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ABSTRACT

This resource book provides several career development activities to accompany the South Dakota "My Career and Life Planning Portfolio," which is appended. The activities are arranged according to the following four folders found within the portfolio jacket: career and education planning; skills employers want; projects/work samples; and assessment results. It is recommended that all completed career portfolio activities be stored in the appropriate folder for future reference. The career and education planning section divides activities into these three categories: identifying career options (12 activities); setting career goals (3); and being a successful student (9). The skills employers want section divides activities into the following four categories: basic skills (4 activities); thinking skills (4); personal qualities (4); and employability skills (1). The assessment results section divides activities into the following three categories: personal inventories (6 activities); career planning assessments (2); and study habits inventories (3). The projects/work samples section has one category of activities: life skills (7 activities). Each activity has the following format: section/category; activity title; sources; outcomes; materials/resources; instructional activities with list of procedures and suggestions for activity assessment; and any required materials and forms. A portfolio planning calendar for grade 9 is appended. (YLB)

ED 439 230

PORTFOLIO

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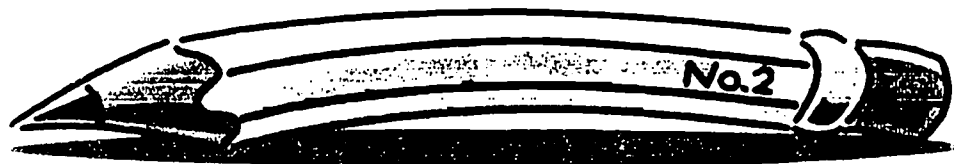
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RESOURCE BOOK

ACTIVITIES TO ACCOMPANY THE
SOUTH DAKOTA CAREER AND LIFE
PLANNING PORTFOLIO

1999 - 2000



079822



**Career & Life Planning
Portfolio
Resource Book**

This Career & Life Planning Portfolio Resource Book provides several career development activities to accompany the South Dakota “**My Career and Life Planning Portfolio**”. The activities are arranged according to the four folders found within the portfolio jacket:

- Career & Education Planning (Buff)**
- Skills Employers Want (Gray)**
- Projects/Work Samples (Salmon)**
- Assessment Results (Green)**

A portfolio is a collection of work that demonstrates a student’s skills, abilities, and ambitions. A career portfolio usually takes the form of a file folder that contains examples of work and/or information that represents various aspects of the student’s career planning. The career portfolio can also be a place for students to write down, organize, review, and reflect on what they learn about themselves and the world of work through a variety of career experiences.

The format chosen for the South Dakota “**My Career and Life Planning Portfolio**” is intended to act as a “home” for various materials, work, and information collected by the students. This career portfolio will help students organize and plan for their futures.

OVERVIEW

The South Dakota "My Career and Life Planning Portfolio" can be used in a variety of ways including:

- conferences with parents and/or teachers
- counselor or teacher advising sessions with students
- interviews for a job or post high school admissions
- planning for careers
- setting educational goals

While students are the primary beneficiaries, schools, counselors, teachers, parents, and the community benefit as well. It is important to consider some of the advantages of having a career portfolio.

Advantages For Students:

- ✓ provide a vehicle or process for integrating various aspects of career development
- ✓ enables students to see evidence of their strengths and abilities
- ✓ builds the student's self-image and gives them a sense of accomplishment
- ✓ clarifies career options
- ✓ promotes better educational and career planning through written career plans and career pathways
- ✓ provides for a smoother transition from school to work and/or postsecondary education
- ✓ contributes to the student's understanding of the "big picture" and the connection between education and career goals/options

ADVANTAGES

Advantages For The School System:

- aligns the school with national standards and measures
- assists counselors & teachers in the student advising process
- offers a vehicle for articulation between institutions
- validates the South Dakota Comprehensive Guidance and Counseling Program Model
- assists counselors and teachers in developing student's career awareness, exploration, and planning

Advantages For The Community:

- ◆ helps prepare students for the workforce
- ◆ identifies parents, employers & other community members as influential players in the career development process
- ◆ enables students to showcase tangible evidence of their skills, accomplishments, & perspectives to the job search
- ◆ addresses the need for more positive work attitudes

The South Dakota “**My Career & Life Planning Portfolio**” is divided into color-coded components (Career & Education Planning – Buff; Skills Employers Want – Gray; Projects/Work Samples – Salmon; and Assessment Results – Green). The activities found in this Resource Book are all arranged according to this same color-coded system. It is recommended that all completed career portfolio activities be “stored” in the appropriate folder for future reference.

ACKNOWLEDGEMENTS

1. Academic and Technical Education Activities – Education Activities in South Dakota, 1997. Sponsored by South Dakota Department of Education & Cultural Affairs and Division of Workforce & Career Preparation.
2. Indian Creek High School Teacher Advisor Program, 1996. Indian Creek, Indiana
3. Integrating Academic and Vocational Education – Education Activities in South Dakota, 1996. Sponsored by South Dakota Department of Education & Cultural Affairs and Division of Workforce & Career Preparation.
4. South Dakota Comprehensive Guidance and Counseling Program Model – High School Activity Packet, 1995. Sponsored by South Dakota Department of Education & Cultural Affairs and South Dakota Curriculum Center.
5. South Dakota Comprehensive Guidance and Counseling Program Model – Middle School/Jr. High Activity Packet, 1995. Sponsored by South Dakota Department of Education & Cultural Affairs and South Dakota Curriculum Center.
6. South Dakota Tech Prep – Education Activities in South Dakota, 1998. Sponsored by South Dakota Department of Education & Cultural Affairs and Division of Workforce & Career Preparation.
7. Teaming Up For The 21st Century – Key To Your Future – A Pre-Employment Handbook. The Greater Terre Haute Chamber of Commerce, Terre Haute, Indiana.
8. A special thank you to the Sioux Falls School District 49-5 for giving permission to include the 9th Grade Portfolio Curriculum found in Appendix A of this Resource Book.

Table of Contents

1 Career & Education Planning Section

- Identifying Career Options Activities
 - Career of the Week 1-2
 - The Individual Career Plan 3-7
 - The Career Center Resources 8
 - SD Careers: Past, Present & Future 9
 - Making Career Decisions 10
 - Community Service Project 11
 - Senior Citizen Project 12
 - 8th Grade Career Exploration 13-16
 - Career Exploration Profile 17-18
 - Career Exploration Class 19-26
 - Course Selection 27-29
 - Sex Roles & Jobs 30-33

- Setting Career Goals Activities
 - Goal Setting 34-36
 - Short-Term Goal Setting 37-39
 - Long-Term Goal Setting 40-41

- Being A Successful Student Activities
 - Guide To Successful Studying 42-46
 - Improving Assignments 47-48
 - Taking Tests 49-53
 - Memorization Tricks 54-55
 - SQ3R Reading System 56-57
 - Grade Point Average 58-59
 - Last Quarter's Report Card 60-61
 - Understanding Credits 62-64
 - Handbook Hide-N-Seek 65

2 Skills Employers Want Section

- Basic Skills Activities
 - Computers On The Job 66
 - Math After High School 67
 - Entrepreneurship: Exploring The Options 68
 - Best Business Venture/Entrepreneurship 69-72

- Thinking Skills Activities
 - Decision Making 73-75
 - Self Control 76-79
 - Managing Hassles 80-82
 - Coping With Stress 83-86

Continued on Next Page

Table of Contents – Continued

	<input type="checkbox"/> <u>Personal Qualities Activities</u>	
	• Getting Along With Others	87-88
	• Native American Festival	89
	• Jobs, Friends & Leisure Time	90-91
	• How Do I Look?	92-93
	<input type="checkbox"/> <u>Employability Skills Activities</u>	
	• Pre-Employment Handbook	94-119
3	Assessment Results Section	
	<input type="checkbox"/> <u>Personal Inventories</u>	120
	• Who Am I?	121
	• Personal Data Sheet	122
	• What Kind of Person Am I?	123
	• How Do I Feel About Education?	124
	• How Do I Feel About Success?	125
	• How Do I Feel About Life?	126-127
	<input type="checkbox"/> <u>Career Planning Assessments</u> 128	
	• Testing Your Career Planning Knowledge	29-132
	• What Would You Choose?	133-135
	<input type="checkbox"/> <u>Study Habits Inventories</u>	136
	• What Are My Learning Habits	137-138
	• Discover Your Attitude Toward Studying	139
	• Study Habits Inventory	140
4	Projects/Work Samples Section	
	<input type="checkbox"/> <u>Life Skills Activities</u>	
	• Learning the Importance of Making a Living	141-149
	• Life Style Reality Check	50-154
	• Budgeting For A Home	155-156
	• Buying a Car	157-158
	• Buying My First Car	159
	• Money Management	160
	• Cash-Flow Chart	161-162
5	APPENDIX A	
	<input type="checkbox"/> <u>9th Grade Portfolio Planning Calendar</u>	

Career & Education Planning

Why do I need this folder? This folder can be used to help you plan and organize for the future. You will be asked to write a four-year plan that will be updated each year. You will also keep a record of your education and career development activities, such as visiting post-high institutions and learning about career opportunities.

