jumpstart.org/reality-check. html (or use your state's CIS Reality Check program).

Have students answer the questions to the best of their abilities by clicking on the answer. After submitting, students will see the salary they will need to make to meet lifestyle choices. Use the following discussion prompts when completed:

- Are your results what you expected?
- Do the list of jobs align with your job zone or career cluster?
- What level of education do you need to attain your needed salary?
- Are your lifestyle goals realistic?

*Career Portfolio, Resume, and Visual Resume Activity:

Students can begin to gather information to put into a Career Portfolio, Resume, and Visual Resume. A Career Portfolio can be used to gather information throughout a student's high school experience, including course work, extracurricular activities, work-based learning experiences, and community participation. A traditional Resume captures qualifications, education, skills and specialized training, while a Visual Resume captures similar information visually and is targeted to a position one is applying. Visual Resumes are short, concise and can be supported with a hardcopy of a resume and references as needed. All are relevant for students as they transition from high school, and can be created using a traditional binder or newer electronic formats.

Career Portfolio:

Completing a Career Portfolio can help students apply for both employment and post-secondary education/training programs (PPT slide 13). Portfolio material can be gathered in a binder or accordion file, or students can upload materials to a free online ePortfolio, such as Pathbrite (*https://pathbrite.com/#maker*). These interactive tools help students capture achievements, best course work, special projects, and extracurricular activities. Within a Career Portfolio, students can show what they know and who they are through a visual collection of meaningful material. There are many templates for high school Career Portfolios available online, or your school may already include this activity as a graded project.

Synthesis Activities *(continued)*

Career Portfolio (continued):

Here a few resources to help get you started:

- Ohio Department of Administrative Services:
  http://das.ohio.gov/Portals/0/DASDivisions/HumanResources/LPD/pdf/LPD_CareerPortfolio.pdf

- Oklahoma Department of Career and Technology:
  https://www.okcareertech.org/educators/career-and-academic-connections/11756CarActFile.pdf

- Heritage High School 21st Century Digital Portfolio:
  http://heritage.nn.k12.va.us/career_portfolios.html

- Maine Career Advantage:
  http://www2.sfasu.edu/cte/Michelle_Files/HMS_102_Web_Content/career_portfolio.pdf

Resume:

A resume is a traditional format summarizing a person's qualifications and consists of short statements including contact information, education, experiences, skills and abilities. Resumes are included in a student's Career Portfolio and required by most Human Resources departments for applicants (PPT slide 14). Students can access resume builder programs through your state's Career Information Systems (CIS), templates in computer software, and a variety of other online programs. Ideally students will have 3 file types for their resume by graduation: original (word doc or other compatible format), a pdf, and plain text (for online submission). Potential activities to support Resume skill development include:

- Watch pepnet2 Getting a Job Part 5: Resume, Do or Don't for Creating Your Resume, and Resume Wrap Up slides.

- Have students start a Job Search file for gathering jobs they are interested in applying.

- Extend learning to Cover Letters by watching pepnet2 Getting a Job Part 5: Cover Letters, What's Wrong with this Cover Letter, Cover Letter Practice, and Cover Letters Wrap Up slides.

Synthesis Activities *(continued)*

Visual Resume:

Access the Visual Resume Template and Allison's Visual Resume Example handouts to help guide your students through this process (PPT slide 15). In today's tech savvy world, Visual Resumes have become a way for job seekers to network and show who they are to potential employers. Here, students show their understanding of how individual skills, and interests can connect to the career field by highlighting their interests/passion, previous volunteer, work, or internship experience, and soft and hard skills. Visual Resumes are short, specific, and show the job seeker actively performing job tasks. They may include personal references, work samples, and links to relevant online portfolios. Visual Resumes may be used while securing volunteer opportunities, internships, fellowships, awards, special programs, and paid work experiences. Below are a few helpful guidelines for teaching students how to create a Visual Resume:

- Profile picture should be of student and look professional (not with family members, pets, etc)
- Highlight positive hard and soft skills and relate to skills at the work setting.
- Share examples of high quality work or other helpful resources related to career field.
- Beside profile picture, all other pictures should relate to job tasks or show skills related to position.

Teachers may also consider teaching students how to use online networking programs, such as LinkedIn. This professional networking tool allows students to highlight qualifications and accomplishments, which is accessible to recruiters and hiring managers.

Closing Activity

* Career Exploration Exit Slip:

✓ Pick one of the careers you chose to further explore and answer the following questions:
  - Name of occupation
  - List two skills and/or interests you have that support this occupation.
  - Name the required level of education or training needed.

NOTES

CAREER EXPLORATION

Agriculture, Food & Natural Resources

Business, Management & Administration

Education & Training

Health Science

Information Technology

Arts, A/V Technology & Communications

Finance

Hospitality & Tourism

Law, Public Safety, Corrections & Security

Transportation, Distribution & Logistics

Science, Technology, Engineering & Math

Architecture & Construction

Government & Public Administration

Human Services

Manufacturing

Things to think about:

What would you do every day at work?

Would you work alone or with people?

Would you be the only deaf person?

Would you work in an office or outdoors?

Are there many jobs available in this field (job outlook)?

What education or training would I need?

Exploring different careers can be fun! Check out the 16 career clusters to learn more.

map it
what comes next

RESEARCH PROJECT ORGANIZER

Adapted from Barbara Jansen

You will need to print this form before exiting the page.

Name: _____

Today's date: _____

Class: _____

Big6 #1 Task Definition
Determine a purpose and need for information—What am I supposed to do?

_____

_____

What information do I need in order to do this? (Consider listing in question form.)
You will most likely find interesting additional information as you use the resources. List below information that you feel you need to know at this time.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

RESEARCH PROJECT ORGANIZER

Adapted from Barbara Jansen

Big6 #2 Information Seeking Strategies
Examine alternative approaches to acquiring information. List the best sources to find this information. Don't forget traditional print and human sources as appropriate.

1. _____

2. _____

3. _____

4. _____

5. _____

Evaluate sources for relevance, currency, accuracy, and authority?

Big6 #3 Location & Access
Locate sources and access the information within them—Where will I locate these sources?
school library

❏   public or university library

❏   personal library

❏   provided by my teachers

❏   Internet

❏   other: _____

If using a search engine list likely key words.
_____   _____

_____   _____

_____   _____

RESEARCH PROJECT ORGANIZER

Adapted from Barbara Jansen

Big6 #4 Use of Information
❏ Use a source to gain information—How will I record the information that I find?
   take notes using cards or electronic note cards

❏ take notes on notebook paper

❏ take notes using a word processor (*Microsoft Word form*)

❏ illustrate concepts

❏ use a tape recorder, video, or digital camera

❏ other: _____

How will I give credit to my sources?
❏ use the *Quick Guide* or for information on citing sources and on using footnotes and preparing a Works Cited or Bibliography
   page
❏ Go straight to *Citation Machine*

Big6 #5 Synthesis
Integrate information from a variety of sources—How will I show my results?

❏ written paper

❏ *oral presentation* Click for Presentation Guidelines

❏ multimedia presentation _____

❏ performance _____

❏ other: _____

How will I give credit to my sources in my final product or performance?
❏ include a written bibliography

❏ after the performance or presentation, announce which sources I used

❏ other: _____

RESEARCH PROJECT ORGANIZER

Adapted from Barbara Jansen

Big6 #5 Synthesis (continued)
Materials I will need for my presentation or performance (list, separating by commas)

_____

_____

How much time do I estimate it will take to find the information and create the product?

_____

Timeline for assignment

Ideas for project (task definition) completed by: _____

Information searching (note taking) completed by: _____

First draft due: _____

Completed assignment due:_____

Include here any additional information needed to successfully complete the assignment:

_____

_____

RESEARCH PROJECT ORGANIZER

Adapted from Barbara Jansen

Big6 #6 Evaluation

Before turning in my assignment, I need to check off all of these items (on the printed Organizer):

❏ what I created to finish the assignment is appropriate for what I was supposed do in Big6 #1

❏ the information I found in Big6 #4 matches the information needed in Big6 #1

❏ credit is given to my sources, written in *standard citation format*

❏ I am in compliance of *copyright laws* and fair use guidelines

❏ my work is neat

❏ my work is complete and includes heading information (name, date, etc.)

