



PERSONAL LIFE HISTORY

Low Intermediate

Students write two autobiographical paragraphs and edit their partner's paragraphs.

Lesson objectives:

- Write two paragraphs about yourself
- Edit your partner's paragraphs

Warm up

- Before class: write the lesson objectives on the board. Tell Ss they are going to write about themselves and share the paragraphs with their partner.

Presentation

- Introduce yourself to the class. Tell the Ss about where you grew up and where you live now. Write two brief paragraphs about yourself on the board and demonstrate indenting the second paragraph. For example:

I grew up in Madison, Wisconsin. It is very cold in the winter. There are a lot of trees. I am proud to say I grew up in Wisconsin. Now I live in Austin, Texas. It is hot most of the time. Music is important to people in Austin. I am happy to say I live in Austin.

- Tell Ss they are going to write paragraphs about where they grew up and where they live now. Ensure Ss understand the meaning of grow up.
- Give each S a copy of the Activity Worksheet.
- Ask Ss to write two 4—5 complete sentence paragraphs about themselves.
- Ss write paragraphs. Walk around the room and help Ss as needed.

- After Ss have written their paragraphs, divide class into pairs. Ask Ss to give the Activity Worksheet to their partner.
- Tell Ss that they are going to edit their partner's paragraphs.
- Ask Ss what they should look for when editing. Elicit answers such as: *complete sentences, correct spelling, correct punctuation, correct tense and logical flow*. Write the Ss' suggestions on the board.
- Ss edit their partner's paragraphs. Walk around the room and help Ss as needed.
- After Ss finish editing their partner's paragraph, ask them to return the Activity Worksheet to their partner. Encourage each S to tell their partner something they liked about their paragraphs.
- For homework, Ss should rewrite their paragraphs, incorporating their partner's suggested edits.

Evaluation

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



PERSONAL LIFE HISTORY

Low Intermediate

My Name _____

My partner's name _____

All About Me

I grew up in _____

Now I live in _____



CAREER INTEREST INVENTORY

Low Intermediate

Students learn about their career values.

Lesson objectives:

- Learn about eight career values
- Take a career values inventory

Warm up

- Before class: write the lesson objectives on the board.
- Ask Ss: *What is a value?* Elicit answers such as *something that is important to a person.*

Presentation

- Give each S a copy of the Activity Worksheet. Describe each of the values. Ensure Ss understand all the terms on the Activity Worksheet.
- Tell Ss to rate how important each value is to them on a scale of 1 to 3 (3= very important; 2= somewhat important, 1= not important).
- When Ss have finished, ask them to add up the points and write the total under each category.
- Ask Ss to complete the sentences in part B.
- Ss in pairs. Each S takes turn telling their partner about their career values and reads their sentences from part B.
- After Ss have finished, read aloud each career value. Ask Ss to raise their hand for the career value under which they had the highest score. If Ss have more than one career value, tell them to choose the one they think best describes them.
- Have Ss come to the front of the room and form a small group with other Ss who have the same career value.
- Once there, ask Ss: *Do you think your career value describes you? What careers would be a good fit for a person with this career value? What types of job tasks would interest a person with this career value?*
- Walk around and guide each group's discussion about their career value.
- Urge Ss to take their career values into account when they are searching for jobs.

Evaluation

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



CAREER INTEREST INVENTORY

Low Intermediate

Name _____

Career Values Inventory

A. Rate how important each value is to you. 3= very important, 2= somewhat important, 1= not important. Add up and write the total for each category.

Achievement

- ___ have the opportunity to advance quickly
- ___ accomplish goals
- ___ learn new information
- ___ (total)

Power

- ___ supervise others
- ___ oversee large projects
- ___ influence an organization's direction
- ___ (total)

Challenge

- ___ solve difficult problems
- ___ avoid easy work
- ___ complete assignments that require new knowledge
- ___ (total)

Recognition

- ___ have an important job title
- ___ work for a well-known organization
- ___ be promoted frequently
- ___ (total)

Independence

- ___ work with minimal supervision
- ___ work alone much of the time
- ___ set my own schedule
- ___ (total)

Service to Others

- ___ help others
- ___ work for an organization that benefits society
- ___ make the world better
- ___ (total)

Money

- ___ have a stable income
- ___ be financially independent
- ___ be able to afford luxuries
- ___ (total)

Variety

- ___ work in different environments
- ___ have many unique responsibilities
- ___ avoid routine activities
- ___ (total)

B. Complete the sentences. Use the values in part A.

My most important career values are _____.

I should find a career that allows me to _____.



PATHWAY SEARCH

Low Intermediate

Students learn about networking and find local networking groups.

Lesson objectives:

- Learn about networking

Warm up

- Before class: write the lesson objective on the board.
- Ask Ss: *What is networking?* Elicit answers such as *to meet and connect with people in a certain career or industry.*
- Tell Ss it's important to network to create relationships that will help them find and get jobs.