How should I use this folder? This folder is just one of four found in your Career & Life Planning Portfolio. It is designed so you can have your education and career plans all in one easy-to-use location. Use a pencil so you can erase and update information that changes.

What should I keep in this folder? This folder will be a “working file” to hold information and planning materials to help you better plan your future. It does not replace your main school file. When you finish high school, you will take this Career & Life Planning Portfolio with you.

Career & Education Planning – Identifying Career Options

Activity: Career of the Week

Sources: Academic & Technical
Education Activities, 1997
Page 120-121.

Outcomes: Students will:

- Research a career they are interested in.
- Create a display that will fit the dimensions of the display board in the library.
- Prepare display to be presented to the class and evaluated by the teacher and class members.
- Put his/her display on the library display board prior to assigned week.
- Write a two-paragraph summary telling how their lifestyle goals would fit in with this career.

Materials/Resources:

- Career resource materials: Career World Magazine, Occupational Outlook Handbook, etc.
- Display Board
- Tag board, paper, etc.
- Career Research Display Rubric worksheet.

Instructional Activities

Procedures:

1. Introduce the activity and explain the student's responsibilities.
2. Discuss the concept of life style and have students choose the type of lifestyle they want.
3. Assign the students to research five different careers using the career resources listed above.
4. Assign students to interview several adults to find out the connection between their chosen career and lifestyle.
5. Students will choose one researched career to use for the career display assignment.
6. Students will use the Career Research Display Rubric as a guideline to complete the assignment.

Activity Assessment:

- Teacher and class members will use the Career Research Display Rubric to evaluate each student's career project.
- Observation of usage of the career materials and resources.
- Computerized circulation figures kept by classification category.

BEST COPY AVAILABLE



Career Research Display Rubric

Name _____

Career Field _____

Content-Information Provided -----8 7 6 5 4 3 2 1 0

- Name of career field (job title) clearly visible from a distance - 1
- Job description - accurate and complete - 1
- Training and/or Education - accurate and complete - 1
- Job Outlook/Where would you work? - accurate and complete - 1
- Starting wages/salary - 1
- Transferable skills - 1
- Qualifications - 1
- Bibliography - correct format and complete, at least 3 sources - 1

Appearance to audience -----4 3 2 1 0

- Appropriate for high school level - 1
- Attracts attention from a distance - 1
- Pleasing color combinations - 1
- Neat - 1

Follow-up -----3 2 1 0

- Lifestyle goals consistent with this career - thorough - 2 paragraphs - 1
- Well written - 1
- Display put up on time - (this grade will be given on due date) - 1
- Picture taken - (student is responsible for taking a picture of display with the department camera and place it in his/her portfolio) - 1

Total _____ (15 possible points) Teacher's comments -

Teacher's comments -

Career & Education Planning – Identifying Career Options

Activity: The Individual Career Plan

Sources: Academic & Technical Education Activities, 1997
Page 140-141.

Outcomes:-- Students will:

- Use the ICP as a tool to choose classes based on the career cluster they have selected.
- Update the ICP monthly and use the ICP as a source of information in their career planning.
- Use the ICP as a credit check to help them keep track of the classes they need to take to meet graduation requirements.
- Use the ICP to make sure they have completed the proper testing for their chosen path of learning beyond high school.

Materials/Resources:

- Individual Career Plan (ICP) – Personal Data; Assessment Data; Employment History; References; Awards and Honors; Career Preparations Activities; and Four Year Plan.

Instructional Activities

Procedures:

1. Give each student a Individual Career Plan (ICP) folder.
2. Discuss each section of the ICP and explain how this ICP will be used.
3. Begin by having the students fill in the Personal Data section.
4. Do the same for each section of the ICP. filling in the appropriate data. If the students do not have the names or dates. help them decide how they will get this information.
5. Each month update the ICP and encourage the students to use the ICP as they plan for the future.

Activity Assessment:

- Collect the student's ICP periodically and check for completeness.
- Ask parents at Parent/Teacher Conferences for feedback on student utilization.

INDIVIDUAL CAREER PLAN REDFIELD HIGH SCHOOL

PERSONAL DATA

Last Name	First Name	M.I.
Address	City	State
Home Phone	Date Of Birth	Social Security Number
Projected Graduation Date	Dates Completed	

ASSESSMENT DATA

	Date of Test	Results
Career Planning Program (9th)		
PLAN (voluntary - 10th)		
ASVAB (11th)		
PSAT (voluntary - 11th)		
Other Tests		
ACT or SAT		

INTERESTS/ACTIVITIES

	9TH	10TH	11TH	12TH
SCHOOL ACTIVITIES				
COMMUNITY ACTIVITIES				
INTERESTS AND HOBBIES				

EMPLOYMENT HISTORY

Employer and Address	Dates Employed	Title and Responsibilities

REFERENCES (school and work)

NAME	ADDRESS	PHONE
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

AWARDS AND HONORS

	9TH	10TH	11TH	12TH
SCHOOL AWARDS				
COMMUNITY AWARDS				

CAREER PREPARATION ACTIVITIES

My current career choice(s) is (are): _____

TO PREPARE FOR MY CAREER I NEED TO:

_____ Enroll in the following career cluster(s). Circle choice(s).

A. Business Contact

D. Science

B. Business Operations

E. Arts

C. Technical

F. Social Service

_____ Pursue an on-the-job training program. (Job Fair, Job Placement Counselor, Bureau of Apprenticeship).
Training desired: _____

_____ Enlist in the military service. (Take Armed Services Vocational Aptitude Test (ASVAB), ROTC, recruiter visit).
Area of interest: _____

_____ Attend a technical, vocational school, or a two-year college. (Technical school or college fair, school visits, visit with reps, articulation agreements, financial aid information, take ACT or other required tests). Check admission requirements.
Areas of study: _____
Schools considered: _____

_____ Go to work full-time. (Job fair, shadowing, job placement counselor).
Type of work: _____

_____ Attend a two-year college or technical school, and later transfer to a four-year college. (Vocational college fair, school visits, visit with college representatives, take ACT or other required tests). Check admission requirements.
Areas of study: _____
Schools considered: _____

_____ Attend a four-year college. (Take PLAN test sophomore year; Preliminary Scholastic Aptitude Test—PSAT—junior year; American College Test—ACT—or Scholastic Aptitude Test—SAT—in June following junior year, financial aid applications, college fairs, school visits, visit with college representatives). Check admission requirements.
Areas of study: _____
Schools considered: _____

Career & Education Planning—Identifying Career Options

Activity: Career Center Resources

Sources: Academic & Technical
Education Activities, 1997
Page 114.

Outcomes: Students will:

- Develop an information area within the library's Career Center for local occupations & careers.
- Learn about occupations in their community.

Materials/Resources:

- Job descriptions including tasks performed, working conditions, hours and earnings, education and training, personal qualifications and advancement.
- Application forms.
- Address, telephone number, fax number, & Internet address if not provided on application form.
- Manual, handbooks, videos of policies and procedures.
- Temporary display of safety gear issued by business such as helmets, goggles, etc.
- Pictures of other required apparel such as uniforms worn by nurses, bank employees, etc.

Instructional Activities

Procedures:

1. Introduce the above materials and resources to the freshmen during orientation.
2. Review these same materials and resources as the students are assigned to career units in their various classes.
3. Instruct teachers to have students utilize these career resource materials throughout the school year as part of the career research assignments.
4. The Guidance Department will utilize these materials as they work with individual students and groups of students in the classroom.
5. Encourage students to help locate and stock career materials and resources in the Career Center that they find in the community.
6. Encourage community members to participate in securing materials and resources for the Career Center.