❏ I would be proud for anyone to view this work

WORK-BASED LEARNING EXPERIENCE
SELF-REFLECTION

Name:_____

Site:_____   Date:_____

1. What are 3 things you really liked about the job?

2. What are 3 things you really disliked about the job?

3. What tasks are you able to well right now with the skills you have?

4. What tasks would you be able to do well after some training?

5. What tasks would be difficult even after training?

6. Would you consider doing this job after you graduate from high school?

7. Rate your interest in this job from 1 to 6.

1 (very interested)		3 (somewhat interested)		6 (not interested)	
1	2	3	4	5	6

8. Other thoughts or comments:

WORK-BASED LEARNING EXPERIENCE
SELF-REFLECTION

Getting Started

Developed by Mike Eisenberg and Bob Berkowitz, Big6 is a problem-solving model that gets us organized. The Big6 combines information search and use skills along with technology to help us find, use, apply, and evaluate information for almost any need or task.

Here is a "checklist" to get us started. BEFORE YOU START YOUR ASSIGNMENT, complete items 1-5. Complete item 6 AFTER your assignment is completed, but before you turn it in to your teacher.

Name:_____ Date:_____ Class:_____

1. **Define Task**. What am I supposed to do?

What information do I need in order to do this? (Try listing in question form.)

1. _____   6. _____

2. _____   7. _____

3. _____   8. _____

4. _____   9. _____

5. _____   10. _____

2. **Information Seeking Strategies**. What are the best sources I can use to find this information?

1. _____   5. _____

2. _____   6. _____

3. _____   7. _____

4. _____   8. _____

I will use only those evaluated by and provided by my teachers. **YES NO**

I will ask my librarian, teacher, or parent for help finding web sites for my project. **YES NO**

WORK-BASED LEARNING EXPERIENCE
SELF-REFLECTION

Getting Started

Developed by Mike Eisenberg and Bob Berkowitz, Big6 is a problem-solving model that gets us organized. The Big6 combines information search and use skills along with technology to help us find, use, apply, and evaluate information for almost any need or task.

Here is a "checklist" to get us started. BEFORE YOU START YOUR ASSIGNMENT, complete items 1-5. Complete item 6 AFTER your assignment is completed, but before you turn it in to your teacher.

Name:_____ Date:_____ Class:_____

3. **Locate & Access**. Where will I find these sources?

_____ School Library

_____ Public Library

_____ From my teacher or text

_____ Internet

_____ Other:_____

Who can help me find what I need?

_____ I can find these sources by myself

_____ Librarian

_____Teacher

_____Family member

4. **Use of Information**. How will I keep track of and record the information that I find?

_____ Take notes using cards

_____Take notes on notebook paper

_____Take text notes with a computer

____ Create pictures, drawing or camera

_____Record audio or video

_____Other: _____

How will I give credit to my sources?

_____Use guide given to me by my teacher

_____Use CITATION MACHINE
   (citationmachine.net)

_____Use guide given to me our Librarian

_____Other: _____

WORK-BASED LEARNING EXPERIENCE
SELF-REFLECTION

Big6™

Getting Started

Developed by Mike Eisenberg and Bob Berkowitz, Big6 is a problem-solving model that gets us organized. The Big6 combines information search and use skills along with technology to help us find, use, apply, and evaluate information for almost any need or task.

Here is a "checklist" to get us started. BEFORE YOU START YOUR ASSIGNMENT, complete items 1-5. Complete item 6 AFTER your assignment is completed, but before you turn it in to your teacher.

Name:_____ Date:_____ Class:_____

5. **Synthesis.** How will I show my results?

_____ Written paper   _____Oral presentation   _____ Multi-media presentation

_____Performance   _____ Other: _____

How will I give credit to my sources in my final product?

_____ Written bibliography   _____ Announce at end of pre-   _____ Other: _____
                                       sentation

Timeline: Assignment is due by:_____

Time do I estimate the entire assignment will take: _____

Research completed by:_____ First draft by:_____

6. **Evaluation**. How will I know if I have done my best? Use this checklist BEFORE turning final project in.

_____ My project completes what I set out   _____ Credit is given to all sources I used, in the for-
to do in Step 1 in a neat, readable manner.   mat that my teacher asked for.

_____The information identified in Step 2   _____Project includes heading (name, date, etc.).
matches the information needs in Step 1.

_____Project is neat and readable.   _____ I am proud of this work.

Exit Slip – Career Exploration

Pick one of the careers you chose to further explore and answer the following questions:

1. Name of occupation: _____

2. List two skills and/or interest you have that support this occupation:

    1. _____

    2. _____

3. What level of education or training is needed for?
_____

NAME:_____

Exit Slip – Career Exploration

Pick one of the careers you chose to further explore and answer the following questions:

1. Name of occupation: _____

2. List two skills and/or interest you have that support this occupation:

    1. _____

    2. _____

3. What level of education or training is needed?
_____

NAME:_____

WHAT DO I WANT?
CAREER PREPARATION
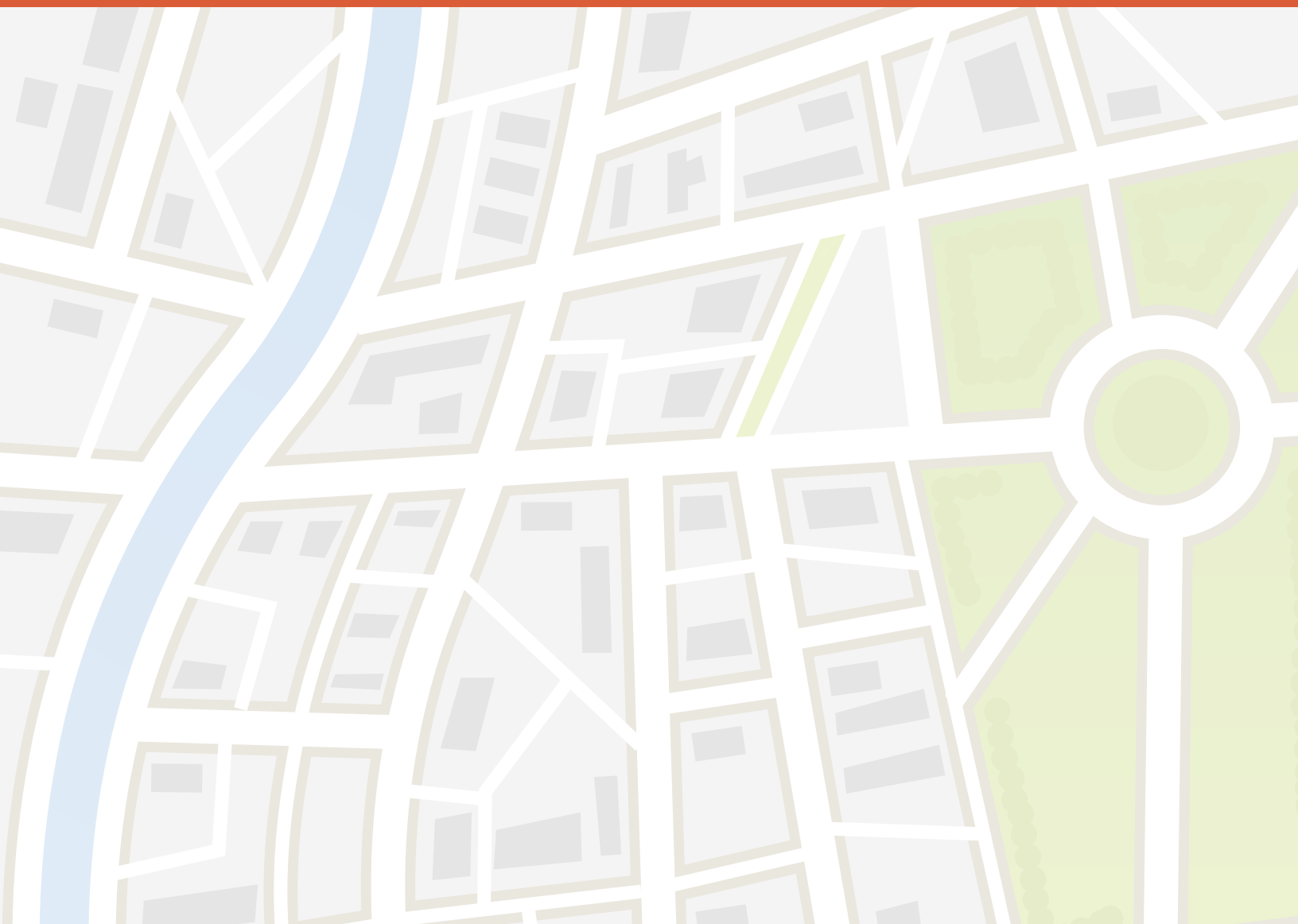
CAREER PREPARATION

Learning Objectives

- Students can make a contribution in a work setting.
- Students can build effective relationships in a work setting.

