



# PERSONAL LIFE HISTORY

*High Beginning*

*Students write an autobiographical paragraph and edit their partner's paragraph.*

## Lesson objectives:

- Write a paragraph about yourself
- Edit your partner's paragraph

## Warm up

- Before class: write the lesson objectives on the board. Tell Ss they are going to write a paragraph and share it with a partner.

## Presentation

- Introduce yourself to the class. Tell the Ss about your background, family and where you are from. Write your sentences on the board to provide a model for Ss.
- Divide the class into pairs. Ask Ss to introduce themselves to their partner.
- Give each S a copy of the Activity Worksheet.
- Ask Ss to write 4—5 complete sentences about themselves. Encourage Ss to describe their background, family and country of origin.
- Ss write their paragraph. Walk around the room and help Ss as needed.
- After Ss have written 4—5 sentences, ask Ss to give the Activity Sheet to their partner.

- Tell Ss that they are going to edit their partner's paragraph.
- Ask Ss what they should look for when editing. Elicit answers such as: *complete sentences*, *correct spelling*, *correct punctuation* and *correct tense*. Write the Ss' suggestions on the board.
- Ss edit their partner's paragraph. Walk around the room and help Ss as needed.
- After Ss finish editing their partner's paragraph, ask them to return the Activity Worksheet 1C to their partner.
- For homework, Ss should rewrite their paragraph, incorporating their partner's suggested edits.

## Evaluation

- Ss add the completed Activity Worksheet 1C to their Career Portfolio.





# CAREER INTEREST INVENTORY

*High Beginning*

*Students learn how their personality shapes their career interests.*

## Lesson objectives:

- Learn about six personality types
- Take a career personality test

## Warm up

- Before class: write the lesson objectives on the board.
- Ask Ss: *What is a personality?* Elicit answers such as *a person's qualities, behavior and preferences.*

## Presentation

- Tell the Ss about your personality. Describes the things you enjoy doing. For example: *I enjoy working with others and teaching people things. I like to talk and laugh. I'm most comfortable in a group.*
- Ss in pairs. Ask Ss to take turns describing their personality to their partner.
- Give each S a copy of the Activity Worksheet. Tell Ss there are six personality types: *realistic, investigative, artistic, social, enterprising and conventional.* Have Ss volunteer to read the items under each personality type. Ensure Ss understand all of the terms on the Activity Worksheet.
- Tell Ss to check the activities they enjoy doing under each personality type.

- After Ss have finished, read aloud each personality type. Ask Ss to raise their hand for the personality type under which they had the most checks. If Ss fit more than one personality type, tell them to choose the one they think best describes them.
- Assign a part of the room to each personality type. Ask Ss to stand up and walk to the area assigned to their personality type. Once there, ask Ss: *Do you think your personality type describes you? Would you enjoy any of the careers listed? What other careers would you enjoy?*
- Walk around and help guide each group's discussion about their personality type.
- Urge Ss to enter their personality type and the word career into a search engine on a computer at home or at the library to find more career suggestions. For example *investigative personality, career.*

## Evaluation

- Ss add the completed Activity Worksheet 2C to their Career Portfolio.