Activity Assessment:

- Survey teachers, students, and counselors for amount of time spent in the Career Center.
- Observation of usage of the career materials and resources.
- Computerized circulation figures kept by classification category.

Career & Education Planning — Identifying Career Options

Activity: SD Careers: Past, Present and Future

Sources: Academic & Technical Education Activities, 1997
Page 2.

Outcomes: Students will:

- Describe reasons for “South Dakota’s Uncertain Future”.
- Compile a list of jobs that are obsolete, secure, and emerging.
- Analyze what a quality work force was like during the 20th century and beyond.
- Explore career choices (clusters).
- Determine necessary skills and personal qualities needed to successfully enter the work force.

Materials/Resources:

- South Dakota History Books and career research materials.
- Visit Prairie Village, Hutterite Colony, Smith Zimmerman Museum, Job Service of SD.
- Interview/talk with community members, parents, and grandparents.

Instructional Activities

Procedures:

1. Interview parents, grandparents, and other community members to find out about jobs that they did, no longer do, and what caused the changes. Work in small groups to compile a list of the jobs from the past.
2. Visit the sites listed above and note the jobs that are still needed/obsolete. In small groups compile a list of the jobs in your community.
3. Have students write letters to the businesses to inquire about the changes that have affected the way they do business, the reasons for the changes, and the impact of the changes.
4. Invite a Job Service representative to talk to the class about work skills. In small groups discuss the need to match skills with interests and the skills needed for the 21st Century.
5. Invite a panel of community workers from each of the cluster areas to talk about their job.
6. Each student will select an occupation; research the job; and plan a Wax Museum presentation.

Activity Assessment:

- Small group presentations
- Journals with reflective thoughts about the field trips and guest speakers.
- Business letters.
- Wax museum reports and presentation.

Career & Education Planning—Identifying Career Options

Activity: Making Career Decisions

Sources: Integrating Academic and Vocational Education, 1996
Page 61.

Outcomes: Students will:

- Demonstrate written and oral communication skills, the ability to research topics, the ability to compare and contrast, and the ability to problem solve and form opinions.
- Explain how government regulations and programs affect businesses and employees.
- Explain how the past affects the present and the future.
- Prepare a budget and interpret statistics.
- Explain how occupational choices affect physical and mental health.
- Use a computer for word processing as well as to research subjects to gain information.

Materials/Resources:

- Computer and library resources.
- Information regarding occupations and educational institutions.
- Links to the community for job shadowing and interviewing purposes.

Instructional Activities

Procedures: Each student will:

1. Job shadow a minimum of three hours in each career cluster.
2. Interview at least two people for a minimum of four interviews.
3. Research the history of the career areas chosen and explain how these occupations have changed over the past 25 years or more.
4. Prepare statistics on the cost of education, earning potential and the effects of the occupation on the environment.
5. Use the Internet and Career Information Delivery System to research specific careers.
6. Prepare a written report including the following: Why or why not a career would fit their interests, abilities and skills.
7. Present the information as an oral report to at least one teacher and a group of peers.

Activity Assessment:

- Content and quality of research.
- Written report and oral presentation.

Career & Education Planning — Identifying Career Options

Activity: Community Service Project

Sources:

Academic & Technical
Education Activities, 1997
Page 2.

Outcomes: Students will:

- Be exposed to community needs.
- Learn how to be an active community citizen.
- Learn that giving can be intrinsically rewarding.

Materials/Resources:

- Community and Business members
- Guest speakers

Instructional Activities

Procedures:

1. Develop an instrument to evaluate the existing community services and programs.
2. Assign students to research the need for community involvement including the benefits.
3. Develop a database of community service sponsors willing to supervise students.
4. Assign students to the various community service locations.
5. Each student will keep a journal about their community service involvement and share it with the class.

Activity Assessment:

- Written reaction paper.
- Oral report to the class.
- Students, community members and teacher will all fill out an evaluation form.

Career & Education Planning – Identifying Career Options

Activity: Senior Citizen Project

Sources: Integrating Academic and Vocational Education, 1996
Page 1.

Outcomes: Students will:

- Link to classroom learning “real-world” experiences via senior citizen expertise.
- Learn interviewing skills.
- Learn skills needed in the work world.
- Utilize communication skills needed in teaching a demonstration concept.

Materials/Resources:

- Computer and select software.
- Food items.
- Project supplies.

Instructional Activities

Procedures:

1. Pair each student with a retired senior citizen who is aware of the skills needed in today’s work world.
2. Students will plan and host senior citizens on a tour of the school building and luncheon.
3. Each student will interview a senior citizen, introduce him/her to computers, and write a career report using the information gained during the interview.
4. Each student will complete a class project with a senior citizen as part of the team.

Activity Assessment:

- Interview technique.
- Computer generated journal.
- Team project.
- Oral presentation.

Career & Education Planning — Identifying Career Options.

Activity: 8TH Grade Career Exploration

Sources: SD Tech Prep - Education Activities in South Dakota, 1998. Page 86.

Outcomes: Students will:

- Participate in career exploration through a job shadowing experience.
- Identify shadowing sites of interest through determining their career cluster.
- Shadow and interview an individual working in a career related to their identified cluster.

Materials/Resources:

- Community businesses and career people.
- Career cluster resources from the SD Curriculum Center.
- Real Game curriculum.
- Project Taking Charge curriculum.

Instructional Activities

Procedures:

1. Using the curriculums mentioned above or activities of your own, introduce the students to career clusters.
2. Identify job sites willing to supervise students during the shadow experiences.
3. Orientate students concerning job etiquette and ethics and have them role play these situations.
4. Assign job sites for students to shadow.
5. Using the Job Shadowing and Interview forms provided, students will shadow and interview an individual working in a career related to their identified cluster.

Activity Assessment:

- Completed interview form on the person shadowed.
- Class oral report/sharing on shadowing experience.

Student Partners _____

**JOB SHADOWING
STUDENTS EMPLOYEE INTERVIEW FORM**

Step 1 Job Available For Shadowing:
(Teacher must make final job-shadowing assignments)

Work Site:

Person to be Shadowed/Interviewed:

Address: _____ Phone: _____

Date of Job-Shadowing Experience:

Time: _____

Transportation to Work Site:

Name of accompanying adult (if other than person to be job-shadowed):

Name _____ Address _____ Phone _____

Step 2: Interview Questions For the Employee Being Shadowed

- a. What is your job title?
- b. What training/education did you need to get this job?
- c. What specific skills do you use on this job? (Examples: math, writing, use of large or small equipment.)
- d. What is your work schedule?

Days: _____ Hours per day: _____ Overtime: _____

- e. What do you do in a normal workday?
- f. What do you like about your job? What do you dislike about your job?
- g. Who do you talk to if you have problems on the job?
- h. What kind of clothes do you wear to work? (If uniforms are required, do you pay for them? Are they cleaned for you?)
- i. What is the beginning salary range for this job? What salary can one work up to?
- j. What benefits do you get?

___ Retirement ___ Sick leave ___ Health insurance ___ Dental insurance
___ Vacation leave ___ Other (explain): _____

k. What are related jobs that use the same skills as this one?

l. What would be my next step if I planned to get a job like yours?

Adapted from Women in *Nontraditional Careers (WINC): Curriculum Guide*. Women's Bureau, U.S. Dept. of Labor

SHADOWING

THANK YOU FOR AGREEING TO ASSIST WITH THE SIOUX VALLEY 8th GRADE CAREER PROGRAM!
THIS EXPERIENCE GIVES STUDENTS AN OPPORTUNITY TO GAIN SOME INSIGHT INTO FUTURE
CAREER GOALS.

THE STUDENTS WILL BE ARRIVING BY BUS. YOUR "SHADOW" WILL ARRIVE BETWEEN 8:45 AND 9:00
A.M. THE STUDENTS WILL BE PICKED UP BETWEEN NOON AND 12:15. STUDENTS DROPPED OFF
FIRST WILL BE PICKED UP FIRST.

YOUR STUDENT SHADOW(S)

THIS SHADOWING EXPERIENCE HAS BEEN SET UP FOR
THURSDAY, MARCH 20

IF YOU HAVE ANY QUESTIONS REGARDING THIS EXPERIENCE PLEASE FEEL FREE TO CONTACT
BRAD BONDE (696-4759) AT THE EAST CENTRAL MULTI-DISTRICT OR MACHELLE BONDE AT SIOUX
VALLEY SCHOOLS (627-5657).

