

Career Visions Workforce Preparation Curriculum

Section II

Community Awareness / Career Exploration

Unit	Title	English Standard(s) Alignment
1	Vocational Exploration Trip Santa Clarita WorkSource Center CalJobs Registration	Writing Applications 2.3
2	Industry Presentation Guest Speakers Worksheet (Contact the Career Visions Office or your school's Career Transition Advisor for assistance if needed.)	Written and Oral Language Conventions 1.1, 1.2
3	"Who Works at Our School?"	Writing Applications 2.6 Speaking Applications 2.4 Written and Oral Language 1.1,2.3 Writing 1.1, 1.6, 1.7, 1.9, 2.3 Written and Oral Language Conventions 1.1, 2.3
4	CTE Tool Kit	Writing Application 2.4 Reading Comprehension 2.3 & 2.4 Writing Application 2.5 Speaking Applications 2.3 Listening and Speaking Strategies: Organization and Delivery of Oral Communication 1.3-1.9
5	California Career Zone 'Make Money Choices' Lifeskills for the 21 st Century 'Managing Money' Workbook (All)	Reading Comprehension 2.0, 2.2, 2.3, 2.4
6	Labor Market Survey	
7	The Job Environment You Prefer	Reading Comprehension 2.2 Written and Oral Language Conventions 1.1, 2.3
8	The Game of Life	Listening and Speaking 1.3 Speaking Applications 2.4
9	Lifeskills for the 21 st Century – 'Community Resources' Workbook Your Taxes at Work module	Reading Comprehension 2.0, 2.2, 2.3, 2.4
10	Lifeskills for the 21 st Century – 'Community Resources' Workbook	Reading Comprehension 2.0, 2.2, 2.3, 2.4

	Emergency Assistance module	
11	Lifeskills for the 21 st Century – 'Community Resources' Workbook Services for Workers module	Reading Comprehension 2.0, 2.2, 2.3, 2.4
12	Nannies Needed	Written and Oral Language Conventions 1.1, 2.3 Writing 1.1, 1.3 Listening and Speaking 1.3
13	Ten Successful Young Entrepreneurs	Listening and Speaking 1.3 Writing 1.1, 1.3 Listening and Speaking 1.3
14	Till Death Do Us Part	Writing 1.1, 1.3 Listening and Speaking 1.3 Written and Oral Language Conventions 1.1, 2.3
15	5 Things to Learn While Flipping Burgers	Writing 1.1, 1.3 Listening and Speaking 1.3 Written and Oral Language Conventions 1.1, 2.3

**TRANSITION PARTNERSHIP PROGRAM
VOCATIONAL EXPLORATION TRIP
SANTA CLARITA WORKSOURCE CENTER**

Section II, Unit 1

- GOAL:** The student will improve community awareness.
- OBJECTIVE:** Students will visit Santa Clarita's Employment Development Department – WorkSource One Stop Center to gain knowledge regarding employment services available after graduation.
- ANTICIPATORY:** Students will register an account with CalJobs prior to the trip. Contact WorkSource at 661-799-9675 to arrange a visit. The instructor will make sure the students are aware of how they should conduct themselves while off campus. The instructor will also spend some time the day before the trip explaining where they are going and the purpose of the trip itself.
- INSTRUCTION:** The instructor/Career Visions staff will stay with the students at all time, observing their behavior and encouraging their involvement in the trip.
- GUIDED PRACTICE:** The students will conduct themselves in a professional manner, including the way they act, speak, and dress on the day of the field trip.
- CLOSURE:** The day after the trip, the instructor will lead the students in discussion of the trip, and what each of them gained from the experience. The instructor should also lead the students in composing "thank you" notes for the hosts of the trip.
- INDEPENDENT:** The students will follow up, if interested, with an application and/or a resume.
- MATERIALS:** Permission slips and transportation.

Please note, all exploration trips must be requested 90 days in advance. All trips must be completed before Spring Break. Contact your school's CTA for assistance.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Must Pre-Register to attend Calendar Events and be registered in CalJobs to participate! (Bring your CA ID/DL and Social Security Card, or U.S. Passport with you if it is your first time visiting the Santa Clarita WorkSource.)				
4 WORKSOURCE ORIENTATION 8:30 am – 10:00 am	5 DEPARTMENT OF REHABILITATION 1:00 pm – 2:30 pm	6 KNOW YOUR RIGHTS EXPUNGEMENT WORKSHOP-PART I-A 1:00 pm – 3:00 pm	7 RESUME & COVER LETTER WORKSHOP 1:30 pm – 3:30 pm	1 SCV JOB CLUB 8:30 am – 10:30 am CNC MACHINIST FAST TRACK PROGRAM RECRUITMENT Begins at 9:00 am!
11 JOB SEARCH WORKSHOP 8:30 am – 10:00 am	12 TRANSPORTATION PLANNING WORKSHOP 11 am – 12:30 pm	13 ASSEMBLY RECRUITMENT 9:00 am – 12:00 pm KNOW YOUR RIGHTS EXPUNGEMENT WORKSHOP-PART I-B 1:00 pm – 3:00 pm	14 RAPID RESUME REVIEW 8:30 am – 10:30 am	15 SCV LIBRARY RESOURCES FOR YOUR JOB SEARCH 2:30 pm – 4:00 pm
18 RESUME & COVER LETTER WORKSHOP 8:30 am – 10:30 am WORKSOURCE ORIENTATION 2:00 pm – 3:30 pm	19 SECOND CHANCE WORKSHOP 2:00 pm – 3:30 pm	20 KNOW YOUR RIGHTS EXPUNGEMENT WORKSHOP-PART I-C 1:00 pm – 3:00 pm	21 PMI-LA TRANSITIONS JOB CLUB 6:00 pm – 8:00 pm	22 CASHIER/RIDE ATTENDANT RECRUITMENT 12:30 pm – 3:30 pm
25 CENTER CLOSED <i>In Observance of Memorial Day!</i>	26 BASIC COMPUTER SKILLS WORKSHOP 10:00 am – 12:00 pm MATURE JOB SEEKERS WORKSHOP 1:00 pm – 3:00 pm	27 EXPUNGEMENT ASSISTANCE WORKSHOP- PART II 1:00 pm – 3:00 pm SELLING YOURSELF IN AN INTERVIEW 1:30 pm – 3:00 pm	28 RAPID RESUME REVIEW 8:30 am – 10:30 am JOB SEARCH WORKSHOP 1:30 pm – 3:30 pm	29 ADMINISTRATIVE/CLERICAL RECRUITMENT 10:00 am – 2:00 pm

"SIGN UP" for WORKSHOPS and RECRUITMENTS in PERSON or BY PHONE 661-799-WORK (9675), TTY: 323-539-2097

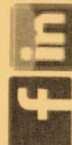
Center Hours : Monday – Friday 8:00 am – 4:30 pm (subject to change without prior notice)

College of the Canyons – Dr. Dianne G. Van Hook University Center, #250

26455 Rockwell Canyon Road, Santa Clarita, CA 91355

www.worksantadarita.com

Santa Clarita WorkSource Center



WorkSource/AJCC Program Orientation:

An introduction to the Santa Clarita WorkSource/AJCC and all of the resources we have to offer eligible job seekers. Learn about the Workforce Investment Act (WIA), the federally funded re-employment and job retention program designed to help job seekers connect to self-sustaining employment as quickly as possible.

Santa Clarita Valley (SCV) Job Club:

Santa Clarita WorkSource Staff are just bursting at the seams each month with job listings they want to tell you about and practical advice for improving the results of your job search. Join us this month and prepare to be motivated while speeding up your path to employment!

Resume & Cover Letter Workshop:

Valuable information about what content you should include in your resume, and why, how to read a job description and use key phrases for your resume. Upon completion of this workshop, you will have the knowledge you need to create an outstanding resume and cover letter to improve your marketability to employers.

Mature Job Seekers Workshop:

A wide range of experience and expertise combined with dependability and work ethic make the mature worker (aged 55 and above) an excellent asset in today's labor market! Learn how to gain a leg-up on the competition by marketing your experience to your advantage.

Rapid Resume Review:

One-on-One open walk in session. This session is for you if have already updated your resume but need a quick review, you can stop in to have it reviewed by a professional at one of our Rapid Resume Reviews.

Job Search Workshop:

This workshop will teach you how to improve the effectiveness of your job search and includes how to use CalJobs in your search.

Transportation Planning Workshop:

Do you need help using public transportation to get to school, job hunting or other related activities? Learn how to find a bus route, read a bus schedule, find discounts for your ride and, if needed, travel with a transportation professional.

PMI-LA Transitions Club:

Are you an experienced professional seeking mid-high level employment? This monthly club will help get and keep you motivated while improving your job search skills as you transition into a new career. Networking and new guest speakers every month.

Second Chance Workshop:

This workshop is designed for job seekers with misdemeanors and/or felonies who are experiencing difficulties obtaining employment. You will learn essential tips for your job search, life and soft skill approaches, and resources to start building a "second chance" at employment.

NEW! Basic Computer Skills Workshop! This workshop will teach you the basic computer skills you need to perform a successful job search. Topics covered: what is a computer, what is a mouse, sending an email and introduction to Windows.

Department of Rehabilitation Orientation:

Are you a person with a permanent disability? Is your disability a barrier to getting or keeping a job? This Orientation will provide an overview of the Department of Rehabilitation and the type of services offered – including the eligibility requirements and process for receiving services.

SCV Library Resources for Your Job Search Workshop:

The SCV Library has some great resources onsite and online to assist you in your efforts to land a job. A library representative will teach you how to use JobNow! and Brainfuse to get feedback on your resume or cover letter 24/7 and access their LIVE interview coaching. They will also get you set up with a library card while you're here.

NEW! Know Your Rights Expungement Workshops - Part I (A/B/C)

Is a criminal conviction/or arrest record preventing you from gaining employment? Know your rights and learn about early termination of probation, expungements including: infractions, misdemeanors, and felonies, Sealing of Juvenile Records, reducing felonies to misdemeanor and more! (3 class series)

NEW! Expungement Assistance Workshop - Part II

You will receive assistance with filling out your petition declaration. You must bring a copy of your Minute Order from court or your DOJ RAP to begin the process. *You are eligible to enroll in this session only after attending all three sessions of Part I: Know Your Rights.*

NEW! Selling Yourself In An Interview Workshop! How To Use Interview Best Practices, Non-Verbal's and EQ to Win the Job! · Learn how Emotional Intelligence can help you in your interview and Job Search Success. Learn to Act, Feel and Be Confident by using Non-Verbal. Learn Best Practices for Before, During and After your Interview. Learn to Analyze, Anticipate & Answer interview questions by reviewing the job description. Learn to develop responses to Behavioral Interview questions using the STAR model

CNC Machinist Training Recruitment Event

For candidates seeking entry level positions in CNC manufacturing operations and a career path in manufacturing, this may just be the opportunity you've been looking for. It is a fast-paced (7 week), intensive job preparation program that will prepare you for an entry-level job in the field of CNC machining at both industrial and aerospace manufacturing companies. All course fees can be waived for qualified applicants.