# CAREER INTEREST INVENTORY

*High Beginning*

Name \_\_\_\_\_

## Career Personality Inventory

### Realistic

- building things
- working outdoors
- solving problems

### Artistic

- painting
- taking pictures
- making things

### Enterprising

- talking with people
- selling things
- leading a group

### Investigative

- using computers
- doing math
- researching topics

### Social

- helping people
- working with children
- working on a team

### Conventional

- following routines
- working with data
- following procedures

- **Realistic** occupations require hands-on problem solving. Realistic people enjoy working with plants and animals outside or with real world materials and tools. Examples of realistic occupations include *farmers, construction workers, pilots* and *restaurant workers*.
- **Investigative** occupations require working with ideas. Investigative people enjoy searching for facts and solving abstract problems. Examples of investigative occupations include *scientists, mathematicians, engineers* and *architects*.
- **Artistic** occupations require creating and designing objects. Artistic people enjoy expressing themselves visually. Examples of artistic occupations include *musicians, artists, writers* and *designers*.
- **Social** occupations require communication. Social people enjoy working with, helping and teaching others. Examples of social occupations include *counselors, teachers, nurses* and *social workers*.
- **Enterprising** occupations require business skills. Enterprising people enjoy leading people, taking risks and making decisions. Examples of enterprising occupations include *lawyers, salespeople, entrepreneurs* and *real estate agents*.
- **Conventional** occupations require following procedures. Conventional people enjoy working with data and following rules. Examples of conventional occupations include *bookkeepers, secretaries, clerks* and *pharmacists*.



## PATHWAY SEARCH

*Low Beginning*

*Students research trends in their career of interest.*

### Lesson objectives:

- Learn about career trends
- Research trends in your career of interest

### Warm up

- Before class: write the lesson objectives on the board. Ask Ss: *What is a trend?* Elicit answers such as *something common or popular*.
- Tell Ss it's important for them to understand trends in their career of interest so they can ensure they are choosing a career with good potential growth, a high number of available jobs and a work environment they would enjoy.

### Presentation

- Tell Ss they are going to research trends in their career of interest.
- Give each S a copy of the Activity Worksheet. Review the questions with Ss and ensure they understand the terms.
- If your school has a computer lab, tell Ss they will be using the Internet to research trends in their career of interest.

- Ask Ss to write their career of interest at the top of the Activity Worksheet and to complete it using the website listed at the top of the worksheet. Model how to find career data by typing the name of their career of interest in the “search handbook” box on the top right.
- If you're not using The Occupational Outlook Handbook online, you may also direct Ss to similar sites such as Vault.com or Wetfeet.com.
- If a computer lab is not available, bring Ss to the library. Notify the library ahead of time and ask if a librarian is available to direct Ss to occupational research resources. Ss can use books, magazines and articles to answer the questions.
- Walk around and ensure Ss are filling out their worksheet correctly.

### Evaluation

- Ss add the completed Activity Worksheet 3C to their Career Portfolio.



## PATHWAY SEARCH

*Low Beginning*

Name: \_\_\_\_\_

Career of Interest: \_\_\_\_\_

**Find The Occupational Outlook Handbook online at <http://www.bls.gov/ooh/>**

1. What is the average growth rate for this career?
2. Is the average growth rate for this career higher or lower than the national average?<sup>1</sup>
3. How many jobs are currently open in this career?
4. How many new jobs open in this career each year?
5. What is the average salary for this career?
6. What is the work environment like for this career?
7. What is something interesting you learned from your research?

<sup>1</sup>The average job growth in the United States is about 14% per year.



# CAREER RESEARCH WRITING

*High Beginning*

*Students learn to use quotes and paraphrase information.*

## Lesson objectives:

- Talk about quotes
- Practice using and paraphrasing quotes

## Warm up

- Before class: write the lesson objectives on the board. Ask Ss: *What is a quote?* Elicit answers such as *someone's exact words*.
- Tell Ss that using quotes to summarize a fact in research writing supports a topic and makes writing more interesting.

## Presentation

- Write on the board “The median annual wage of Certified Nursing Assistants was \$24,010 in May 2010.” (Occupational Outlook Handbook)
- Circle the quotation marks. Explain that you are using the exact words from the website so you need to enclose those words with quotation marks. Tell Ss it’s ok to use someone’s exact words as long as you put them in quotes.
- Point out the source in parentheses. Explain that this is the source from which the quote came.
- Underline the period. Point out that the period is inside the quotation mark. Ensure Ss understand how to use quotation marks.
- Beneath the quote write *The average salary of Certified Nursing Assistants was \$24,010 in 2010.*
- Ask Ss to identify the difference between the sentences. Elicit answers such as the *two sentences contain the same information but are worded differently*. Explain that this is paraphrasing—rewriting a quote in your own

words. Paraphrased sentences do not need to be in quotes.