THANK YOU FOR YOUR COOPERATION.

8TH SHADOWING APPOINTMENT CARD

_____ WILL BE SHADOWING AT
_____ FROM 8:45 TO 12:00 NOON ON

MONDAY, MARCH 17 TUESDAY, MARCH 18 THURSDAY, MARCH 28

YOUR SIGNATURE INDICATES APPROVAL OF THIS SHADOWING AGREEMENT.

SIGNATURE OF PARENT/GUARDIAN _____

THANK YOU FOR YOUR COOPERATION!

BRAD AND MACHELLE BONDE



March 4, 1998

To: Parents of 8th Graders
Re: Job Shadowing Experience

Dear Parent:

Your son/daughter has had the opportunity to participate in two exciting programs called Taking Charge and The Real Game through the Family and Consumer Sciences program at Sioux Valley Schools. Taking Charge is an abstinence based curriculum designed to teach skills to young people which they can use in abstaining from harmful activities. This program encourages young people to plan for their futures through making wise choices while they're young. The Real Game is a career exploration curriculum that allows the students to budget time and money and make life choices and plans based on a specific career and income.

One of the special features of these programs is the career planning and exploration that takes place. Job skills will be taught and implemented and career exploration will be encouraged. As a part of these units, a job shadowing experience with employers in our area is planned. Brad Bonde, who works with career preparation and exploration, is working with me in the process of contacting area businesses to set up job shadowing sites. Our plan is to have all 8th grade students shadow an employer for three hours to gain insight into what these people do on the job. We will be choosing three dates in the middle of March, and each section of the 8th grade will shadow on one of these dates. The students will have input into the shadowing sites, but we do want to use area businesses. Transportation to and from the shadowing sites will be provided by the school. The students will be excused from their morning classes for this experience.

Since the shadowing experience will require the student to learn outside of the school setting, we are requesting parental permission for this activity. Please complete the bottom portion of this letter and have your son/daughter return to Machelles Bonde by Monday, March 9. We can then make final arrangements. If you have any questions about this experience, please call me, Machelles Bonde, at work 627-5657 or home 693-3587.

My son/daughter, _____, has my permission to participate in the job shadowing experience with an area business.

Signature of parent/guardian _____

I would prefer that my son/daughter, _____, not participate in the job shadowing experience.

Signature of parent/guardian _____

Career & Education Planning — Identifying Career Options

Activity: Career Exploration & Profile

Sources: SD Tech Prep - Education Activities in South Dakota, 1998. Page 113.

Outcomes: Students will:

- Develop a career exploration profile.
- Examine the mentorship experience to understand the world of work and its effect on career choices.
- Use a seven-step process to achieve career goals.

Materials/Resources:

- Computer lab for word processing and Internet research.
- Library for research.
- Textbook: Succeeding in the World of Work.

Instructional Activities

Procedures:

1. Using the **Career Exploration and Profile** rubric sheet, orientate the students about the requirements for developing a career exploration profile.
2. Introduce the students to the seven-step process to achieving career goals.
3. Introduce the students to the computer lab and the Internet and how to access career information.
4. Students will be allowed to work in groups to develop ideas and to give presentations.
5. Students will be required to give a 5-7 minute oral & visual presentation on their Career Profile.

Activity Assessment:

- Research content: 60%
- Presentation: 30%
- Peer evaluation: 10%

Career Exploration and Profile

Final Summation Project

This is your visual summary of how you are going to use the seven-step process on how to chose a career and follow the necessary steps to reach that goal. This is a major portion of your grade, so this needs to be accurate, neat, and full of the information requested. Add pictures, graphs, charts or any other visual to enhance this presentation. Have fun with it, but take it seriously and do your best.

Career _____

My life and career short-range goals: (3)

My life and career long-range goals:

List personal qualifications to reach your career goal. Match values, aptitudes, interests, skills.

How am I going to reach this career goal?

Education and/or training

High school courses (track)

Post high school or schools (3) choices

Licenses or Certificate or tests needed

Upon completion of my education or training, I need to get a job.

Use the WWW or "Job" from "Choices '98"

Find the employment outlook. Use your list of twenty top jobs.

Find entry level jobs in your career area.

Search for information on advancement in your career area.

Find related occupations to your chosen career. (name 3)

Where are you going to be employed? (3) choices

State, city, company or agency or self

Work I am going to do?

Work I am going to do? Hours

Earnings

Environment

Data, things, people

Career & Education Planning — Identifying Career Options

Activity: Career Exploration Class

Sources: SD Tech Prep - Education Activities in South Dakota, 1998. Page 104-105.

Outcomes: Students will:

- Learn about specific careers and factors that affect and are affected by career choice.
- Discover resources available to them to help facilitate career development.
- Combine their interests, abilities, and values to determine career options and career strategies.
- Learn what characteristics are needed to succeed in the world of work and society in general.

Materials/Resources:

- “Real Game” and “Be Real” curricula; CPS test results; “Career in the 90’s” video.
- South Dakota Career Ways; Career Cluster brochures; SCANS information.
- Southeast Technical Institute employer survey results and activity.

Instructional Activities

Procedures:

1. Give each student a “Tentative Course Outline” and orientate the students to the course.
2. Give each student the two-page “Career Assignment Grading Form” and explain the criteria for a grade.
3. Following the Course Outline, facilitate the various career activities.
4. Introduce the students to the computer lab and library where they will do career research.
5. The teacher/facilitator will monitor the progress of each student.

Activity Assessment:

- The “Real Game” and “Be Real” curricula provide pre-and post-tests.
- Feedback forms are also given to students upon completion of the course for further information.
- Students will be evaluated on their research via presentations (see Grading Forms).

Tentative Course Outline: (Variation from this outline is expected)

- January 26 Jigsaw activity
Ice breaker
Procedures
Overview of the REAL Game
Pre-test
"Foundations"--Introduction of foundation terms and guiding principals
Career cluster activity and discussion of career clusters, job families, etc.
- 28 Review career clusters
Divide into groups
"The Spin Game"
Team-building game
Introduction of work readiness skills
- 30 Review work readiness skills, career clusters
"The Dream"--wish list
Guest speaker ??
"What's My Line"--distribution of folders, activity posters and occupation profiles
Complete activity posters
Categorize occupations into career clusters
- February 3 "What's My Line" continued
Who am I? Who are you? activity
Share activity posters
Design business cards
"Reality Check"--begin the budget process
- 5 "Reality Check" continued
Complete the budget process and adjust
"Building Blocks"
Wish list cut-outs
Street and town names
- 9 "After Work"
Leisure time activities
- 11 "Spin it Again"
"Fair Play"--Man's Work or Women's Work handout
Reflecting on Gender Facts handout
Gender Equity Facts and Figures handout
Gender Equity Proclamation
- 13 "Thumbs Up or Down?"--handout and activity
Which cluster do you fit?
- 18 "The Pink Slip"
Resume handout and terminology
Group resume creation
Event poster
Individual resume creation
- 20 "Disaster Strikes"
Possibly begin "Team Work"
- 24 "Team Work" continued
- 26 "Team Work" continued ??

- March 2 CPP results
 Discussion of potential careers
 Discussion of how this fits with career clusters
 Review of work readiness skills
 Career Ways
 Introduction of Career Exploration Project
- 4 Career planning resources-library, career books, internet, computer lab.
 Career Ways
 Work on Career Exploration Project
- 6 Continue work on Career Exploration Project
 Introduction of high school classes
 Develop 4-6 year plan
- 10 Career Exploration Presentations
- 16 Career Exploration Presentations
 Spin Game
- 18 Career Information Day Preparation
- 20 Flex Day
- 24 Introduce portfolios
 Adjust simulated resumes to personal resumes
 Transfer selected items from REAL Game folder to portfolio
- 26 Last day of 3rd quarter
 "The Big Picture"

** A field trip may be added to this schedule. Adjustments will be made as needed.

Career Exploration Class

Choose a career to research and use the following guidelines to write a report on this career. The report will be looked at as a professional product, so be sure to use appropriate grammar, sentence structure, spelling, and adequately cover each item listed below. If the report adequately addresses the baseline criteria outlined below in category 1, 100 points will be earned. Up to 50 additional points are earned for effort, creativity, additional information/resourcefulness, how clearly your information is conveyed to the class and accuracy of information. 1-5 extra credit points will be earned if you ask appropriate thought-provoking questions during classroom presentations.