Materials

- Map It Online Career Preparation -Definition, Explanation, Examples
- Map It Online: What do I Want- SMART Goals, Goal Setting,
- Career Preparation Visual Concept Page
- Teacher Page- Introduction to Word Walls

- Teacher Page- Unit 2 Word Wall List
- Community Resource Mapping
- Problem-Solution Team Building Game
- Top Ten Employee Skills
- Work-Based Learning Self-Reflection
- Career Preparation PowerPoint
- Career Preparation Exit Slip

Teacher Background

Section 2 lessons focus on the following Pre-ETS categories: career exploration counseling, work-based learning experiences and workplace readiness training. These categories are delivered through four classroom-based lesson plans supporting the evolution of career awareness, exploration, preparation, and training. Each lesson is differentiated to meet the needs of classrooms and school culture, and offers flexibility in meeting the needs of students at an individual level. It is important to note that the progression of activities are to support an individualized path for students to prepare for a career and/or a post-secondary education program.

During Career Preparation, students apply their learning of different career fields through practical "world of work" experiences. Offering students meaningful hands-on opportunities through project-based activities, provides students with the chance to learn from a variety of people and build their social networks. These activities fall under the umbrella of work-based learning experiences.

map it
what comes next

CAREER PREPARATION

Teacher Background (*continued*)

The National Collaborative on Workforce and Disability for Youth defines work-based learning as a "supervised program sponsored by an education or training organization that links knowledge gained at the work site with a planned program of study. Experiences range in intensity, structure and scope and include activities as diverse as site visits, job shadowing, paid and unpaid internships, structured on-the-job training, and the more formal work status as apprentice or employee". During the first two lessons of Section 2, students were exposed to work-site visits, occupation interviewing, volunteer opportunities, job shadowing, and perhaps even paid work experiences at school or in the community. In the next two lessons, you are encouraged to build upon this foundation by exposing students to internships and other paid/unpaid work-based learning in community integrated settings to develop college and career readiness skills. These meaningful experiences teach students a variety of workplace functions and the skills needed for success. Being on-site gives students a better understanding of a variety of work cultures and workplace expectations, while allowing meaningful practice in making work contributions. For busy student schedules, consider ways students can participate in work-based learning over the summer months.

In addition, work-based learning can be used as an opportunity to expand school-based curriculum and offer individualized instruction based on student needs and interest. Through informal and formal assessments, instruction can support skill development in the areas of soft skills and other work readiness training. These assessments can be used to support students in IEP goal refinement, as well as creating a map, or plan, for reaching post-secondary transition goals. As students move through the following activities, support problem solving when students hit a roadblock, and teach the importance of redirection when experiencing an occupational mismatch. In addition, promote the idea of social and professional networking in meeting career goals when appropriate. After every work-based learning experience, have students complete a Work-Based Learning Self-Reflection handout and add the information to their Career Portfolio. By the end of the lesson, students will have the opportunity to set S.M.A.R.T goals that will help guide them in the right direction for further college and career training.

Refer to state and federal employment guidelines when setting up work-based learning experiences. To learn more, visit the following sites:

National Collaborative on Workforce and Disability:
http://www.ncwd-youth.info/work-based-learning

US Department of Labor, Child Labor Regulations for the 21st Century:
https://www.dol.gov/whd/cl/whdfsCLFR.pdf

US Department of Labor Wage and Hour Division, Internship Programs:
https://www.dol.gov/whd/regs/compliance/whdfs71.pdf

Key Terms & Definitions for this Section

Letter of Recommendation:
A letter written by someone who knows your strengths and qualities that would make you a good fit for the program or job.

Resume
A summary of your skills and qualifications.

Work Ethic
The responsibility and care you put into the quality of work you perform.

First Impression
What someone thinks of you when meeting for the first time.

Networking
Meeting new people and keeping connected with them.

Self-Reflection
A thought process about one's character and experience.

Roadblock
Something that stops you from making progress.

Occupational Mismatch
A disagreement between worker's skills and competencies and those required by the job.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Their career interest should help inform the transition plan.

- Have students share their identified career field during their IEP meeting.

- Use the information that the student identified to support or refine transition goals relating to employment, postsecondary education and training, independent living, and community participation.

- Use employment activities to support career preparation objectives in transition goals, which may include the following: *Student will*…complete a career portfolio to compile all vocation-related materials, participate in community integrated work-based learning experience, identify primary and secondary career goals comparing qualifications necessary for success in such occupations, identify attitudes and behaviors necessary for job success, develop a work resume, meet with adult service representative at least one time per school year to prepare for transition, discuss job related concerns and transition planning issues with appropriate service agencies, demonstrate positive work habits and attitudes in work-based learning settings, and self-evaluate after each work-based learning experience.

INSTRUCTIONAL ACTIVITIES
* Recommended activities are marked with an orange asterisk.

Foundational Activities

Career Preparation Kick-off Activity:

Introduce career preparation with a game focused on work-related scenarios (PPT slide 2). This is a whole class problem-solution game with students divided into two teams (or additional teams to meet classroom needs). Use the Problem-Solution Team Building handout and modify the scenarios as needed. Note that each card presents students with a work-related Problem (*P*) and Solution (*S*). Also included is an Innovative Solution (*IS*) which is an action that goes above and beyond the solution. Begin by picking a card and sharing the problem with the teams. Next, give teams 2-3 minutes to work together in finding a solution. When the team agrees on a solution, have them capture it on a dry erase board or paper. After the timer goes off, ask teams to alternately share solutions. If their solution meets the one on the card, the team receives 1 point, or if the team offers an innovative solution, 2 points. Tally points on the board and the first group to reach the predetermined amount of points wins.

Teacher Note: The solutions on the cards are meant to serve as a guide for distributing points, use your best judgement if teams arrive at an equally good (or better) solution.

(Lesson adapted from Desperately Seeking Solutions-Games that Promote Problem Solving, retrieved at https://www.stenhouse.com/sites/default/files/public/legacy/pdfs/8247ch10.pdf)

Foundational Activities (*continued*)

Career Preparation Classroom Discussion:

Relate the Problem-Solution Team Building Game to skills needed to be an effective team player in a work setting (positive relationships in the workplace and being able to work with a variety of people) (PPT slide 2). Help students connect that the problems discussed are everyday situations many workers face, and the solutions match workplace expectations at many businesses. By putting the solutions into practice, workers can build a good work ethic. Explain that a good work ethic includes showing up to work on time, having a good attitude, being respectful, dressing appropriately, having self-discipline, and working efficiently. Expand these terms for your students as needed. Classroom discussion prompts include:

- What strengths and traits did each of you bring to the activity? (communication, problem solving, creative solutions/ideas, listening, team work, patience, organization)
- What other strengths did you notice from your peers?
- How did you work together to identify innovative solutions?
- How do the solutions transfer to having a strong work ethic?
- How is having a strong work ethic influenced by our values?

*Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" *before beginning this activity.* This word wall continues to build the foundation for a robust career-oriented vocabulary pertaining to career awareness, exploration, preparation and training.

CAREER PREPARATION

Letter of Recommendation	**Networking**
Resume	**Self-Reflection**
Work Ethic	**First Impression**
Roadblock	**Occupation Mismatch**

Foundational Activities (*continued*)

*Word Wall Activity (continued):

For the class discussion, teachers will display and talk about one word card at a time, for example 'resume'. Discuss the word, the sign/s for the word. Then ask the class if anyone knows what's included in a resume. Ask the class if anyone has a resume and show a few examples. Continue this discussion until all word cards are placed on the word wall.

Application Activities

*Map It Online Activity:

Set up technology access. Use the SMART Goals Map It slides: Introduction, Definition, Explanation, Steven's SMART Goals, Writing SMART Goals, Darcie's SMART Goals, Brandon Writes a Goal, Brandon's SMART Goal, Your Turn: SMART Goals (PPT slide 4).

Use the Career Preparation Visual Concept Page handout to check for student understanding on what SMART stands for: specific, measurable, attainable, realistic, and time-specific. Refer to slides and visual concept page to review SMART definition and meanings as a whole class as needed. As students work on creating individual SMART goals on the Your Turn: SMART Goals slide, check to make sure goals meet SMART criteria. Offer suggestions and feedback as needed.

Biz Kid\$ SMART Goal Financial Literacy Activity:

Watch Biz Kid\$: Taking Charge of Your Financial Future (27:57), *https://dcmp.org/media/7045-biz-kid-taking-charge-of-your-financial-future/stream?digest=34566*. During the video, Biz Kids explore SMART financial goals. Watch a Biz Kid sign up for a savings account at a bank and meet kid entrepreneurs (PPT slide 5).

