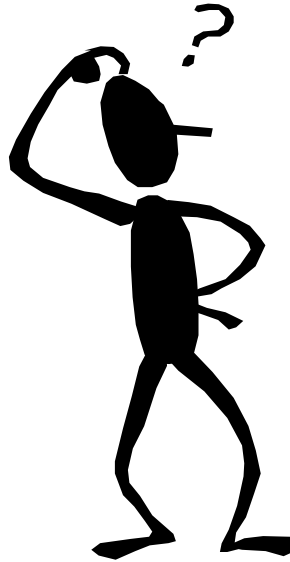


“MIRROR – MIRROR ON THE WALL....”



CURRICULUM UNIT: **Career-Self Awareness**

OBJECTIVE: To identify personal areas of interest and possibly how that may Career/vocational choices through answering a set of questions.

MATERIALS: PDP-Starter Kit 1– Activity 1
Handouts of paper/pencil copies of interest inventories that the teacher has found either through guidance or through personal preference(page 57 of instructor’s workbooks)

TIME REQUIRED: 1-class periods 1 for voc/career teacher

PROCEDURE:

1. Discuss why learning about your interest’s could/would is helpful in guiding your decision making with career choices.
2. Have student’s work through questions, prepared by instructor.

PROCESSING:

1. After students have completed activity ask them to write down the job, career, or vocation that they are working at now (probably Part time the students could use jobs that they have worked on in The past or over the summer for the purposes of discussion)
2. Next have the students write out job(s), career or vocation that they hope to work at when they graduate from highschool or college
3. Ask students the students to compare their inventories with areas

They are currently working in or have worked in recently. Are there any similarities or differences between their interests, likes/dislikes and the work they have been doing?

4. Discuss with students why or how their jobs might have been easier if they had or have an interest in those areas.

VARIATION:

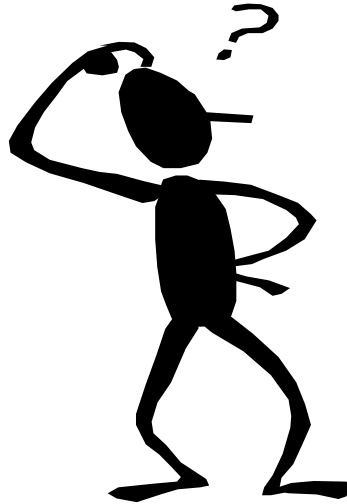
1. Ask students if they were to ask their employers or parents or Someone they feel comfortable talking to about their careers, to Answer the same questions about the job that they are performing? Did the employer see a correlation between the job that they are doing and their interests?

2. Interview the employer about what led them to the particular Job they are doing now, what is it they like or dislike about it?

FOLLOW UP:

1. Have students re-examine their answers at the end of a year to see if those responses are still valid.

“MIRROR – MIRROR ON THE WALL....”



CURRICULUM UNIT: **Career-Self Awareness**

OBJECTIVE: To identify personal areas of interest and possibly how that may Career/vocational choices through answering a set of questions.

MATERIALS: PDP-Starter Kit 1– Activity 1
Handouts of paper/pencil copies of interest inventories. Inventories can be accessed through internet databases. Preview first and choose one that can be downloaded or printed for the student’s use. Show students databases in these areas as well so that they can Access when they feel they need to.

TIME REQUIRED: 1-class periods 1 for communications/computer teacher

PROCEDURE: helpful

1. Discuss why learning about your interest’s could/would be in guiding your decision making with career choices.
2. Familiarize students with a computerized self-assessment interest career inventory package that has been accessed through the internet or through guidance.
3. Have students proceed with assessments and print out for a portfolio presentation.

4. Students should be proceeding with this after they've finished with the previous assessment given by the vocational instructor.

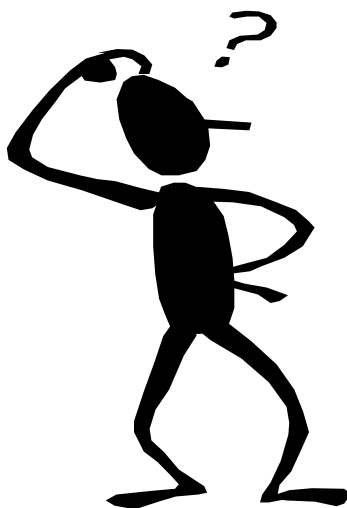
PROCESSING:

1. Have students discuss differences or similarities that may have occurred with between the two types of assessments.

FOLLOW UP:

1. Have students store their answers/responses so that they can retake the same interest inventory at a later time. At a later time Have students look at their answers and discuss why they may have changed their ideas about certain questions.