- Give each S a copy of the Activity Worksheet. If your school has a computer lab, tell Ss they will be using the Internet to find quotes.
- Ask Ss to write their career of interest at the top of the Activity Worksheet and to go to the website listed at the top of the worksheet. Model how to find career data by typing the name of their career of interest in the “search handbook” box on the top right. Tell Ss to find and write down interesting quotes about their career of interest.
- If you’re not using The Occupational Outlook Handbook online, you may direct Ss to similar sites such as Vault.com or Wetfeet.com. Walk around and ensure Ss are filling out their worksheet correctly.
- If a computer lab is not available, bring Ss to the library. Notify the librarian ahead of time and ask if the librarian is available to direct Ss to occupational research resources. Give each S a copy of the Activity Worksheet. Tell Ss to write their career of interest at the top of the worksheet and to complete the worksheet using books, magazines and newspapers to find quotes.

## Evaluation

- Ss add the completed Activity Worksheet 4C to their Career Portfolio.



# CAREER RESEARCH WRITING

*High Beginning*

Name \_\_\_\_\_

Career of Interest \_\_\_\_\_

**Find The Occupational Outlook Handbook online at <http://www.bls.gov/ooh/>**

A. Find two quotes about your career of interest. Write the quotes below. Include the source(s) where you found the quotes.

Quote #1

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Quote #2

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B. Paraphrase the quotes in your own words.

Paraphrase of Quote #1

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Paraphrase of Quote #2

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## APPLYING SOFT SKILLS

*High Beginning*

*Students write e-mails to set up informational interviews about their career of interest.*

### Lesson objectives:

- Learn about informational interviews
- Write e-mails to set up informational interviews

### Warm up

- Before class: write the lesson objectives on the board.
- Ask Ss: *What is an informational interview?*  
Elicit answers such as *an interview that gives you information about a job, career, company or industry.*
- Tell Ss it's important to conduct informational interviews to learn about their career of interest and network with potential employers.

### Presentation

- Give each S a copy of the Activity Worksheet.
- Read the e-mail aloud. Ensure Ss understand the vocabulary. Draw Ss' attention to the structure of the e-mail:
  - subject line
  - introduction
  - request
  - plan to follow up (to call on May 25th)
- Tell Ss they will be sending e-mails to people who work in their career of interest to set up informational interviews.
- Ask Ss if they have e-mail accounts. If any Ss do not, explain how to open one. Write the names of free e-mail websites on the board.

- Ask Ss to brainstorm a list of at least three friends, family members or local businesses they can contact to set up informational interviews about their career of interest.<sup>1</sup> Ss can use the Internet to find the names and contact information for local businesses.
- If your school has a computer lab, model how Ss can find contact information for local businesses. For example, type *registered nurse, Chicago* into a search engine. Show Ss the results.
- Ask Ss to write an e-mail draft on the Activity Worksheet.
- If your school has a computer lab, Ss then they type and send the e-mails.
- If your school does not have a computer lab, Ss type and send the e-mails for homework. If Ss do not have computers at home, encourage them to go to their local library to use a computer there.

### Evaluation

- Ss add the completed Activity Worksheet 5C to their Career Portfolio.

<sup>1</sup>If Ss have completed Activity Worksheet 5B they can use it for this exercise.



# APPLYING SOFT SKILLS

*High Beginning*

Name: \_\_\_\_\_

Career of Interest \_\_\_\_\_

**To:** jsmith1@cambridge.org

**From:** mromero1@cambridge.org

**Subject:** Informational Interview at Mountain View Hospital

Dear Mr. Smith,

I'd like to learn more about the nursing program at Mountain View Hospital. I am interested in becoming a Registered Nursing Assistant.