Take advantage of one or all of our workshops and you will be better prepared in your Job Search to beat out the competition and secure a job faster!

TPP Exploration Trip
Feedback Form

Name _____

Date _____

Trip Location _____

1. If you had to give this exploration trip a title, what would it be and why?

2. Write a brief summary about this trip

3. What information did you learn that would be useful to you personally?

4. What would have made this trip more interesting?



Access CalJobs using the following thread:
cvworks.org > Student Home > Find a Job!



CalJOBSSM Information

[En español \(Caljobs_Espanol.htm\)](#)

The CalJOBSSM system is a redesigned online resource to help job seekers and employers navigate California's workforce services by providing employment and labor market information for the State of California. The enhanced system allows users to easily search for jobs, build résumés, access career resources, find qualified candidates for employment, and gather information on education and training programs.

- [Getting Started \(#GettingStarted\)](#)
- [Benefits and Features \(#Benefits\)](#)
- [Helpful Information \(#HelpfullInformation\)](#)
- [Resources for Workforce Partners \(#ResourcePartners\)](#)
- [Publications \(#Publications\)](#)

Getting Started

- Get Started: [Register for CalJOBSSM](https://www.caljobs.ca.gov/loginintro.asp?bInStartHere=True) (<https://www.caljobs.ca.gov/loginintro.asp?bInStartHere=True>)
- Already Registered? [Sign In to CalJOBSSM](http://www.caljobs.ca.gov/) (<http://www.caljobs.ca.gov/>)

Note: Google Translate™ is not available within CalJOBSSM. For more information, please visit [Google Translate™ Information \(../About_EDD/Google_Translate_Information.htm\)](#).

Job Seekers

Complete the online application and create your own login information, including a username and password. You will need your Social Security Number to create a login.

Answer the on-screen questions, and begin your job search. Within minutes you will be looking through thousands of job openings statewide.

Employers

Complete the online application and create your own login information including a username and password. In addition to your company's contact information, you will need your company's Unemployment Insurance Tax Identification Number to create a login. Within minutes you will be looking through thousands of candidates statewide.

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Benefits and Features

Job Seekers can:

- Create and upload multiple versions of their résumé tailored to specific jobs or career paths.
- Customize and conduct job searches.

- Set up alerts for job openings – either via email or text message.
- Apply for job openings
- Research prospective employers
- Make customized résumé viewable to prospective employers.

Employers can:

- Post job openings
- Browse résumés
- Keep their employee search organized.
- Expand their search to find good candidates for their companies.

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Helpful Information

Setting Up Alerts

If you are logged in as a Job Seeker, you can learn how to set up alerts for job notifications by:

- Selecting “Learning Center” under Other Services on the left menu.
- On the Learning Center page, you can select “The Virtual Recruiter for Individuals” under the Individual Courses section.

Unemployment Insurance Claimants

If you are an Unemployment Insurance claimant required to register in CalJOBSSM and the system indicates that you are already registered, please follow the steps below to retrieve your username and password:

- Select the [Forgot Username/Password?](https://www.caljobs.ca.gov/vosnet/Retrieval/SelectRetrievalOptions.aspx) (<https://www.caljobs.ca.gov/vosnet/Retrieval/SelectRetrievalOptions.aspx>) link from the [CalJOBSSM](http://www.caljobs.ca.gov/) (<http://www.caljobs.ca.gov/>) home page.
- Under Option 3 – Forgot Username and Password, select the [retrieve both](https://www.caljobs.ca.gov/vosnet/Retrieval/SelectRegistrationOptions.aspx?RequestAction=3) (<https://www.caljobs.ca.gov/vosnet/Retrieval/SelectRegistrationOptions.aspx?RequestAction=3>).
- Select “Individual” and then select the “Next” button.
- Enter your information: First Name, Last Name, Social Security Number and Date of Birth.
- Select the “Verify” button.
- Answer the security question, and then select the “Verify” button again.

You should be now in the system. If you are not, you will be prompted to request your account reset.

System Requirements

- Microsoft Internet Explorer 8 or higher
Minimum bandwidth requirement is 33.6 kb/sec
- Mozilla Firefox 14 or higher
Minimum bandwidth requirement is 33.6 kb/sec
- Apple Safari 4 or higher
Minimum bandwidth requirement is 33.6 kb/sec
- Google Chrome 20 or higher
Minimum bandwidth requirement is 33.6 kb/sec
- Opera 11 or higher
Minimum bandwidth requirement is 33.6 kb/sec

For more information about system requirements, visit the [CalJOBSSM](http://www.caljobs.ca.gov/) (<http://www.caljobs.ca.gov/>) page and select “these settings” at the bottom of the page.

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Resources for Workforce Partners

[CalJOBSSM Resources for Workforce Partners \(CalJOBS_Resources_for_Workforce_Partners.htm\)](#) provides information and links to webinars, videos, and other resources to guide Workforce Partners and EDD staff through the CalJOBSSM system.

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Publications

- Introducing Your New CalJOBSSM Poster – [DE 8201 \(../pdf_pub_ctr/de8201.pdf\)](#)
- Your New CalJOBSSM Brochure – [DE 2456 \(../pdf_pub_ctr/de2456.pdf\)](#)
- Your New CalJOBSSM Brochure (en español) – [DE 2456/S \(../pdf_pub_ctr/de2456s.pdf\)](#)
- CalJOBSSM registration brochure with résumé template – [DE 8217 \(../pdf_pub_ctr/de8217.pdf\)](#)

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TRANSITION PARTNERSHIP PROGRAM
Industry Presentation / Guest Speaker

Section II, Unit 2

GOAL:	The student will improve community awareness.
OBJECTIVE:	Instructor will arrange a guest speaker presentation. Students will gain knowledge of career opportunity and training needs available locally.
ANTICIPATORY:	Instructor will use interest inventory results including but not limited to direct class poll to identify relevant guest speakers. Contact the Career Visions Office or your sites Career Transition Advisor if assistance is needed.
INSTRUCTION:	Instructor/Career Visions staff will monitor behavior and encourage class participation.
GUIDED PRACTICE:	The students will conduct themselves in a professional manner, including the way they act, speak, and dress on the day of the presentation.
CLOSURE:	The instructor will lead the students in discussion of the trip, and what each of them gained from the experience. The instructor should also lead the students in composing "thank you" notes for the guest speaker(s).
INDEPENDENT:	The students will follow up, if interested, with an application and/or a resume to the presenters place of business.
MATERIALS:	Guest Speaker Worksheet.

Guest Speaker Worksheet

Name _____

Date _____

1) Guest speaker's name: _____

2) Job Title: _____

3) Industry Sector: _____

4) Job Duties (record at least 4)

a. _____

b. _____

c. _____

d. _____

5) Education / Experience Needed: _____

6) Employment Outlook in This Sector:

7) Advice for First Time Job Seekers:

TRANSITION PARTNERSHIP PROGRAM

Section II, Unit 3

"Who Works at Our School?" (Possible Mid-Term Assignment)

GOAL:	The student will improve community and career awareness.
OBJECTIVE:	<ol style="list-style-type: none">1.The student will gain a better understanding of the school community and how it works as a whole.2.The student learns of all the jobs that make a company run smoothly.3. The student will also get some beginning training on the interview process.
ANTICIPATORY:	<p>The instructor will brainstorm with the students to discuss the different types of employees that they see on campus every day.</p> <p>They will compile a list on the board, coming up with as many positions as possible. The instructor and students will then go over "Who Works At Our School" Worksheet 1.</p>
INSTRUCTION:	The instructor will explain that each student will interview a school employee. The basic principles of the interview process will be discussed, and a handout will be given- "Who Works at Our School" Worksheet 2 with the 6 basic questions on it. The instructor will walk the students through different ideas for questions (see "Interview Outline" Worksheet 3), and help every student figure out whom they would like to interview.
GUIDED PRACTICE:	Day 1: The students will finalize their choice for their interview subject, and begin to brainstorm some possible questions.

Day 2: The students will draft a letter inviting their subject of choice to participate in the project. This can be done in conjunction with an assignment on writing business letters. Students should begin their rough outline of questions.

Day 3: The students will participate in a "peer review", where they do a dry run of their interview on a fellow classmate. The instructor should circulate and monitor questions.

Day 4: The students will turn in their final list of questions to the instructor, and, if the subject of the interview has agreed, conduct their interview during the class period. If not, the students must conduct the interview on their own time.

Day 5: The students should share their experiences and present their interview to the class. This can be done by video presentation, oral report, or collage presentation. The students should be prepared to answer questions from the class about their subject.

INDEPENDENT: Students should follow up with the interview by writing a "thank you" note to the school employee who was interviewed.

MATERIALS: "Who Works At Our School" Worksheets 1,2 &3 and Worksheet 4 (Mid-term Grading Criteria example), note cards, clipboard, tape recorder (optional), video camera (optional).

"WHO WORKS AT OUR SCHOOL?"

Worksheet 1

As we begin looking at different types of careers, let's start right here on our own campus. A school needs all types of people to help it run smoothly, just like any other business. There are almost XXX employees here at this school alone, and not all of them are teachers. There are:

- administrators
- computer technicians
- security officers
- health care professionals
- maintenance workers
- coaches
- library technicians
- sheriff staff
- clerical staff
- counselors
- a speech therapist
- a psychologist
- food service employees
- instructional assistants
- sign language interpreters
- career counselors
- and, of course, your wonderful teachers!

For this assignment, you are to choose a member of the staff here at Hart to interview. Be creative, talk to someone you wouldn't normally work with.

- Try to interview someone other than a teacher (unless that's the career of your choice)
- Whose job interests you the most?
- Is there a member of our staff that works in the field that you'd like to get into?

You can present this interview in several ways including written form, video, etc. Either way, you must include the grid with basic questions, an outline of question ideas, a rough draft, and a trial interview with another class member. You must find out about the person's background, their job description and duties, and any other things that you think will be relevant. At least five questions must be asked, and you are to spend about 15 minutes with the staff member.