Category 1 Baseline Criteria

- | | |
|-----------|--|
| 10 points | 1. Type of career (must be a specific occupation) and brief description of the career |
| 10 points | 2. Why you chose this topic to research |
| 10 points | 3. Specific training needed to obtain this career (how much, what type--college, graduate school, tech school, military, on-the-job, etc.) |
| 10 points | 4. Where jobs of this type would be located (in a hospital, a clinic, an office, a retail store, in a big city, on the coasts, in rural areas, etc.) |
| 10 points | 5. Job outlook (Is this a job that is readily available or are there few opportunities in this field? Is the field growing or diminishing?) |
| 10 points | 6. Approximate salary--use South Dakota statistics where possible |
| 10 points | 7. Related occupations |
| 10 points | 8. High school courses you could take to prepare yourself for a career in this area |
| 10 points | 9. Go over your research with your parent(s) and have them sign the bottom of your research paper |
| 10 points | 10. Share your information with the other students in the class through presentation, class discussion, poster presentation, video presentation, demonstration, or other appropriate means as determined by the instructor |

Total 100 points

Category 2 Facilitator, Peer and Self Review Criteria

Students will be reviewed by the facilitator, peers, and themselves based on criteria listed below:

- | | |
|-----------|--|
| 10 points | Demonstrated this criteria exceptionally above expectations |
| 8 points | Demonstrated this criteria above what was expected |
| 6 points | Adequately met this criteria, but no extra effort was demonstrated |
| 4 points | Little demonstration of this criteria |
| 0 points | No demonstration of this criteria |

Effort (0-10--average of below scores)

Facilitator (0-10)

Peer (0-10)

Self (0-10)

Information clearly conveyed to the class (0-10--average of below scores)

Facilitator (0-10)

Peer (0-10)

Self (0-10)

Creativity (0-10--average of below scores)

Facilitator (0-10)

Peer (0-10)

Self (0-10)

Accuracy (0-10--average of below scores)

Facilitator (0-10)

Self (0-10)

Additional Information (0-10—average of below scores)

Facilitator (0-10)

Peer (0-10)

Self (0-10)

Total for category 2 (0-50)

*** 1-5 extra credit points possible for asking appropriate, thought-provoking questions of the presenters.

**Career Assignment
Grading Form**

Name of person being evaluated: _____
Name of person evaluating: _____

Category 1 Baseline Criteria

- _____ 1. Type of career (must be a specific occupation) and brief description of the career (10 points)
- _____ 2. Why you chose this topic to research (10 points)
- _____ 3. Specific training needed to obtain this career (how much, what type--college, graduate school, tech school, military, on-the-job, etc.) (10 points)
- _____ 4. Where jobs of this type would be located (in a hospital, a clinic, an office, a retail store, in a big city, on the coasts, in rural areas, etc.) (10 points)
- _____ 5. Job outlook (Is this a job that is readily available or are there few opportunities in this field? Is the field growing or diminishing?) (10 points)
- _____ 6. Approximate salary--use South Dakota statistics where possible (10 points)
- _____ 7. Related occupations (10 points)
- _____ 8. High school courses you could take to prepare yourself for a career in this area (10 points)
- _____ 9. Go over your research with your parent(s) and have them sign the bottom of your research paper (10 points)
- _____ 10. Share your information with the other students in the class through presentation, class discussion, poster presentation, video presentation, demonstration, or other appropriate means as determined by the instructor (10 points)
- _____ Total for Category 1 (100 points possible)

**Career Assignment
Grading Form Page Two**

Name of person being evaluated: _____
 Name of person evaluating: _____

Category 2 Facilitator, Peer and Self Review Criteria

Students rated based on criteria listed below

- 10 Demonstrated this criteria exceptionally above expectations
- 8 Demonstrated this criteria above what was expected
- 6 Adequately met this criteria, but no extra effort was demonstrated
- 4 Little demonstration of this criteria
- 0 No demonstration of this criteria

Effort (0-10--average of below scores)
 Facilitator (0-10)
 Peer (0-10)
 Self (0-10)

Information clearly conveyed to the class (0-10—
 average of below scores)
 Facilitator (0-10)
 Peer (0-10)
 Self (0-10)

Creativity (0-10--average of below scores)
 Facilitator (0-10)
 Peer (0-10)
 Self (0-10)

Accuracy (0-10--average of below scores)
 Facilitator (0-10)
 Self (0-10)

Additional Information (0-10--average of below
 scores)
 Facilitator (0-10)
 Peer (0-10)
 Self (0-10)

_____ Total for category 2 (0-50)



**Career Assignment
Grading Form Page Three**

Name: _____

- _____ Category 1 baseline criteria (100 points possible)
- _____ Category 2 facilitator, peer and self review (0-50 points)
- _____ Extra credit points (1-5 points)
- _____ Total points (Category 1 + Category 2 + Extra Credit)
 Total possible=155

- 140 - 155 Exceptionally above average performance - Advance/promotion
- 120 - 139 Slightly above average performance - Bonus
- 100 - 119 Adequate performance - Continued employment
- 81 - 99 Slightly below acceptable performance - Demotion
- 80 or below Significantly below acceptable performance – Fired/let go

Lennox Career Development Goals

- K-4 Career Awareness
- 5-8 Career Exploration
- 9-12 Career Decision-Making

K - 4 Career Awareness

Sound career choices in an individual's later stages of career development are enhanced by awareness and knowledge of many different kinds of occupations. The process of acquiring such information should begin in early grades to lay the foundation for each individual's creation of a realistic picture of the world of work.

Lennox Elementary Career Week

Objectives

Students will:

1. gain an awareness of the world around them occupations that they come in contact with in their life.
2. learn about several types of specific careers, as well as how careers can be grouped according to similarities.
3. have fun learning about careers!

Activities (Activity packets for each grade will be forthcoming)

Kindergarten - Work at home, in the school, in the community

- Hats worn
- Transportation

1st Grade - Work done by students, teachers, adults and others

- Examples of work in diverse settings: home, school, community and others
- Work locations

2nd Grade - School occupations

- Jobs in the community
- Informational interview
- Career garb

3rd Grade - Career clusters

- Parent interview
- Career acrostic

4th Grade - Career clusters

- Career research
- Dress up day and presentation to younger grades

* Letters are being sent home with students requesting that if parents are interested in speaking about their career in their son or daughter's class, they contact that teacher directly to set up a time.

Lennox Career Development Goals

- K-4 Career Awareness
- 5-8 Career Exploration
- 9-12 Career Decision-Making

5 - 8 Career Exploration

Sound career choices in an individual's later stages of career development are enhanced by awareness and exploration of many different kinds of occupations. The process of acquiring and exploring such information and experiences should begin in the early and middle grades to lay the foundation for each individual's creation of a realistic picture of the world of work.

Lennox Middle School Career Week

Objectives

Students will:

1. gain an awareness of the world around them and occupations that they come in contact with in their life.
2. learn about and share information regarding several types of specific careers.
3. have fun learning about careers!

Activities

Grade 6 - Informational Interview
- Tour Wax Museum of Careers

Grade 7 - Career World Jigsaw Lesson
- Nursery Rhyme Wacky Career Activity
- Tour Wax Museum of Careers

Grade 8 - Wax Museum of Careers
- Career Acrostics

* Letters are being sent home with students requesting that if parents are interested in speaking about their career in their son or daughter's class, they contact that teacher directly to set up a time.

Career & Education Planning — Identifying Career Options

Activity: Course Selection

Sources: SD Comprehensive Guidance & Counseling Program Model – High School, 1995, Page I-1, I-6

Outcomes: Students will:

- Learn the relationship between learning and work.
- Learn how to select high school courses that fit their career goals.
- Understand the importance of practice and effort to educational achievement.

Materials/Resources:

- **Program Planning** worksheet (two-pages).