Discussion prompts for setting financial goals:

- As a class, come up with examples of SMART financial goals (Specific, Measureable, Achievable, Realistic, and Timely). Next, have students set a SMART financial goal.
- With parent permission, have students fill out paperwork to open a savings account.
- Discuss responsibilities around checking accounts and credit cards.
- Discuss/model balancing a checkbook and paying bills online

Application Activities (*continued*)

*Map It Online Activity:

Set up technology access. Use the following Goal Setting Map It slides- Introduction, Taking Steps, Manageable Steps, Darcie's Goals: Career Goal, and Darcie's Goals (First Step, Short Term Goals, Long Term Goals, and Roadblocks) (PPT slide 6).

As a whole class, review the four Goal Setting Steps:

Step 1- What will you do first?

Step 2- What can you do right now (short term)?

Step 3-What can you do in the future (long term)?

Step 4- What could stop you from achieving this goal (roadblock)?

In pairs, have students share SMART goals with a peer and brainstorm potential goal setting steps for achieving their SMART goal. Encourage students to think critically and provide their peers with meaningful feedback. Consider using a graphic organizer to help student's layout their steps.

Next, have students' refer to Career Goal Visual Concept Page handout and Goal Setting Map It slides (Your Turn: Goals) to help support breaking down goals into steps. Here students will plan the steps for 1-3 of their career goals.

When students complete goal planning steps, introduce students to the process of getting around a Roadblock. Use the remaining Goal Setting slides- Roadblocks Will Happen, Zachary's Goal (Roadblock, Evaluating Options, Developing a Plan), and Valentine's Goals (Roadblocks, Evaluating Options, Developing a Plan) slides.

As a whole class review Roadblock Steps (PPT slide 7):

Step 1: Identify the roadblock.

Step 2: Evaluate my options.

Step 3: Develop a plan.

Have students return to pairs, and further discuss a potential roadblock for meeting their SMART goal. Together, have pairs evaluate options and develop a plan. Again, encourage students to think critically and provide their peers with meaningful feedback.

Work-Based Learning Experiences:

There are many benefits to incorporating work-based learning in community integrated settings. Creating new possibilities and tapping into skill sets from a variety of individuals can be achieved by utilizing a team-based approach for addressing work-based learning experiences.

Application Activities (*continued*)

Work-Based Learning Experiences (continued):

Depending on resources at the state, community, and school level, there are many resources that may supplement school-based efforts:

- Consider creating an online poll for fellow school staff and administrators to take note of social and professional networking opportunities with community employers.

- Discuss with your team and building administrator, which existing courses could embed work-based learning opportunities across the school year, or consider implementing a new transition course.

- Contact your school VR counselor to determine what resources are available for student transportation, job coaching or work site support. Discuss how WIOA set aside funds can help support students at the work site.

- Work with various service agencies and businesses to develop a Student Work Program.

- Partner with a regional transition committee or local Centers for Independent Living for ideas around workplace readiness training.

- Consider starting a school-based enterprise with students where students are involved in business development, operation, and evaluation.

- Work with appropriate school staff to implement a school Job Club.

- Check to see if students are eligible for Easter Seals-Goodwill Peer Connections: *http://www.easterseals.com/esgw/our-programs/autism-asd-services/peer-connections. html?referrer=https://www.google.com/*

- For students with significant disabilities, see if Project Search is in your area: *http://www.projectsearch.us/*

After each work-based learning experience, have student complete the Work-Based Learning Experience Self-Reflection handout to help inform additional work readiness opportunities. These reflections should be kept in the student's career portfolio (see below). Have work site support take photos of students completing tasks, which will be incorporated in both Career Portfolio and Visual Resume.

Career Preparation with Assistive Technology:

Teach students how to use assistive technology that will enable them to be independent at work. This may include additional training with their Assistive Listening Device, Speech-to-Text software, Video Relay Service, or Video Remote Interpreting. Furthermore, for students with smart devices, teach how to use apps that can support organizational needs around scheduling, taking breaks, creating to-do lists, work tasks/responsibilities, or setting reminders.

Application Activities (*continued*)

How to Search for a Job Activity:

This activity supports student learning by practicing methods for looking for a job. Students will be provided with user-friendly websites they can access and learn how to decipher job search information (PPT slide 8).

Job Seeking Resources:

- One-stop Career Center: *careeronestop.org*
- O*NET Online: *onetonline.org*
- State Career Information System
- Local Job Service Center
- Local newspaper classified section (hardcopy and/or online)
- Local college or university human resource department (explore work-study and other employment opportunities for college bound students)

Have students search for their top three career interests, and see what's available in their community or in a location they hope to live in the future. Have students answer the following questions:

- What are the application requirements?
- What is the required education/training?
- What is the required related work experience/skills needed?
- What skills will you need to develop to get the job?
- What is a good way to learn those skills?
- How is the job a good match with your personality and identity?

Completing an Application Activity:

This activity helps students learn best practices in filling out a job application (PPT slide 9). First print out lesson handouts at Cullman Careers website: *http://www.cullmancareers.com/images/2014/2/SherryMotes_LessonPlan.pdf.*

Start this activity by having students watch pepnet2 *Getting a Job* Part 5A: Applications (video 6:48). Take notes on the board as the video highlights best practices or have students take notes using a graphic organizer. Next, give each student a copy of the completed sample job application that has been filled out incorrectly. You may choose to use the lesson's sample or create your own to better meet the needs of your students.

Application Activities (*continued*)

Completing an Application Activity (continued):

Give students 2-3 minutes to highlight, or circle, each error they notice on the sample application (this can be done individually, in pairs, or as small groups). When finished, have students count the total errors and write the number on the front side of the application. Ask students to share how many errors they found, noting (or graphing) responses on the board. The student, pair, or small group closest to the actual number wins (consider offering appropriate prize). Walk through the sample application and discuss each error, asking students how it should have been done correctly.

Next, offer students a copy of How to Fill Out an Application handout located on page 5 of the lesson packet and review the best practices mentioned. Provide a fresh copy of the application, and have students practice filling out information as accurately as possible. Students may need to continue working on the application at home to find any missing information. Support the use of assistive technology as needed for application completion.

During this process, it is also important to support knowledge and understanding of any additional information students will need once they find employment. For example, employees will need to complete an Employment Eligibility Verification form (USCIS Form I-9), which calls for personal information such as name, date of birth, address, and identification documentation such as social security number, birth certificate, US Citizen ID card, Native American tribal document, Resident Citizen ID card, or other Department of Homeland Security authorization document. Review these items with students and have them go on a scavenger hunt at home to make sure they have access to such documents to support employment endeavors. Other forms to consider discussing include Selective Service Registration Status for students 18 years of age and older, Internal Revenue Service W-4 form, and Department of Labor Worker's Compensation Subsequent Injury Fund.

Facilitate whole class discussion with the following discussion prompts:

• If you were hiring for this position, would you hire this person?

• What strengths did you choose to include?

• What character traits did you choose to include?

• What is something new you learned through this activity?

Practice learning about these procedures or filling out paperwork here:

US Citizenship and Immigration Services, I-9 Central: *https://www.uscis.gov/i-9-central*

(Lesson adapted from *http://www.cullmancareers.com/images/2014/2/SherryMotes_LessonPlan.pdf*)

Application Activities (*continued*)

Interview Preparation Activity:

Watch the following DCMP video, Getting It Right At the Interview, *https://www.dcmp.org/media/6343-getting-it-right-at-the-interview-student-version/stream?digest=31737* (24:23) (PPT slide 10). This video addresses basics of a job interview including: preparation, skills-based resume, cover letter, first impression, communication skills, appropriate body language, potential interview questions, benefits of mock interviews, and the importance of understanding one's career goals. Whole class discussion prompts include:

- What are the steps for making a good first impression?
- What are three examples on how to make a good first impression?
- What does it mean to "sell" yourself?
- What is a skill-based resume?
- What are some topics for "small" talk?
- What are questions that may be asked at an interview?

Behavioral Questioning Role Play: Support students in practicing the art of behavioral questioning. Start by reviewing the STAR system: Situation, Task, Action, and Result. Have one student play the role of the interviewer, and the other interviewee. Have them take turns asking one of the following questions:

- Tell me about a time when you've had trouble meeting a deadline.
- Tell me about a time when you've had a challenge, or problem, at work and how you solved it.

First Impression Activity: Ask students to search through catalogs or magazine to find pictures of different outfits that support making a good first impression at an interview. After students cut out and glue 4-5 outfits on poster board or cardstock, have them do a classroom gallery walk and vote on their top three favorite interview outfits. Post the outfits on the board and discuss as a whole class what makes these outfits perfect for an interview.

Community Resource Mapping Activity:

The purpose of this activity is to help teach students how to locate and understand the relationship between community resources and career development and post-secondary supports. During this activity, students will learn what services and facilities are available to them in their current community (or community of interest) in the areas of employment, education, independent living, and community participation. By the end of the activity, each student will have a resource map to summarize what they discovered.