Remember, people are busy when they are at work, so schedule your interview in advance. They're doing you a favor, so work around their schedule. If you can schedule your interview during our class time, perfect.

"Who Works At Our School?" Worksheet 2

Who?	What?	Where?
When?	Why?	How?

"Who Works At Our School?"
Worksheet 3

Interview Outline

Who are you interviewing?_____

Why have you chosen this person?

Draft 10 questions you'd like to ask your interviewee:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

"Who Works At Our School?"
Worksheet 4

Possible Grading Criteria for Midterm Project
100 pts.

20 pts.
Preparation: Rough Draft/ Outline

20 pts.
Participation-did you work on your own?
Did you stay on task?

20 pts.
Trial interview-peer review-

4opts.
Final Interview / Evaluation

TRANSITION PARTNERSHIP PROGRAM

Section II, Unit 4

Career and Technical Education Toolkit

GOAL: Students will learn about career pathways and opportunities available.

OBJECTIVE:

1. Students explore WhoDoUWant2B.com and take self assessments. The assignment ends with a persuasive composition.
2. Using the tear sheets from the CTE Toolkit, students identify a career pathway. They explore WhoDoUWant2B.com and California CareerZone, generate questions about the readings, and write an explanatory paper synthesizing information.
3. Using a Career Sector Pathway sheet from the CTE Toolkit, students work in groups to discuss Career Technical Education (CTE) courses needed for career path. This culminates in a letter to a counselor (high school or college).
4. Students work in groups to develop interview questions and practice interviewing, culminating in an interview with an industry sector employee.
5. Students develop a presentation on a chosen career path. A handout is available to help guide their exploration.

MATERIALS: CTE Toolkit. Color copies can be ordered by contacting the Career Visions Office or downloaded using the following thread:
http://whodouwant2b.com/files/lesson_plans.pdf



CTE Toolkit Lesson Plans and Handouts

Help your students learn about the numerous career pathways and opportunities available.

This publication can be ordered using your instructional supplies budget. The cost of each toolkit is \$20. Contact the Career Visions office for more information. Allow 6-8 weeks for processing.

WHODOUWANT2B.COM



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State of California

Dear Educator:

We hope that you find your Who Do U Want 2B? CTE Toolkit to be a dynamic and useful resource!

To assist you in utilizing the toolkit and in helping students begin the process of planning for their future career pathway, we have developed lesson plans which can be easily used by both permanent instructors and substitutes. These lesson plans provide exciting and engaging opportunities for your students to discuss possible career choices, explore WhoDoUWant2B.com, develop interview and presentation skills, and much more!

The lesson plans correspond with the 9th and 10th grade California State English Standards. Although the lesson plans are contained in a unit on Career Exploration, they can be used out of sequence and individually. You may also use them as a starting point for customizing lesson plans that specifically meet the needs of your local students.

Below is a summary of each lesson plan:

Lesson	Summary	Standard
Unit Introduction	Students work in small groups to discuss possible career choices and what characteristics they hope their future career will have. A handout is available to help guide their exploration.	
Lesson 1	Students explore WhoDoUWant2B.com and take self assessments. The assignment ends with a persuasive composition. A handout is available to help guide their exploration.	Writing Application 2.4
Lesson 2	Using the tear sheets from the CTE Toolkit, students identify a career pathway. They explore WhoDoUWant2B.com and California CareerZone, generate questions about the readings, and write an explanatory paper synthesizing information. A handout is available to help guide their exploration.	Reading Comprehension 2.3 & 2.4
Lesson 3	Using a Career Sector Pathway sheet from the CTE Toolkit, students work in groups to discuss Career Technical Education (CTE) courses needed for career path. This culminates in a letter to a counselor (high school or college). A handout is available to help guide their exploration.	Writing Application 2.5
Lesson 4	Students work in groups to develop interview questions and practice interviewing, culminating in an interview with an industry sector employee. A handout is available to help guide their exploration.	Speaking Applications 2.3
Lesson 5	Students develop a presentation on a chosen career path. A handout is available to help guide their exploration.	Listening and Speaking Strategies: Organization and Delivery of Oral Communication 1.3-1.9

We hope that you find the CTE Toolkit and lesson plans helpful in educating your students about the numerous career pathways and available opportunities. Be sure to frequently visit the Resource Room at WhoDoUWant2B.com for updates and new resources! If you have any questions, please feel free to contact us at info@statewidepathways.org.

Unit on Career Exploration

UNIT GOAL:

At the completion of this unit, students will have a realistic idea of the educational path needed for a career of their choosing.

STATE STANDARDS:

Unit meets several of the 9th and 10th grade English-Language Arts Content Standards.

MATERIAL:

1. Students will need a folder or binder to compile information as the unit progresses.
2. Handout #1
3. Handout #2

INTRODUCTORY PROCEDURES:

1. Place students in small groups of 3-5.
2. Have groups pick one person to record the conversation and brainstorming.
3. Have groups brainstorm characteristics that they want to be part of their adult work life, such as working outside, working with computers, or having a high-paying career.
4. Next, have students brainstorm career choices that they hope will have those characteristics.
5. In a large group, discuss the groups brainstorming results.
6. Explain to them that over the next week or so, they will be exploring possible career choices and career paths.

Lesson #1: Self Assessment

STATE STANDARDS:

9th / 10th Writing Applications 2.4 — Write expository compositions, including analytical essays and research reports.

MATERIALS:

1. Computer Access
2. Handout #3

PROCESS PART 1:

1. Have students explore WhoDoUWant2B.com.
2. Students should complete the WhoDoUWant2B? Pathfinders Quiz and print results.
3. Students should explore videos on the Roadtrip Nation Web site.
4. Have students also click on the California CareerZone link.
5. Students should take the Quick Assessment.
6. Students should take either the Interest Profiler or the Work Importance Profiler and record the results.
7. Each student should write a persuasive composition explaining his/her argument of agreement or disagreement with the profile results. The composition should be clear and defend the position chosen making sure to use facts, expert opinions, quotations, and logical reasoning. The composition should be sure to address potential counter claims.

Lesson #2: Choosing an Industry Pathway

STATE STANDARDS:

Reading Comprehension 2.3 & 2.4 — Generate relevant questions about readings on issues that can be researched. Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

MATERIALS:

1. Copies of the Class Planning Tear Pads
2. Handout #4

PROCESS PART 1:

1. Students should review the Class Planning Tear Pads for each Industry Sector.
2. Students should locate the Class Planning Tear Pad that contains a career option indicated in their self assessment (see Lesson 1).
3. Students should return to WhoDoUWant2B.com and do the following:
 - Under 15 Pathways to Success, find the student from the Industry Sector that matches their career option.
 - Click on the link to California CareerZone.
 - Click on the link Explore Industry Sectors.
 - Click on the link that most closely matches your career path.
 - Read and explore that area. Take notes on the variety of career choices and specifics for that career path.
4. Students should generate relevant questions about the readings that can be researched.
5. Students write an explanatory paper synthesizing information from the sources about the career path.

Lesson #3: Educational Path to Follow Career Path

STATE STANDARDS:

Writing Application 2.5 — Write business letters:

- Provide clear and purposeful information and address the intended audience appropriately.
- Use appropriate vocabulary, tone, style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- Highlight central ideas or images.
- Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

MATERIALS:

- Copies of the 15 Industry Sector Pathway Options
- Handout #5

SPECIAL NOTE:

After completion of this lesson, a counselor should meet with the student and help the student complete the back of the Industry Sector form, or see if the student can complete the form first and then review with a counselor.

PROCESS PART 1:

- Distribute copies of Industry Sector Pathway Options to students based on each student's Career Pathway.
- Place students with matching Sector Pathways in small groups.
- Students review the document and discuss what they observe.

PROCESS PART 2:

- Working in the small groups, students should discuss college options including local colleges and options for transfer.
- Students should be allowed to discuss educational, location, and other information about local colleges.
- Based on their Industry Sector Pathway, students should research the following questions:
 - Are any of the CTE courses needed for their career path offered at their current high school? Other local high schools?
 - What is the closest California Community College that offers the Career Path? (Students can brainstorm how to locate this information. Teachers can have local college catalogs available. Or, students can search the local California Community College websites.)
- The teacher should demonstrate writing an appropriate letter.
- Students should write a business letter to a college or high school counselor that provides the counselor with the information about the student's career choice, and requests information on the major for the specific Career Path.

Lesson #4: Interview of Industry Sector Employee

STATE STANDARDS:

Speaking Applications 2.3 — Apply appropriate interview techniques: prepare and ask relevant questions; make notes of responses; use language that conveys maturity, sensitivity, and respect; respond correctly and effectively to questions; demonstrate knowledge of the subject or organization; compile and report responses; evaluate the effectiveness of the interview.

MATERIALS:

1. Handout #6

PROCESS PART 1:

1. Students should develop relevant questions to ask an industry employee (this can be done in small groups). Questions should demonstrate knowledge of the industry.
2. After developing the questions, students should practice interviewing each other with emphasis on using language that conveys maturity, sensitivity and respect.
3. Student interviewees should attempt to respond appropriately and effectively to questions while the interviewer makes notes. (This is more effective if the students practice interviewing students researching the same industry sector.)
4. Students should interview an industry employee.
5. Students should compile and report responses to their group or the whole class.

Lesson #5: Promotion of Career Path

STATE STANDARDS:

Listening & Speaking Strategies: Organization and Delivery of Oral Communication 1.3 to 1.9

1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause;

1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources);

1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate;

1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance;

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations;

1.8 Produce concise notes for extemporaneous delivery;

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

MATERIALS:

1. Handout #7
2. Items and media necessary for students to make a professional and clear presentation.

PROCESS PART 1:

1. Teacher should demonstrate the key elements in an appropriate oral presentation.
2. Students develop and give an oral presentation promoting their Career Path. The presentation should:
 - Follow a logical pattern
 - Demonstrate classical speech forms
 - Present a clear thesis statement
 - Use props, visuals, graphics, and other media
 - Be clear
 - Use effective verbal and nonverbal techniques
3. The presentation should include an educational plan for accessing the Career Path.

Brainstorming of Desired Characteristics of Career Choice

Characteristics Match with Potential Career Choices

POTENTIAL CAREER

CHARACTERISTICS

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Questions to Guide Exploration of WHODOUWANT2B.COM

1. Click on two of the Alumni Student Props and watch the video clips. Which did you choose?

Why?

2. Scroll down and Click on the **Pathfinders Quiz**. Take the **Quiz**. What were the 3 industry sectors in your results?

Do you agree with the results?

