FLORIDA
High School HighTech

Lesson Plans

Compiled June 25, 2013

Introduction

Florida High School High Tech, a vital component of the HS/HT program nationally since 1996, continues to grow and provide quality transition services to youth with disabilities throughout the state. The unique design of each site adds to the excitement and success of the program. The following template is a suggested guide for use by Local Project Coordinators as they plan the year's workshops/activities. The 34 Lesson Plans provide a Topic for each Workshop and Related Activities. Following the order will provide a "roadmap" for the year, beginning with self-assessment, moving on to soft skills, community service, education and careers. Each site is encouraged to personalize the activity to meet the needs of the individual students. An additional document "A Guide to Site Visits" is also provided.

Acknowledgements

At the time this document was complied, every possible effort was made to assure that accurate and up-to-date website addresses were provided.

The following sources were used:

Guideposts for Success - The National Collaborative on Workforce and Disability (NCWD/Youth) http://www.ncwd-youth.info/guideposts

HS/HT Guide 2007 - http://www.ncwd-youth.info/topic/hsht

Michael Spinale - www.personalbrandingblog.com/5-tips-for-filling-out-online-applications

Skills to Pay the Bills: Mastering the Soft Skills for Workplace Success

http://www.ncwd-youth.info/skills-to-pay-the-bills

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DIRECTORY FOR LESSON PLANS

POTENTIAL SCHEDULE

August	Lesson 1
September	Lessons 2 – 6
October	Lessons 7 – 11
November	Lessons 12 – 13
December	Lessons 14 – 15
January	Lessons 16 – 19
February	Lessons 20 – 22
*Students Begin Internship/Job Seeking March	Lessons 23 – 26
April	Lessons 27 - 28
May	Lessons 29 – 33
June	Lessons 34

LESSON #1: I AM WHO I AM... AND AS OTHERS SEE ME

AT-A-GLANCE

Before exploring a career, it is important to explore yourself. This is a difficult task for most people, so it is even more important for youth to be able to accurately describe their positive personality characteristics. Ultimately, after researching occupations, they will be able to describe how individual personality traits relate to the career they are seeking.

LESSON/ACTIVITY: PICK YOUR PERSONALITY (ACTIVITY 1.1)

Potential methods of delivery include, but are not limited to, the following:

1. Pencil-paper activity whereby students simply check the traits that best describe themselves (see "Pick Your Personality" trait sheet).
2. Traits can be written on index cards and students can separate into piles of: Definitely Describes Me; Somewhat Describes Me; Does Not Describe Me.
3. For students who know each other well, put names up on the board or on chart paper around the room. Have traits written out on cut out strips or index cards. Ask students to place at least one trait that best describes each person under that person's name.

DISCUSSION

Choose five of the personality traits listed on your Pick Your Personality. Explore situations when these traits can be considered negative.

FORMAL ASSESSMENT (ACTIVITY 1.2)

Each student will need computer access. Have students complete *Florida Choices* or instructor's choice of a formal assessment.

REFLECTION

Why would it be important to consider your own personality traits when considering a career? Should that be your only consideration when thinking about a career? If not, what other things will you need to think about as you plan your career?

EXTENSION

Have each student take home a separate Pick Your Personality list and have them ask a family member to check off the traits they see in the student. Have students discuss the similarities and differences of other's perception of them and their own perception.

WORKSHEET: PICK YOUR PERSONALITY (ACTIVITY 1.1)

Personality traits can be described as both positive and negative. For example, if you are critical, this might be a plus if you to be an editor at a publishing company or a building inspector. If would probably be a negative if your dream were to be a kindergarten teacher.

Consider the following list and place a check next to the traits that best describe your personality. Use a dictionary if you are unsure of the meaning of a word.

Amiable	Independent
Bossy	Intimidating
Calm	Introverted
Cautious	Irresponsible
Competent	Messy
Competitive	Negotiator
Conscientious	Objective
Creative	Outgoing
Demanding	Patient
Dependable	Peacemaker
Diligent	People-pleaser
Disorganized	Perfectionist
Easy-going	Picky
Even-tempered	Reliable
Extroverted	Responsible
Friendly	Self-confident
Good self-control	Serious
Great listener	Shy and quiet
High achiever	Studious
Humorous	Uncomplicated
Impatient	Well-organized

LESSON #2: MATCHING TRAITS TO BRIGHT OUTLOOK OCCUPATIONS

AT-A-GLANCE

Knowing how your personality traits relate to occupations can be a very powerful tool in helping you to select a career goal. In fact, there is some research to indicate that matching personality traits to occupational goals can be a predictor of workplace success and satisfaction.

LESSON/ACTIVITY

Have students match reoccurring traits found in Activities 2.1, 2.2, and family's input using 2.1. Place feedback in the student's binder.

Have students choose three of the occupations listed in the "Bright Outlook" category of O*Net. Bright Outlook occupations are expected to grow rapidly in the next several years, will need large numbers of job applicants, or are new and emerging occupations.

1. With access to a computer, log onto http://www.onetonline.org/find/family.
2. Select a "Job Family" and click Go.
3. Click on the link for a particular job.
4. Review Tasks and click on the link for "Work Styles".
5. Make a list of 5-10 traits required for the occupation. Many of the traits listed may vary from the traits mentioned earlier.
6. Have the students discuss whether or not the 5-10 traits for this occupation match his or her current traits or are traits that can be learned.

REFLECTION

Why might it be important to consider your own personality traits when considering a career? Should this be your only consideration when thinking about a career? If not, what other things will you need to think about as you plan a career?

EXTENSION

Make use of vocational interest and values assessments to help students explore their skills, abilities, work preferences and positive personality traits. See NCWD/Youth's "Career Planning Begins With Assessment" (http://www.ncwd-youth.info/career-planning-begins-with-assessment) for suggestions. Consider O*Net's Career Information Tools. Create an Advance Search on http://www.onetonline.org/ to explore careers searching by Abilities, Interests, Knowledge, Skills, and more. Help students explore the school-to-work transition.

LESSON #3: WHAT'S IN A NAME

AT-A-GLANCE

Before beginning this or any other series of activities related to career development, it is recommended that students be exposed to the differences between some of the language and terminology commonly used in the career development process. This information will be helpful to have students keep in their binders for future activities.

LESSON/ACTIVITY:

For this activity, you will need "sticky" notes or index card and tape, markers and a large poster board. Before the activity, write in very large letters the work "WORK" in the center of the poster board. IF poster board is not available, you can simple use a chalk or dry erase board. Ask students to think of all the possible reasons why people work. Also include the reasons why they do chores around the house. Each idea should be written on a separate sticky note and placed on the poster board around "WORK". Allow students 5 minutes for the quick brainstorming activity.

DISCUSSION

After the 5 minutes are up, work with the group to rank the most frequently listed reason through the least frequently listed reason. Discuss the fact that while some people work for money to pay the bills and support their family, other work for self-satisfaction, a sense of responsibility, giving back, and so on. There are also people who work for all of these reasons combined.

NOTE: Merriam-webster online (http://www.merriam-webster.com/) lists more than 10 different definitions of "work". In general, work is an activity involving mental or physical effort to achieve a purpose or result. It is not necessarily associated with earning money (which was probably the most frequently listed reason on the poster).

LESSON/ACTIVITY:

Discuss the fact that often terms JOB, OCCUPATION, CAREER, INDUSTRY, CAREER CLUSTER, and CAREER PATHWAY are used interchangeably. The fact is that they have very different meanings. Show the group of words. As a group, ask the students if they can come up with a definition of each work? Can they figure out if the words are synonymous, related or mean entirely different things? If there are differences, what are they?

Use Activity 3.1 to describe and discuss the definitions of each word/phrase and differences between them.

WORKSHEET: WHAT'S IN A NAME (ACTIVITY 3.1)

Often the terms job, occupation, and career are used interchangeably. In fact, they have very different meanings. Use the Word Bank to match the correct work with the definition presented below.

WORD BANK

CAREER   CAREER CLUSTER   CAREER PATHWAY
INDUSTRY   JOB   OCCUPATION

1.	The tasks or duties a person performs at the workplace; work for which one receives pay. Example: biologist at XYZ Company, manager at hardware store
2.	A wide category of jobs that have similar characteristics; a group of similar jobs found in various organizations. Examples include: physician, engineer, educator, scientist, accountant
3.	A chosen occupation or profession; the continuous process of learning and development in many aspects of life. Examples include: law, medicine, research, environmental science
4.	A group of companies that produce similar products or provide similar services and have highly similar business activities. Examples include: financial services, healthcare, transportation, retail and wholesale, technology, biotechnology
5.	Groups of occupations that require a set of common knowledge and skills for career success. Examples include: arts, audio/visual technology and communications; law, public safety, correction, and security; science, technology, engineering, and mathematics; transportation, distribution, and logistics
6.	A specific and well thought out sequence of programming (academic and career/technical courses), often beginning in high school and leading to an associate degree, bachelor's degree and beyond, an industry recognized certificate, and/or licensure. Educators and industry professionals work together to develop these programs. There are multiple entry and exit points during these programs, so that all learners can find success.

1) Job 2) Occupation 3) Career 4) Industry 5) Career Cluster 6) Career Pathway

LESSON #4: CONSIDERING LABOR MARKET INFORMATION IN YOUR CAREER CHOICE

AT-A-GLANCE

Although not all career choices are based on current labor market information, it is important for youth to understand the jobs that are in demand, which industries are losing steam, and how to make decisions based on growing career fields. It is also important for youth to know where to find labor market information, if they choose to access it.

LESSON/ACTIVITY: WHICH INDUSTRIES ARE HOT? (ACTIVITY 4.1)

Potential methods of delivery include, but are not limited to, the following:

1. This activity can be used as a paper-pencil activity. Use the attached checklist and ask students to check four industries they think are predicted to have the highest growth. Explanations should include at least one reason and why.
2. Cut the page into strips (each strip would have one industry). Give each student a set of strips and ask them to rank the industry growth from 1-10.
3. Write each of the 10 industries on a separate sheet of paper and tape or place around the room. Give each student four sticky notes and ask them to put one sticky note on each of the four industries they think has the highest projected growth. As a group, see if they collectively can determine the industry with the highest growth.

DISCUSSION

1. What does it mean if an industry is projected have growth?
2. Why might some people choose to work in an industry that is projected to have growth?
3. Why might some people choose NOT to work in an industry that is projected to have growth?
4. Do you think "hot" industries of today are the same that were "hot" 10 years ago? Why or why not?

LESSON/ACTIVITY

Students will need computer/Internet access. Discuss the definition of labor market information, often referred to as LMI. Labor market is information about the market, where labor skills are exchanged for wages. Information can be descriptive (qualitative) or statistical (quantitative). The key elements in the labor market are the workers (labor resources) and jobs (employment opportunities).

Ask: "After reading/listening to this definition, how do you think labor market information relates to career planning?"

WORKSHEET: WHICH INDUSTRIES ARE HOT? (ACTIVITY 4.1)

These are the TOP TEN industries that are projected to have the fastest growth from 2008-2018. FOUR of these industries had a projected growth of more than 50% in just 2008-2010. Which four industries do you think are predicted to be the fastest growing and why?

INDUSTRY	TOP 4? (YES/NO)	REASON
Computer systems design and related services		
Data processing, hosting, and related services		
Home health care services		
Management, scientific, and technical consulting services		
Medical and diagnostic laboratories		
Offices of mental health practitioners (except physicians)		
Offices of physical, occupational and speech therapies, and audiologists		
Other general merchandise stores/retail		
Services for the elderly and persons with disabilities		
Specialized design services		

http://www.careerinfonet.org/indview1.asp?id=8,&nodeid=45

ANSWER KEY: WHICH INDUSTRIES ARE HOT? (ACTIVITY 4.1)

INDUSTRY	GROWTH
Management, scientific, and technical consulting services	83%
Services for the elderly and persons with disabilities	74%
Offices of physical, occupational and speech therapies, and audiologists	56%
Data processing, hosting, and related services	53%
Home health care services	46%
Specialized design services	46%
Computer systems design and related services	45%
Offices of mental health practitioners (except physicians)	43%
Other general merchandise stores/retail	41%
Medical and diagnostic laboratories	40%

LESSON #5: CONSIDERING A STEM CAREER

Lesson adapted from: http://www.teachersdomain.org/resource/viewtext_printer_friendly/9941. Suggested time is two to three 45-60 minutes class periods.