“MIRROR – MIRROR ON THE WALL....”



CURRICULUM UNIT: **Career-Self Awareness**

OBJECTIVE: To look at shifts in a persons interests and identify strengths within the own students knowledge, skill level and attitude. The student should be able to identify areas that they can improve upon to enable the student to become a more self-aware worker and individual.

MATERIALS: PDP- Level 1.1 Activity1-3
Handouts of paper/pencil copies of interest inventories (1.1 pages 80-83 of instructor workbooks)

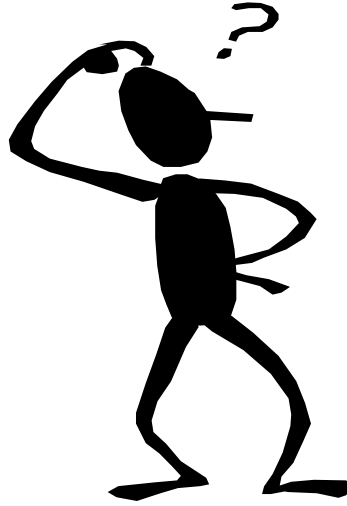
TIME REQUIRED: 1-class periods 1 for vocational/career education teacher

PROCEDURE: 1. Have student’s complete page 8-10 in their student workbook of Levels 1, activities 1-3

PROCESSING:

1. Ask students to look at their responses, especially those in the Usually/Always sections.
2. Ask your students to think about the job(s) they may be doing at the present and ask them to honestly evaluate that job according to the responses they gave. An example would be if you are currently working as a waitress, ***did you answer question 12 as usually/always ???***
3. Ask your students how the job(s) you may be interested in may require different answers such as the example given above. Why is it necessary for the waitress to be enthusiastic??
4. Ask your students if there is anyone who would like to discuss their answers to activity #2 or #3.

“MIRROR – MIRROR ON THE WALL....”



CURRICULUM UNIT: **Self Awareness**

OBJECTIVE: To look what the learning style is of the student and to help the student understand how this information can help him/her become more self-aware as a student and an individual and as an employee.

MATERIALS: PDP- Level 1.1 Activity 4
Handouts of paper/pencil copies of interest inventories (1.1 pages 80-83 of instructor workbooks)

TIME REQUIRED: 1 class period for communications/computer teacher

PROCEDURE:

1. Have student's complete page 13 in their student workbook of Level 1.
2. Find a database with a learning styles inventory that can be downloaded or printed by the student.

PROCESSING:

1. Have student complete the learning style survey in their workbook, page 13.
2. Have student complete a computer version of a learning style inventory.
3. Discuss with the students any differences or similarities between the two versions.
4. Discuss with the students their recorded responses and how they may impact their learning and their working.

FOLLOW UP:

1. Invite a guest speaker from guidance or a career counseling organization, such as your local employment agency. Ask them to talk about learning styles and how they are used within an agency.

SCORE YOUR GOALS



CURRICULUM UNIT: **Self Awareness and Goal Setting**

OBJECTIVE: 1. To define long/short term goals as they pertain to career/vocational training.

MATERIALS: 1. PDP Starter Kit 8- “Recognize the importance of goals”
2. Chalk board or Overhead/transparencies/markers for drawing.

TIME REQUIRED: 1. 1 class period for vocational/career education instructor

PROCEDURE: 1. Define what is meant by a Goal, both long and short-term goals
2. Direct students too page 17-18 of their Student workbooks for the assignments

PROCESSING:

1. After you have defined what a goal is, discuss what some of your goals may have been at the age of your students and how they may have changed.

2. Draw a time line with approximate dates that you can remember and show on the time line what your goals were at any particular time, make sure that you can also approximate the age you were at any of these times, it makes it more interesting.

3. Ask your students to do the same thing with the goals that they have written.

4. Be sure to discuss why your timeline may have changed because the goal you set was unrealistic or because something occurred that you hadn't planned for.