I'd like to schedule a 15-20 minute informational interview with you. I hope to learn more about how I can become a Registered Nursing Assistant. I'd also like to know why you became a Registered Nursing Assistant.

I will call you on the telephone on May 25th to see if we can schedule a meeting.

Thank you for considering my request. I look forward to hearing from you.

Sincerely,

Michelle Romero

**To:**

**From:**

**Subject:**



# BUILDING A RESUME

*High Beginning*

*Students fill out a resume template.*

## Lesson objectives:

- Create a resume

## Warm up

- Before class: write the lesson objective on the board.
- Ask Ss: *What is a resume?* Elicit appropriate responses such as *a document that provides employers with a summary of your work experience, education and key skills.*

## Presentation

- Give each S a copy of Activity Worksheet.
- Walk Ss through the resume template.
- Start with the Contact Information section. Ask Ss if they have e-mail accounts. If any Ss do not, explain how to open one. Write the names of free e-mail websites on the board.
- Tell Ss it's important to have an e-mail account because many companies ask potential employees to apply for jobs via e-mail.
- Walk Ss through the Professional Experience section. Tell Ss the companies should be presented in order of most to least recent. If Company 1 is their current job, they should use the present tense to describe their

responsibilities. They should use past tense to describe their responsibilities under Company 2 and Company 3.

- Under the Education section, encourage Ss to include any education they've completed including high school, ESL or vocational classes and any certifications or licenses they've earned.
- Ask Ss what they think they should include under the skills section. Elicit answers such as *language* and *computer* skills. Write Ss' answers on the board.
- Tell Ss to complete the resume template. Walk around and help as needed.
- Divide the class into pairs. Ask Ss to present their resume to their partner. Encourage Ss to ask each other questions about their resumes.
- Tell Ss that they should constantly update their resumes to include new professional experience, training and education.

## Evaluation

- Ss add the completed Activity Worksheet 6C to their Career Portfolio.



# BUILDING A RESUME

*High Beginning*

**Name:** \_\_\_\_\_

**Career of Interest** \_\_\_\_\_

## CONTACT INFORMATION

Name \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zipcode \_\_\_\_\_  
 Phone \_\_\_\_\_ Email address \_\_\_\_\_

## PROFESSIONAL EXPERIENCE

Company 1 \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_  
 Dates worked \_\_\_\_\_  
 Job Title \_\_\_\_\_  
 Responsibilities \_\_\_\_\_  
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## PROFESSIONAL EXPERIENCE

Company 2 \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_  
 Dates worked \_\_\_\_\_  
 Job Title \_\_\_\_\_  
 Responsibilities \_\_\_\_\_  
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 •  
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## PROFESSIONAL EXPERIENCE

Company 3 \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_  
 Dates worked \_\_\_\_\_  
 Job Title \_\_\_\_\_  
 Responsibilities \_\_\_\_\_  
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## EDUCATION

College, degree \_\_\_\_\_  
 Vocational training or classes \_\_\_\_\_

**SKILLS** \_\_\_\_\_  
 \_\_\_\_\_



# COLLEGE KNOWLEDGE AND NAVIGATION

*High Beginning*

*Students navigate post-secondary school admission information.*

## Lesson objectives:

- Learn about post-secondary school admissions
- Explore a college admissions web page

## Warm up

- Before class: write the lesson objectives on the board.
- Tell Ss that many jobs require post-secondary education. Write examples of post-secondary schools on the board: *college, university, trade* and *vocational schools*.
- Ask Ss: *What is school admission?* Elicit answers such as *accepting a student into a school*.
- Encourage Ss to compare a few local post-secondary schools and to choose one that offers training in their career of interest.
- If a computer lab is not available, bring Ss to the library. Notify the library ahead of time and ask if a librarian is available to direct Ss to educational research resources.
- If possible, bring brochures from local colleges, universities and post-secondary programs to class. Tell Ss they will use books, articles or brochures to answer the questions.