AT-A-GLANCE

Occupations related to science, technology, engineering and mathematics (STEM) are often presented as the jobs of the future. If you are a student who isn't thrilled at the thought of working in a STEM field, it could be quite scary as you think about careers. For other students, though, the thought of working in one of these fields in exhilarating! The purpose of this exercise is to have students discuss the personal characteristics STEM professionals share, predict the differences that may be seen within the next ten years, describe different STEM careers, and compare and contrast educational requirements in two different STEM careers. Additionally, this lesson will dispel the myths and stereotypes students may have about people who choose STEM careers.

LESSON/ACTIVITY

Without any prior discussion, ask students to draw a scientist on a piece of paper (provide 10-15 minutes). Be sure students know NOT to worry about their artistic abilities…stick figures would be just fine. Have all students give their scientists names.

Ask students to share their drawing with a partner. Have each pair of students make a list of similarities and differences between their drawings.

Create a master list on the board of what a scientist looks like, what gender a scientist is, and what the scientist is doing. Include any specific characteristics such as "wear glasses, crazy eyes, weird hair" etc.

DISCUSSION

Discuss students' perceptions of what a scientist looks like and what one does. Do not come to any conclusions just yet, as this information will be referred to later in the lesson.

LESSON/ACTIVITY

Have small groups of students generate up to 10 objects that people use on a regular basis that their parents didn't have when they were the same age as the students. Create a master list of the 10 most common objects on the board. Lead a group discussion on why these items are useful and what life would be like without them. Lead a discussion about the changes in technology in the past five or six years (depending upon the age of the student). Use student responses from the beginning of the lesson and have them explain if they think the objects will change and how they may change.

Discuss how some technical occupations have changed in the past decade or two, i.e., computer programmer, computer game designer, rocket scientist, meteorologist, pilot, telephone operator, DNA lab technician, auto mechanic, national security agent.

Have students discuss how rapidly changing technologies create new jobs and radically change old ones, or even render them obsolete.

Discuss how STEM professionals cannot work in isolation, but need to work with teams of people who may never actually meet in person, due to effective methods of electronic communication. Students should work alone or in teams to describe at least five different careers in STEM fields from three or more different websites. Have students explore several of the web-based career information sites mentioned in Lesson #6.

Ask students to complete their worksheets listing information about five different STEM careers.

Lead a discussion about which careers sound the most interesting and which ones have the highest income. Show the Education Pays graph from Nation Institutes of Health Office of Science Education that shows how the level of education one attains is directly linked to income. (http://science.education.nih.gov/lifeworks.nsf/information/education+makes+a+difference)

Discuss the educational requirements of several careers described by the students. Using the web resources, choose two careers from similar fields and discuss which one requires more education and why. Some of this information is found on the government career sites.

WORKSHEET: STEM CAREER INFORMATIONAL SHEET (ACTIVITY 5.1)

List at least five different careers and the following information for each one: title, education requirements (degree or certification), current estimated salary range, demand for the next several years, typical work activities or work description, URL of the website. Use at least three different sites. Some suggested websites/online resources include:

- Career One Stop's Students and Career Advisor's Page
  (http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx)
- National Institutes of Health LifeWorks
  (http://science.education.nih.gov/lifeworks.nsf/feature/index.htm)
- Vocational Information Center Engineering, Science, and Math Careers
  (http://www.khake.com/page53.html)
- WPSU Cool Careers In Science
  (http://www.pbs.org/safarchive/5_cool/53_career.html)
- NASA Careers in Earth Science
  (http://kids.earth.nasa.gov/archive/career/)

1. TITLE: _____

   EDUCATION REQUIRED: _____

   SALARY RANGE: _____

   DEMAND: _____

   TYPICAL WORK ACTIVITIES: _____

   _____

   _____

   URL: _____

2. TITLE: _____

   EDUCATION REQUIRED: _____

   SALARY RANGE: _____

   DEMAND: _____

   TYPICAL WORK ACTIVITIES: _____

   _____

   _____

   URL: _____

3. TITLE: _____

    EDUCATION REQUIRED: _____

    SALARY RANGE: _____

    DEMAND: _____

    TYPICAL WORK ACTIVITIES: _____

    _____

    _____

    URL: _____

4. TITLE: _____

    EDUCATION REQUIRED: _____

    SALARY RANGE: _____

    DEMAND: _____

    TYPICAL WORK ACTIVITIES: _____

    _____

    _____

    URL: _____

5. TITLE: _____

    EDUCATION REQUIRED: _____

    SALARY RANGE: _____

    DEMAND: _____

    TYPICAL WORK ACTIVITIES: _____

    _____

    _____

    URL: _____

LESSON #6: GETTING TO "THE NITTY GRITTY" WITH STEM-INFORMATIONAL INTERVIEWING

AT-A-GLANCE

Informational interviews are a great way to find out more about careers you may have an interest in pursuing. Informational interviews involve talking with people who are actually working in the field in order to gain additional knowledge about the occupation or industry. This is a great way to find out about the occupation in ways that you can't get from computer research. For an informational interview, you will need to be prepared to talk a little about yourself as a means of introduction (who you are and why you are asking this information). Informational interviews ideally occur at the place of employment – but can be conducted over the telephone or via email.

LESSON/ACTIVITY

Tell Us About Yourself – Pass around a bag of M&M's and small paper plates or napkins. Tell students to take as many as they want – but not to eat any just yet. Once all the participants have their candy, tell them that for each [specific color, i.e., yellow, orange, brown, etc.] M&M they chose, they need to tell the group something about themselves, such as, a positive personality trait. For instance, if a student took 10 M&M's and 3 of them were the color you mentioned, i.e. yellow, they would need to say 3 things about themselves. Once a student's turn is completed, he/she can eat their M&M's.

Note: If you would rather not use M&M's for this activity, you can substitute most anything else, for example:

- A roll of toilet paper: ask students to take as many individual sheets or squares as they think they might need (do not tell them the purpose of the sheets). Students would need to tell one thing about themselves for each square they took.
- Wrapped candy: ask students to take as many as they want. They would need to tell one positive personality trait for each piece of candy.
- Paper clip, post-it notes, or just about anything else you can think of can be used.

DISCUSSION

Is it getting easier to talk about yourself in a group setting? If yes, what are some of the reasons? If no, what are some of the steps you can take to start to feel a bit more comfortable talking about yourself?

LESSON/ACTIVITY

Refer to information from Activity 5.1. Students will need computer/internet access and phone access if possible.

Have students identify the STEM occupation(s) each would like to know more about. It will be helpful to note the fob title as well as related titles for researching.

Log onto www.SimplyHired.com or www.Indeed.com. Both of these websites "spider", or pull information from other sites, to collect information about specific jobs in a chosen community.

1. Enter the job title and either a zip code or a city, state.
2. Review the posted positions – and make a list of 3-5 companies that hire for this particular occupation.
3. Find each company's website and make a note of it. Do this by exploring the posting from the original site, or you may use the search engine of your choice, i.e., Google, to locate the website address of each company.
4. On each website, you should be able to find two links: Careers/Employment and Contact Us.
5. Click on the Careers link to see what types of careers are offered by this company. This lets you know the different types of positions available in a STEM environment.
6. Click on the Contact Us link. This will typically take you to a webpage where you can find an email address and phone number.

Now comes the exciting part! You will work with a partner to plan your informational (telephone) interview. It may be helpful to write down a script so you don't get nervous when calling. Think about something like this:

> "Hello, my name is [First, Last] and I am a student at [school name]. I am researching careers in science, technology, engineering, and mathematics and after exploring your website, I learned that you have positions in _____, an occupation that is of great interest to me. I am trying to find out more about different careers from people who actually perform the work – and would appreciate the opportunity to ask some 5 questions about this industry. I would need no more than 10 minutes of someone's time. Will you please help me?"

If you have difficulty getting someone to speak with you on the telephone, ask if you could have an email address of someone in this occupation so you might send the questions electronically. **Remember to thank the person to whom you spoke.**

Use the questions developed in Lesson 5 for your interview. Take notes of the information given during the interview so you will remember what the person said.

Be sure to get the correct spelling of the person's name whom you interviewed and an email address or a workplace address so you can send a thank you note.

REFLECTION

What was the most difficult part of the telephone informal interview? What was the easiest part? After receiving this information, what were your thoughts about the industry? Is this a career you might wish to consider? Is your view of the STEM occupations the same as it was when you started this lesson?

EXTENSION

Invite local STEM professionals to discuss their careers. As part of the information interviewing conversations, students can ask their informational interview contacts if they might be willing to visit the school and speak with their class about STEM.

LESSON #7: THINKING AHEAD – PREPARING FOR A GREEN ECONOMY

AT-A-GLANCE

By many accounts, green careers are projected to grow by 3 to 5 million jobs in the next decade, with some projecting that green initiatives will create 40 million jobs by 2030. While planning for post-secondary education and/or a career, it may be wise to think "green".

LESSON/ACTIVITY

Open a class conversation about sustainability and the word "green". Lead a group discussion:

1. Who had heard/seen the word "green" lately?
2. Where did you hear/see it?
3. What does "green" mean to you? What is meant by a "green" economy?

DISCUSSION

What are some examples of: green products, green technology, green businesses, and green careers? Why might some people choose to be "green"? (Record answers.)

LESSON/ACTIVITY

Students will need computer/internet access. Defining green careers is not so easy. As of spring 2010, the United States Department of Labor's Bureau of Labor Statistics (BLS) was working to define and produce data on green jobs. Broadly defined, according to BLS, green jobs are currently known as: jobs involved in economic activities that help protect or restore the environment or conserve natural resources. These economic activities generally fall into the following categories:

1. Renewable energy
2. Energy efficiency
3. Greenhouse gas reduction
4. Pollution reduction and cleanup
5. Recycling and waste reduction
6. Agricultural and natural resources conservation
7. Education, compliance, public awareness and training

Use the Thinking Green worksheet (Activity 7.1) for recording purposes.

Have students visit the link to the Green Economy section of O*Net
(http://www.onetcenter.org/green.html?p=4)

1. Have students browse through different careers.
2. Students should choose no fewer than 3 jobs and compare the requirements for each.
   a. In the "On-Line Search" tab, click on a hyperlink of choice.
   b. Choose a job that sounds interesting.
   c. Review the summary report that explains that job title. Does this work sound interesting?
   d. Click on "Job Zone". What education is required for this position? Does this seem like something you would be willing to do?
   e. Scroll down to the bottom of the page. Note the medium wage and projected growth for this choice. Do you view this as a good salary?
   f. Select your state. Click Go. How does the wage for this occupation in your state compare to the national average?
3. Determine whether or not this occupation would be of interest. Be prepared to discuss why or why not.

REFLECTION

After examining green jobs and a green economy, do you think you might   like to explore a career in this growing field? Why or why not?

EXTENSION

Have students develop a list of five questions and interview friends and family on what they know about "green" careers. Question may be basic or complex, but should be based on the information learned from this lesson. Format can be in true/false, multiple choice, or open ended.

WORKSHEET: THINKING GREEN (ACTIVITY 7.1)

Visit the link to the Green Economy section of O*Net (http://www.onetcenter.org/green.html?p=4)

Browse through the different career and choose 3 that you think may be interesting.

	Job Title #1	Job Title #2	Job Title #3
Name of Occupation			
Read the summary report for this career	This type of work is interesting to me: YES NO	This type of work is interesting to me: YES NO	This type of work is interesting to me: YES NO
Click on "Job Zone" – What level of education is required?			
Click on "Wages & Employment" – What is the median wage for this occupation?			
Under "State & National", select your state – What is the median wage for this occupation in your state?			
For this position, how does the salary in your state compare to the national average?			

Are any of these jobs of particular interest to you? Why or why not?

_____

_____

_____

_____

_____

_____

LESSON #8: TAKE THE INITIATIVE – A QUALITY OF LEADERSHIP

AT-A-GLANCE

Some people are natural leaders, while others purposefully choose to develop and hone the skills necessary to be an effective leader. This lesson introduces young adults to the qualities of good leaders and offers them the opportunity to plan for ways to take some leadership responsibilities at home and at school.