VARIATION:

1. You can use two lines for your time line, one for short term and one for long term.

SCORE YOUR GOALS



CURRICULUM UNIT: **Self Awareness and Goal Setting**

OBJECTIVE: 1. To define short-term goals as they pertain to educational, personal, and career.

MATERIALS:

1. PDP 2.1 - "Measure/modify Short-term goals"
2. One school calendar
3. One envelope and one piece of paper per student

TIME REQUIRED: 1. 1 class period for academic instructor

PROCEDURE: 1. Direct students to fill out pages 6-7 in their student workbook of Level 2.

2. Ask students to write, on a separate sheet of paper, a short-term goal as it pertains to the academic class that is being taught by the teacher. Then have the students place this goal into the envelope, seal it and give to you for safekeeping. Make sure that the student has his/her name on outside of the envelope.

3. Have students choose the date from the school calendar that makes sense for meeting a short-term class. Example has the students set a goal prior to any warning period during the marking period.

PROCESSING:

1. On the date that was designated by the students, pass back the envelopes to each. Have each open and look at what they had written, ask them if they reached their goals.

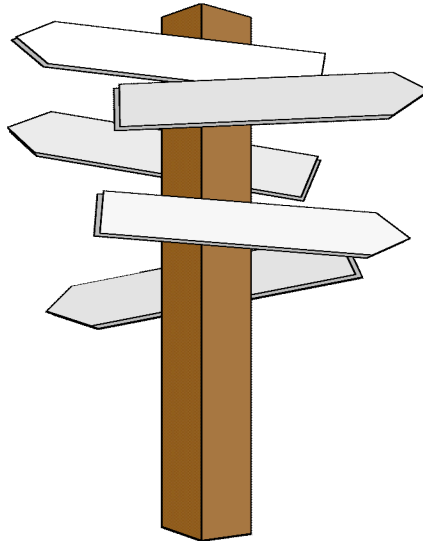
2. If there are students who could not ask them to discuss if their. Were things they could have done differently to have a better outcome?

3. Also discuss with students that there are times when we can't always reach our goals, because there are unforeseen circumstances.

FOLLOW UP:

1. Try it again for the end of the quarter

“WHO’S ON FIRST”?



CURRICULUM UNIT **Career Exploration**

OBJECTIVE: 1. To understand that every company, organization, or group of individuals working together, has some type of organizational structure.

MATERIALS:

1. PDP 4.5 page 18 of student workbook, “Illustrate an Organizational Structure”
2. Student Handbook that contains a school organizational chart
3. An overhead of an organizational chart of any company, one that you make up is fine, this can also be done on the board.
4. An invitation to an administrator to discuss the organization of the school.

TIME REQUIRED: 1. 1 class period for academic instructor

PROCEDURE: 1. Direct students to write out an organizational chart for their school. If there is no formal one in a handbook, put one together with whatever information you can put together with the assistance

Of your teacher.

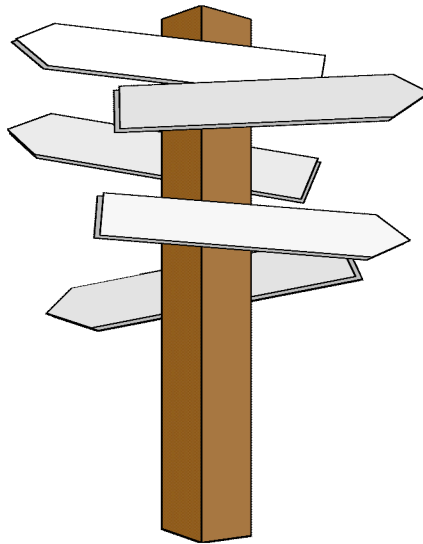
2. Ask an administrator to talk to your class about what their vision of the chart looks like .

PROCESSING: 1. Have students ask questions about why the chart is set up as such.

2. Have administrator or teacher talk about advantages/disadvantages to having an organizational chart.

FOLLOW UP: 1. If an administrator is invited, make sure to send a thank you letter.

“WHO’S ON FIRST”?



CURRICULUM UNIT **Career Exploration**

OBJECTIVE: 1. To understand that every company, organization, or group of individuals working together, has some type of organizational structure.