Application Activities (*continued*)

Community Resource Mapping Activity (continued):

Begin by showing examples of resource maps found online, highlighting map legends, location, facilities, and services (such as local VR and One-Stop Career Center office). On the board, help students organize the difference between facilities and services. For example, public transportation is considered a service, while a college is a facility. Brainstorm possible examples such as education, parks/recreation, government agencies, hospitals, cultural centers, entertainment, food, parks, library, supplies, etc. Guide students in completing the following steps:

1. Gather community resource information.

2. Organize information in a table (see sample Community Resource Mapping handout, from the National Center on Secondary Education and Transition)

3. Mark/label facilities and resources on a community map.
   Reflection questions:
   - Name some places new to you.
   - What places interest you for work?
   - What service agencies can help connect you to employment?
   - What places can help connect you to community participation?
   - Where are parts of town/city you would consider living?
   - Where can you attend post-secondary education/training programs to meet career goals?

Networking Activity:

Have students revisit their Circle of Support from Section 1 and consider different ways individuals can help support social or professional networking. Help students make connections between the people in their circle and where they are employed, their participation with certain groups or organizations, and other community connections. Use graphic organizers to assist students in making important connections. The following resources can help build further knowledge and understanding on networking:

- Deaf Women United: *http://www.dwu.org/*, whose mission is "embracing Deaf Womanhood through ongoing connections, advocacy and awareness".

- Online Deaf communities

Synthesis Activities

Professional Interview:

Create an opportunity for students to practice being the interviewer with a professional in a field of interest (PPT slide 12). Consider the various professionals available in the school, parents, local business owners, or current supervisor in volunteer, internship, or work setting. Have students ask permission to take video of the interview, so they can further analyze at a later date. Model greetings and casual conversation, and encourage students to demonstrate these actions during the interview. Have students ask the following questions and ask them to add one or two additional questions:

- Why did you want to work here?
- What skills and strengths do you bring to the company?
- How does your personality fit the culture of the company?
- Where do you see yourself in five years?

After the interview is complete, have students review the video and reflect on the following questions:

- What soft skills did you notice throughout the interview?
- How are ways the professional answered questions about their strengths?
- What did you learn about their work culture?
- What does their five year vision say about their career goals?

*Career Portfolio, Resume, and Visual Resume Activity:

Continue to have students gather information to put into their Career Portfolio, Resume, and Visual Resume (templates/examples included in previous *Career Exploration* lesson). As students gain knowledge and understanding about their career interest and transition goals, encourage them to be intentional with examples of included course work, extracurricular activities, work based learning experiences, and community participation. Using the Visual Resume example as a guide, remind students to be professional, concise, and specific. Encourage students to practice using their Visual Resume when they meet with supervisors of school- and community-based work experiences.

map it
what comes next

Synthesis Activities (*continued*)

*Career Portfolio, Resume, and Visual Resume Activity (continued):

As students move through these experiences, have them include their Work-Based Learning Experience Self-Reflection handout. Potential activities to support skill development include:

- Have students proofread and offer feedback with peers.
- Have students further explore sample Career Portfolios, Resumes, and Visual Resumes.
- Have students practice differentiating between professional and unprofessional examples.
- Have students practice creating a (visual) resume and cover letter for a specific job in their Job Search file.
- Have student's role play dropping off a cover letter and resume at the front desk of a business.

Begin to offer specific feedback on student work, and offer tools and strategies to help students build strong products. Consider inviting the school counselor to help teach or review material, or include peer mentors in the process.

Closing Activity

* Career Preparation Exit Slip:

Students should reflect on one of their work-based learning experiences (an internship, volunteer, temp job, or other paid/unpaid work) and list (PPT slide 13):
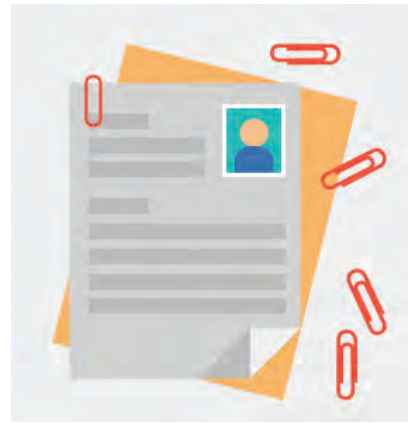
- ✓ Two contributions they made to the job site.
- ✓ Two ways they built healthy relationships with supervisors and/or co-workers.

NOTES

CAREER PREPARATION

To find my job at the daycare, I had to do a lot of work.

1. Do a job search
2. Network with people in the field
3. Write a resume and cover letter
4. Apply for the job I wanted
5. Interview
6. Accept the job

It took a lot of time but it was worth it. I love my job!

There are a lot of different steps to prepare you for a successful work experience.

DARCIE'S CAREER GOAL

To reach my goal, I had to develop some steps to stay focused and move forward.

Step 1 → Step 2 → Step 3 → Step 4 → Goal

Goal Become a pediatric nurse

What will Darcie do first?

Step 1
- Research schools with a nursing program on Career Central
- Interview my aunt
- Check with team about soft/hard skills

What I can do right now (short term)?

Step 2
- Improve my grades in math.
- Hand in all my homework on the due dates.
- Study every night, Sunday through Thursday.
- Take study breaks on Friday and Saturday.
- Use the tutor for my science class to make sure I keep my good grade.
- Graduate HS with at least a 3.2 GPA.

What I can do in the future (long term)?

Step 3
- Make appointment with VR.
- Work with my guidance counselor to find three schools to apply to.
- Figure out how much college will cost.
- Ask my parents if they can help me financially with school.
- Talk to my guidance counselor to learn about scholarships.
- Sign up for the ACT test.

What could stop me from achieving this goal?

Step 4
- Earning less than a 3.2 GPA.
- Not completing 4 years of English.
- Not passing the Math courses requin for the program.
- Not learning about the technology fc deaf people in medical areas.
- Not advocating for myself with peep who think I can't become a nurse because I am deaf.

Career goals should be broken into smaller steps. Each step will lead you closer to achieving your goal.

SMART GOALS

Measurable   Realistic

S M A R T

Specific   Attainable   Time-Bound
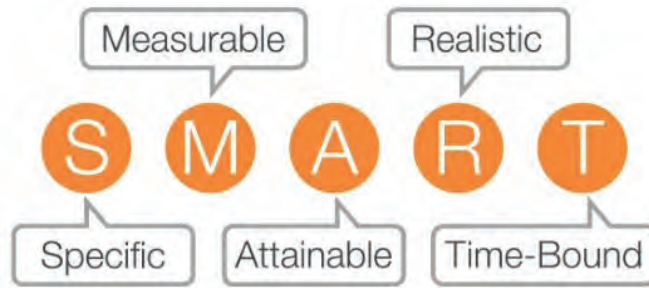
Darcie's SMART Goal

My goal is to become a pediatric nurse. I will enroll in a two-year nursing program and work at a children's hospital when I graduate.

Smart	Yes, it is specific because I list the kind of nurse I want to become and where I want to work.
s**M**art	Yes, it is measurable because I will get an RN degree when I complete this goal.
sm**A**rt	Yes, I know it is attainable because I have the hard skills (I'm good at math and science) and the soft skills (I'm good with people).
sma**R**t	Yes, it is realistic because it fits me. The training is close to where I live and I'm willing to do the work required.
smar**T**	Yes, it is time-specific because the program lasts two years and has a clear start and end date.

Brandon's SMART Goal

My goal is to become an auto mechanic. I will enroll in a two-year program at the College of Technology while continuing to work part time for my uncle.

Smart	Yes, it is specific because it lists the program and certificate I want to complete.
s**M**art	sMart Yes, it is measurable because I get an auto mechanic certification.
sm**A**rt	Yes, I know it is attainable because I can graduate from high school and get into the College of Technology.
sma**R**t	Yes, it is realistic because I already worked with my uncle, and I know I want to be an auto mechanic. My grades in high school aren't great, so I have to work hard and make sure I can graduate. With a high school diploma, I can get into the program I want.
smar**T**	Yes, it is time-specific because it is a two-year program and I will get a certificate when I graduate.

Writing a SMART goal isn't always easy. The more you practice, the better you will become.