LESSON/ACTIVITY

Discuss the following quote by Peter F. Drucker, a writer, consultant, and teacher of management theory: *"Management is doing things right; leadership is doing the right things."*

What does Drucker mean by his statement? What does he imply in the difference between "management" and "leadership"?

LESSON/ACTIVITY

What makes a good leader? If you ask 10 different people, you will probably get 10 different answers. In fact, you could search and find multiple "leadership" checklists that, when completed, may insinuate or suggest whether or not a person has what are listed to be "good" or "effective" leadership skills.

Rather than rely on what has already been created (because that would just be too easy), students will work in small groups to create a list of polling questions related to what they would like to know about leadership in general – and what qualities might make someone a good leader.

This poll can be created using pencil/paper, free online survey software, or in any other way deemed appropriate by the group. Once questions are created in small groups, they must be presented to the larger group. Work with the group to help them come to consensus on six questions that all will ask. For tallying purposes, questions should be addressed in linkert scale or true/false format. Allow only one question in open-ended format. Each participant should poll no fewer than 20 people – and then come together to consolidate the information.

With all of the information presented, have the group create their own definition of leadership.

REFLECTION

Did you get the answers you expected in your poll? What was the polling experience like? Did you enjoy asking others about their opinions?

LESSON/ACTIVITY

1. Read the two columns under "Traits List 1" and circle the work from each pair that best describes you.
2. Read the two columns under "Traits List 2" and circle the work from each pair that best describes you.
3. Add the number of words circled from each of the four columns, and write the total numbers underneath each column.
4. To determine which leadership style most accurately describes you, use the following key:
    a. Column 1 = Informal
    b. Column 2 = Formal
    c. Column 3 = Assertive
    d. Column 4 = Passive
5. Participants will either be Informal or Formal and Assertive or Passive. Using the chart on the following sheet, participants will exhibit the style explained in the box between the two styles that they were highest in according to the circled words in each column.

WORKSHEET: LEADERSHIP STYLE ACTIVITY (ACTIVITY 8.1)

TRAITS LIST 1		TRAITS LIST 2	
Random	Patterned	Take Charge	Go Along
Warm	Cool	Ready	Hesitant
Spontaneous	Calculated	Challenging	Accepting
Unorganized	Organized	Overbearing	Shy
Expressive	Withholding	Extrovert	Introvert
Relationship-oriented	Task-oriented	Loud	Quiet
Impulsive	Discriminating	Initiator	Receiver
Close	Distant	Leader	Follower
Exuberant	Reserved	Outspoken	Withdrawn
Relaxed	Self-controlled	Talkative	Listening
Unstructured	Structured	Pushy	Reticent
Gregarious	Aloof	Statements	Questions
Flexible	Rigid	Overt	Covert
Casual	Proper	Argumentative	Agreeing
Emotional	Mental	Dominating	Submissive
Slack	Taut	Forward	Ponderous
Available	Undisclosed	Outgoing	Timid
Unfocused	Focused	Approach	Avoid
Scattered	Disciplined	Expanding	Contracting
TOTAL: _____	TOTAL: _____	TOTAL: _____	TOTAL: _____

WORKSHEET: LEADERSHIP STYLE (ACTIVITY 8.1)

	INFORMAL		
ASSERTIVE	**PROMOTING STYLE** - Creative, enthusiastic, expressive - May lack follow through, can appear phony, pushy, or insincere	**SUPPORTING STYLE** - Accepting, cooperative, friendly - Can appear weak, indecisive, wishy-washy, or smothering	**PASSIVE**
	CONTROLLING STYLE - Driving, efficient, results-oriented - Can appear insensitive, brassy, and overbearing	**ANALYZING STYLE** - Thorough, exacting, persistent - Can appear apathetic, bored, picky, or stubborn	
	FORMAL		

According to this activity, which type of leadership style do you represent?

PROMOTING   SUPPORTING   CONTROLLING   ANALYZING

Do you agree with this assessment of your leadership style? Why or why not?

_____

_____

_____

When might this style of leadership be effective?

_____

_____

_____

When might this style of leadership have difficulty?

_____

_____

_____

Why are different types of leadership styles important to work?

_____

_____

_____

LESSON #9: LEADING BY EXAMPLE

AT-A-GLANCE

One of the most important skills a young leader can develop is being able to be a part of a group and lead at the same time. Being able to relate to people with a sense of their point of view can be very helpful and may often take you very far. The purpose of this activity is to realize the importance of a leader being a team member.

LESSON/ACTIVITY

Discuss the following quote: "Leadership should be more participative than directive, more enabling than performing." – Mary D. Poole

What are some examples of how a leader might be participative? What is the difference between participative and directive? Do you agree with Poole's assessment of leadership? Why or why not?

LESSON/ACTIVITY

This lesson can be completed virtually anywhere, so take the opportunity to go outside if possible. Divide the group into smaller groups by assigning numbers (starting with number 1). The even numbered groups will receive one set of directions and the odd numbered group will receive a different set of directions.

All groups will be instructed to find objects (either on their person, from the room, or the environment) – ranging from A-Z (for example, Acorn, Button, and so on) and put all items into a bucket, a basket, or a bag. Each team will decide on a leader, but each set of teams will not know the directions given to the other team.

For the even numbered team, the leader of this group may not find any of the objects. They may instruct others where to look, but they must stay put. Only the leader may put the items into the bag. For the odd numbered team, the leader may help find the objects, but the leader may be the only one to put the items into the bag.

Discuss the difference in the two groups. What was the difference when the leader could be part of the "finders"? Why were both leaders the only ones to put the items into the bad? What was it like for the teams whose leaders couldn't help find the objects? How might you feel at work if you were always simply told what to do? What are the benefits to being part of the "crowd"?

REFLECTION

How do you think an individual's personality or character traits may influence his or her leadership style? Do you consider yourself a leader now? If so, what type of leader are you? If you do not consider yourself a leader now, what type of leader do you hope to be some day?

EXTENSION

Research some of the famous leaders of the world and have student identify their leadership styles.

LESSON #10: PREPARING FOR GUEST SPEAKERS AND SITE VISITS

AT-A-GLANCE

Most students' ideas of a particular career is based on what they have heard others discuss or seen in movies or on TV. They have not considered secondary or postsecondary required classes. They only assume wage amounts and required weekly working hours. Information obtained during job site visits, educational institutions and having guests speakers can provide most valuable information.

LESSON/ACTIVITY

Ask students to share what their ideal career would be and why. Have them discuss the above information as they know it at this time. Have students develop an objective for having a particular speaker – high school mentors, postsecondary and secondary guidance counselors, Local Business Human Resource or Community Resource Staff, Chamber of Commerce Member.

Create student teams to develop questions they would like to address for each guest speaker.

EXTENSION

After each visitor, place answers to the questions in student binder.

LESSON/ACTIVITY

Have students develop a wish list for site visits. Have the list to include postsecondary school, local agencies and businesses. Create student teams to develop a checklist of things to observe and questions to ask while on a site visit.

Have a class create a list of expected behaviors when having a guest speaker and when on site visit suggestions:

1. Listen – be quiet when others are speaking
2. Class recorder asks the class's predetermined questions
3. Phones off – no exceptions
4. No water bottles
5. Special for a site visit – follow all instructions as it references to procedures or any other circumstances

EXTENSION

After the guest speaker or site visit, have the students match personal assessment traits to what they learned. Place the information in student binder.

WORKSHEET: CAREER PREPARATION AND WORK-BASED LEARNING EXPERIENCES (ACTIVITY 10.2)

SITE VISIT

Location: _____ Date: _____

Objective – purpose of visit:

Questions:

1.

2.

3.

4.

LESSON #11: GENERATIONS AT WORK

AT-A-GLANCE

Many times young people have no idea what their parents or guardians do for a living or how they wound up in their careers. This lesson is offering the opportunity to invite in or visit students' family members to interview them about their careers. For this exercise, you will want to be sure to speak to people who are still working (or who may have recently retired).

LESSON/ACTIVITY

Spend some time talking about how students think people (including their parents) found their jobs. Do they know what their parents (or important adults in their life) do for a living? Do they have an idea of what steps these adults have taken to find their current job or work in their industry?

Have students work together to create a list of questions to ask relatives about their career choices. The following are some examples to get you started, if students have difficulty coming up with a list on their own:

How did you find your current job? At what age did you know what you wanted to do or be? Did you have a person who helped or guided you in a career direction? How many different jobs have you had in your lifetime and what were they? Did any of these jobs help you focus on a career direction? If so, how? If you could give advice to someone starting to look for work, what would it be? If you could give advice to someone who wanted to work in the career or industry you chose, what advice would you give? What education and training did you need for your career? What do you like most about your job? What do you find the most challenging? Could you give me the name of another person I could talk to about this career?

Arrange for visits inside or outside the classroom (e.g. family guest speakers and visits to places of employment where a family member, extended family member or other adults in their lives, work). If you can work in a jobsite tour, that would be ideal! If visits/tours are not possible, students can conduct interviews at home, over the telephone or via email.

EXTENSION

Use the questions to create a survey. Include a question about job satisfaction. How students interview 5 people each and then synthesize their information before sharing with all. Discuss the findings. Did most people enjoy their jobs? Where did they find the most overlaps in information across industries?

When a guest speaker speaks to the classroom, use the opportunity to work on leadership skills. Divide the classroom groups of four. Have each group choose a leader and an assistant leader to support the leader, a scribe to keep a record of the group's discussion, and a reporter to speak to the large group about the project questions chosen. Select an interviewer to present the chosen questions to the speaker. Depending on the number of groups, have each interviewer only ask one or two questions for time's sake. Once the questions are decided upon, print copies for each person in the class. Leave space between each question to record the speaker's responses.

LESSON #12: PURPOSELY PLANNED OR LUCK OF THE DRAW?

AT-A-GLANCE

People find jobs different ways. Many people have carefully planned their careers and knew what they wanted to do. Others may have found their way into their careers by having different experiences or y happenstance. This lesson is designed to have students identify the different ways people have found their jobs – and possibly determine if there is any correlation between job satisfaction and "purposely planned careers" or careers that were found by "luck of the draw".

LESSON/ACTIVITY

As a continuation of Lesson #11, discuss how people wind up in careers they do. Ask what percentage of people they think have an actual plan and what percentage they think just "fall" into a career. Now lead in a discussion about what students believe contributes to job satisfaction. Do they think job satisfaction in any way has to do with a carefully planned career or one that has been successful due to outside circumstances or influences?

Students will work together to create a list of questions related to job satisfaction and will identify people in different career and industries to survey. Students will survey people in their lives, such as family, neighbors, teachers, etc. Students should also discuss and determine how many questions to ask. Is 5 enough.. will 10 be too many.. and so on. Questions should be created in linkert scale or true/false in order to be able to easily compare and contrast. Use group leaders while developing questions.

Sample questions can include:

Do you look forward to going to work? Do you like the environment you work in? Are you upbeat at work? Are you recognized and appreciated? Are you respected? Do you know what is expected of you? Must ask – Did you find your career through purposeful planning or luck of the draw?

Students should synthesize information and come to a conclusion as to whether or not job satisfaction relates to how people found their careers. If it did, how do they know? If it didn't, what were some other variables that contributed to job satisfaction? Discuss the factors related to job satisfaction.

LESSON #13: BARRIERS.. WHAT THEY ARE? WHAT TO DO ABOUT THEM?

AT-A-GLANCE

We have barriers in life for which we need assistance or use an accommodation. An accommodation is simply an adjustment or tool that is used to help you be more productive. For example, some of use might be short in structure and need to use a step stool or ask a taller person to reach items for us. Some of us may have difficulty remembering things, so we write down a list to help us. Some people who use wheelchairs may need a desk to be elevated so that can work comfortably. Some barriers may be obvious, and others not so much. This lesson discusses the different barriers young people face when seeking employment.

LESSON/ACTIVITY

Being open to new ideas and another's point of view is one way to begin to reduce and eliminate barriers – especially attitudinal barriers. Often, people are set in a way they think and I the way they consider ideas (and aren't always open to considering new and different ways to solve issues and create solutions). This activity is designed to have students experience how a different way of thinking is necessary to solve what appears to be a simple crossword puzzle (Activity 13.1).