Presentation

- Tell Ss they are going to learn about and practice networking.
- Explain that there are different types of networking groups and that their purpose is to help people meet professionals in their industry.
- Tell Ss they usually only have a few minutes to chat with each person at a networking event and that they should introduce themselves, ask the other person questions about their career and exchange business cards if possible.
- Ask Ss: *What is a business card?* Elicit answers such as *a small card that has a person's name, occupation, company name and address.* Show Ss samples of business cards if you have any. Explain that it's common to exchange business cards at networking events at the end of a conversation.
- Tell Ss that they should follow up with the people they meet via e-mail the day after the

networking event. They can use the e-mail address on the business card.

- Give each S a copy of the Activity Worksheet. Review the questions with Ss and ensure they understand the terms.
- Tell Ss to stand up and walk around the room to practice networking with their classmates. They should introduce themselves ask the questions on the Worksheet. Ss should pretend to exchange business cards at the end of the conversation.
- If Ss aren't currently working, encourage them to be creative and make up answers.
- If your school has a computer lab, tell Ss they will use the Internet to find local networking groups.
- Model how to search for networking groups. Type *networking* and your city or region into a search engine. For example, *networking, Los Angeles.* Ss answer the *Networking Near You* questions on the Activity Worksheet.
- If a computer lab is not available, encourage Ss to use a computer at home or the library to answer the questions.
- Urge Ss to regularly attend networking events to make connections with other professionals in their career of interest.

Evaluation

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



PATHWAY SEARCH

Low Intermediate

Name _____

Career of Interest _____

Networking Questions

1. What is your job?
2. How did you decide to go into your career?
3. What do you like about your company?
4. What do you enjoy most about your career?

Networking Near You

5. Write the names of three networking groups you could join in your area.
6. Write the website addresses for the networking groups.
7. How can you join these groups?
8. What are three upcoming networking events you can attend?



CAREER RESEARCH WRITING

Low Intermediate

Students learn to create an outline and write about their career of interest.

Lesson objectives:

- Discuss the research paper format
- Create and fill in a research paper outline

Warm up

- Before class: write the lesson objectives on the board.
- Tell Ss that they are going to create and fill in a research paper outline. Explain that the outline will help them organize facts, quotes and information before they start writing.

Presentation

- Give each S a copy of the Activity Worksheet.
- Point out the three sections—*introduction*, *body* and *conclusion*. Explain the function of each paragraph: the introduction identifies the topic; the body provides specific facts, quotes and details; the conclusion wraps up the essay and offers a plan of action.
- Read the questions aloud and ensure Ss understand the meaning of each.
- If your school has a computer lab, tell Ss they will be using the Internet to find information to fill in the outline.
- 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. Encourage Ss to find interesting facts, quotes and information about their career of interest to fill in the outline.

- 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 find interesting facts, quotes and information about their career of interest to fill in the outline.

Evaluation

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



CAREER RESEARCH WRITING

Low Intermediate

Name _____

Career of Interest _____

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

1. INTRODUCTION

Why are you interested in this career?

What are some of the primary responsibilities of a person with this career?

2. BODY

What education is required?

What is the on-the-job training?

What are similar occupations?

How many people are currently employed in this career area?

What is the average salary?

3. CONCLUSION

What education is required?

What is the on-the-job training?



APPLYING SOFT SKILLS

Low Intermediate

Students prepare questions for informational interviews about their career of interest.

Lesson objectives:

- Prepare informational interview questions
- Discuss interview tips

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 they will be preparing a list of questions to ask during an informational interview.

Presentation

- Divide class into pairs. Ask Ss to brainstorm at least four questions to ask during an informational interview. Tell one S in each pair to write down the questions. Walk around the room and help as needed.
- After each pair has brainstormed at least four questions, ask Ss to share their questions. Write the questions on the board.
- Give each S a copy of the Activity Worksheet.

- Review the interview questions on the sheet together. Encourage Ss to add any questions on the board to the bottom of the worksheet.
- Remind Ss to bring the Activity Worksheet to informational interviews.
- Ask Ss how they should prepare for an informational interview. Elicit answers such as *dress professionally, plan for childcare, confirm the appointment, arrive early* and *research the company's website.* Write Ss' answers on the board.
- Ask Ss how they should behave during the informational interview. Elicit answers such as *make eye contact, smile, take notes* and *show interest.* Write Ss' answers on the board.
- Remind Ss to send a thank you note after the informational interview.

Evaluation

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



APPLYING SOFT SKILLS

Low Intermediate

Name: _____

Career of Interest _____

Informational Interview Questions

1. What jobs did you have before this one?
2. What did you study in school? Did it help you get this job?
3. What are your responsibilities in this job?
4. What is your typical day like?
5. What is your favorite thing about this job?
6. Do you have the opportunity to move up in the company?
7. What advice would you give to someone interested in your career?
8. _____
9. _____
10. _____



BUILDING A RESUME

Low Intermediate

Students find and compare sample resumes in their career of interest.

Lesson objectives:

- Look at resumes in your career of interest
- Compare resumes in different careers

Warm up

- Before class: write the lesson objectives 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*.
- Review the basic structure of a resume with Ss: *Contact Information, Professional Experience, Education and Skills*.