Problem-Solution Team Building Game

Career Preparation Kick-off Activity

P: You class wants to go on an expensive field trip, but doesn't have funds for transportation. *S: Host a class fundraiser to help raise money (i.e. bake sale, car wash, or garage sale).* *IS: Use social media, crowdfunding, or grant support to help raise funds.*	**P: At the end of your shift you count the till, and the total is off by $5.00. What do you do?** *S: Inform supervisor the till is short $5.* *IS: Double check all payments for accuracy, and if still short $5, inform shift supervisor to determine next steps.*
P: You've missed the bus and now you're running late to work. What do you do? *S: Ask family or friend for a ride and inform supervisor you are running late.* *IS: Offer to stay late to make-up for time missed.*	**P: You are being bullied by a coworker. What do you do?** *S: Communicate the situation with your supervisor to develop a plan of action.* *IS: Talk with a counselor or member of IEP team and set goals related to the situation.*
P: While stocking shelves at work, you accidentally drop an item and it breaks. What do you do? *S: Clean up the mess and quickly inform your supervisor what happened.* *IS: Offer to pay for the item out of your next paycheck.*	**P: You have a coworker who is very negative, which impacts your ability to get work done. What do you do?** *S: Communicate with your coworker how negativity effects the workplace and you want to keep things positive.* *IS: Suggest they take complaints to the supervisor or human resource staff.*
P: A customer approaches you with a question and you don't know the answer. What do you do? *S: Stay calm, smile and let customer know your will find someone who can help.* *IS: Make an effort to learn more about products, floor layout, and frequently asked questions.*	**P: You have a work evaluation with your boss, who says you need to work on customer service skills.** *S: Stay calm and ask questions to have a better understanding on what needs to change.* *IS: Develop a plan and discuss situation with a member of your IEP team.*
P: You're work and school load has become overwhelming and you can't seem to get everything done. What do you do? *S: Explain the situation to your supervisor and ask for a temporary reduction in hours.* *IS: Self-assess, or talk with IEP member, to find ways you can better manage time, priorities and deadlines.*	**P: One of your job duties is to answer the telephone, which is difficult with your hearing loss.** *S: Request a reasonable accommodation for the telephone.* *IS: Provide your supervisor with 1 or 2 preferred choices.*

WORK-BASED LEARNING EXPERIENCE
SELF-REFLECTION

Name:_____

Site:_____   Date:_____

1. What are 3 things you really liked about the job?

2. What are 3 things you really disliked about the job?

3. What tasks are you able to well right now with the skills you have?

4. What tasks would you be able to do well after some training?

5. What tasks would be difficult even after training?

6. Would you consider doing this job after you graduate from high school?

7. Rate your interest in this job from 1 to 6.

1 (very interested)		3 (somewhat interested)		6 (not interested)	
1	2	3	4	5	6

8. Other thoughts or comments:

TOP 10 EMPLOYEE SKILLS

1. Comes to work on time and follows schedule
• Arrives on time • Finishes job • Monitors quality and quantity of work • Has regular attendance
2. Gets along with others and works as a team member
• Demonstrates pleasant interactions • Goes along with the team/majority • Is considerate • Demonstrates good manners • Maintains socially appropriate behaviors
3. Has good grooming; is neat and clean and wears appropriate clothing
• Wears age and job specific attire (avoids juvenile or provocative appearance) • Has jacket if weather requires; work boots, gloves, umbrella, etc. • Wears hair (facial hair) in appropriate manner • Cares for personal hygiene, wears deodorant, keeps fingernails clean and trimmed
4. Demonstrates enthusiasm and pride
• Is cheerful, friendly and have a good attitude • Presents self as interested in what they are doing • Motivated • Eager to learn new things, perform required tasks
5. Is Dependable
• Produces amount of work commensurate with ability and expectation • Come to work: on time; ready for work; willing to work hard; and to go the extra mile to get work done • Responsible for self and work to be performed • Is honest • Does what is asked/needed • Performs consistently • Shows an interest in working at the job

TOP 10 EMPLOYEE SKILLS

6. Is Flexible
• Accepts change • Willing to do as asked • Deals with frustration that change may cause
7. Asks questions
• Clarifies information needed (applies information to job performance) • Gets specific information to perform job • Understands expectation, rules, work culture, etc. • Communicates basic wants and needs appropriately (calls in if sick or misses bus)
8. Listens
• Makes eye contact with person speaking to them • Is respectful and attentive to superiors, co-workers, customers, etc. • Takes constructive criticism and changes behaviors accordingly
9. Shows respect for bosses/superiors authority
• Knows who is boss (maybe multiple bosses) and follows their instructions • Knows to listen to co-workers, and ask boss for clarification if needed • Understands the "pecking order"
10. Follows directions
• Is able to understand and demonstrate specific directions given • Follows directions with out repeated reminders

NCSET COMMUNITY RESOURCE MAPPING TABLE

NCSET Essential Tools

Community Resource Mapping Tool 4: Scanning the Resources

Task: To produce a comprehensive list of the various resources in the community.

Process:

Step 1: Across the top of the chart, identify your domains for improved outcomes (e.g., secondary education and graduation; postsecondary education and training; career preparation and employment; youth development and leadership; and supportive and adult services).

Step 2: In the left-hand column, list the community resources including organizations, funded projects, initiatives, etc., that support your domains (e.g., workforce-development funded programs, Boys & Girls Clubs, faith-based organizations, school initiatives, etc.).

Step 3: In the columns to the right, indicate the services or supports provided by each community resource under the appropriate domains.

Targeting Community Resources to Improve Postschool Outcomes for Youth

COMMUNITY RESOURCES [List organizations and funded projects, programs, and initiatives.]	Secondary education and graduation	Postsecondary education and training	Career preparation and employment	Youth development and leadership	Supportive and adult services
	Access to high standards Educational assessment Vocational assessment Graduation standards Diploma options Staff training and professional development Alternative education	GED preparation Career and technical programs Two- and four-year degree & certificate programs Adult education	Career awareness Vocational assessment Work experience (paid and unpaid) Supported employment Competitive employment Job development Service learning	Person-centered transition planning Self-advocacy Self-determination Social, civic, and leadership skills Leadership opportunities Mentoring	Housing Transportation Recreation Mental health Physical wellness Adult service programs Assistive technology Day rehabilitation Family involvement Benefits planning Child care Case management

Exit Slip – Career Preparation

Reflect on one of your work-based learning experiences (an internship, volunteer, temp job, or other paid/unpaid work):

1. Name of job site: _____

2. Two contributions I made to the job site:

      1. _____

      2. _____

3. Two ways I built a healthy relationship with a supervisor and/or co-workers:

      1. _____

      2. _____

Exit Slip – Career Preparation

Reflect on one of your work-based learning experiences (an internship, volunteer, temp job, or other paid/unpaid work):