Say something to the effect of: I'd like to begin today with a simple crossword puzzle. It's only 4 across and 4 down so shouldn't take much time at all. Work independently and let's see who can get the correct answers.

Ask the question: What did you assume when you were asked to do a crossword puzzle? (Example: the words are usually different.) Go through all the across answers first. When it's noticed that all of the answers are the same (BITE), ask how that could be possible with what students know about crossword puzzles? Then, read the down answers (Bs = bees), (Is = eyes), (Ts = tease), and (Es = ease). Was this activity hard or difficult? When you heard you were going to do a crossword puzzle, what was your immediate thought? Did you change your mind when you saw how "simple" the puzzle looked? How did you feel when the answers were revealed? What is your "takeaway" from this activity?

ANSWER KEY

B	I	T	E
B	I	T	E
B	I	T	E
B	I	T	E

LESSON/ACTIVITY

Discuss the word "barrier". Ask the students what they think the word means and what are some barriers some may face in school. Address the issue from a physical or environmental standpoint, such as someone who uses a wheelchair not being able to enter because there is no ramp, to attitudinal or societal. Begin the discussion about the following situations that may or may not have an impact on work. Why could it be a barrier? If someone you knew has this barrier, what steps would you recommend they take to accommodate the barrier?

Use the attached "Potential Barriers in the Workplace" checklist to determine if students have or perceive themselves as having barriers to work in the following situations:

- Transportation
- Disclosure
- Interpersonal skills
- References
- Health
- Previous work-related experiences
- Childcare
- Criminal record

As a group and without naming names, create a list of some suggestions to help alleviate the impact for a friend who may have experienced one of these barriers. Are there other barriers that have not been discussed? Make a list of barriers and suggestions or eliminating or alleviating barriers.

REFLECTION

Do you experience any barriers at home or any school? What have you done to reduce the impact of these barriers? If you had a friend who experienced barriers in school, what might you do to help them? This is a good time to discuss IEPs.

EXTENSION

For some students, assistive technology helps eliminate barriers in school, at home or at work. Research and explore how technology has advanced to help people who experience difficulty with learning, walking, being mobile, reading, hearing, and seeing. How might this technology help others – both with and without disabilities? What about some technology that assists the elderly?

WORKSHEET: SOLVE THIS CROSSWORD PUZZLE (ACTIVITY 13.1)

1.	2.	3.	4.
2.			
3.			
4.			

ACROSS:

1. Dogs do it
2. Mosquitoes do it
3. Sharks do it
4. People do it

DOWN:

1. Insects the buzz
2. Organs of vision
3. What big brothers do to little sisters
4. Without effort

WORKSHEET: POTENTIAL BARRIERS IN THE WORKPLACE (ACTIVITY 13.2)

Consider the items in the left column then pick one option from the corresponding right column.

TRANSPORTATION:
 	
    I have my own car and can provide my own transportation to and from work – or I am confident I can get a ride from a friend or family member.
    I know how to use public transportation, am comfortable using public transportation and will use public transportation to get to and from work.
    I'm not sure how I will get to work.
	PICK ONE:
	
	A: Transportation will not be a problem for me.
	
	B: Transportation might be a problem for me.

DISCLOSURE:
 	
    I am very comfortable discussing and disclosing any disability-related accommodations I need to be successful on a job.
    I use accommodations in school – but don't think I'll need any accommodations on the job.
    I am not/would not be comfortable discussing disability-related accommodations I might need for a job.
	PICK ONE:
	
	A: I am comfortable with issues of disclosure.
	
	B: I am unsure about my disclosure needs related to a disability.
	
	C: This question does not apply to me.

INTERPERSONAL SKILLS:
 	
    I usually have a good attitude, feel good about myself and get along with lots of different types of people.
    I believe that if I treat people with respect, they will treat me with respect.
    I don't like to do what others tell me to do.
	PICK ONE:
	
	A: I am not worried about getting along with people on a job.
	
	B: I am not sure it I'll get along with different people on the job.

REFERENCES:
 	
    I have asked three people who know me well to be a reference for me. I have their names, addresses, and phone numbers written down – and have let them know I am looking for work.
    I know three people who can say good things about me – but I haven't asked them to be a reference for me yet.
    I don't need references.
	PICK ONE:
	
	A: I have 3 solid references.
	
	B: I haven't asked anyone to be a reference for me yet.

HEALTH:
 	
    I am in good physical and emotional health. If I am prescribed medication, I take it regularly and responsibly.
    I have some medical issues – and should probably see a doctor soon.
    I don't know if I have any medical or emotional needs.
	PICK ONE:
	
	A: I am in good physical and emotional health.
	
	B: I am not sure about my physical and emotional health.

WORK EXPERIENCE: I have experience, either paid or volunteer, that relates to the job I am applying for. I have no direct work experience related to this job – but am prepared to explain how I have the specific skills needed to be successful. I have never worked and have never volunteered before.	PICK ONE: A: I have some work-related or volunteer experience and can discuss it in a job interview. B: I have no idea how I will talk about previous work-related experience.
CHILDCARE: I have a child/children – but have childcare all worked out. I have a child/children and am not sure how I will be able to keep a job. I have no children, so childcare is not an issue for me.	PICK ONE: A: I have childcare arranged. B: I worry that I won't be able to hold a job because of childcare issues. C: This question does not apply to me.
CRIMINAL BACKGROUND: I have been in trouble with the police, but have never been charged with a crime. I have a police record of criminal activity, misdemeanor or felony, and worry about how it will affect my future. I have worked with a counselor to have my record expunged. I have never had problems with the law.	PICK ONE: A: I have worked on a plan for discussing my history and what I've done to prove I'm on the right track now. B: I worry that I won't be able to get a good job because of a criminal background. C: This question does not apply to me.

I have circled _____A's.

I have circled _____B's

For every "B" circled, work with a teacher, a parent or someone you trust to help you developed a plan of action to overcome or alleviate this barrier to employment.

LESSON #14: GOAL SETTING BEGINS WITH A DREAM

AT-A-GLANCE

Setting goals can be an overwhelming task for many of us. Some of us worry what will happen if we set goals and don't achieve them. Others are simply overwhelmed by the prospect of setting goals or don't recognize the value. Most people who are successful, either by their own standards or by society's, are goal-setters, so there has to be something to it.

LESSON/ACTIVITY

Discuss the following quotes:

"You don't have to be great to start, but you have to start to be great". –Zig Ziglar

"There is nothing like a dream to create the future". –Victor Hugo

Is it possible to "start to be great" without planning? Can you plan for the future without setting goals? Can you have goals without dreams?

Areas in my life	Goals to consider	What I might need to learn/find out	Actions to take	Who can help me
Relationships/friends				
Health and fitness				
Leisure activities and hobbies				
School and study				
Work				
Other				

A High School Student's Dream To Be An Actress

When in high school, a student met with her guidance counselor to set goals and determine her secondary and postsecondary education needs. When she stated that she wanted to become an actress, the guidance counselor's comment was that it was unrealistic. The young lady persisted. In the 90s, she was lead actress in a popular sitcom that was aired several years and even today the reruns are popular. She has also starred in a number of movies.

Today, the guidance counselor says she will never discourage anyone. She will strive to help each student achieve his or her goals. She will still point out barriers and move on from there.

LESSON/ACTIVITY

Read from the following excerpt (http://www.consultpivotal.com/creative_goal-setting.htm):

An Indian guide who displayed uncanny skills in navigating the rugged regions of the Southwest was asked how he did it. "What is your secret of being an expert tracker and trail-blazer?" a visitor asked him. The guide answered: "There is no secret. One must only possess the far vision and the near look. The first step is to determine where you want to go. Then you must be sure that each step you take is a step in that direction." A dream is what you would like for life to be. A Goal is what you intend to make happen. A goal is the near look; what, specifically, you intend to do on a daily basis to get there.

ASK: Do you think you can have goals without dreams? Do you think you can achieve goals without dreams? Can every dream become a goal? Why or why not?

The following steps are examples of those required for active and efficient goal setting. Use sentence strips or separate pieces of paper to write out each step individually. Mix up the steps and have the group decide in which order they belong and why (identify the first step to get the group moving). Students should be prepared to discuss and describe their reasoning for the order. For example: You cannot set goals if you don't analyze where you are now...you can't develop a timeline if you don't know what your obstacles are, etc.

1. Desire
2. Believe in yourself
3. Analyze where you are now
4. Set and write down realistic goals
5. Identify obstacles
6. Identify knowledge you will need
7. Make a plan
8. Develop a timeline
9. Monitor your progress
10. Never give up

Additional discussion might focus on what a goal actually is. A goal should be:

- Important to you personally
- Without your power to make it happen through your own actions
- Something you have a reasonable chance of achieving
- Clearly defined and have a specific plan of action

Brainstorm with the students: reasons why people set goals for themselves, what types of goals they might set, strategies for keeping motivated to achieve goals, is goal setting different for teens than for adults, what are some of the benefits to learning to set goals when you are a teenager

REFLECTION

What are some goals you have for yourself? Define a goal for this week.. for this month.. for this year.
Now think about a goal or a dream you would like to accomplish 10 years from now.

EXTENSION

Discuss realistic goals. Who should be the one to define what is realistic? Has anyone ever been told that their dreams or goals were unrealistic? If someone told you your dreams or goals were unrealistic, how would you feel? How would you help a friend if they were told that one of their dreams or goals was unrealistic?

LESSON #15: KEEPING YOURSELF ABOVE WATER IN A SEA OF PESSISIMISM

AT-A-GLANCE

Negativity is all around us. Not allowing ourselves to get "sucked into" it is an important skill for all young leaders to develop. We all deal with negative people in our lives, whether it be at home, at school or at work. Negativity has a way of oozing its way into different fold of life and can truly corrupt an environment. How do you become strategic in dealing with these types of people?

LESSON/ACTIVITY

Discuss the following quote: "The secret of a leader lies in the tests he has faced over the whole course of his life and the habit of action he develops in meeting those tests." - Gail Sheehy

What do you think Sheehy means by a "habit of action"? What types of "tests" might leaders be faced with? What do you think the most difficult part of being a leader might?

LESSON/ACTIVITY

Ask participants to give examples of negativity in the world. What makes someone negative? DO you know people who get "sucked in" to negativity? What are the ramifications? Is it possible to stay positive all the time?

Use the negativity types below as a discussion point. It is suggested that you write each "type" on a separate index card, sentence strip or piece of paper. Then, write the descriptions on separate papers. Make a few sets so many groups can match the type with the description at the same time.

As a group, discuss the types of negative behavior. Brainstorm ways that leaders can deal with each type. The goal is to end up with a list of helpful strategies for dealing with negativity.

REFLECTION

Even if someone is being negative, is their opinion of value? How might you find ways to value someone's opinion even if you don't believe it's true?

EXTENSION

This lesson offers an opportunity to discuss the fact that we can't change or control other people. All we can do is learn to control our reactions to others.

WORKSHEET: NEGATIVITY TYPES (ACTIVITY 15.1)

TYPE	THESE PEOPLE…
The Resisters	…try to stop anything different.
The Wobblers	…constantly shift their moods and expect others to adjust.
The Gossipers	…spread rumors and tell others personal things about someone else.
The Blamers	…always blame someone else.
The Victims	…always think someone is out to "get" them.
The Adhesives	…just don't let go, even if something happened a long time ago.
The Pessimists	…always expect the worst thing to happen.
The Complainers	...feel everything is wrong or will soon go wrong.
The Choosers	…are always trying to pit one group against another group.
The Detached	…feel most everything is "stupid" or beneath them.
The Self-Absorbed	…are always trying to grab the attention or the credit.
The Boilers	…blow up over the littlest frustration.

LESSON #16: THE ART OF COMMUNICATION … WITHOUT WORDS

AT-A-GLANCE

Developing different communication styles and understanding how they are interpreted is an important step to developing positive social relationships with friends, family, teachers, co-workers and supervisors. Many of us automatically think about communication as the spoken or signed word. What young people often don't recognize is how their body language communicates things about themselves they may or may not realize.

LESSON/ACTIVITY

Each student will need a blank 8 ½ x 11-inch sheet of paper.