3. Click on California **CareerZone** in the bottom left of the main WhoDoUWant2B.com webpage. Click a version (Text, Graphic, Flash). Click on **Assess Yourself** and take the Quick Assessment. What are your thoughts on the potential careers based on this assessment?

4. Click on a couple of the **careers** listed. Explore that page. Did you find anything interesting? Surprising?

5. Take either the **Interest Profiler** or the **Work Importance Profiler**. Explore that page. Did you find anything interesting? Surprising?

6. Use your results and your thoughts to write a persuasive composition explaining your idea or argument of agreement or disagreement with the profile results. The composition should be clear and defend the position you have chosen making sure you use facts, expert opinions, quotations, and logical reasoning. The composition should be sure to address potential counterclaims.

Industry Sector Exploration

1. Find the Class Planning Tear Pad sheet for the Industry Sector that includes a Career Path indicated through your self-assessments.
2. Return to WhoDoUWant2B.com and do the following:
 - Under 15 Pathways to Success, find the student from the Industry Sector that matches your Career Path.
 - Click on the link to **California CareerZone**.
 - Click on the link **Explore Industry Sectors**.
 - Click on the link that most closely matches your Career Path.
 - Read and explore that area. Take notes on the variety of career choices and specifics for that Career Path.
3. Generate relevant questions about what you have read that you can research.
4. Seek answers to those questions using a variety of sources.
5. Write an explanatory paper synthesizing information from the sources available about the Career Path.

Career Pathway Exploration

1. In your small group of students with Career Paths in the same Industry Sector, discuss the Industry Sector Pathway Options. What do you notice? What questions do you have? What do you need to know?
2. Research any questions you have generated from the above and the following questions:
 - Are any of the CTE courses needed for your Career Path offered at your current high school? Other local high schools?
 - What is the closest California Community College that offers the Career Path? How would you find out this information?
3. Following the teacher's example for how to write a business letter, write a letter to a college or high school counselor that provides the counselor with your information, your career choice, and a request for information on the major for the specific Career Path.

Industry Sector Interview

1. Working in your industry sector group or individually, develop interview questions to ask an industry employee. Make sure that your questions reflect the knowledge you have gathered so far in exploring a Career Path.
2. After you develop the questions, practice interviewing another student. Be sure to use language that conveys your knowledge, is professional, and shows respect.
3. Practice taking notes as you complete your practice interviews.
4. When you are interviewed by another student, attempt to respond appropriately and effectively to the questions.
5. Next, interview an industry sector employee.
6. Compile your notes and report responses to your group or the whole class.

Oral Presentation

1. Develop an oral presentation promoting your Career Path. The presentation should:

- Follow a logical pattern
- Demonstrate classical speech forms
- Present a clear thesis statement
- Use props, visuals, graphics, and other media
- Be clear
- Use effective verbal and nonverbal techniques
- Include an educational plan for your Career Path

2. Present your project to the class.

Faculty Discussion Questions

1. What are the main barriers for students when choosing a career path?
2. What information do we need to best guide students in choosing a career path?
3. What are the CTE program choices at the local community colleges and who would we talk with to get information about those choices?
4. What are some strategies that can be used to make sure that the information we have is current?
5. How might we compile a master set of Class Planning Tear Sheets?
6. What can we do to help students start preparing for future career choices?
7. What messages are we giving students about potential careers and their ability to reach that career goal?
8. What is the best way to maintain connections and communication between high school and college faculty?

Section II, Unit 5

California Career Zone – Make Money Choices

The California CareerZone is a web based career explorations system available free of charge. Users can learn about themselves and how they might match-up with 900 O*NET occupations that detail the job definition, interests, tasks, skills, and more. Approximately 300 of the occupations have videos showing a typical day in the life of someone in that occupation.

When you enter the CareerZone you will be presented with three primary choices: Assess Yourself, Explore Job Families, or Make Money Choices.

Objective: Students will explore the cost of living locally and how different career and post -secondary training choices affect standard of living. If not already completed, students will and register on the CCZ website for career exploration support and portfolio development throughout the semester. CCZ can be accessed using the following thread:

www.cvworks.org > Educators > Assessments > California Career Zone

Anticipatory: Forming a budget is one of the most important parts of financial success. As you first enter the workforce, or even if you switch jobs, knowing how much money you will have available to spend on different aspects of your life will help you avoid debt and possibly even save some money for a rainy day.

Support Materials:

- Lifeskills for the 21st Century Workbook – “Managing Money”
- Lifeskills for the 21st Century Teacher Resource Guide (Flash Drive)
- CCZ Make Money Choices ‘Develop a Budget’ handout.

Developing a Budget

Overview

Forming a budget is one of the most important parts of financial success. As you first enter the workforce, or even if you switch jobs, knowing how much money you will have available to spend on different aspects of your life will help you avoid debt and possibly even save some money for a rainy day.

California CareerZone can help you start thinking about your financial choices by asking you a series of questions about the lifestyle you would like to lead. As you answer each question, the system will plug in the average costs for your choice based on your selected area. While your actual expenses may vary, you will start to get a sense of how much money you will need in the future. When you are finished answering all the questions, you can find occupations which might pay enough to support your desired lifestyle.

If you already have an occupation, or know what you are going to be, you can choose to budget from that starting salary. Similar to what was described previously, you will be asked a series of questions about your desired lifestyle, however this time those costs will be subtracted from your monthly take home pay. This will give you an idea of whether your desired lifestyle is sustainable with your chosen occupation.

Think about your lifestyle

As you begin your budget, the first question you will be asked is what county you live in. California CareerZone will use your response to determine costs in that area when it is possible to do so. You can also enter your zipcode and the system will automatically select the correct county. Once you select an area, you will be asked nine questions about various aspects of your desired lifestyle. Those questions will touch on a variety of items as detailed below.

Housing

The first aspect of the budget is what type of place will you want to live in? There are several options you can choose ranging from living with friends or family to owning a house. As you click on the various options, the cost will appear in the box on the right. The price displayed is the average cost for the area so your actual expense may be different. If you know how much you will pay each month, you can enter it in the Monthly Cost box.

Utilities

Once you've decided where you are going to live, you'll need to make some decisions about the services you will have in your place. Power, water, and telephone are some of the expenses that go along with having a place. On this page you will have the option to check off the boxes for the utilities you will want to have.

Food

This section will ask you to think about how you want to feed yourself. The options will ask you to choose from eating the basics at home to dining out regularly in nice restaurants. California CareerZone will provide you the average costs, however since yours may be higher or lower, you can enter an adjusted amount in the Monthly Cost box if desired.

Entertainment

How do you want to spend your time? A lot of options for entertainment cost money, like concerts, movies and shows. How often you go out affects how much you spend. In this section you'll be asked to choose from several options about what type of activities you like and how often you do them. If none of the options seem right, you can enter a different amount in the Monthly Cost box.

Clothes

This section will ask you to think about your clothing costs. What type of clothes will you buy and how often will you buy them? The options presented will give you a few scenarios that people may typically purchase.

Remember that this is just a guide and that some options like designer fashion can be super expensive. Depending on the label, it can cost a whole lot of money. Those prices aren't really factored in to the options presented. If you are planning on purchasing the latest trends, you'll want to think about how much you would spend in a year on clothes and enter that number, divided by 12, in the Monthly Cost box.

Transportation

The transportation section will ask you to think about how you are going to get around. Will you own a car, take the bus or train, or even ride your bike? Select the option that best describes the transportation you will utilize or, if you know how much your transportation will cost each month, enter that amount in the Monthly Cost box.

Health Insurance

Health insurance is an option that a lot of people don't think to budget for, but can consume a sizable amount of money each month. California CareerZone presents several options that people typically utilize including not having insurance, having their company subsidize their insurance, and paying for coverage yourself.

As you go through this section remember, choosing the no insurance option will save you money up front but will leave you personally liable for any medical expenses you incur, and medical bills can add up quickly.

Education

Many jobs require education beyond high school and attending a college or specialized provider for training costs money. If you plan on furthering your education, you'll need to consider how you will pay for that. If you have a lot of savings or generous family members, you may avoid having any debt. Likewise, if you qualify for a full scholarship you may avoid or significantly limit the cost. However, most people will end up having to borrow a significant portion of the cost of their education. If yours costs aren't covered, you will most likely be taking out loans and you'll need to factor the cost of paying them back in to your budget.

The options presented on this screen represent the average costs for attending public and private schools in your state as well as options that include the average amount of financial aid received.

If you know what school you want to attend, you can start from a college profile and click on the **What Will It Cost Me?** link to visit **The Cost of College** where you can enter some information on your financial aid and loans to come up with a more specific cost. Then click the **Budget What's Leftover** button to have that automatically populate the budget.

Savings

The final round of questions will help you determine how much you want to save. The choices are presented with options that represent a percentage of how much you have chosen to spend each month. The options range from saving nothing to saving up to 50% of what you spend. As in the previous rounds you can enter any amount you would like in the Monthly Cost box.












You will notice that the savings is not a percentage of what you will make, but rather how much you have spent. Since the salary of each of the potential occupations varies, as will your actual salary, the system would not have a number to calculate a percentage from. Because of this, the percentages listed will actually correspond to a lesser percentage of your total salary.

Summarizing Everything

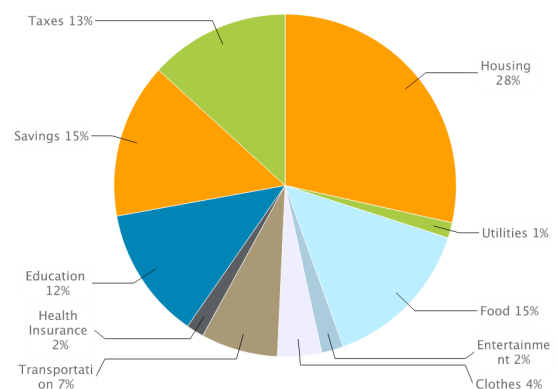
Once you have finished answering all of the questions, California CareerZone will display a summary of all your responses along with what you might expect to pay in taxes and an annual total salary as shown in **Figure 1**.

Based on your responses, you will need to have a job where you take home **\$4,177** a month, or at least **\$57,773** a year when you include taxes.