1. Name of job site: _____

2. Two contributions I made to the job site:

      1. _____

      2. _____

3. Two ways I built a healthy relationship with a supervisor and/or co-workers:

      1. _____

      2. _____

WHAT DO I WANT?
CAREER TRAINING
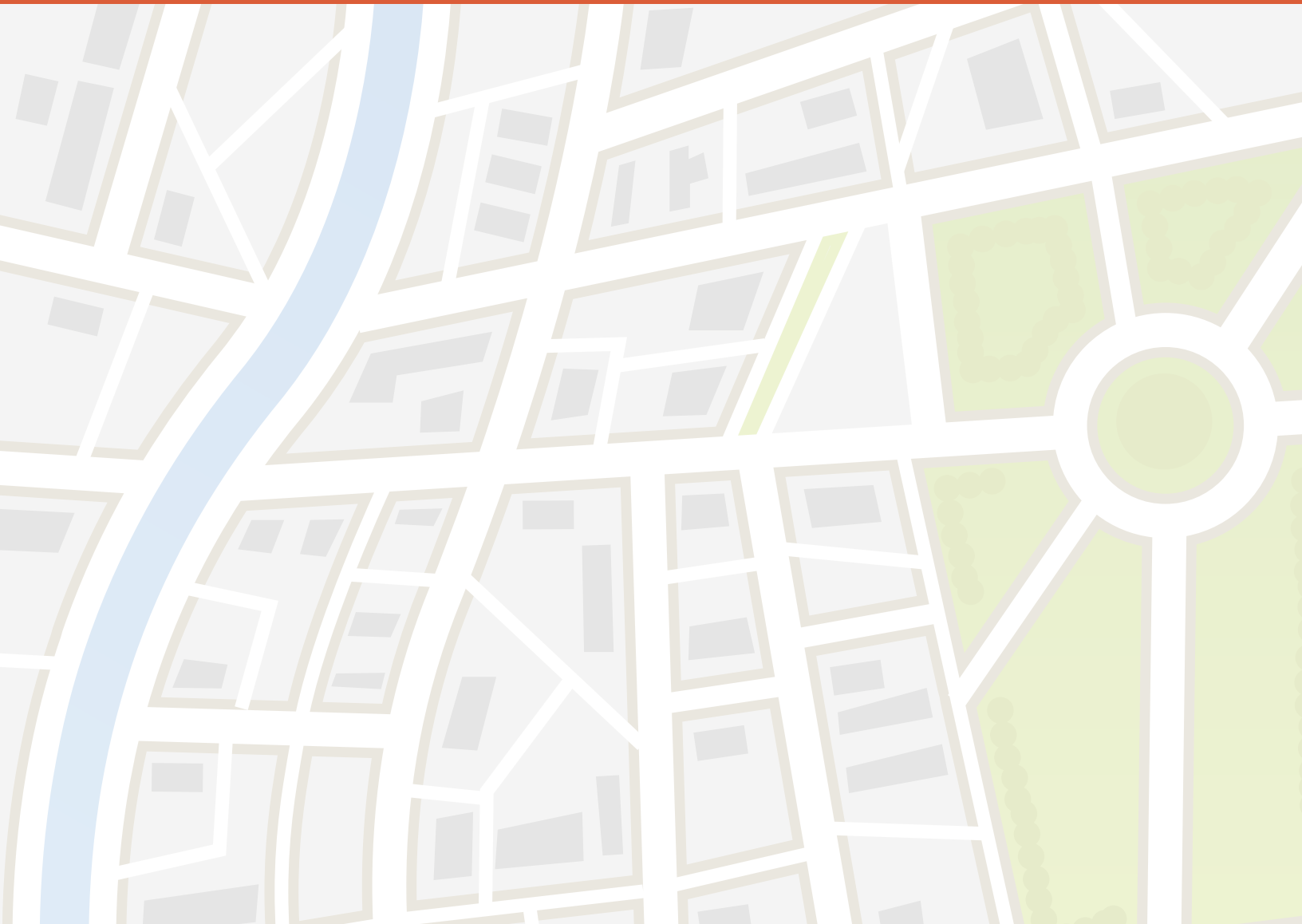
CAREER TRAINING

Learning Objectives

- Students can demonstrate knowledge specific to employment in particular career field.
- Students can demonstrate skills specific to employment in a particular career field.

Materials

- Map It Online Career Training -Definition, Explanation, Examples
- Map It Online: What Do I Want- Putting It All Together, Review
- Career Training Visual Concept Page
- Career Training Interview Activity
- Work-Based Learning Self-Reflection
- Career Training PowerPoint
- Career Training Exit Slip

Teacher Background

Section 2 lessons focuses on the following Pre-ETS categories: career exploration counseling, work-based learning experiences, and workplace readiness training. These categories are delivered through four classroom-based lesson plans supporting the evolution of career awareness, exploration, preparation, and training. Each lesson is differentiated to meet the needs of classrooms and school culture, and offer flexibility to meet the needs of students at an individual level. It is important to note that the progression of activities are to support an individualized path for students to prepare for a career and/or post-secondary education program.

During the following Career Training activities, students should continue to participate in meaningful work-based learning experiences and receive employment specific training opportunities. These training opportunities can be incorporated into IEP objectives and embedded in day-to-day instruction. To help generalize work readiness skills, continue to look for ways students can transfer skills learned in school into the workplace. In addition, work sites are an excellent venue for learning a variety of new tasks and developing 'World of Work' knowledge. This knowledge consist of students getting first-hand experience determining what may be (or become) a roadblock and learning how to navigate these setbacks along the way.

CAREER TRAINING

Teacher Background (continued)

Throughout training, continue to assess student competencies and skills through student self-reflection and educator facilitated informal assessments. Informal assessments through observations, interviews, and conversation can help gather insightful information about the students' employability skills, soft skills and hard skills. Use this level of detail to support individualized instruction and transition planning. Before graduation, it is also critical for students to have connections with outside service agencies to ensure ongoing resources and supports are in place. The big idea is to create ongoing opportunities for students to connect academic skills to the work site, demonstrate effective soft skills, and foster behaviors necessary for successful employment.

IEP Application

As part of transition requirements, students need to be involved in the IEP process. Their employment and post-secondary education goals should help inform the transition plan.

- Have students share their chosen transition goal related to competitive integrated employment, education and training, independent living and community participation during their IEP meeting.

- List the soft skills students have mastered in their "Summary of Performance" (SOP).

- Possible career training objectives for employment activities include the following: *Student will*… complete a career portfolio to include all vocation-related materials, participate in community integrated work-based learning experience, identify primary and secondary career goals comparing qualifications necessary for success in such occupations, demonstrate attitudes and behaviors necessary for job success, complete a work resume, meet with adult service representative at least one time per school year to prepare for transition, demonstrate knowledge and skills necessary to effectively access, apply, and interview for employment, apply decision-making strategies to job-related tasks, discuss job related concerns and transition planning issues with appropriate service agencies, demonstrate positive work habits and attitudes in work based learning settings, and self-evaluate after each work-based learning experience.

INSTRUCTIONAL ACTIVITIES

* Recommended activities are marked with an orange asterisk.

Foundational Activities

Career Training Kick-off Activity:

This activity launches what students learned in the Career Preparation lesson into practice (PPT slide 2). Begin by asking students what characteristics a good employee should exhibit in a job interview. If needed, refer to Section 1 Traits Lesson Word Wall for list of traits. Next, watch Biz Kid$ *It's a Job Getting a Job* from DCMP: **https://www.dcmp.org/media/7094-biz-kid-it-s-a-job-getting-a-job/stream?digest=34716.** Have students meet Jason as he interviews for Image PR Agency (this scene starts at 4:20 and ends at 5:44). Prep students that they are about to see an interview gone wrong, and instruct them to take notes of the pros and cons of the interview. When finished, call on students to share their observations while taking notes on the board in similar fashion.

Foundational Activities (*continued*)

Career Training Kick-off Activity (continued):

Review the video once more to see if anything was missed, and add additional comments to the list. Use the following discussion prompts:

- Name any positives you noticed from Jason's interview.
- Name any negatives you noticed from Jason's interview.
- How does behavior affect first impressions?

Career Training Classroom Activity:

Have students demonstrate positive interview practices through a role play activity (PPT slide 3). Use the Career Training Interview Activity handout and have one student play the role of the interviewer while the other student is the interviewee. Have pairs start by choosing the employment location and job position of interest. Allow enough time to practice before students take turns role playing in front of their peers. While students role play, ask observers to assess the quality of the interview by taking notes on page 2 of the handout. Acknowledge positive characteristics and actions as students role play to help reinforce appropriate behaviors employers look for in job seekers. Whole class discussion prompts include:

- What are things you noted that were done well?
- Is there anything you would have done differently as the job seeker?
- What are good examples of questions to ask employers at the end of the interview?
- What are examples of poor questions job seekers shouldn't ask during an interview?
- Imagine you are the interviewer. Two job seekers interviewed equally well and are both highly qualified. What would cause you to hire one person over the other?

(Lesson adapted from BizKid$ It's a Job to get a Job! lesson plan:
http://bizkids.com/wp/wp-content/uploads/Biz_Kids_Lesson_509_High_School.pdf)

Application Activities

Biz Kid$- It's a Job Getting a Job!:

Finish watching the BizKid$ video from the kick-off activity (PPT slide 4). Pause the video to reinforce the ideas of seasonal work, the importance of first impressions, ways to build a resume, the value of volunteering and internships, traits employers look for, and the importance of networking. When the video captures how online social profiles can have a negative impact on potential employers, use it as an opportunity to discuss the importance of keeping online social profiles clean and respectful. Discussion prompts include:

- How can social and professional networking create job opportunities?
- List characteristics employers look for when hiring.
- List values that are important for successful job performance.
- What does it mean to keep one's social profile 'clean'?

*Map It Online Activity:

map it
what comes next

Set up technology access. Use the Putting it All Together Map It slides: My Career Map, and read Our Career Maps (PPT slide 5).

(Continue) Work-based Learning Experiences:

Continue to provide students with access to the world of work. Capitalize on work place settings by creating opportunities for students to demonstrate competencies and learn new skills. Individualize instructional programs that support skill development in the areas of independency, efficiency, and soft and hard skills. Incorporate evidence based strategies for learning new tasks through strategies such as systematic instruction. Continue to assess student competencies and skill development through student self-reflection and educator performed formal and informal assessments (when appropriate, ask for feedback from work site supervisors). Provide ongoing opportunities for students to transfer work readiness skills from school into the workplace.

Application Activities (*continued*)

Financial Literacy Activity:

Teach a class on financial literacy addressing questions such as: Can I work if I am receiving SSI?, What would I want to spend money on from my first job?, How much should I save each month for retirement?. To support financial literacy efforts, consider inviting outside service agencies, such as your school's Vocational Rehabilitation Counselor, to teach a portion of this class, or create partnerships with a local bank to help educate students on setting up and maintaining a checking, savings, and credit card account. Other topics to help prepare students for transition include the concept of 'credit'- maintaining good credit and credit scores. How does credit relate to independent living or qualifying for a car loan? How does one 'get' good credit and then maintain good credit?