1. Tell students the following, "Pick up your sheet of paper and hold it in front of you. Close your eyes and follow their directions. No peeking.. and no questions."
2. Give the following directions, carrying them out yourself with your own sheet of paper and pausing after each instruction to give the group time to comply.
   "The first thing I want you to do is fold your sheet of paper in half. Now tear off the upper right-hand corner. Fold it in half again and tear off the upper left-hand corner of h sheet. Fold it in half again. Now tear off the lower right-hand corner of the sheet."
3. After the tearing is complete, say something like "Now open your eyes, and let's see what you have. If I did a good job of communicating and you did a good job of listening, all of our sheets should look the same!"
   Hold your sheet up for all to see. It is highly unlikely any sheet will match yours exactly. Observe the differences.
4. Ask the group why no one's paper matched yours. You will probably get responses like "You didn't let us ask questions!" or "Your directions could be interpreted in different ways!"

DISCUSSION

Discuss the need for two-way communication at school, at home and in the workplace. Ask the group to work together to create a definition of good communication. Include with this definition a list of the responsibilities for being a good communicator and a good listener.

LESSON/ACTIVITY

This lesson will focus on the nonverbal form of communication. Recognizing and understanding nonverbal communication can be a plus in many social and workplace situations. This involves "reading" or interpreting the emotions revealed in a tone of voice or facial expression, sensing how close to stand when talking to someone, and assessing the mood of others. It is important for students to develop the basic skills to understand how nonverbal communication is "read" by others. Since most emotional messages between people are communicated nonverbally, by gesture or tone of voice, the inability to read such messages can cause difficulties in the workplace, at school or at home.

Discuss the following quote by Peter F. Drucker, a writer, consultant, and teach of management theory: "The most important thing in communication is hearing what isn't said." What is meant by this statement? Can you think of a situation where your body language revealed something about you that you didn't actually "say" aloud? Use the following list to generate discussion:

"What are some different things we communicate just using…?"

- Attentiveness and eye contact
- Facial expressions and body positioning
- Posture and space
- Handshake
- Clothing and accessories

Have students use magazines or computer generated clipart to create 2 side-by-side collages: one representing positive nonverbal communication on the job and the other negative nonverbal communication on the job. Discuss each collage – and generate a list of examples of nonverbal communication – and how it might by "read" by others. See if the group can come to consensus.

Conclude the lesson by making the following statement: A study from the *Journal of Personality and Psychology* states, "some studies have shown that the WORDS you use have only a 7% impact on your communication; your TONE OF VOICE, another 38%. But your nonverbal BODY LANGUAGE has more than a 55% impact on the message you are trying to communicate. What does this tell you?

REFLECTION

Were you surprised to learn that most of what you communicate is nonverbal? What are some ways you know that you communicate nonverbally? What might you do to improve your nonverbal communicate skills?

EXTENSION

Have students keep an observation log for one week, watching and examining the nonverbal communication of others. Generate, from these observations, ideas for helping students to better understand the importance of understanding and paying attention to their own nonverbal communication, as well as the nonverbal communication of others. You can even take pictures of students demonstrating both positive and negative nonverbal communication skills.

LESSON #17: WHY SHOULD I HIRE YOU?

AT-A-GLANCE

Did you know that there could be in excess of 200 applicants for every job position? For this reason, among many others, young adults should b prepared to impress. After all, there is only one chance to make a good first impression – and if you are being compared to many other young adults, you want to be sure you find a way to stand out. This lesson prepares students for learning how to present themselves in a way that allows them to stand out.

LESSON/ACTIVITY

This activity is geared to have students learn to think on the spot – and consider reasons to be hired on skills, abilities and personality traits rather than simply wanting a job. When introducing themselves, students should practice using their first and last name and shake hands while offering good eye contact.

On the board or on chart paper, write: Who are you, what is the career of your dreams, and why should I hire YOU?

Have students stand one at a time. Shake hands and introduce yourself by saying, "Hello. My name is (first, last). What is the career of your dreams? When the student indicates his/her dream career, say, "well, it just so happens that I have an entry level position in your area of (stated career). Please tell me who you are and why should I hire you?" Examples: My dream career is to be a kindergarten teacher. You should hire me because I am highly creative, organized and have patience with children of all ages.

DISCUSSION

We are judged by our handshake. A job interview begins with a handshake and ends with one, too. Did you know that your handshake could give the impression that you are nervous, shy or lack self-confidence, or that you are overly aggressive or snobby? Discuss and evaluate the following handshake examples. What type of impression could be made based only on a handshake?

Type of Handshake	Description	Impression
The Limp Fish	Weak, limp and easy to slip out of grip	Lacks self-confidence
The Vise Grip	A bone-breaking grip	Overly aggressive
Lady Fingers	Using only finger tips, or as one might think the Queen would offer a handshake	Snobbish
The Water Pump	Exaggerated up and down movement as if pumping water	Too eager
The Germ-a-phobe	Quick, barely touching handshake	Shy or scared

A positive handshake leaves others believing you are a self-confident, intelligent person with good social skills as well as someone with leadership qualities.

LESSON #18: KNOW WHAT YOU WANT AND WHAT YOU HAVE TO OFFER!

AT-A-GLANCE

It is critical for young people to realize that when they say they will "take any job", they might as well say, "I'll take no job." It is important that they have a direction or a focus – even if they change their mind later – as it is difficult, if not impossible, to get assistance with a job search without one.   Some employees may perceive a lack of direction as a lack of a positive work attitude or a lack of self-knowledge. This may or may not be true but it's always better to be prepared.

LESSON/ACTIVITY

If I were a… this is an activity in which participants imagine they are someone or something else and discuss the reason for their choice. See Activity 18.1 for the word list.

Put the list of words below on slips of paper, fold the papers and place them into a paper bag. Pass the bag around and ask each person to choose one piece of paper and not open it! One at a time, each person opens his or her paper and completes the following sentences: "If I were a (read the item), I would be a (fill in the blank), because (their reason)." For example: If I were an animal, I would be a cheetah because cheetahs are fast and seem to always be focused on their objective, just like me. Or If I were an animal, I would be an eagle because I have always wished I could fly."

DISCUSSION

Being able to describe why you would make a choice is a skill that is not necessarily easy to develop, especially when it comes to talking about why you might like/want a certain job. Telling an employer that you'll take any job, simply because you want to earn money might be our reason, it doesn't explain what you have to offer and why you would be a good candidate for a specific job.

REFLECTION

Ask students to review their own thinking about entry-level jobs. What would be the best jobs to have while in high school? Are there any job students would not do – why or why not? What are the benefits to working while still in high school? What are some of the things you learn by working that you don't necessarily learn in school?

WORKSHEET: IF I WERE A(N).. (ACTIVITY 18.1)

Appliance

Article of clothing

Automobile

Beverage

Cartoon character

Color

Dessert

Food

Foreign Country

Fruit

Item online or in a catalog

Item of footwear

Key on a computer keyboard

Machine

Magazine

Musical Instrument

Piece of furniture

Piece of jewelry

Piece of sports equipment

Plant

Superhero

Toy

TV/movie character

LESSON #19: ONE STOP CAREER CENTERS

AT-A-GLANCE

A One Stop Career Center is a service funded by the U.S. Department of Labor but operated locally in communities. One Stops are designed to provide assistance to job seekers under one roof. One Stops are made up of many partners working together to provide training, basic career assistance, workshops, and more. Because One Stops are administered locally, they are different in every location. This lesson is designed to introduce students to the service of the One Stop Career Center.

LESSON/ACTIVITY

Introduce students to the services of the One Stop Career Center – provide the following background information.

- A One Stop Career Center is a place designed to bring career-related information, resources, and different community partners together in one location.
- A One Stop Career Center is not a job placement agency, but a place where resources for job searching are available (computers, job boards, workshops, etc.).
- All One Stops usually have at least one partner who specializes in working with youth, though usually specific to a particular "in need" population.
- All One Stop services are free to the public.

Visit your local One Stop – prearrangements are suggested to be sure you get a tour and have someone available to answer questions. The flowing are some suggested questions to ask:

- What types of workshops do you offer?
- What age do you need to be to participate in a workshop?
- How do you register?
- Are there any programs or workshops designed specifically for young adults?
- How can we find out about youth programs and if we are eligible to receive additional services from them?
- Are there any online learning services that you offer?

Be sure to have students make some of the following observations:

- Does the One Stop seem to be "youth-friendly"? Why or why not? Give examples.
- What would be the benefits of using a One Stop Career Center?
- Did the One Stop staff make you feel welcome?

Have students write a thank you letter to the staff member that provided the tour.

LESSON #20: EXPLORING CUSTOMER SERVICE JOBS IN THE COMMUNITY

AT-A-GLANCE

Many students' first jobs are in places where other students hang out, like in the mall. This activity should take place in a mall, a shopping center, or an area where there are multiple customer service jobs. The activity will have students interacting with employees whose primary job is to provide customer service to the public.

LESSON/ACTIVITY

Discuss with participants the different types of jobs that could be found within their communities. What are the types of jobs found in the local mall or shopping center? Let them know you will be visiting a local shopping center to interview people who work there. Students will work in teams to get to as many stores as possible

Prior to venturing out, print out copies of the mall directory which can usually be found online. Each team should receive one mall map. Have students determine how the different stores will be divided amongst the students. Once stores have been selected, students should work together to plan their trip. Which store to visit first, second, etc. and why. Students will have no more than 30 minutes to complete this activity once you get there.

Ahead of time, reach out to the mall director to find out he/she could provide an overview to students about all the different types of jobs that are offered found in a mall setting.

After completing the activity, have students work with their team members to find a way to illustrate the similarities and difference between each of the jobs found in a mall setting.

What would be the upside of working in a mall environment? What would be the downside?

EXTENSION

Ahead of time, contact the food court vendors or the mall manager to see if you can secure coupons for students participating in this experience to receive a free lunch at the mall.

WORKSHEET: "4-3-2-1: 4 VISITS, 3 QUESTIONS, 2 OBSERVATIONS, 1 APPLICATION" (ACTIVITY 20.1)

Hello. My name is _____ and I am exploring customer service jobs. May I ask you 3 quick questions?

1. What do you enjoy the most about your job?
2. What is the most difficult part of your job?
3. If you could give one piece of advice to someone who was thinking of applying here, what would it be?

(Smile) Thank you very much for your time. (Shake hands)

Store 1: _____	Store 2: _____
Enjoy the most: Most difficult: Advice:	Enjoy the most: Most difficult: Advice:
Store 3: _____	Store 4: _____
Enjoy the most: Most difficult: Advice:	Enjoy the most: Most difficult: Advice:

Observations: Think about the body language of the employees you met. Could you tell who most enjoyed their job? How could you tell? What else did you observe?

Application: If you were going to apply for a job at one of the stores visited today, which store would it? Why?

LESSON #21: GETTING UP CLOSE AND PERSONAL WITH STEM

AT-A-GLANCE

Some students might not think about STEM for many reasons: 1) they may not have been exposed to them; 2) they might not think they are necessarily think they are "cool" or attainable; and 3) they simply have no idea about what they are… except for the fact that they involve science, technology, engineering and math (though exciting for many, not terribly exciting for all). Plus, many students just don't think that they are smart enough for a job in the STEM field.

You have an opportunity to expose students to possibilities they may never have considered before! The best way to do this is not by reading about these jobs or by discussing what these jobs do, it is to visit where these jobs happen. Reading and discussing couldn't hurt though.

Prior to this lesson, go through your personal networks and connections to find people who you know, or people who know someone who knows someone, in STEM occupations. If you don't have any luck or just want to make some new connections anyway, call your local One Stop Career Center's Business Services or Local Workforce Investment Board. Let them know who you are and what you do and they you would like to expose young people to STEM occupations. See who they know and who they can connect you to, although it's up to you with your students help to schedule a visit. Don't forget to ask your students what their parents and other adults they know do. There may be connections.

LESSON/ACTIVITY

Students will need computer/internet access. Before making a visit to any employer, it is a good idea to expose students to the employer ahead of time, via the company's website. Either in pairs or individually, review the site and see if you can determine the company's product or service; what types of careers they offer; do they have any focus on corporate citizenship? State developing questions students want to know about the business. There are several websites and NCWD/Youth publications that offer sample informational interview questions (for guidance and examples), but it is quite powerful for students to develop these questions on their own.