\$ Monthly Spending: \$4,177

	Housing Buy a place of your own	\$1,372
	Utilities Gas, electric, water, and trash pickup.	\$70
	Food I mostly eat out and like nice restaurants.	\$700
	Entertainment I go out once a week for a movie or a show.	\$100
	Clothes I need to buy work clothes, but don't really shop otherwise	\$200
	Transportation I own a used compact car	\$350
	Health Insurance I'll be on a group plan and just pay part of the cost	\$80
	Education I plan to attend private school and receive some financial aid	\$601
	Savings I'd like to save at least 50% of what I spend	\$704
	Other Expenses	
	Taxes Though only a rough estimate, without any deductions you will likely pay around \$517 in Federal Taxes and \$121 in State Taxes.	\$637

Below you can see how your budget choices relate to your overall budget.



\$ Minimum Annual Salary: \$57,773

To find out which jobs might support your lifestyle, click the button below.

[View Occupations](#)

Figure 1

If something doesn't look right, you can click on the section title to jump back to that section and make a change. If everything looks good, you can click on the **View Occupations** link to see occupations that would pay you enough to support your desired lifestyle.

Custom Budget Items

Sometimes there may be expenses that were not covered in any of the sections listed above. For example, you may have a credit card debt that you want to pay off or you might want to include

child care expenses. You will need to do some research on your own to determine what the monthly costs will be, but once you do you can add them to your budget.

To add a cost, click the **Other Expenses** link in the budget summary above. You will be taken to the other expenses screen where you can enter define your expenses. To add an item, click on the **Add an expense** button which will bring up the form shown in **Figure 2**.

Do you have any additional expenses you want reflected in the budget? Perhaps you've given a gift to an organization or charity, or maybe you have some debt you want to pay off. Here's the place to enter any recurring expense you might have that wasn't covered in any of the other sections.

Add a New Option [X]

Using the boxes below, please describe the expense that you are budgeting for. When you are finished, you can click the **Save** button.

What is the expense? *

In the box, enter the name of the payee or a short title describing the expense.

What is the monthly cost? *

Description

Save **Cancel**

Figure 2

Enter the details about the expense that are requested and when you have finished you can click the **Save** button. The item will appear on the screen in a matter similar to the sections you answered previously. You can add as many items as you want. If you would like to select or deselect an item, you can do so by clicking on the title.

When you have finished, click on the **View Summary** button and you will be taken back to the summary screen where you can see your updated budget.

Working from an occupation

If you already have an occupation, or know what you are going to be, you can choose to budget from that starting salary. Similar to what was described previously, you will be asked a series of questions about your desired lifestyle, however this time those costs will be subtracted from your monthly take home pay. This will give you an idea of whether your desired lifestyle is sustainable with your chosen occupation.

There are two ways you can choose to start from a salary. One is to select **Budget from a starting salary** and the other is to visit an occupational profile and select the **Create a Budget** link in the left hand column. Whichever you choose, you will be taken to the screen shown in **Figure 3**.

You are about to begin a budget.

The average worker across all occupations in California make between **\$18,800** and **\$102,940**. Depending on your experience, you can generally expect to make somewhere in this range. You can enter your expected salary in the box below, or use the slider to select one of the common values and fill it in.

The average wage for this occupation is \$52,350 per year

Expected Annual Salary:

\$ 52350

Next Section >

Location

Location: **United States**

Category	Amount
Earnings	\$0
Housing	\$0
Utilities	\$0
Food	\$0
Entertainment	\$0
Clothes	\$0
Transport	\$0
Insurance	\$0
Education	\$0
Savings	\$0
Total	\$0

Figure 3

The slider will show you the range of salary for the occupation you selected or, if you did not start from an occupation, the range of average salary in the area. You can use the slider to choose your starting salary or you can enter a number directly in the box.

When you have set your starting salary, click the **Next Section** button and you will be taken into the budgeting tool as described above.

Next Steps

The budget will help you think about the importance of money and how your wages will impact your ability to enjoy various lifestyles. The salary for an occupation is important, but is just one aspect of whether an occupation is a good fit. Now that you have determined your budget, you have a few options for continuing your exploration.

If you were working from an occupation, and the salary was able to support your desired lifestyle, you can look at options for pursuing it. From the occupation's profile, you may want to look at the educational requirements to find the right training. If you are already qualified, you can look at job openings. If it didn't support your lifestyle, you can either adjust your lifestyle choices or consider alternate occupations. If you choose the latter, you may also want to consider the recommendations in the next paragraph.

If you worked to choose your desired lifestyle, you will have a list of occupations to explore. As you explore the occupations read the description and tasks to see if the occupation appeals to you. You will also want to see if the occupation falls in the results of any of the assessments you have taken. If you haven't taken one of the assessments, it is recommended that you do so. Seeing if the occupation matches your interests, work preferences, or skills can help you make a more informed decision about whether the occupation is right for you. For more information on exploring

occupations with California CareerZone, take a look at the Exploring Occupations section of the [User's Guide](#).

This document was generated at California CareerZone. For resources and information to help you make informed decisions about occupations, colleges, and more, please visit: <http://www.cacareerzone.org/>

LABOR MARKET SURVEY

Section II, Unit 6

GOAL: The student will explore three careers of interest.

OBJECTIVE: The student will talk to three people who currently work in their field of interest.

ANTICIPATORY: The instructor will tell the students that they will choose three agencies and contact each. This assignment could take 2- 3 days to complete.

INSTRUCTION: The instructor will model using the "Labor Market Survey" Worksheet 1 and how to complete the "Career Research" Worksheet 2. Include discussion on phone manners with a reminder to get the information as quickly as possible since employers are very busy.

GUIDED PRACTICE: The instructor will assist the student with locating the information - phone numbers, etc, and assist with the "Labor Market Survey" and "Career Research" Worksheets.

CLOSURE: Students will share their preferred career/agency choice with the class. Handouts should be added to their portfolio.

INDEPENDENT: The student will complete handouts over the phone with three people.

MATERIALS: "Labor Market Survey" Worksheets 1 & 2, phone, internet access for searching local business contact info, etc. for each student.

HOW TO COMPLETE LABOR MARKET SURVEY

1. GO TO CAREERBUILDER.COM (or another job search resource from cvworks.org => Student => Find a Job!).
2. ENTER in space under key words a job goal (for example: Stock Clerk or Electrician)
3. ENTER Los Angeles under location AND CLICK FIND JOBS
4. THEN click on individual jobs for the information to complete the highlighted area of the forms

Contact your Career Transition Advisor or your DOR counselor at:
(661) 799-1015 if you have any questions.

RC: Stephanie Katz

LABOR MARKET SURVEY FORM

Client Name: _____ Date: _____

Occupation: _____

Company Name: _____

Address: _____

Contact Person: _____ Phone #: _____

Required Skills/Experience: _____

Education/Training: _____

Physical Demands: _____

What do you as an employer look for in an employee doing this job? _____

CIRCLE:

Currently HIRING?	YES	NO
Last 6 months?	YES	NO
Near Future?	YES	NO
Internship available?	YES	NO

Starting salary: _____ Salary after 5 years: _____

Benefits available: _____

CAREER RESOURCE-JOB LINKS

[Additional links at: cvworks.org > Student Home > Find a Job!](#)

CAREER BUILDER	<u>www.careerbuilder.com</u>
MONSTER	<u>www.monster.com</u>
SOCIAL SERVICE	<u>www.socialservice.com</u>
YAHOO HOT JOBS	<u>www.hotjobsfinder.com</u>
SCV JOBS	<u>www.scvjobs.com</u>
SANTA CLARITA CITY JOBS	<u>www.santa-clarita.com</u>
JOB RAPIDO	<u>www.jobrapido.com</u>
INDEED	<u>www.indeed.com</u>
CAL JOBS	<u>www.caljobs.ca.gov</u>
CALIFORNIA JOBS	<u>www.california.jobing.com</u>
JOB BANK USA	<u>www.jobbankusa.com</u>
EMPLOYMENT DEV. DEPT	<u>www.edd.ca.gov</u>
JUJU	<u>www.juju.com</u>
CAREER JET	<u>www.careerjet.com</u>
SIMPLY HIRED	<u>www.simplyhired.com</u>
COOL WORKS	<u>www.coolworks.com</u>
PEACE CORPS	<u>www.peacecorps.com</u>
CAREER NET	<u>www.careernet.com</u>
CRAIGSLIST	<u>www.craigslist.org</u>
BUREAU OF LABOR STATS	<u>www.bls.gov</u>
CAREER ONE STOP	<u>http://www.careeronestop.org</u>

Section II, Unit 7

YOUR IDEAL JOB ENVIRONMENT

GOAL: The student will improve job acquisition skills.

OBJECTIVE: The Student will identify some of the key elements of job environment where they would like to work.

ANTICIPATORY: The instructor will have students write on the board, the type of environment where they would like to work. This information will be left on the board.

INSTRUCTION: The student will work on their own collage, using magazines. The collage will represent the environment in which they would like to work.

GUIDED PRACTICE: The instructor will circulate and assist students on their collage ideas.

CLOSURE: Students will share their collages with the class orally.

INDEPENDENT: N/A

MATERIALS: Current magazines, manila folders, construction paper, grocery paper bags, glue, and scissors. Contact Career Visions Office if supplies are needed.

"THE GAME OF LIFE"

Section II, Unit 8

GOAL: The student will improve their career awareness.

OBJECTIVE: The student will learn of "real life" choices and consequences while working as part of a creative team.

ANTICIPATORY: The instructor will ask the class if they have ever played the board game "The Game of Life" by Milton Bradley. The instructor will ask the students what they remember about the game and have them share their thoughts with the class.

INSTRUCTION: This is a five day assignment with many different parts. It works best when the lesson is done consecutively over a five day school week, but it can be broken up as the instructor sees fit.

GUIDED PRACTICE: The teacher will break the students into groups of 4.

Day 1: The instructor will go over the instructions of the board game with the class. The students break into their groups, and they will play the board game. The instructor should circulate throughout the class and be noting the way that the students are playing and their sportsmanship and participation, as this is part of the final grade for the project.

Day 2: Continue the board game in same groups. If a group is finished, they may begin on their project. The instructions are on the "Your Own Game of Life" Worksheet 1.

Day 3 & Day 4: Students will remain in their groups and design their own "Game of Life", per the instructions on the handout.

Day 5: Students should switch groups and play each others board games. The instructor should have checked on day 4 to make sure that each group's game was "playable" and that all corresponding game pieces were present. At the end of the period, each student should evaluate the board game that they played using the "Peer Evaluation" Worksheet 2.

CLOSURE: The students are to evaluate each of the members in their group on how they contributed to the design team using the "Group Evaluations" Worksheet 3.

INDEPENDENT: The students should be bringing items from home to use as game pieces, etc., or they should be delegating "homework" to each other for creating money and game pieces if they do not have time in class.