Instructional Activities

Procedures:

1. Introduce this activity by explaining that there are many reasons people take courses, but often are not well thought out. This leads to lack of interest and boredom with school.
2. Distribute the **Program Planning** sheets and ask students to complete it.
3. Check for student awareness. Ask them if the courses they have liked or done well in have any common features. Emphasize that courses that match interests and abilities and lead to future goals are usually the most rewarding.
4. Ask students to complete the sentence stem. “In the future, I would like to take courses that _____” and ask students to make a commitment to give deeper consideration to course selection.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can assign a grade to the worksheet.
- The students could be required to write a reaction paper on the discussions.

PROGRAM PLANNING

Why Did You Choose the Courses You Are Now Taking?

Listed here are the categories of reasons for having taken a course:

1. Graduation Requirements
2. College Admissions, Technical Institute, or Trade School Requirements
3. Curriculum Exploration (Choosing course to check out your interests or because you think you need new experiences)
4. Interests and Strengths (Choosing courses in areas in which you already have strong interests and/or ability)
5. Career Applicability (Course is useful for getting a job or is a direct requirement for a career you have in mind)
6. Skill Development (Choosing course in an area in which you know you are weak and want to improve)
7. Parent Decision (Parent insists or strongly encourages that the course be taken)
8. No Reason
9. Recommendation of a Friend
10. Other (Specify)

Directions: On the lines below, write down the names of the courses you are taking. Then place the number of your reason for taking a particular course beside the course name.

Courses:

What Does the Completed List Say About Your Reasons for Taking Courses?

- _____ My courses are leading to an after graduation goal.
- _____ Graduation is my only goal at present.
- _____ I'm taking many courses for no apparent reason.
- _____ I'm building my strengths and interests.

- _____ I want to be prepared to get a job after graduation.
- _____ I want to be prepared to get into college after graduation.
- _____ Other people seem to be making my course decisions for me.
- _____ I see my weaknesses and I'm trying to do something about them.

Career & Education Planning — Identifying Career Options

Activity: Sex Roles And Jobs

Sources: SD Comprehensive Guidance & Counseling Program Model – High School, 1995, Page O-1

Outcomes: Students will:

- Learn that being male or female does not limit school or work opportunities.
- Identify factors that have influenced the changing career patterns of women and men.
- Learn to select jobs and career that are suited to their interests and talents regardless of traditional sex roles.

Materials/Resources:

- Men and Women Story Sheets and one activity sheet for each student.

Instructional Activities

Procedures:

1. Give each student an activity sheet and have each student rate the occupations according to the following instructions: “If you would feel uncomfortable if your mother had this job, mark ‘men only’. If you would feel uncomfortable if your father had this job, mark ‘women only’. Discuss the opinions of the students.
2. Distribute copies of the stories and give one marked “men” to each of the male students and the one marked “women” to each of the female students. Instruct the students to each write an ending to their story.
3. Break into small groups (male and female students mixed together) and have the students share what they wrote and how they are different and how they are the same. Discuss why or why not.
4. Bring the groups back together and summarize the activity.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the worksheet.
- The students could be required to write a reaction paper on the discussions.

ACTIVITY SHEET

	Men Only	Both Sexes	Women Only
architect	_____	_____	_____
conductor	_____	_____	_____
sportswriter	_____	_____	_____
dress designer	_____	_____	_____
painter	_____	_____	_____
theater director	_____	_____	_____
radio-tv reporter	_____	_____	_____
illustrator	_____	_____	_____
veterinarian	_____	_____	_____
geologist	_____	_____	_____
pharmacist	_____	_____	_____
letter carrier	_____	_____	_____
pilot	_____	_____	_____
carpenter	_____	_____	_____
police officer	_____	_____	_____
florist	_____	_____	_____
cab driver	_____	_____	_____

"MEN" STORIES

MEN: John and Alice live on a remote ranch in northern Montana with their two daughters, Kelly 4 and Marty 2. Both enjoy the rugged life, and before the children were born both worked the ranch together. Suddenly, Alice is killed in an automobile accident. John is faced with a decision about how to both make a living and raise the children. His parents urge him to move in with them in Denver and get a job there. Write a brief story describing John's decision and telling what happens to the family.

MEN: Paul Woolman and Sally Phillips have dated regularly all through high school and are planning to get married. They have tentatively set the wedding date for August after graduation. Both have prospects of fairly good jobs in their home town and would like to remain there. However, two months before graduation, Paul receives a full scholarship to a college five-hundred miles away. What does he do?

MEN: Ed has just graduated from high school. He has a strong interest in Indian philosophy and has decided to go to India. However, he has little money. First, he hitchhikes from his home in Nevada to San Francisco. Then he gets a job on a passenger ship going to Hong Kong. From there he works his way to India doing odd jobs. He ultimately meets a guru and asks if he can study under him. What happens to Ed over the next few years?

"WOMEN" STORIES

WOMEN: John and Alice live on a remote ranch in northern Montana with their two daughters, Kelly 4 and Marty 2. Both enjoy the rugged life, and before the children were born both worked the ranch together. Suddenly, John is killed in an automobile accident. Alice is faced with a decision about how to both make a living and raise the children. Her parents urge her to move in with them in Denver and get a job there. Write a brief story describing Alice's decision and telling what happens to the family.

WOMEN: Paul Woolman and Sally Phillips have dated regularly all through high school and are planning to get married. They have tentatively set the wedding date for August after graduation. Both have prospects of fairly good jobs in their home town and would like to remain there. However, two months before graduation, Sally receives a full scholarship to a college five-hundred miles away. What does she do?

WOMEN: Ellen has just graduated from high school. She has a strong interest in Indian philosophy and has decided to go to India. However, she has little money. First, she hitchhikes from her home in Nevada to San Francisco. Then she gets a job on a passenger ship going to Hong Kong. From there she works her way to India doing odd jobs. She ultimately meets a guru and asks if she can study under him. What happens to Ellen over the next few years?

Career & Education Planning – Setting Career Goals

Activity: Goal Setting

Sources: SD Comprehensive Guidance & Counseling Program Model – High School, 1995, Page K-4

Outcomes: Students will:

- Learn how to set realistic personal, educational, and career goals.
- Use goal setting techniques to establish and reach life goals.

Materials/Resources:

- **Guidelines for Goal Setting and Personal Action Planner** worksheets.

Instructional Activities

Procedures:

1. Begin the session with some general statements about planning and goal setting.
2. Goal setting techniques help to identify factors that will help students to achieve goals, identify barriers that stand in the way, and strategies to overcome these barriers. Explain the process using the example of a trip to Japan. Post the steps listed on the **Personal Action Planner** on the board. Ask the students to provide the information on each step.
3. Distribute **Goal Setting Guidelines** and the **Personal Action Planner**. Go over the Guidelines and ask the students to set a goal and list all the steps they need to take to reach their goal.
4. Have the students share goals and the steps taken to reach them.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the worksheets.
- The students could be required to write a reaction paper on the discussions.

GUIDELINES FOR GOAL SETTING

To set effective goals, it is important that one observe the following guidelines. A goal must be:

- ★ **CONCEIVABLE** -- You must be able to state the goal so that it is understandable and then must be able to identify clearly what the first step or two would be.
- ★ **BELIEVABLE** -- In addition to being consistent with your personal value system, you must believe you can reach the goal.
- ★ **ACHIEVABLE** -- The goals you set must be accomplishable with your given strengths and abilities.
- ★ **CONTROLLABLE** -- If your goal includes the involvement of anyone else, you should first obtain the permission of the other person or persons to be involved.
- ★ **MEASURABLE** -- Your goal must be stated so that it is measurable in time and quantity.
- ★ **DESIRABLE** -- Your goal should be something you really want to do. Whatever your ambition, it should be one that you want to fulfill, rather than something you feel you should do.
- ★ **STATED WITH NO ALTERNATIVE** -- You should set one goal at a time. Even though you may set out for one goal, you can stop at any time and drop it for a new one. But, when you change, you again state your goal without an alternative.
- ★ **GROWTH FACILITATING** -- Your goal should never be destructive to yourself, to others, or to society. If someone is seeking potentially destructive goals, an effort to encourage her/him to consider a different goal should be made.

PERSONAL ACTION PLANNER

GOAL:
(write it down)

ACTION:
(steps to take to reach goal)

RESOURCES:
(what is needed?)

BARRIERS:
(what is in the way?)

WHEN:
(state a time)

NEXT STEPS:
(what comes after the first step?)

EVALUATION:
(assess your progress)

Career & Education Planning – Setting Career Goals

Activity: Short-Term Goal Setting

Sources: Indian Creek High School
Teacher Advisor Program, 1996.
Indian Creek, Indiana.