Hitting a Roadblock Activity:

Read the following quote by Benjamin Franklin, "Energy and persistence conquer all things" (PPT slide 7). Ask students what they think Franklin meant with the quote. Share a short story about a time you faced a roadblock in your education or career. Incorporate how you went through the three steps of maneuvering around a roadblock: 1. identify the roadblock, 2. evaluate options, and 3. develop a plan. Ask students if they have ever faced a roadblock and what steps they took to move around it.

Ask students to share their roadblocks identified through MapIt Online Activity in the previous lesson. Write the roadblocks on the board, and have students role play how to handle different types of conflict/resolution scenarios. In many cases, one student will play the employee and the other the employer or coworker. When finished, ask students to reflect what could have been done differently and discuss possible replacement behaviors.

Depending on the list of roadblocks, consider adding the following roadblock scenarios:

- Taking direction from a boss
- Receiving constructive criticism from a boss or coworker
- Standing up for one's self
- Apologizing, or recognizing, when one is in the wrong
- What to do when something unforeseen happens

Application Activities (*continued*)

Soft Skills Activity:

Have students record a 1-2 min video of themselves performing a task in a work-based learning environment, or while doing something they are good at home, school, or in the community. Pair students and have them watch one another's video (PPT slide 8). Ask students to complete the following reflection questions:

- What communication skills do you notice in the video?
- How is their body posture?
- Are they dressed appropriate for the setting?
- What soft skills do you notice?
- What hard skills do you notice?
- What character strengths do you notice?
- What character traits do you notice?

Next, come back as a whole class and discuss the different feedback across settings. Elaborate with the students how there are different communication styles in different settings; what one expects to see in one setting, may be considered inappropriate in another setting.

Depending on student needs, you may consider implementing a soft skill curriculum throughout the school year to build skills in communication, personal space, appropriate behavior, and hygiene. The following resources provide free, comprehensive soft skill curriculum:

- MYTransitions Soft Skills Academy:
  http://montanayouthtransitions.org/mytransitions-soft-skills-curriculum/
- Skills to Pay the Bills, Office of Disability Employment Policy:
  https://www.dol.gov/odep/topics/youth/softskills/

(Continue) Career Preparation with Assistive Technology:

Train students how to self-assess if current Assistive Technology is working in their work-based learning experiences. Teach students problem solving skills related to AT, and how to understand their needs in an integrated community setting to increase independency at work. This may include additional training with their Assistive Listening Device, Speech-to-Text software, Video Relay Service, or Video Remote Interpreting. Continue to introduce students to different apps that can help them stay organized, take breaks, create to-do lists, keep track of tasks/responsibilities, and set reminders.

map it
what comes next

Synthesis Activities

WBL Final Project:

Have students share highlights of their WBL experience through a final project presentation, which can help build skills necessary for contributing to their own IEP meetings (PPT slide 9). Make sure students highlight the job location, job tasks, skill development, experience gained, SMART goals, and any other future thoughts or goals they may have as a result of their work experience. The sky is the limit with presentation format, however suggestions include PowerPoint, Prezi, video, ePortfolio or Visual Resume. Allow students to personalize their presentation, as well as add videos and images of themselves completing work tasks. Review and offer feedback to students, and allow adequate practice time before the presentation. Consider ways to utilize assistive technology support as needed.

Final Presentation Celebration: Invite families, VR counselor, work site supervisors, specialists, service agencies, and other school staff to watch work-based learning final presentations. Here, each student presents a short 5-min presentation of their experience and answers questions audience members may have. Help support a meaningful presentation experience so students are inclined to use their presentation in other settings, such as their IEP meeting.

Gather Letters of Recommendations:

Have students request a Letter of Recommendation from teachers, coaches, supervisors, or other appropriate individuals before graduating high school. The current standard is for LoR is to be written within the last several months, so have students save a hard copy of what they receive so after 6 months, the letter can efficiently be updated.

*Career Portfolio, Resume, and Visual Resume Activity:

By the end of this lesson, students should have a strong Career Portfolio, Resume and Visual Resume to get them started on their career path or post-secondary educational pursuits. Make sure all necessary material is included and offer feedback on overall presentation of layout, quality of photos, choice of descriptive words, etc. You may consider having students complete a peer review of one another's work for additional feedback. Students may also chose to enlist an IEP team member, supervisor, coach, or family member to review and critique their work. Ensure that students have final documents in multiple formats for ongoing access. If your students save information in your state's Career Information System (CIS), give explicit instruction on how their student account becomes an adult account after graduation. The key piece is for students to have ongoing access to these robust materials.

Closing Activity

*** Career Training Exit Slip:**

Review student videos from the above Soft Skills Activity (PPT slide 11). If students do not have a video, have the student gather job site reflection information from their supervisor. Note if students demonstrate the following:

✓ Student can demonstrate knowledge specific to the job site.
✓ Student can demonstrate skills specific to the job site.

NOTES

CAREER TRAINING
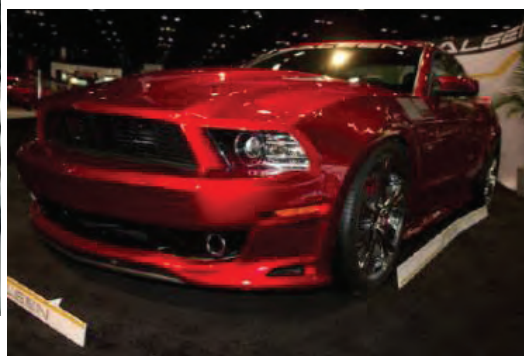
During my internship I learned more about what it takes to work in a car shop. Now I am taking a course in auto-mechanics to help reach my goal. My teacher told me I have to think about these things:

Am I wearing the right clothes for this job?

Am I able to communicate with my boss?

It's good to experience several different careers to find one that is a good fit.

map it
what comes next

WORK-BASED LEARNING EXPERIENCE SELF-REFLECTION

Name:_____

Site:_____   Date:_____

1. What are 3 things you really liked about the job?

2. What are 3 things you really disliked about the job?

3. What tasks are you able to well right now with the skills you have?

4. What tasks would you be able to do well after some training?

5. What tasks would be difficult even after training?

6. Would you consider doing this job after you graduate from high school?

7. Rate your interest in this job from 1 to 6.

1 (very interested)		3 (somewhat interested)		6 (not interested)	
1	2	3	4	5	6

8. Other thoughts or comments:

CAREER TRAINING: STUDENT INTERVIEW ACTIVITY

Step 1: Exchange Greetings:

Interviewer: *"Good Morning, _____. My name is _____. Welcome to _____. I will be conducting your interview this morning."*

Interviewee: "Good morning, _____, it's very nice to meet you. Thank you for inviting me in for an interview."

Step 2: Interview Questions

1. How did you find out about us?

2. Tell me a little about yourself.

3. What are 3 of your strengths?

4. What's 1 of your weaknesses?

5. Why do you want to work here?

6. Tell me about your previous work experiences?

7. Do you have any questions you would like to ask me?

CAREER TRAINING: STUDENT INTERVIEW ACTIVITY

Step 3: Interview Completion

Interviewee: Stand and shake hands, "Thank you for your time. I appreciate your consideration and look forward to hearing from you."

Interviewer: Stand and shake hands. "Thank you for coming in, it was very nice to meet you. You should hear from us this next week. Have a good day."

Interview Activity Handout

Considerations	Notes for _____		
	Circle: 1 (very good)	*2 (pretty good)*	*3 (needs practice)*
How was the greeting?	1 *comments*	2	3
How was body language/posture?	1 *comments*	2	3
Were they prepared? How?	1 *comments*	2	3
Did they communicate well? How?	1 *comments*	2	3
Was their behavior appropriate?	1 *comments*	2	3
How was the interview exit?	1 *comments*	2	3

Exit Slip – Career Training

Review student task performance from the above Soft Skills Activity. If a student does not have a video, gather work performance information from their supervisor, job coach, or other work site support. Note the following:

1. Student demonstrates knowledge specific to the job site in the following ways:

2. Student demonstrates the following skills specific to the job site:

Name of Student: _____

Work Site: _____

Exit Slip – Career Training

Review student task performance from the above Soft Skills Activity. If a student does not have a video, gather work performance information from their supervisor, job coach, or other work site support. Note the following:

1. Student demonstrates knowledge specific to the job site in the following ways:

2. Student demonstrates the following skills specific to the job site:

Name of Student: _____

Work Site: _____