MATERIALS: "The Game of Life" by Milton Bradley (ask students to bring it from home, or ask other teachers if you may borrow it-you'll need approximately four sets). "The Game of Life" Worksheets 1, 2, & 3, and art supplies, construction paper, markers, glue sticks, colored pencils, scissors, etc. for each student. "The Game of Life" Worksheet 4, for the Instructor.

Contact your CTA or the Career Visions Office to check out games and other multi-media support items.

A complete listing of items can be found via the following thread:

www.cvworks.org > Educators > Career Visions Media Resource Library

"The Game of Life" Worksheet 1

YOUR OWN GAME OF LIFE RULES:

1. YOU MAY WORK IN TEAMS, BUT EVERYONE NEEDS TO BE INVOLVED.
2. YOU MUST MAINTAIN FOCUS AND STAY ON TASK-YOU WILL BE GRADED ON HOW WELL YOU DO WORKING IN GROUPS.

IDEAS:

1. YOUR GAME OF LIFE-YOUR DESIGN. THERE ARE NO RULES AS TO HOW TO DESIGN IT. YOU MUST INCLUDE THE FOLLOWING INFORMATION.

A. AT LEAST THIRTY SPACES

B. LABEL ALL SPACES AND DECIDE WHAT EACH ONE IS WORTH.

C. YOU DECIDE ON THE CAREER AND SALARY. STAY REALISTIC.

D. DECIDE WHETHER YOU ARE GOING TO COLLEGE OR BEGINNING YOUR CAREER IMMEDIATELY.

E. BE CREATIVE-THE MORE TIME AND ENERGY YOU PUT INTO THIS ASSIGNMENT, THE MORE YOU WILL BE REWARDED.

F. YOU MUST INCLUDE: CHILDREN- HOUSE- MARRIAGE EXPENSES- ALL OF LIFE'S MAJOR MILESTONES MUST BE REPRESENTED BY A SQUARE.

G. THE GAME MUST END IN RETIREMENT-DRAW A PICTURE DEPICTING YOUR IDEAL RETIREMENT. INCLUDE DETAILS.

H. YOU MUST INCLUDE THE RULES WITH YOUR GAME. ARE THERE ANY SPECIFIC RULES YOU WANT TO ADD TO YOUR GAME?

"The Game of Life" Worksheet 3

GROUP EVALUATIONS

1. NAME YOUR GAME: _____

2. GROUP MEMBERS: _____

3. HOW WELL DID YOU ALL WORK TOGETHER?

4. GIVE EACH MEMBER. A SCORE OF 1-10 FOR EACH OF THE FOLLOWING:

1. _____

A CREATIVITY _____

B. INVOLVEMENT _____

C. WORK HABITS _____

2. _____

A CREATIVITY _____

B. INVOLVEMENT _____

C. WORK HABITS _____

3. _____

A CREATIVITY _____

B. INVOLVEMENT _____

C. WORK HABITS _____

4. _____

A CREATIVITY _____

B. INVOLVEMENT _____

C. WORK HABITS _____

5. GIVE YOUR GROUP A SCORE OF 1-100 (THIS ISN'T THE GRADE YOU WILL END UP WITH, SO PLEASE BE HONEST!)

"The Game of Life" Worksheet 2

Name: _____ Game Played: _____

PEER EVALUATION

Be honest and complete!

1. APPEARANCE:

a. Were the rules easy to read and follow?

1 2 3 4 5

b. Is the game organized? Are the squares easy to read?

1 2 3 4 5

c. Are all of the necessary pieces present? Is the money all there?

1 2 3 4 5

d. Rate the overall appearance of the game (color, layout, set-up):

2 4 6 8 10

TOTAL: /25

2. ORIGINALITY:

a. Is the design of the game creative?

1 2 3 4 5

b. Are the squares creative-are they all different and unique?

1 2 3 4 5

c. Does the game make sense? Is it easy to follow?

1 2 3 4 5

d. Rate the overall creativity of the game.

2 4 6 8 10

TOTAL: /25

What was the best part of the game?

What would you have changed about it?

BONUS POINTS:

How much fun did you have playing this game?

2 4 6 8 10

"The Game of Life" Worksheet 4

GAME OF LIFE PROJECT

FINAL EVALUATION

1. PARTICIPATION:	/20
2. GROUP EVALUATION:	/20
3. PEER REVIEW:	/20
4. OVERALL GAME EVALUATION:	/40
TOTAL:	/100

Section II, Unit 9

Your Taxes at Work

City, county, state and federal governments provide countless services for citizens. Do you know about these services in your community? You'll find they can help you often in your daily life. One of the best ways to locate public resources is to search online or look in the local phonebook. Usually, special government pages or websites provide contact information for these agencies.

Objective: Students will gain insight into public resources supported by tax dollars.

Support Materials:

- Lifeskills for the 21st Century Workbook – “Community Resources” – Unit I
- Lifeskills for the 21st Century Teacher Resource Guide – Includes handouts and key concepts overview. (Flash Drive)

Note: It is recommended that this unit be further reinforced by arranging a visit with a public service agency and traveling via mass transit.

Section II, Unit 10

Emergency Assistance

What do you do when you need emergency help fast? Your best course of action is to contact your Emergency Medical Services (EMS) system. In most places, this means dialing 911 on your phone.

Emergency medical technicians (EMTs) respond rapidly. They give first aid at the scene. They also provide quick transport to a hospital. Depending on the locale, transportation methods can include ambulances, helicopters, boats, and airplanes.

The type of EMS system available to you will depend on where you live.

Objective: Students will gain insight into accessing emergency services and the human and financial resources needed for efficient operation.

Support Materials:

- Lifeskills for the 21st Century Workbook – “Community Resources” – Unit 2
- Lifeskills for the 21st Century Teacher Resource Guide – Includes handouts and key concepts overview. (Flash Drive)

Note: This unit can be further reinforced by arranging a guest speaker or a visit with a protective service agency and traveling via mass transit.

Section II, Unit 11

Services for Workers

Objective: Students will gain insight into securing or replacing a social security card, unemployment services, occupational safety, and workers compensation.

Support Materials:

- Lifeskills for the 21st Century Workbook – “Community Resources” – Unit 3
- Lifeskills for the 21st Century Teacher Resource Guide – Includes handouts and key concepts overview. (Flash Drive)

Note: This unit can be further reinforced by arranging a guest speaker from the District’s risk management department or a visit to the Santa Clarita WorkSource Center.

"Nannies Needed"

Section II, Lesson 12

- GOAL:** The student will expand their knowledge of career areas.
- OBJECTIVE:** Students acknowledge alternative pathways in the field of childcare not requiring extensive post-secondary education.
- ANTICIPATORY:** The instructor will lead a discussion on all of the ways it is possible to work with children without pursuing a degree in education. The group will compile a list on the board.
- INSTRUCTION:** The instructor will distribute the article "Nannies Needed" (by Becky Mollenkamp) Worksheet 1 and lead the students in reading aloud.
- GUIDED PRACTICE:** The teacher will then lead a discussion on the career, and have the students make a short list of the Pro's and Con's of the job. The list should be written on the board. After the discussion, the teacher will distribute "Nannies Needed" Worksheet 2, and have the students answer questions about the careers discussed.
- CLOSURE:** The students and teacher discuss answers to the questions. The teacher asks what the students learned about the career, and what they found the most interesting.
- INDEPENDENT:** Students decide if this is a career they would like to learn more about. If not, they take information from the article and apply it to whatever their career of choice may be.
- MATERIALS:** "Nannies Needed" Worksheets 1 & 2

Note:

A different pathway can be substituted as the topic of this lesson. For example, a Physical Therapist Assistant or X-ray Technician can be explored as an alternative to Nanny.

Love kids? Here's a job you can do in college or even after graduation By Becky Mollenkamp

You love working with children but aren't convinced that classroom teaching is for you. Well, don't shut the door on a degree in education just yet. There's another option to consider. Become a nanny!

Nannying offers all of the personal reward of teaching and then some. Teachers must divide their attention among a crowded classroom. Nannies get to work one-on-one with children and watch their growth. This allows for a special and intense bond between nanny and child.

More families than ever are employing nannies, perhaps because they appreciate the value of the close emotional connection. And the public is beginning to recognize nannying as a profession and not just as babysitting.

"This is a great job for people who love children," says Anne Guerin, owner of Mother's Aides, a nanny placement service in the Washington, D.C., area. "And it is finally being recognized as a professional position."

As this shift in thought occurs, competition for nanny jobs is increasing. Although a four-year degree is not required to be a nanny, it will put you ahead of the pack.

"College is wonderful," says Guerin. "It gives you an edge in getting jobs and a higher salary."

You'll also need at least one year of experience working with kids. This could be babysitting, camp counseling or working in a daycare. It also helps to have first aid and CPR certifications.

Nannies earn anywhere from \$15,000 to more than \$50,000 annually, depending on their experiences and educations. That's not shabby, considering that live-in nannies also receive free room and board. Plus, most nannies get health insurance, paid vacations and holidays and annual pay increases. Other perks can include a car during and after work hours, a cell phone and gym membership.

"Being a nanny also offers job security because families will always have the need for quality childcare," says Debbie Sugrue, director of Nannies Plus, a New Jersey nanny placement service.

It is possible to find nanny jobs on your own, through word of mouth or help-wanted ads. It may be easier and wiser to go through a placement service, though. Not only do these companies find jobs for you, they also check out the family for your safety, help you negotiate pay and benefits and act as a mediator between you and the family. They will also do a background, criminal and DMV check of you to ease the family's mind.

"Nannies Needed" Worksheet 1

Page 2 of 2

Just what does a nanny do all day? The primary focus is, of course, the children. This may include making their meals, driving them to school and other activities, doing their laundry, cleaning their rooms, playing with them and helping with homework.

No two days are the same for Kris Brokaw, 24, who has been a nanny for five years. Her current job is to care for Josh, 4, and Emma, 2. This typically involves working from 7 a.m. to 7 p.m. Monday through Friday.

After making and serving breakfast, Brokaw takes Josh to school and spends the day with Emma at the park or on a play date. In the afternoon, she picks up Josh and drives him to after-school activities. The evening ends after she makes dinner for the children and the children's parents return home from work.

Brokaw earns nearly \$30,000 a year, gets two weeks of paid vacation, holidays off and use of a cell phone and car. She expects her salary to increase substantially when she receives her four-year degree in education in a couple of years.