Outcomes: Students will:

- Establish 9-week goals and develop strategies for reaching those goals.
- Learn the characteristics of well written goals.
- Write a personal and an academic 9-week goal.

Materials/Resources:

- Short-Term Goal Setting Strategies sheet.
- 9-Weeks Personal Goals worksheet.

Instructional Activities

Procedures:

1. Give each student a copy of the Short-Term Goal Setting Strategies sheet.
2. Discuss the four points outlined on this handout:
 - a) Characteristics of a well written goal;
 - b) Measurable vs. non-measurable goals.
 - c) Examples of academic goals.
 - d) Exercise on identifying well-written goals.
3. Distribute Nine Weeks Academic Goals worksheet.
4. Using the Short-Term Goal Setting Strategies sheet, ask the students to write one academic goal.
5. Allow time for the students to share their goals and critique them so they can make changes if necessary.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the worksheets.
- The students could be required to write a reaction paper on the discussions.

SHORT-TERM GOAL SETTING STRATEGIES

I. Characteristics of a well-written goal. A well written goal . . .

- A. Tells what you will do.
- B. Gives some measurement to determine when you have reached your goal.
- C. Tells when you will have it done by.
- D. Is not too big (easily discouraged) or too little (no feeling of accomplishment).
- E. Concerns something over which the student has control.
- F. Ownership – it must be your goal (not the parent's, teacher's, counselor's, etc.).

II. Measurable vs. Non-measurable Goals.

Make sure you can measure the goal. Do not use words like some, more, often, better.

III. Examples of Academic Goals. Note that academic goals can deal with any behavior that affects their academic achievement. Your goals may center around . . .

- a) doing homework
- b) making review sheets for quizzes
- c) attendance
- d) classroom behavior

IV. Identifying Well-Written Goals Exercise. Read the following goals and have the students tell whether or not they are well written. If not, why not?

- 1. "I will turn in all my homework in Pre-Algebra for this marking period."
- 2. "I will only have 2 absences this nine-weeks."
- 3. "I will have better behavior in class". (No - not measurable. What constitutes "better behavior?" Which class?)
- 4. "I will make flash cards for every vocabulary test in Spanish this marking period."
- 5. "I will make my PE teacher proud of me." (No – the student can not control how the teacher feels. How do you measure "proud?")
- 6. "I will raise my hand to participate in English at least once a week for this marking period."

NINE WEEKS ACADEMIC GOAL

NAME: _____

MARKING PERIOD _____

WHAT WILL YOU DO?

- Example:
1. I will raise my Algebra I grade.
 2. I will improve my attendance.
 3. I will improve my behavior.
 4. I will be more responsible about my work.

WHAT MEASUREMENT WILL YOU OBTAIN?

- Example:
1. B- average
 2. Fewer than 2 absences.
 3. No office referrals
 4. Turn in all homework

WHEN WILL YOU HAVE ACCOMPLISHED THIS?

- Example: By the end of the 9 weeks

WHO OR WHAT WILL VERIFY THAT YOU HAVE REACHED THIS GOAL? HOW?

- Examples:
1. I will show my report card to my TAP Advisor.
 2. My Spruish teacher will write a statement that I have turned in all of my homework.
 3. The Assistant Principal will write a statement that I had no office referrals.

GOAL-WRITING CHECK LIST:

1. Is this goal something you have control over?
2. Is the goal too big?
3. Is the goal too easy?
4. Have you used any non-measurable words like some, more, often, better?
5. Is this your goal?

VISIONING LETTER TO MYSELF

May 1, 1996

Dear _____

Today I participated in a visioning activity with my Teacher Advisor Group. During this activity, I dreamed about what I would be doing in the future. Here's a description of my life four years from now:

EDUCATION: I will . . .

FAMILY: I will . . .

FRIENDS: I will . . .

CAREER: I will . . .

LIFESTYLE: I will . . .

We also looked farther into the future to then years from now. Here's a description of that dream to:

EDUCATION: I will . . .

FAMILY: I will . . .

FRIENDS: I will . . .

CAREER: I will . . .

LIFESTYLE: I will . . .

I'll get a copy of this letter as I graduate and in ten years! In the meantime, I'm working every day to reach these goals!

Signature

41

Career & Education Planning — Being A Successful Student

Activity: Guide To Successful Studying

Sources: SD Comprehensive Guidance & Counseling Program Model - HS Activities, 1995, Page G-2.

Outcomes: Students will:

- Improve study and learning skills.
- Understand the importance of motivation to school success.
- Understand effective techniques for studying and taking notes.

Materials/Resources:

- Survival Guide for High School Students and Parents handout (4 pages).

Instructional Activities

Procedures:

1. Discuss the need for improved study skills and techniques. Cite the changes in the curriculum, the increased number of distractions, the increased importance on good grades, etc.
2. Hand out the Survival Guide for High School Students and Parents sheets.
3. Discuss each section and encourage students to volunteer their ideas and comments.

Activity Assessment:

- The teacher can assess the students based on participation in group discussion.
- Assign a reaction paper on the importance of developing successful study skills.

SURVIVAL GUIDE FOR HIGH SCHOOL STUDENTS AND PARENTS

STUDY SKILLS

YOUR SUCCESS as a high school student will depend a great deal on how efficiently you use your study time. The California Teachers Association has collected some tips from classroom teachers to help you reach your full potential in high school.

STUDYING

STUDY a little bit every night. Don't try to cram the night before a test. Don't study for too long at one time. Take a break now and then.

YOUR STUDY SPOT should be well lit, comfortable, and distraction free. TVs and stereos prevent you from concentrating and make your study time less efficient.

REST, relaxation, exercise, and a proper diet are all important parts of your preparation for school. A high protein, low sugar breakfast is helpful for maintaining a constant energy level all day.

THINK of your study time as a pleasant learning experience, not a chore.

PREPARING FOR TESTS

KEEP UP with your schoolwork. Once you fall behind, it's hard to catch up.

PAY ATTENTION to review sessions. Ask questions about what type of question to expect. If you don't understand something, ask your teacher.

EMPHASIZE the major ideas (concepts) of the test material. Learn the key vocabulary words. Make flash cards of the vocabulary if it helps you. Have someone test you on them.

TAKING THE TEST

DON'T PANIC! Everyone feels tension before a test. Tension helps you stay alert. Let it work for you.

READ THE ENTIRE TEST before you do anything else. This will allow you to:

- ☞ Get rid of a few of the butterflies.
- ☞ Choose the easiest questions to start on.
- ☞ Budget your time.
- ☞ Start your subconscious mind working on the tougher questions. You'll find that when you come back to them, the answers often pop right out.
- ☞ Pick up clues to some questions in other questions. Reading the whole test will save you time in the long run.

LOOK FOR CLUES in the test questions themselves.

- ☞ Use the process of elimination for matching or multiple choice questions.
- ☞ In true/false tests, look for words such as **all, always, never, and none**. If you can think of just one exception, the question is false.
- ☞ For essay questions, **think first**, jot down a few key words or (better yet) a simple outline, then write your answer.
- ☞ If you have trouble interpreting a question, think about the concepts that you studied. One of them will probably be the key to the answer.

TAKING LECTURE NOTES

DON'T TRY to write down everything the teacher says. Listen carefully until you understand the point that is being made. then write it down in your own words. Pay particular attention to examples.

DON'T BE AFRAID to ask questions when you don't understand. If you don't understand, the chances are that other people don't understand either.

GO OVER YOUR NOTES during your regular evening study session, while they are still fresh in your mind. Add whatever you need to make your notes clear. If you let the notes sit until the night before the exam, they may make no sense to you at all. By looking them over while they're fresh in your mind, you'll have time to ask questions if you don't understand.

READING SKILLS

TEXTBOOKS

BEFORE YOU START READING an assignment in a textbook, it helps to ***PREVIEW*** the material. Previewing consists of the following steps:

- a. Look at all of the illustrations and read the captions.
- b. Read all of the ***BOLDFACE*** words in the chapter. Topic headings and key vocabulary words are often printed in boldface.
- c. ***READ*** the first and last paragraphs in the chapter.
- d. ***BRIEFLY READ*** any questions, vocabulary lists, chapter summaries or chapter objectives if they are present.
- e. ***SKIM*** the entire chapter. This means that you just scan the material quickly, letting your eyes pick up words and phrases more or less at random.