MATERIALS: 1. PDP 4.5 page 18 of student workbook ,
“Illustrate an Organizational Structure”

2. Invitation to two businesses partners to discuss organizational structure.

TIME REQUIRED: 1. 1 class period for vocational/career instructor

PROCEDURE: 1. Have students listen to the variety off organizational structures.

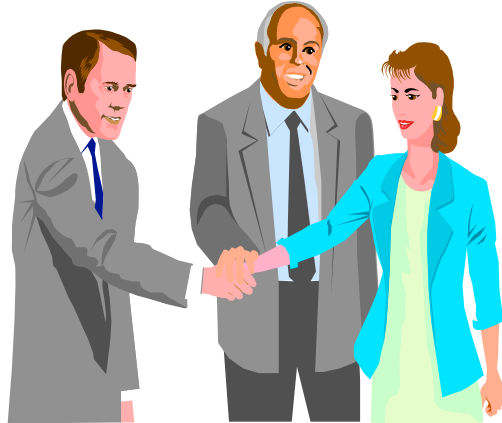
PROCESSING: 1. Students should be able to understand the difference between working within a small company, possibly someone who is self-employed, and a larger business.

2. Have students discuss the advantages between working for a small and a large firm.

VARIATION: 1. Have students describe an organizational structure that they may be working in part-time.

FOLLOW UP: 1. Have students write thanks you notes for guest speakers.

“FIRST CONTACT”



CURRICULUM UNIT: **Customer Service**

OBJECTIVE: 1. To understand the importance of customer satisfaction within a company and to learn the rules of “first contact” with a customer

MATERIALS: 1. Level 4.9 PDP Activity 1 (page 25 of SWB)
2. paper/pencil or chalk board

TIME REQUIRED: 1. 1 class period for vocational/career instructor

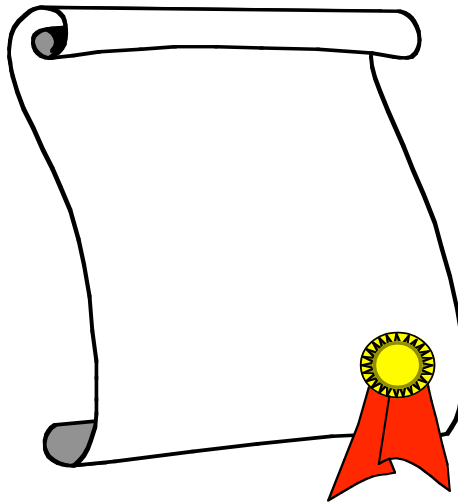
PROCEDURE: 1. Group students

2. Ask students to recall their most memorable experience as a customer, either a positive or negative experience

PROCESSING: 1. Have students come up with a list of what they would consider rules to remember when dealing with the public/customers

2. Have time to come to a consensus of Ten rules “TO LIVE BY”

VARIATION: 1. Invite a customer service representative to your class and Have them discuss rules that they train their new employees with, when it comes to customer service.



SEEING IS BELIEVING”

CURRICULUM UNIT: **Career Communication/Customer Service**

- OBJECTIVE:**
1. To create a usable business brochure that can be personalized with students own work experiences as well as reflecting the customer service philosophy of the business. This brochure will become a part of the employment portfolio of the student.
- MATERIALS:**
1. Level 4.9 PDP Activity 3 (page 36 of SWB) along with appendix page of actual brochure.
 2. Computer graphics/brochure software (or working with in-house Graphic arts/commercial arts area)
 3. Business brochures from a variety of businesses in the community.
- TIME REQUIRED:**
1. 3 –4 class periods for communications/English teacher
- PROCEDURE:**
1. Have students look over the appendix page and break it down into its sections of the following:
 - a. Educational statement by the company
 - b. Mission Statement
 - c. Company welcome section
 - d. Employee(student) bibliography
 2. Have students start to develop their sections with the help of Various business partners or employer, by setting up appointments.
 3. Have students develop questions that will be used for these Interviews
- PROCESSING:**
1. Input the information into using a software package that is in an acceptable brochure format.
 2. Send a copy of the brochure to the business partner or employer

2. Place a finished copy in the student work portfolio

FOLLOW UP:

1. Send Thank you to those people who helped you put this together.