## Presentation

- Tell Ss they are going to learn about post-secondary school admission.
- Give each S a copy of the Activity Worksheet. Review the questions and ensure Ss understand the terms.
- If your school has a computer lab, tell Ss they will use the Internet to answer the questions.
- Model how to use a post-secondary school website. Go to the website for a nearby college or university and show Ss how to find and navigate the admissions page.
- Walk around and help Ss complete the worksheet.

## Evaluation

- Ss add the completed Activity Worksheet 7C to their Career Portfolio.

<sup>1</sup> If any Ss do not have a resume, they can create one during class while their classmates interview one another.



# COLLEGE KNOWLEDGE AND NAVIGATION

*High Beginning*

Name \_\_\_\_\_

Career of interest \_\_\_\_\_

**Find a post-secondary school that offers training for your career of interest. Answer the questions.**

1. What is the name of the school?
2. What is the address of the school?
3. What are the steps to apply to the school?
4. How many students go to the school?
5. How can you sign up for a campus tour?



# PROFESSIONAL PRESENTATIONS AND TEAMWORK

*High Beginning*

*Students learn about graphs and present a graph to their classmates about occupations related to their career area of interest.*

## Lesson objectives:

- Learn about graphs
- Present a graph about job growth in your career area of interest

## Warm up

- Before class: write the lesson objectives on the board.
- Draw two graphs on the board—a pie chart and a bar graph. If you have a projector, you can project images of the graphs instead.
- Ask Ss: *What are these?* Elicit the names of the graphs if possible. Write the words *pie chart* and *bar graph* on the board. Explain that there are many types of graphs and you will be focusing on these two only.
- Ask Ss: *What is the purpose of a graph?* Elicit answers such as to show information visually.
- Ask Ss: Where do you usually see graphs? Elicit answers such as *in newspapers, magazines, textbooks, brochures and reports.*

## Presentation

- Tell Ss it's important to be able to use and understand graphs. Explain that many companies use graphs in work materials.
- Ask Ss to split into teams according to their career area of interest. Make sure each team is roughly the same size.
- Give each S a copy of the Activity Worksheet. Review the questions and ensure Ss understand the purpose of the activity.
- If your school has a computer lab, tell Ss they will use the Internet to find information about occupations related to their career area of interest.
- Go to the website listed at the top of the Activity Worksheet. Type *High School Teacher* in the “search

handbook” box on the top right. Click on the “Similar Occupations” tab. Show Ss the list of similar occupations. Write four of them on the board—for example: *child care workers, librarians, social workers, instructional coordinators.* Look at the job growth for each of the careers and write it on the board next to the occupations.

- Draw a pie chart or bar graph on the board using the information to compare and contrast each occupation's job growth.
- Explain that Ss will present a graph to their classmates to illustrate job growth in occupations related to their career area of interest.
- If a computer lab is not available, bring Ss to the library. Notify the library ahead of time and ask if a librarian is available to direct Ss to the occupational research resources.
- Ss work together to answer the questions on the Activity Worksheet and practice drawing graphs to compare and contrast occupational job growth. Walk around and help as needed.
- After Ss have completed the Activity Worksheet, each group comes to the board, draws a graph and presents information about job growth in their career area of interest.
- At the end of each presentation, Ss discuss what each group did well.

## Evaluation

- Ss add the completed Activity Worksheet 8C to their Career Portfolio.



# PROFESSIONAL PRESENTATIONS AND TEAMWORK

*High Beginning*

Name \_\_\_\_\_

**Find The Occupational Outlook Handbook online at <http://www.bls.gov/ooh/>**

1. What is your career of interest?
2. What is the projected job growth for your career of interest?
3. What are four occupations related to your career of interest?
4. What is the projected job growth for each of these careers?
5. Draw a pie chart or bar graph of the job growth for the five careers.