Brokaw loves her job for many reasons. It allows her to attend college while earning more money than do many of her peers who already have degrees. She gets to work in a new environment every few years. This is Brokaw's third job, which is typical in a profession in which each assignment usually lasts just two to five years. There's very little Brokaw dislikes about her job. "I can make a difference in a child's life!" she says. Well, maybe just one drawback: "The worst part of my job is potty training."

Visit the International Association of Nannies website at www.nanny.org or call 888.878.1477 to find a nanny placement service near you!

"Nannies Needed" Worksheet 2

1. In your own words, briefly describe the term "Nanny":

2. What training is required to get a job as a Nanny?

3. What training is recommended, and how much experience do you need?

4. What is the salary range? \$ _____ to \$ _____

5. List three duties that a Nanny has:

A. _____

B. _____

C. _____

6. Could you see yourself as a Nanny? Explain

Section II, Lesson 13

Ten Successful Young Entrepreneurs

- GOAL:** The student will improve their career awareness.
- OBJECTIVE:** The student will learn about entrepreneurs and starting a business.
- ANTICIPATORY:** The instructor will define the word entrepreneur and discuss the term with the class. The instructor will ask for examples of people who have started a business in the field of their interest.
- INSTRUCTION:** The class will watch the 10 minute video presentation Caine's Arcade The instructor will read the article 'Ten Successful Young Entrepreneurs' Worksheet 1, with the class.
- GUIDED PRACTICE:** The instructor will distribute the 'Ten Successful Young Entrepreneurs' Worksheet 2, and help students working in groups to formulate a business idea and plan of action for startup.
- INDEPENDENT:** The student should answer the last two questions on their own for the remainder of the class period.

MATERIALS:

- Ten Successful Young Entrepreneurs Worksheets 1 & 2 for each student.
- Caine's Arcade DVD

Note: Contact the Career Visions office, your site's CTA to arrange a guest appearance from a local business owner.



10 Successful Young Entrepreneurs

By [root](#) | July 30, 2012



Successful Young Entrepreneurs

While those who fall under Generation X struggle to move up the corporate ladder because Baby Boomers aren't retiring as early as planned, those who fall under Generation Y have been making their own income in innovative ways. For many of them, that means [entrepreneurship](#). This slideshow will present some of America's youngest entrepreneurs, and we hope it will inspire you and help you realize that it's neither never too late or never too early to pursue your dreams of being a business owner. Let's take a look at some of these ambitious youngsters.



Hart Main

Hart Main is a 14-year old that came up with the idea of manly scented candles when he was teasing his sister about the girly scented ones she was selling for a school fundraiser. Although she didn't expect him to fully pursue the manly scented candles idea himself, he did, and the idea has turned into a nationwide success. Main put in an initial investment of \$100, his parents put in \$200, and they all worked together to develop the candles as a group. The available scents include: Campfire, Bacon, Sawdust, Fresh Cut Grass, Grandpa's Pipe and more. Today, ManCans candles are in over 60 stores across the country and have sold about 9,000 units. Main will stick with selling ManCans' inventory until he has to shift his focus back into school in the fall. I mean, he is only 14 after all.



Charlotte Fortin

Charlotte is a young high school graduate that followed in both her father's and grandfather's entrepreneur footsteps when she decided to open up a business of her own called Wound Up. Inspired by some small and funky boutiques in California, Wound Up was opened to be a women's clothing store targeting women between the ages 18 to 40. The store's merchandise includes

blouses, shorts, skirts and dresses. Fortin says that she has quickly grown up, and become much more responsible and conscious because of the experience. Also, despite working an average of nine hours a day, she is still able to keep in touch with her close friends.



Caine Monroy

Caine Monroy is only nine years old and already a business owner. He's an arcade owner to be exact. After constructing a makeshift cardboard arcade and setting it up in his father's auto parts store in L.A., his business has been the talk of the town with television crews and enthusiastic children coming through daily. Probably because Caine sells \$1 and \$2 tickets that allow 4 plays and 500 plays respectively. Caine also sells \$15 T-shirts that say, "Caine's Arcade" on them. Although it is unclear how much money his arcade business has made so far, in donations alone he has already raised over \$212,000. His success is supposedly largely owed to an 11-minute video that features the young entrepreneur that ended up going viral on Vimeo and YouTube.



Jack Kim

Jack Kim is a Seattle teenager that founded Benelab, a search engine that generates donations. Kim had made some search engines in the past and quickly learned the power of a search engine in generating revenue from little traffic. He says the search engine's mission is "to make philanthropy easy and more accessible." After establishing the "no adults" rule, Kim began recruiting classmates to be part of his "non-profit organization with a startup vibe" team. Kim is unsure about what will happen to Benelab when he graduates, but his goal is to get the company to \$100,000 before high school ends.



Willow Tufano

Willow Tufano is a 14-year old girl from Florida who's mom works in real estate. Florida was hit hard by the recession, and houses that once sold for \$100,000 were now being sold at auctions for \$12,000. Tufano had made some money already by clearing houses and selling the possessions on craigslist. So, when she presented the idea of buying a house for herself, her mom was onboard and gave her the support she needed. They bought a house, and in less than a year they were renting it out for \$700 a month. They have already got their initial investment back. Tufano plans on buying her mother completely out in the coming years. With the housing market potentially picking back up again, she may see an amazing appreciation unfold. Not bad for a 14-year old.



Garrett Gee

Garrett Gee turned a lucky guess into a business opportunity when the iPad 2 was about to come out. This university student guessed that once the iPad 2 came out, there soon would be a blog post somewhere listing the top 10 apps for the device. After recognizing there should be easier to use and less clunky QR code software and apps, he made it his mission to be the first one to offer such a product fit for the iPad 2. He quickly got the iPad 2 into the hands of his iOS developer, and after spending two sleepless nights, he had accomplished his goal. His guess about the blog post was also correct. Thanks to his hard work, he made it onto that list. He recruited two fellow classmates, and they launched Scan in February 2011. The team raised \$1.5 million from [venture capitalists](#), including Google Ventures, and in the first year Scan earned 10 million downloads. The number of downloads grew quickly, reaching 21 million by October 2011. Gee's next move is said to be the development of a monetization plan.



Cameron Johnson

Cameron Johnson got his start at the age of nine making invitations for his parents' holiday party. Two years later Johnson had made thousands of dollars selling cards through his company he called Cheers and Tears. At age 12, he paid \$100 for his sister's

30 Beanie Babies and sold them on eBay for 10 times what he paid. He then purchased the dolls directly from the manufacturer and made a \$50,000 profit in less than a year. He used that money to start an Internet business that brought in \$3,000 per month in advertising revenue. By the time he was 15, he had formed other businesses with total revenues of \$300,000 to \$400,000 per month.



Catherine Cook

Fifteen-year-old Catherine Cook and her brother were looking at a yearbook and thought it would be a good idea to build a social media website built around an online version of a person's yearbook. MyYearbook.com was launched and later merged with an ad-supported site that allows users to post and complete online quizzes. By 2006, the site had raised \$4.1 million in venture capital funding and had 3 million members worldwide. The site has attracted large advertisers like Disney and ABC. Cooks reports annual sales of "seven figures."



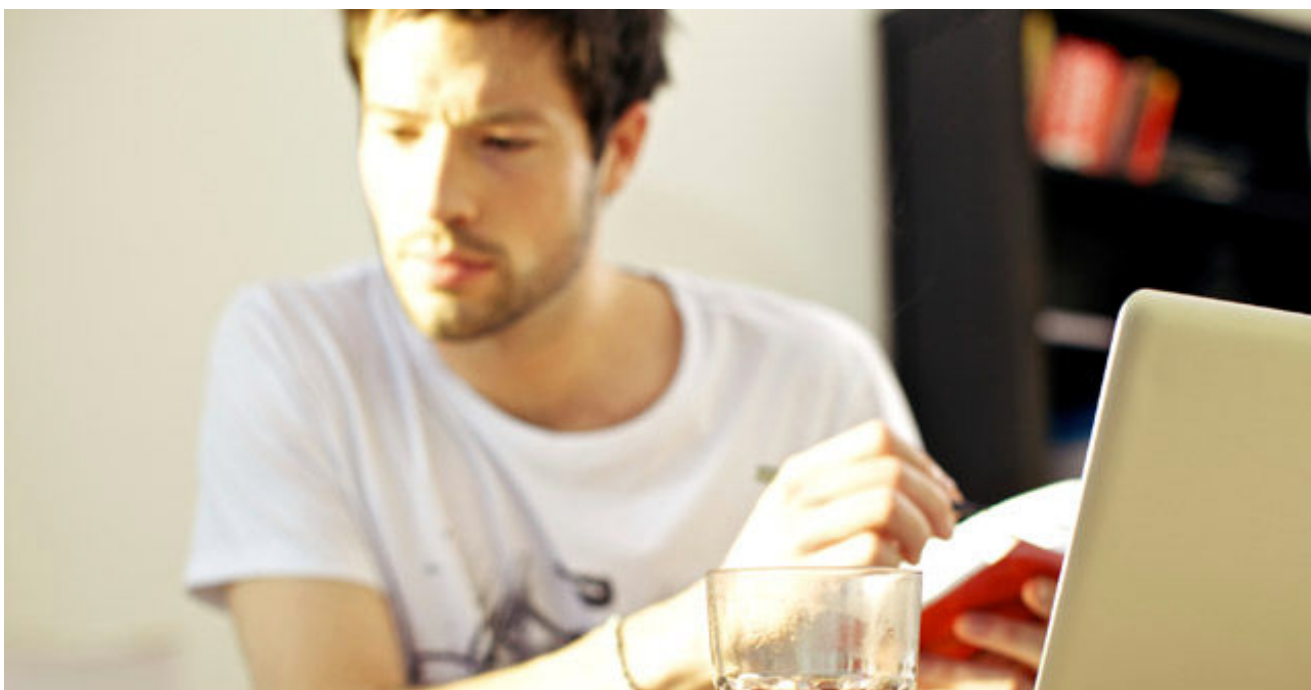
Ashley Qualls

Eight dollars started Qualls' journey that has led her to \$70,000 per month in revenue. When MySpace was popular, people complimented Qualls on her MySpace page designs. She posted the designs online for people to purchase and that propelled her to a \$70,000 per month revenue with 7 million monthly visitors. She made so much money that she dropped out of school to devote her time to her business. She was offered \$1.5 million for her business, but turned it down.



Fraser Doherty

At the age of 14, Doherty began making jams from his grandmother's recipes. As the word got out, he began receiving more orders than he had time to fill. He dropped out of school and rented a 200-person factory a few days each month. In 2007, a high-end U.K. supermarket approached Doherty about selling his jams leading to his products gaining shelf space in 184 stores. By 2007, his company had \$750,000 in sales. Since then, his company has continued to grow throughout Europe.