Presentation

- Tell Ss that resumes are different across careers. For example, some careers may require special certifications or licenses. Explain that it's important for Ss to highlight skills relevant to their career of interest on their resume.
- If your school has a computer lab, tell Ss they will use the Internet to find sample resumes in their career of interest.
- Model for Ss how to find career-specific resumes. Type *home health aide, sample resume* into a search engine.

- 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 job search and occupational resources.
- Give each S a copy of the Activity Worksheet.
- Tell Ss to find at least two sample resumes in their career of interest. Tell Ss to complete part A. Walk around and help as needed.
- When Ss have finished part A, divide the class into pairs. Ensure the Ss in each pair are interested in different careers.
- Ask Ss to show the sample resumes they found to their partners.
- Ss complete part B in pairs.

Evaluation

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



BUILDING A RESUME

Low Intermediate

Name: _____

Career of Interest _____

A. Look at resumes in your career of interest. Answer the questions below.

1. What licenses and certifications do professionals in your career of interest have?

2. What educational background do professionals in your career of interest have?

3. What work experience do professionals in your career of interest have?

B. Compare resumes from two different careers. Answer the questions below.

1. Which careers are you comparing?

2. What are three similarities between the resumes?

3. What are three differences between the resumes?



COLLEGE KNOWLEDGE AND NAVIGATION

Low Intermediate

Students learn how to pay for post-secondary school.

Lesson objectives:

- Learn how to pay for post-secondary school

Warm up

- Before class: write the lesson objective 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: *How can you pay for post-secondary education?* Elicit answers such as *get a scholarship, take out loans, pay for classes one-at-a-time*.

Presentation

- Tell Ss that many schools offer scholarships and financial aid to help students pay for their education. Explain that scholarships cover part or even all of a student's tuition and that financial aid allows people to take out loans to pay for their education. Explain that these loans usually have a low interest rate.
- Tell Ss that to apply for financial aid, they will usually have to fill out a FAFSA. Write this on the board—Free Application for Federal Student Aid. Encourage Ss to print out a copy of the FAFSA if they are interested in applying for financial aid.

- 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 information about tuition and fees, scholarships and financial aid.
- 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.
- Walk around and help Ss complete the worksheet.

Evaluation

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



COLLEGE KNOWLEDGE AND NAVIGATION

Low Intermediate

Name _____

Career of interest _____

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

1. What are the tuition and fees?
2. Does the school offer payment plans?
3. What types of loans are offered by the school?
4. What are the eligibility requirements for financial aid?
5. What are the steps to apply for financial aid?
6. When are the deadlines to apply for financial aid?
7. What are the internal and external scholarships offered by the school?



PROFESSIONAL PRESENTATIONS AND TEAMWORK

Low Intermediate

Students create and present PowerPoint presentations on their career of interest.

Lesson objectives:

- Learn about PowerPoint
- Prepare a PowerPoint presentation on your career of interest

Warm up

- Before class: write the lesson objectives on the board.
- Ask Ss: What is a PowerPoint presentation? Elicit answers such as *professional presentation software* or *a presentation you give using a computer*.
- Explain that PowerPoint is commonly used in business and that Ss should be comfortable creating and using PowerPoint technology.

Presentation

- Model a PowerPoint presentation for the class. Focus the presentation on your own career or a career that interests you. Include pictures, quotes, graphs and interesting facts. Speak slowly and clearly as you narrate each slide.
- When you finish, ask Ss: *What did you like about the PowerPoint presentation?* Elicit answers such as *the pictures and graphs gave visual support to your ideas*.
- Divide the class into pairs or small groups according to the Ss' careers of interest. Each group should be no larger than three or four Ss.
- Tell Ss they will be creating PowerPoint presentations about their career of interest. Ask Ss what kind of information they should include in their presentation. Elicit answers such as *average job growth rate, current job openings, required education and certifications, work environment, on-the-job training, similar occupations* etc. Write Ss' answers on the board.

- If your school has a computer lab, tell Ss they will be creating their PowerPoint presentation on computers in the lab. Ensure there is a way to save the Ss' work.
- Give each S a copy of the Activity Worksheet.
- Review the checklist. Encourage Ss to use pictures, graphs and quotes in their presentations and to keep the language simple (a good guideline is no more than seven words across a slide).
- Tell Ss it's important to give the presentation a logical structure. They should create clear transitions between each topic. Walk around and help as needed.
- When they've finished, Ss practice their presentations a few times in small groups.
- Ss then present their PowerPoint to the class. Encourage Ss to take turns speaking, to speak slowly and clearly and to make eye contact with their classmates.
- If your school does not have a computer lab, Ss can work in groups and create handouts for a presentation instead. The handout should include bulleted information about the career of interest and pictures, graphs and quotes.

Evaluation

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



PROFESSIONAL PRESENTATIONS AND TEAMWORK

Low Intermediate

Name _____

POWERPOINT PRESENTATION CHECKLIST	YES	NO
1. Does your PowerPoint have pictures?		
2. Does your PowerPoint have one or more quotes?		
3. Does your PowerPoint have a graph?		
4. Does your PowerPoint have a logical structure?		
5. Does your PowerPoint have clear transitions between topics?		
6. Does your PowerPoint teach your audience interesting facts?		