Prepare for the visit by discussing appropriate interview attire. Though this is not a personal interview, it's important to represent yourselves professionally which will show respect to the company you will be visiting. Have students come to class one day representing how they should not dress for a workplace; and then have them come the next day dressed in attire they should wear. Take before and after pictures and have students prepare a poster illustrating "What Not To Wear". Make sure students abide by all school attire rules.

LESSON #22: JOB APPLICATIONS – THE FIRST IMPRESSION

AT-A-GLANCE

Students need to be made aware that a job application, in most circumstances, is their introductions to a prospective employer. Just as he or she would pay special attention to their grooming when job searching, the same applies to a job application (clean, neat and polished).

LESSON/ACTIVITY (ACTIVITY 22.1 – PAPER APPLICATION)

The beginning of this lesson will be a discussion. Ask if any students have ever applied for a job and had to fill out an application. What were some of the questions? Were any of the questions a surprise? If so, what were they? What kind of advice would they give to anyone filling out their first application?

Pass out job applications to each student. Have them fill out the application. After an appropriate amount o time, review the application with the students. Students need to be made aware that applications not completely filled out will usually be placed in "File 13", the trash. If a question does not apply to them, write N/A.

REFLECTION

Most students will not be able to complete the application due to the fact that they do not know the answers (references information). What questions were the students not prepared to answer?

EXTENSION

Have the students take the application home for assistance in gathering information and developing a "cheat sheet". The cheat sheet may be used whenever a student is in the position of filling out an application. There will be no excuse for leaving blanks, missed spelled words, or marked out information.

LESSON/ACTIVITY (ACTIVITY 22.2 – ONLINE APPLICATION)

Students need to be reminded an online application gives them no chance for errors. The computer often "dumps" the application before anyone ever reads it. The software is programmed to rid any applications where directions were not followed and blanks were left. "Applications allow us (the employer) to collect the information we need to consider employment, but they also show us how well you can follow directions, pay attention to detail, and use computers." – Michael Spinale

Students will be given a new application upon returning. They are to fill out the application using information they gathered. Discuss the similarities and differences they may encounter while filling out an online application. (Name, contact information, education, work-related experience with dates and descriptions, references, availability)

Have students practice filling out online applications, using their cheat sheets. Beforehand, contact several business to get "pass codes", applications are online but will not be seen. Explain how you will be using the application.

LESSON #23: CAREER PORTFOLIOS

AT-A-GLANCE

A career portfolio is another tool students can use to showcase their skills, knowledge and capabilities. For some students, this is a creative way for them to tell someone what they may have difficulty describing on paper or in person. Not all employers will welcome a career portfolio in addition o a resume, but the process students use to create a portfolio is one of value. Portfolios are more appropriately used on interviews at a time where a student would be discussing their accomplishments. The portfolio can be quite a compelling tool, as it shows evidence of competence.

LESSON/ACTIVITY

This activity is intended to be an introduction to portfolio development and to get students thinking about how to create a portfolio as they focus on their career development. Discuss how portfolios document your accomplishment both in and out of school in ways that a resume cannot. A portfolio doesn't take the place of a resume, but can be a tool that may impress a potential employer during an interview. It can even be used as you apply to college!

A portfolio is a collection of the best examples of your work It may include sample documents of work you have done, pictures of your work or of you completing the work, and more. No matter what type of career you are interested in, a portfolio will show how you stand out. For example: If you want to be a chef, consider including things such as your own recipes, pictures of your specialties, training certificates, and so on. If you are trying to work in an office as a bookkeeper, consider including a list of the software you are familiar with, samples of spreadsheets you have created, and a letter of recommendation from your statistics or accounting teacher. If you want to work in the construction field, include photos of yourself completing projects in your technology class, a letter from your instructor indicating your ability to meet deadlines and safety training certificates. If you want to be an environmental engineer, take pictures of your volunteer work cleaning local streams, pictures of your science fair project where you analyzed recycling data, and a letter of recommendation from your biology teacher.

Consider a career dream, a career goal, or a chosen career path. Students should research their career and document the knowledge, skills and abilities required and begin to think about what they could document that would demonstrate they have the capability to do or learn the job. For example, if the job requires education, take a digital picture of your high school diploma or academic awards you've received. If the career requires strength and endurance, document the fact that you were on the track team.

Use Activity 23.1 to help students begin to identify what would go into their portfolio, what their portfolio would look like and what types of media they could use to represent it. Though it is encouraged for all students to create their own career portfolio, not all students will want to or feel comfortable doing so. Encourage them to consider creating one for a friend or family member or to help another student with theirs.

WORKSHEET: CAREER PORTFOLIOS (ACTIVITY 23.1)

A career portfolio is designed to make it easy for you to display your best work and accomplishments. Employers and college admissions staff may use a portion of your portfolio to judge or evaluate your academic ability, maturity, skills and motivation. Discuss options of ways to present your portfolio.

A "typical" career portfolio contains at minimum the following:

- Letter of introduction
- Resume
- Letters of recommendation (3 recommended)
- Samples of your work
- High school transcript, awards, certificates and credentials
- Other documents pertaining to your personal interest and achievements

Letter of introduction – no longer than 1 typed page

Considerations	Notes	If I need help, I will ask:
- Why am I interested in this position/college? - What are my career goals? What skills do I have that would make me successful in this career or college? - Why should I be hired or accepted?		

Resume – a written summary of your personal qualifications

Considerations	Notes	If I need help, I will ask:
- Important facts: who are you, how can you be contacted (mail, telephone, email), what are your experiences? - What skills do you have? - What should an interviewer know about you? - What achievements can you highlight?		

Letters of recommendation – only ask someone for a letter of recommendation if you think they will say good things about you. Ask your contact formally by phone, in writing, email or in person.

Considerations	Notes	If I need help, I will ask:
- Important facts: who are you, how can you be contacted (mail, telephone, email), what are your experiences? - What skills do you have? - What should an interviewer know about you? - What achievements can you highlight? - When you consider whom to ask, think about who you know well who could talk about your character, work ethic, motivation, enthusiasm, and experiences? - Be sure to thank the person for taking the time to write a letter for your portfolio.		

Samples of your work – here is where you can be the most creative! You can take pictures of you performing tasks such as community service or of projects you've completed in addition to other samples of work. These items should be relevant to the position or school.

Considerations	Notes	If I need help, I will ask:
- What academic or technical work (papers or projects) have I done that shows my competence? - What activities do I do that represent my competence, enthusiasm, etc.? (Scouts, 4H, community service, volunteer or paid work)		

Transcripts, awards, certifications, credentials, etc.: You don't need to insert the original document, but a clean photocopy or digital picture should suffice. Be sure to include a description with the picture.

Considerations	Notes	If I need help, I will ask:
- High school transcript, PSAT/ SAT scores, honors/school, citizenship, sports awards, CPR		

LESSON #24: OK, SO I HAVE A PORTFOLIO AND A RESUME... NOW WHAT?

AT-A-GLANCE

Having a resume and a portfolio are one thing but finding out which businesses are hiring is something else. In this lesson you will work both online and in the community to find out what businesses are hiring and how to help students decide if they might like to work there.

LESSON/ACTIVITY

Ask the following question: How might you find out where there are jobs available?

Answers might include the newspaper, signs, the mall, online, word of mouth or asking family and friends if they know people who might be looking for workers. Discuss the fact that each of these is a valid way to search for a job – none is better than the rest – and the more you try, the more options you will have.

Looking online, good job hunting websites for teens are those that specialize in hourly jobs. Two sites that are often used include: GrooveJob (www.groovejob.com) and SnagAJob (www.snagajob.com). Each of these sites is easy to navigate. Simply enter a zip code in the specified place and select "go" or "search". Within a few seconds, you will be connected to a list of open positions in your community. Students should work independently or in small groups to explore different options in their communities.

Students should visit one of the businesses researched online or another business of choice. Students should simply observe and take notes. Work with the group beforehand to determine a solid list of questions for students to consider.

- Do the people that work here look happy to here?
- Do employees wear uniforms? If so, could I see myself wearing a uniform?
- If I applied here and got the job, how would I get to work?
- Find someone working in a job of interest. Ask if you might ask a couple of questions about their job. If this makes you feel uncomfortable, let them know it's for a school project.
- What interpersonal skills do you observe that people need to be successful here?
- Do most people work alone? With others?

EXTENSION

Students should work in groups to chart and present the similarities and differences of the jobs they found. Another discussion point for applying for jobs is the online application process. Many online applications require that job candidates answer a series of behavioral questions in order to move forward. These questions can be quite confusing. It is important for students to answer the questions pretending as it they were working at the job.

For example: True or False – If someone spoke to you with an upset tone of voice, you might respond the same way.

WORKSHEET: ONLINE JOB SEARCH WORKSHEET (ACTIVITY 24.1)

Job #1:

BUSINESS NAME: _____

TYPE OF BUSINESS: _____

NUMBER OF JOBS AVAILABLE: _____ MINIMUM AGE: _____

ONE JOB OF INTEREST: _____ LOCATION OF JOB: _____

This job is of interest to me because: _____

_____

_____

Two skills I have to do this job are: _____

_____

_____

Job #2:

BUSINESS NAME: _____

TYPE OF BUSINESS: _____

NUMBER OF JOBS AVAILABLE: _____ MINIMUM AGE: _____

ONE JOB OF INTEREST: _____ LOCATION OF JOB: _____

This job is of interest to me because: _____

_____

_____

Two skills I have to do this job are: _____

_____

_____

Job #3:

BUSINESS NAME: _____

TYPE OF BUSINESS: _____

NUMBER OF JOBS AVAILABLE: _____ MINIMUM AGE: _____

ONE JOB OF INTEREST: _____ LOCATION OF JOB: _____

This job is of interest to me because: _____

_____

_____

Two skills I have to do this job are: _____

_____

_____

Job #4:

BUSINESS NAME: _____

TYPE OF BUSINESS: _____

NUMBER OF JOBS AVAILABLE: _____ MINIMUM AGE: _____

ONE JOB OF INTEREST: _____ LOCATION OF JOB: _____

This job is of interest to me because: _____

_____

_____

Two skills I have to do this job are: _____

_____

_____

LESSON #25: WHO NEEDS A RESUME ANYWAY?

AT-A-GLANCE

It's never too early for young adults to learn to appreciate the fact that getting a job is hard work! This lesson is geared to help young people understand the purpose of a resume, why they should have one (even if they don't think they need one right now), and how a resume will help them to shape their conversations with potential employers. The ultimate goal of this lesson is to have students create a starter resume, one that is generic enough to use for a first job (or their next job).

LESSON/ACTIVITY

The beginning of this lesson will be a discussion. Ask the group for a volunteer to record the answers on the board.

Say: "You are all a group of employers (30-60 years old). You have 3 jobs available at your business. You have to decide how you are going to recruit for these jobs. The local high school is down the street from your place of business, but you're not sure if you want to take a Help Wanted sign to the school's career center. Why might you be reluctant to hire youth?" Answers may include some of the following: unreliable, not serious, no work history, pants hanging down and won't look presentable, etc.

What can young people do to be sure they stand out in a crowd? To be sure they are recognized as sold candidates for jobs? They can take the time to learn a little out the businesses in their community, and have a document that describes their skills and talents and highlights why they should be hired.

Discuss the important components of a resume. Though these are presented below as a list, encourage a lively dialogue.

Essential:

- Name and contact information
    - Only use an email address if you check your email frequently.
    - If your email address is inappropriate for job hunting (ask your teacher), create a new one just for work.
    - If you offer your cell phone, be sure the ringtone or message won't scare off a potential employer.
- Education
    - If you haven't graduated high school yet, it is okay to list your expected date of graduation.
- Work-related experience
    - This includes both paid and volunteer experiences.
- Academic and school experience
    - Are you taking honors or AP classes?
    - Are you on a sports team? Are you team captain?
    - Have you won any awards or medals from school projects?

- Relevant skills
  - These are skills you have that relate the job you are applying for. This can be tricky, but is important.

Optional:

- An objective or job target
- References (experts differ on whether to include these details on a resume or provide them separately)
- Personal interests

Editorial Checklist:

- Proofread your document. One grammatical or spelling error can lose you a job. Really!
- Ask a teacher or a career center teacher to review and provide you with suggestions.
- Be sure your resume is no longer than one page.
- Use plain fonts. Most recommended are Times New Roman, Garamond, Georgia, Tahoma, Ariel or Helvetica.
- Be consistent with headings. If you bold one heading, bold all of them.
- Save an electronic copy.