Conclusion

Nothing should be used as an excuse for not pursuing your dreams of being an entrepreneur. From these inspiring young

business owners we can see that it doesn't matter how old or how young you are, nor how big or how small your idea is. Entrepreneurship can be achieved by many different demographics. All we have to do to get our business ideas to blossom is find some support and put the work in. We hope this slideshow has inspired you to keep believing in yourself and in your business idea. Good venturing.

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Worksheet 2

If you could start a business of your own, what would you do?

Work in groups of four and write a two paragraph description of your dream business and how it would work.

Describe your business and how it would work: _____

[illegible]

Section II, Unit 14

Till Death Do Us Part

GOAL:	The student will improve their career awareness.
OBJECTIVE:	The student will learn how to research a career of their interest.
ANTICIPATORY:	The teacher will lead a discussion on different careers that peak the student's interest. They will then begin researching these different careers by reading articles, sharing thoughts, and answering questions.
INSTRUCTION:	Read the article "Till Death Do Us Part" (by Joanna Salinas) Worksheet 1.
GUIDED PRACTICE:	The teacher will distribute the article and lead the students in reading aloud. The teacher will then lead a discussion on the career, and have the students make a short list of the Pro's and Con's of the job. The list should be written on the board. After the discussion, the teacher will distribute the "Till Death Do Us Part" Worksheet 2, and have the students answer questions about the career discussed.
CLOSURE:	Students and teacher discuss answers to the questions. The teacher asks what they learned about the career, and what they found the most interesting.
INDEPENDENT:	Students decide if this is a career they would like to learn more about. If not, they take information from the article and apply it to whatever their career of choice may be.
MATERIALS:	"Till Death Do Us Part" Worksheets 1 & 2.
Note:	Contact the Career Visions office, your site's CTA to arrange a guest appearance or supporting exploration trip.

"Till Death Do Us Part" Worksheet 1

(Page 1 of 2)

Careers in forensics, crime scene investigation and mortuary science

By Joanna Salinas

Intrigued by movies, TV shows and books portraying crime scenes, murder and mayhem? Or maybe you've wondered what is involved in the preparation of the dead for burial. A career in forensics, crime scene investigations, or mortuary sciences might just be your thing. These jobs are physically and mentally demanding and require dedication, respect for the law and sensitivity for others.

Forensics

Forensics, says Detective Bill Gibbens of the Austin, Texas, police department, is "the application of science in the administration of justice."

With a career in forensics, you might find yourself working in a laboratory, at an actual crime scene, in an office or teaching at a university. Gibbens lists some of the areas of specialization within forensics: latent print comparison, firearm and toolmark examinations, narcotics analysis and photography. You could also become a criminalist, wild-life forensic scientist or facial reconstructionist.

If you're considering going into forensics, get a bachelor's degree in the sciences. Some careers will require advanced degrees or police academy training.

"Most agencies now require a college degree, and the degree is very specific to the discipline in some cases," says Gibbens.

While forensics is a competitive field, Gibbens says there are opportunities available. "Check out local agencies. Go on ride-alongs, tours and ask about internship programs," he suggests.

Crime Scene Investigation

"The searching for and collection of multiple types of evidence (at a crime scene) that would assist in (an) investigation" is what crime scene investigation (CSI) is all about, explains Gibbens.

Walking, stooping, crawling, kneeling, climbing and pushing and pulling objects-careers in CSI are physically and mentally demanding. In a CSI career, you'll identify and describe people, places, things and crime scenes by sketching, writing reports and testifying in courtrooms.

You can become a fingerprint technician, crime scene investigator or evidence technician. Try studying crime scene reconstruction, evidence search and collection, bullet trajectory and bloodstain pattern analysis.

"Till Death Do Us Part" Worksheet 1 (Page 2 of 2)

Some positions require a four-year college degree in science while others require only a high school diploma. You may be a sworn-in police officer or a civilian, depending on the job requirements.

"A person must be ethical, hardworking, articulate, a good writer and communicator, fast learner, able to work through methods and thought processes, flexible, be able to prioritize and handle very stressful situations," Gibbens says.

Mortuary science

Mortuary science is "the study of the disposition of a deceased," says E. David Ladd, an assistant professor in the department of mortuary science at Wayne State University. "It involves the preparation of the body, the funeral arrangements on behalf of the family and the final disposition of the deceased."

You will find many career options that relate to the mortuary science field, such as crematorium worker, embalming fluid manufacturer, hearse driver and technician for eye and ear banks.

Educational and training requirements vary. Many positions in the field call for certification and a degree. "(Students) learn the technical aspects of preparing the deceased for a funeral and to assist the family during the emotional impact of the death," Ladd says. "Most states require a licensed funeral director to be competent in all aspects required to facilitate the disposition of the deceased."

As the population grows, so does the need for funeral service professionals. With more than 22,000 funeral homes in the United States, there are many positions available. "Until science can eliminate death as one of the constants in our lives, the proper, ethical and required disposition of the deceased will always provide a personally satisfying career opportunity," Ladd says.

If you don't faint at the thought of seeing a dead body, are a caring person who can be sensitive to others' grief and respect different faiths and cultures, you may find your calling within the noble mortuary science profession

"Till Death do us Part"
Worksheet 2

Careers in forensics, crime scene investigation, and mortuary science

1. Definitions:

A. Forensics:

B. Crime Scene Investigation:

C. Mortuary Science:

2. What are some of the jobs dealing with forensics?

3. What education is required?

4. What are some of the jobs in CSI?

5. What education is required?

6. What are some of the jobs in mortuary science?

7. What education is required?

8. List some character traits needed by people in this field of work. Would you like to do it? Explain:

Unit II, Lesson 15

"5 Things to Learn While Flipping Burgers"

- GOAL:** The student will learn to improve their career skills through their study of part time, entry-level jobs.
- OBJECTIVE:** The student will realize that all jobs, whether or not in their career field of choice, can be valuable learning experiences.
- ANTICIPATORY:** The instructor will lead a discussion on part-time jobs, and ask the students about their experiences in the work force. The instructor will write on the board, "What did you learn at work this week?". For the students that are unemployed, the teacher will ask them what they learned in school that will be a helpful when they are employed.
- INSTRUCTION:** The instructor will lead the class in reading the article, "5 things to learn while flipping burgers" (by Mary Anne Hahn) Worksheet 1, pointing out the five main ideas as the article is read.
- GUIDED PRACTICE:** The student completes the "5 Things To Learn While Flipping Burgers" Worksheet 2.
- CLOSURE:** The instructor will have the students share their answers with the rest of the class.
- INDEPENDENT:** N/A
- MATERIALS:** "5 Things To Learn While Flipping Burgers" Worksheets 1 & 2.
- Note:** Schedule a computer lab visit and check out the Career Visions Job Board for local part-time listings – updated weekly.

Cvworks.org > Student Home > Find a Job!

"5 Things To Learn While Flipping Burgers" Worksheet 1

(Page 1 of 2)

5 things to learn while flipping burgers

Jobs that have you dabble in customer service can beef up your resume in ways you never imagined.

By Mary Anne Hahn

Wouldn't it be great to get a part-time job or paying internship that directly relates to what you want to do with your life? But what if you're not sure what you want to do with your life yet? What if you have to "settle" for a job at your nearby fast-food joint, department store or supermarket? Then consider yourself lucky. Jobs in the service industries can provide you with experiences and skills that you can use in any career you choose.

What retail jobs have in common is that they involve customer service. And learning how to help customers-answering their questions, solving their problems or providing them with prompt and courteous service-means developing skills that can help you succeed in just about any career area, from law and medicine to computer programming and engineering. Unless you plan to live and work in total isolation, success in any job you choose will depend on how well you learn to work and deal with people.

So what can you learn from serving burgers, running a cash register or answering the office phone?

You learn how to treat people professionally

Professionalism" isn't something you get to practice in the classroom every day. But on the job, it's required. When you work with customers either face-to-face or on the telephone, you gain experience in greeting and talking to people in a professional, courteous manner. You get to practice using phrases and a tone of voice that may not be necessary in your day-to-day life now, but will help you in your career later.

You learn how to handle "difficult" people.

When dealing with customers in a store or restaurant, you'll find that most people are friendly and pleasant. But some people just aren't easy to please. They may come off as demanding, impatient, angry or even rude. What you learn in customer service jobs is that their emotions have nothing to do with you. Many times people are faced with stresses at home or at their own jobs that cause them to behave badly in public. Learning how to cope with these people in your part-time job without taking their behavior personally helps you to deal with difficult bosses, co-workers and customers.

"5 Things To learn While Flipping Burgers"
Worksheet 1
(Page 2 of 2)

You learn how to work as part of a team

Sure, you can learn this skill playing a team sport in school. The difference in working as part of a team on a job, however, is that you aren't doing it to win anything-you do it simply because it's expected of you. This means noticing and helping out a swamped or tired co-worker or coming into work early or staying a bit longer if your "team" needs you. Experience as a team player will get you noticed by many employers.

You learn how to step up during busy times

Imagine what it's like working in a fast-food restaurant when a bus of hungry teenagers pulls up unannounced. Or cashiering in a supermarket the day before Thanksgiving. Or running a cash register or gift wrap counter in a popular department store during the holiday rush. At times like these, you need all of your energy to work faster and smarter while keeping your poise and professionalism. If you can demonstrate through your part-time job experience how you've handled stressful job situations and busy, fast-paced periods, employers will admire (and hire) you.

You get to meet a lot of interesting people.

At school, you probably tend to hang with friends who have tastes and interests similar to yours. In customer service jobs, you meet or work with people of all ages, personalities and backgrounds. You can learn a lot from these people, whether it's about careers and colleges you've never thought about, cool places to go when you're not working or how others view the world or handle tough situations.

As you can see, landing a customer service job means so much more than earning a paycheck. You get to develop skills, gain work experience and meet all sorts of people to boot. Helping customers can help your future in ways you've never imagined.

"5 THINGS TO LEARN WHILE FLIPPING BURGER"
Worksheet 2

Identify five benefits of working as a customer service representative in a retail setting

1. _____
2. _____
3. _____
4. _____
5. _____

NOW, PICK THE ONE SKILL THAT YOU THINK WILL BE MOST BENEFICIAL IN THE LINE OF WORK THAT YOU ARE PURSUING. WHY DO YOU THINK THIS WILL BE OF USE TO YOU?