WORKSHEET: SAMPLE RESUME (ACTIVITY 25.1)

<div align="center">

Samantha Student

Street Address

City, State Zip

Phone . Appropriate Email

</div>

Career Objective

Education

Honors and Awards

Relevant Courses

Related Experience

Other Experience

Activities

LESSON #26: CONNECTING EDUCATION TO OUR CAREERS

AT-A-GLANCE

Ultimately, getting young people excited about potential careers has the potential to get them excited about education. This culminating activity will allow students to develop their personal plan of action for the next steps in their career futures connecting the dots between education and career growth.

LESSON/ACTIVITY

Discuss the following quote: "We know not where our dreams will take us, but we can proabl see quite clearly where we'll go without them." –Marilyn Grey

What would our lives be like if we didn't have dreams?

LESSON/ACTIVITY

This activity will use the Bureau of Labor Statistics "Exploring Career Center" website. Have students visit http://www.bls.gov/K12/index.htm, http://www.bls.gov/ooh/home.htm, and any other website students have been exposed to during the course of your program. Students will use these sites and any other means possible to research a career of interest. They will create a presentation to present no lesson than the following:

- What the job is like?
- What type of preparation is needed for this career?
- What types of academic subjects are related to the job?
- How much the job pays?
- What the job outlook is projected to be?
- Where jobs can be found in your state?

Students should be encouraged to be as creative as possible and can work independently or with a teammate. Students should have the ability to evaluate/critique each other's presentation and offer positives and puzzlers, such as, what worked well and what needed more clarification.

REFLECTION

Do you think there is a correlation between education and career success? Why or why not? No matter your point of view, what are the career-related benefits to participating in postsecondary education?

EXTENSION

Offer to videotape each student's presentation for them to use in their portfolio.

LESSON #27: PLANNING A VISIT TO A COLLEGE CAREER CENTER

AT-A-GLANCE

Most college career centers offer a range of programs, events and activities all designed to help students succeed in the world of work (ad help to make connections between education and careers). Similar to those who visit One Step Career Centers, many expect for the Career Center to "find them a job". Also similar, many don't visit these centers during the career decision-making process, but when they have run out of options. This lesson is to open students' minds to the services and opportunities provided by the college career center.

LESSON/ACTIVITY

Call a career center at a local university, community or technical college to arrange for a visit to the center and a tour of the campus. Depending on the number of students you will be bringing, find out if the center can offer a quick interest assessment to help students get a hands-on experience from the visit. If possible, eat lunch on campus so students can get a feel for the college experience.

Brainstorm ahead of time with students to find out what they believe to be offered by a postsecondary career center. Realistically, a career center will help students find the answers to their career and employment-related questions, not offer hem the answers, which of course, many expect.

Work with students to develop a basic list of informational interview questions to ask of the career center staff. For example,

- Does the career center offer any assessments to help me decide what major might be best for me?
- Can the career center help me find an internship?
- Can all students use the career center or just seniors?
- What do most students use the career center for?

After the tour, have students write a thank you note to the career center staff. This offers a great opportunity to discuss the thank you note as a way to stand out after an interview. Be sure students offer some detail in their note, such as something they learned.

If public transportation will be necessary in order to get the site, have students work together to determine the method, route, cost and timing.

If students have an identified area of interest for careers or education, find out if they can audit a class on the day of your visit. Additionally, if you are working with students with disabilities, contact the Disability Support Services office and arrange for some time with that staff, as well, so students can learn the process for requesting services and accommodations at the postsecondary level.

LESSON #28: LITERACY – IT TAKES ALL KINDS

AT-A-GLANCE

When we hear the word "literacy", we often think of one's ability to read and write. In order to be successful in today's society, there are different types and levels of literacy that one must realize: functional, cross-cultural, health, environmental and workplace are just a few examples of some of the "new" literacies written about and studied today. For the purposes of this lesson, the focus will be on introducing students to the need for financial literacy. These lessons are structured to be a series of site visits and guest speakers to allow students the opportunity to hear from financial professionals. You will want to consider a visit to the local bank and the office of a Certified Professional Accountant or financial planner

LESSON/ACTIVITY

Ask students for a definition of "financial literacy".

- Suggested definition: Financial literacy is basically the ability to understand money and how to manage it, so that you can make financial decisions that will benefit you now and in the future. Financial literacy is having the knowledge and skills to make informed decisions about money matters so that you can fulfill personal, family, social and governmental responsibilities.

In order to have the knowledge and skills necessary to make informed decisions about money matters for yourself and your family, there a few questions to ask:

How do you differentiate between needs and wants?

- Use the following list to generate a discussion about the differences: cable TV, car, clothing, flat screen TV, food/groceries, gas, homeowners/renters insurance, MP3 player/music, movies/entertainment, rent/mortgage, savings, utilities (gas, electric, etc.). Have the group come up with qualifiers for needs and wants.

How do we figure out how much money we need to live? How can we figure out how much we can spend? How much we can save?

- Have students talk to their parents or a family member or a caring adult to find out how families go about creating and using a budget. They may be surprised to find out the answers.

How is credit used?

- Did you know the studies indicate that a sizeable majority of college students have at least one credit card – and have incurred several thousand dollars in credit card debt while in school, not including school loans?

What is the difference between a credit card and a debit card?

- Why would you use one over the other?

What about banking?

- Do people still write checks? How do you know if your bank statements are correct? When should you open a checking account? A savings account? What are some of the other options available for saving with a bank?

What about government benefits?

- If I receive financial benefits from the federal government, is that considered income? Can I put that money aside to plan for my future?

It is now time to get these questions and more answered by qualified professionals.

1. Plan a trip to a local bank or financial institution. Ask for an introduction to money/financial management. Be sure to request information about credit, credit cards, credit scores, etc.
2. Use your contacts and student networks to find a local financial planner and request a visit to his/her offer or to your facility as a guest speaker. Many local areas have a speaker's bureau with a listing of professionals who are willing to conduct presentations to youth. If you have trouble finding an appropriate person, call your local office of economic development and see if they can provide you with some leads.
3. If possible, find the local chapter of SCORE (a nonprofit organization with hundreds of offices across the country) or contact your local Small Business Administration to find out if you can have a guest speaker talk about entrepreneurship and starting/growing your own business (www.sba.gov/content/young-entrepreneurs)
4. According to Social Security Online, today there are almost one million young people under the age of 18 who receive Supplemental Security Income. Approximately 70 percent of those young people receive a "Ticket To Work" when they turn 18. Invite your local AWIC to speak to your students. Also, research PASS.

EXTENSION

Have students explore the Tips for Tweens portion of The Mint, a website to provide tools for developing good financial habits. The Tips for Tweens section of the site (http://themint.org/teens/index.html) offers a variety of hands-on activities designed to help young people think realistically about their futures. There are sections on earning, saving, spending, owing, tracking, giving, investing and safeguarding. TheMint.org has received the "Great Website for Kids" seal approved by the American Library Association.

LESSON #29: WHAT DO ETHICS HAVE TO DO WITH IT?

AT-A-GLANCE

Ethics, or positive moral values, are things such as honesty, trustworthiness, loyalty and integrity. Understanding ethics and demonstrating ethical behavior are ways young people get ahead. It's not always easy, though, and sometimes we find ourselves in situations where it might be difficult to be honest or loyal. Understanding what it takes to demonstrate ethical behavior can help a young person go a long way!

LESSON/ACTIVITY

Discuss the following quote: "A good objective of leadership is to help those who are doing poorly to do well and to help those who are doing well to do even better." –Jim Rohn

Think about Rohn's quote. Why do people help others? There is an expression called WIIFM – What's In It For Me – what does helping others do for us?

Discuss the term "ethics". How do we know when something is "ethical"? What does it mean to be ethical? Use the Activity 29.1 Ethics Worksheet to have students assess themselves (the worksheet looks at the following characteristics: trustworthiness, responsibility, integrity and honesty). This is a very informal assessment and it is recommended that the activity be used for discussion and reflection only. IF is not recommended that students share their scores, as this is a personal activity to be used for self-examination and potential goal setting. Once students score themselves, discuss some of the ways people set goals to better themselves. Ask for recommendations to share with those who would like to improve their trustworthiness, responsibility, integrity and honesty. Remind students that we all struggle with these issues from time to time and it is through discussion, reflection and practice that we improve our ethical behavior.

REFLECTION

Some people think you can't get ahead by being honest. Do you agree or disagree with this statement?

EXTENSION

1. There is an old saying that "the customer is always right". What do you think that means? Do you agree with it? What would you do if you thought a customer was completely wrong?
2. Suppose you are a sales clerk in a store and some of your friends want you to let them shoplift.
   a. If you refused them, would it make you a disloyal friend? Explain.
   b. How would you respond if your friends said to you – "Just turn your back and you won't be involved", "Don't let it both you. Everybody does it", "The store will never miss it", or "This store rips everybody off anyways. We're entitled to get even".
3. If they shoplift despite your objections, what would you do? Suppose you have some personal problems that are troubling you. Is it okay to attend to these problems while you are at work? To what degree or under what circumstances, do you think it's okay to deal with your own personal affairs on company time?
4. When you accept a job, what does the employer owe you, and what do you owe the employer?

WORKSHEET: ETHICAL BEHAVIOR (ACTIVITY 29.1)

Always	Mostly	Sometimes	
			I keep my promises; I am a person of my word.
			I am reliable; I follow through on commitments.
			I am honest.
			I keep secrets; I never betray a confidence or a trust.
			I have integrity; I don't cave into temptation.
			I am loyal when loyalty is appropriate.
			I am truthful, sincere and straightforward.
			I don't lie, cheat or steal.
			I don't intentionally mislead others.
			I always try to do what is right, even when it is difficult.
			I am true to my very best self.
			I live up to the highest ethical standards.
			I don't compromise my values by giving into temptation.
			I do what needs to be done.
			I am reliable and dependable.
			I am accountable for my actions; I don't make excuses or blame others.
			I use good judgment and think about the consequences of my actions before I act.
			I exercise self-control.
			TOTAL

Total number of Always's: _____ x 3 = _____

Total number of Mostly's: _____ x 2 = _____

Total number of Sometimes: _____ x 1 = _____

                    Grand total: _____

Your score can range from 18 to 54. The higher the score, the more ethical behavior you demonstrate on a regular basis. If you scored low, or are unhappy with your score, it just means you have a little more to do. We are all a work in progress and we can always choose to change our behaviors.

(adapted from www.goodcharacter.com)

LESSON #30: DO YOU HAVE THE UNIVERSAL SKILLS EMPLOYERS SEEK?

AT-A-GLANCE

When employees search for candidates to fill open positions, they tend to look for two things: technical skills and universal skills. Technical skills are those that relate specifically to the profession, while the universal skills apply to all jobs. This lesson is designed to have young people learn to describe how their skills can be discussed in terms that most employers will recognize as universal.

LESSON/ACTIVITY

Discuss the following quote: "There is only one corner of the universe you can be certain of improving and that's your own self." –Aldous Huxley

Why does Huxley believe that your own self is the only "corner of the universe" you can be certain of improving?

LESSON/ACTIVITY

Ask students if they can name some of the universal skills that most employers look for. These skills are often referred to as "soft" or "employability" skills. The list should include, but does not need to be limited to:

- Good communication skills, Leadership qualities, Positive attitude, Flexibility and adaptability, High standard of performance, Good work ethic, Acceptance of responsibility, Productivity, Honesty and reliability, Willingness to learn and keep learning, Ability to analyze and evaluate, Teamwork

In an interview situation, it's easy for people to say they are a team player, for example, but to be able to give an example of being a team player is a little bit more difficult. Plus, employers may not simply ask if you have good leadership qualities, but may ask questions that give you the opportunity to illustrate your leadership skills.

Below are some sample questions employers may ask to get at some of the universal/soft skills young people possess.

- Have you ever given a speech or presentation? Have you received any rewards? Do you participate in sports? Do you babysit? Do you volunteer in a library, hospital or community program? Which classes are your favorite? Which classes are hard? Which are easy for you? What activities/hobbies do you enjoy? Do you like to organize things? Do you like puzzles? Do you enjoy reading? What are your strengths and weaknesses? Have you ever done a group project?

REFLECTION

Do you think you possess most of the universal skills employers would desire? Why or why not? Of all the universal skills that were discussed, which ones are your greatest strengths? Which ones do you think you need to improve a bit? Why?

Identify activities they perform regularly that may relate to some of the universal skills employers are looking for.

Employers are looking for...	How would you answer?
Good communication skills	
Leadership qualities	
Positive attitude	
Flexibility and adaptability	
High standard of performance	
Good work ethic	
Acceptance of responsibility	
Productivity	
Honesty and reliability	
Willingness to learn and keep learning	
Ability to analyze and evaluate	

LESSON #31: NO ONE DOES IT ON THEIR OWN

AT-A-GLANCE

Too often, students are told by adults who have a tremendous impact on their lives that their personal career goals are "not realistic". This statement is usually made after a young adult talks of becoming a famous sports figure or something that the adult identifies as being "out of reach" for the young adult for one reason or another. Rather than squelch a young person's dream, no matter what it is, this activity is designed to help young people learn how to research and make informed decisions regarding their futures.

LESSON/ACTIVITY

Discuss the following quote: "The more I help others to succeed, the more I succeed." –Ray Kroc

Why would someone believe that their own personal success was related to the success they helped others to achieve?

Ask students to brainstorm a list of famous people. Encourage them to include people in a wide variety of different occupational areas such as politics, entertainment, sports, business, etc. Write the list on the board or on chart paper.

Choose 3 of the names identified and ask students to now brainstorm all of the different jobs that are needed to allow each famous person to do what they do best. Consider breaking up the groups into teams and have each team try to come up with longest list for each of the 3 names.

For example: Johnny Depp, an actor, could not be the great actor he is without the support he receives and depends on from many, many people. Some of the jobs that are necessary to support actors and actresses include, but are not limited to: manager, writer, producer, costume designer, stage director, makeup artist, hair stylist, personal assistant, lighting designer, caterer, voice coach, website creator, media manager, fitness trainer, financial planner, lawyer, photographer, security guard, and more.

Now, ask the following question: "Will every young person who dreams of becoming a famous "something" be able to fulfill that dream?" The obvious answer is "no" but that doesn't mean that a supporting position within the industry someone has a deep passion for is not off the table.

This is an opportunity to also discuss what it takes to be successful in any industry. How do students define success (consider verbal, written and pictorial descriptions)? What advice would they give their best friend if he/she suddenly decided to give up on their dreams?

REFLECTION

In what ways might a mentor help you achieve your desired success?

EXTENSION

Have students survey people of all ages and ask them to define success. Review all answers to discover if there are any correlations related to age or gender.

LESSON #32: CHOOSING COMMUNITY SERVICE

AT-A-GLANCE

Making the conscious choice to perform community service demonstrates leadership. Within the choice of service to the community, one might not be in charge, or seen as the obvious leader, but by simply making the choice to get involved in some way, they are practicing some of the skills of leaders.

LESSON/ACTIVITY

Discuss the quote: "Failure is the foundation of success; success is the lurking place of failure". –Lao-Tzu

What is meant by the quote? How could "failure" be thought of as the foundation of success? This lesson will give the group an opportunity to create some "community" meaning out of their participation in your program. Begin with a discussion about community service. How many students have participated in community service before? Have they done these activities because they chose to do them or because there were forced to?

1. Divide the class into groups of 6-8 students.
2. Have each group chose a leader and an assistant leader to support the leader, a scribe to record the group's discussion and a reporter to speaker to the larger group about the project chosen by the group. The remaining students will be reachers. All participants need to be involved.
3. Each group should decide on a way to research the needs of the community and pick a community service project that addressed one of those needs.
4. Have each group reporter give the class a 5-minute description about the Service-Learning project they chose.
5. Have the students select one of the community service projects to perform as a class.

This is a great opportunity to infuse discussion about ways to "green" the environment, as well as projects that have to do with Science, Technology, Engineering and Mathematics.

REFLECTION

What does community service mean to you? Why do you think people choose to serve their communities? Do you think community service should be mandated for high school students? Why or why not?

EXTENSION

As part of the community service experience, have a few students take pictures, create a newsletter or develop a video about the overall experience. Be sure to include quotes from student participates and those who have benefitted. Discuss the process the students used to determine who would be the leader, co-leader, the recorder, etc.

LESSON #33: WHAT HAVE WE LEARNED AND HOW TO WE USE IT?

AT-A-GLANCE

During the course of these activities, students have used the computer and talked to people they knew and those they didn't know. Is one way for job searching better than another? This culminating activity is designed to have students compare, contrast and individually rank the different methods of searching for and learning about different careers. The goal of this lesson is for students to recognize that using multiple methods will tend to yield better results.

LESSON/ACTIVITY

Individually, in small groups or as one large group, list the different methods students have used during this course of study to learn about different jobs, careers and workforce industries. The list should include, but does not need to be limited to: internet research, local newspaper, interviews/guest speakers, visits to worksites, etc.).

Ask students to identify the pros and cons of each method. For example:

Method	Pros	Cons
Internet	- Can do independently - -	- Can't ask questions - -
Newspaper		
Guest speaker		
Etc.		

Next, ask each student to rate their personal order of preference for job searching/career exploration and why they ranked the methods as they did. Students' ratings are probably related to their own comfort zone (i.e., those who are more introverted may choose internet research over interviewing a guest speaker, etc.).

Discuss the benefits of reaching outside of a personal "comfort zone" when it comes to searching for a job and planning for a career. There tend to be four things that make us feel comfortable: familiarity with people, location, thoughts and actions. Ask students if we always cling to what we are most comfortable with, can we really grow? Why or why not? In so many areas of our lives, even if what we are doing works for us, a little effort to try something new or different could result in better outcomes.

Read the poem (Activity 33.1) and discuss with the students:

- What holds people inside their personal zones?
- What rewards might people receive when they venture outside of their comfort zones?

EXTENSION

Students can create personal action plans for themselves and discuss the steps they may need to take to get out of their own comfort zones.

ACTIVITY 33:1

COMFORT ZONE

Author Unknown

I used to have a comfort zone, where I knew I could not fail.

The same four walls and busy work were really more like jail.

I longed so much to do the things I'd never done before,

But I stayed inside my comfort zone and paced the same old floor.

I said it didn't matter, that I wasn't doing much.

I said I didn't care for things like diamonds, cars and such.

I claimed to be so busy with the things inside my zone,

But deep inside I longed for some victory of my own.

I couldn't let my life go by, just watching others win.

I held my breath and stepped outside to let the change begin.

I took a step and with a strain I'd never felt before,

I kissed my comfort zone goodbye and closed and locked the door.

If you are in a comfort zone, afraid to venture out,

Remember that all winners at one time were filled with doubt.

A step or two and words of praise can make your dreams come true.

So greet your future with a smile, success is there for you!

LESSON #34: PUTTING IT ALL TOGETHER –
THE CAREER DEVELOPMENT CHECKLIST

AT-A-GLANCE
Completing Activity 34.1 Career Development Checklist is a way for students to put into practice the skills they practiced earlier. This is also a way for students to decide for themselves whether certain occupations are realistic or attainable for them. For example, are they willing to put in the amount of education and training it will take to succeed in a particular career? Do they recognize the skills necessary to perform this type of work? How do their individual personality traits play a role in a career choice? Recognize that all career development is a process that requires levels of support. This activity also gives students the opportunity to think about the people in their lives who can help them with educational and career decisions.

LESSON/ACTIVITY
Acrostic: An acrostic is an arrangement of words in which certain letters in each line, when taken in order, spell out a word or motto. Participants will be introducing themselves to the group by creating an acrostic of their name. For example: GRACE = Go-getter, realistic, artist, capable, energetic or MATT = Mighty Adept (at) Table Tennis

Give youth participants a few minutes to think of an acrostic for their own names using words or phrases that describe themselves. Once everyone has thought of something, ask the group members to introduce themselves using the acrostics.   If the group can be trusted to be encouraging and already know each other well, then you can ask the group to create acrostics for each other's names.

DISCUSSION
Was there any truth in the words and phrases you chose to represent your name in acrostic? If they didn't have to use the letters in your name, what words and phrases might your friends use to describe you? At the end of your long life, what words and phrases would you want people to use to describe you? What are some things you can start doing now to start building the type or reputation that you want?

LESSON/ACTIVITY
This activity may take one or several days to complete. Have the Activity 34.1 Career Development Checklist printed (ideally on one sheet of paper front and back). Students may choose to complete the activity independently or with a partner.

REFLECTION
What did the Checklist reveal to you about the career you chose? After completing the research, was this still a career of interest to you? Why or why not?

EXTENSION
This activity is not meant to be a complete "one time and you're done" activity. It is meant to be a guide to help students as they grow and mature, and gain experiences both inside and out of school.

WORKSHEET: CAREER DEVELOPMENT PLANNING CHECKLIST (ACTIVITY 34.1)

Write down the name of a specific job or industry you are interested in researching:

_____

Become aware of opportunities in your community using your networks or internet job sites. Locate at least 2 jobs or companies in your community that match this career interest.

_____

Research and discover if this career could be a good fit for you. Resources throughout the course of study can be used to complete this chart. (http://online.onetcenter.org or www.bls.gov/) Start to develop a list of people who may be able to help you, if you need it.

REQUIREMENT	SPECIFICS	WILL THIS BE A PROBLEM?	IF I NEED HELP, I KNOW I CAN ASK..
Level of formal education/academic skills		YES NO	
Specialized training and skills (vocational/technical)		YES NO	
Physical abilities		YES NO	
Personality traits needed for success		YES NO	
Testing requirements or entrance procedures		YES NO	
Certifications and/or licenses		YES NO	

If you have mostly circled NO above, move to the next step, ACTION. If you have mostly circled YES above, you might want to spend some time talking with a teacher, parent(s), or a guidance counselor to figure out if this potential career choice is a good fit for your educational plans and personality.

Consider the following Action steps. Choose at least 2 to complete.

Action Step	Details	Done?
Visit companies and talk to people working in your field of interest		
Visit places in person or on the internet that train and educate people in this field of interest		
Experience an informational interview and/or job shadow related to this field of interest		
Learn more about any tests or other entrance criteria needed related to this career		
Use the resources at your local One Stop Career Center for information regarding this career		

Know what you need to succeed by thinking about the following items. Consider if you need any assistance in each of the areas discussed. Be honest with yourself! Share your answers with someone you know and trust.

Potential Barrier to Employment	What steps can you take to alleviate or lessen the impact of this barrier?
Transportation	
Learning disabilities	
Physical or mental health	
Childcare	
Lack of experience	
Self-esteem	
Other: _____	

Prepare for an interview to ensure you are confident in your ability to do the job. By completing the steps below, you will begin to learn how to focus your skills and qualities to the job or position you are seeking.

Three specific skills I have that relate to this career choice are:

1. _____

2. _____

3. _____

Three personality characteristics I have that relate to this career choice are:

1. _____

2. _____

3. _____

Three interests and/or hobbies I have that relate to this career choice are:

1. _____

2. _____

3. _____

My network of support – people I know/trust. Include their name, contact info, and why selected:

1. _____

2. _____

3. _____

TELEPHONE REMINDER TIPS

There are several lessons that require students to place phone calls. This page addresses appropriate use of the phone, both in placing calls and receiving calls. Also, before each site visit or before having a guest speaker, remind students to turn off their phones.

Students may wonder about the phrase "Smile and Keep Eye Contact". The person on the other end of the phone can tell if we are paying attention to them or not. We would more attentive and friendly if we hold our head up and smile while speaking to someone.

PLACING CALLS

- Schedule your calls.
- Be prepared.
- Identify yourself.
- Be considerate.
- Start your conversation quickly.
- Give feedback.
- Have tact and skill in closing your call.
- Make notes while you are conversing.
- Smile and keep "eye contact".

RECEIVING CALLS

- Every message is important.
- Identify yourself.
- Be informative, courteous, and interested.
- When talking, take notes: caller's name, firm and department, telephone number with area code, email address, date and time.
- Smile and keep "eye contact".