PREVIEWING gives your mind an outline of the material you are about to read. The outline will act as a framework into which you will be able to sort the details of the chapter into their proper places. Previewing is a way to help you to remember what you read.

READING ENVIRONMENT

READ in a distraction-free environment. Your study area is also probably your best reading area.

GOOD LIGHTING is a must. Light should come over your shoulder to avoid shadows, but don't read in a dark room under a bright light.

IF YOU CAN'T READ for a reasonable time without getting tired, restless, or eyestrain, you may have a vision problem. Have your eyes tested if there's any question. If you are supposed to wear glasses, wear them.

Career & Education Planning — Being A Successful Student.

Activity: Improving Assignments

Sources: SD Comprehensive Guidance & Counseling Program Model - HS Activities, 1995, Page G-2.

Outcomes: Students will:

- Improve study and learning skills.
- Understand the importance of motivation to school success.
- Learn organizational skills that will help them start and finish assignments successfully.

Materials/Resources:

- A **Key to Improving Assignments** activity sheet.
- **Study Habits Inventory** worksheet.

Instructional Activities

Procedures:

1. Brainstorm barriers that students have that cause them to not do well on assignments.
2. Distribute **A Key to Improving Assignments** activity sheet.
3. Discuss each idea and the importance of completing assignments.
4. Distribute the **Study Habits Inventory** and have the students complete it.
5. Allow students to discuss study habits that they are having problems with and offer suggestions for improvements.
6. Ask the students to try the suggestions from this activity and report any progress of changes at a later date.

Activity Assessment:

- The teacher can assess the students based on participation in group discussion.
- Completion of the **Study Habits Inventory**.

A KEY TO IMPROVING ASSIGNMENTS

1. Keep an assignment book. If you get mixed up and do the wrong homework or if you forget to study for a test, your grades are going to show it. Develop the habit of keeping a daily assignment notebook. Write down everything you need to remember. This way, you will always know exactly what you need to do.
2. Learn to follow directions. Some students get low grades simply because they don't follow directions. Read all directions carefully, especially on a test. Also, learn to be a careful listener. When the teacher explains an assignment, pay close attention. If you still don't understand what you are expected to do, ask again and write it down.
3. Write neatly and accurately. Remember your teachers see your homework papers as a reflection of your ability and attitude. Sloppy papers make you seem like a sloppy thinker. Take pride in your work! Aim for quality!
4. Learn to check over work before turning it in. Spend a few minutes proof-reading your homework papers or tests before turning them in. Learn to catch your own errors. Learn to use the dictionary if you have trouble spelling words correctly.
5. Learn to manage your time. Learn to use your spare time effectively. Put that class study time to use, don't waste it.
6. Assume responsibility for your own actions. Do you blame your teachers for low grades? Forget it! No one else is responsible for your failures or successes but YOU. Going to school is like having a job. You attend each day and give it 100% effort to learn the most.
7. Aim for success. Everyone wants to be successful at school. Why do you want to earn good grades? When you start thinking you can be successful at school, you will be.

Career & Education Planning—Being A Successful Student.

Activity: Taking Tests

Sources: Indian Creek High School
Teacher Advisor Program, 1996.
Indian Creek, Indiana.

Outcomes: Students will:

- Become familiar with tips for test preparation, taking tests, and learning from returned tests.

Materials/Resources:

- **Taking Tests – General Tips** handout.
- **Taking Tests – General Tips** quiz.

Instructional Activities

Procedures:

1. Hand out the **Taking Tests – General Tips** sheets. Discuss the section on “How to Prepare for Tests” and “How to Take Tests”. Mention to students that they will take a short quiz at the end of the discussion.
2. At the end of the discussion, hand out the **Taking Tests – General Tips** quiz. Have the students give short one-sentence answers.
3. Have the students correct their own quiz and go over the correct answers.
4. Let the students use their **Taking Tests – General Tips** Sheet to fill in the correct answers.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the quiz.

TAKING TESTS - GENERAL TIPS

Adopted from the Virginia Polytechnic Institute and State University Homepage

INTRODUCTION

Tests measure how you are doing in a course. Test scores may be a key determinants of your course grade. Doing well on tests requires a solid grasp of the course content and test-taking skills. This article contains tips that apply to all types of tests.

HOW TO PREPARE FOR TESTS

1. FAMILIARIZE YOURSELF:

Familiarize yourself with the test. Ask the teacher how long it will be, and what kind of questions will be on it. Ask your teacher which materials are most important, which chapters to focus on, and what you will have to do on the test. Also ask for some sample test questions, and whether there is a copy of a similar test you may study. Look over the tests you have already taken in the course to predict what you will need to prepare for. Your aim is to determine both the content of the questions and the type of skills you will be asked to use.

2. OVERVIEW ALL WORK:

Overview all the studying to be done and schedule time to do it. On the basis of your familiarity with the test, make a list of all the studying tasks you must complete to prepare for it. Given what topics you expect to be most important on the test, set priorities among your study tasks and plan to do the most important ones first. Make a "check off list" of things you'll do while studying. Some people even like to reward themselves (with a coke, TV break, etc.) when they have completed a specific amount of studying.

3. AVOID "ESCAPE SYNDROME."

Avoid the "escape syndrome". If you find yourself fretting or talking about your work rather than studying, relax for a few minutes and rethink what you are doing. Rethink your study plan. Then, **START WORKING.**

4. WHEN YOU HAVEN'T READ ALL THE MATERIALS:

Of course, it is best to read all of your material carefully before each test. However, when you haven't, these tips might help: Skim all the reading material first so you will have at least looked at everything before the test. Take notes on what you skim. Try asking yourself questions regarding **WHO, WHAT, WHERE, WHEN,** and **HOW** about the information. Recite the material to yourself immediately, self-testing at the end of each part to enhance recall even without later review.

5. REVIEW ACTIVELY:

Write summary sheets by diagramming, charting, outlining, categorizing in tables, or simply writing paragraph summaries of the information. Try to create a summary sheet for each study session, or for each main idea, or for each concept. The more of yourself you put into these sheets, the better you will remember the information.

6. PRACTICE TEST TAKING:

Practice doing what you will be doing on the test. If you will be solving problems, then that is what you need to do while studying; if you will be conjugating Spanish verbs, then write these out. Answer unassigned problems or questions in the text or anticipate test questions by thinking frequently, 'If I were making up this test, I would probably ask...', and then answer your question. Write practice tests yourself, and then take them. Remember, the single most effective way to prepare for any test is to practice doing what you will have to do on the test.

7. STUDY IN GROUPS:

It is frequently useful to study with other well-prepared student(s) and to attend any review sessions if available. If you're unable to get together in person, call a friend on the phone. Use these forums to clarify any questions you have about the materials and the test.

HOW TO TAKE TESTS

1. BE PREPARED EMOTIONALLY AND PHYSICALLY:

Be prepared emotionally and physically as well as intellectually. Get into a "fighting" attitude, emotionally ready to do you best. Stay away from others right before the test. Anxiety is highly contagious. Focus on what you know rather than on what you do not know: reinforce your strengths and minimize your weaknesses. Get your rest the night before a test, eat well balanced meals, keep up with your regular exercise - prepare your brain for optimum functioning by keeping your physical resources well maintained. Avoid fasts; do not take any stimulants you are not used to, and if you are used to then (i.e., coffee or soft drinks) keep within moderate amounts.

2. ARRIVE IN CLASS EARLY:

Arrive at the class room early enough to arrange your working conditions, establishing a calm and alert mode. If the teacher has not assigned seats, select a seat where the lighting is the best (frequently in the front of the room) and where your view of other students will be minimized.

3. MAKE QUICK NOTES OF THINGS YOU MIGHT FORGET:

When you receive your test, use the back to jot down all the information you are worried you might forget.

4. PREVIEW THE WHOLE TEST:

Preview the whole test before beginning to answer any questions. Make sure your copy has no missing or duplicate pages. Ask the teacher to clarify any problems. Read the directions carefully.

5. PLAN YOUR TIME:

Plan your time. Allow the most time for the questions which offer the most points. Allow time at the end to review your answers.

6. START WITH EASY QUESTIONS:

Start with the easy questions to build your confidence and to gain time for the harder ones. Work the entire test: put some answer down for each questions even if you must guess.

7. DON'T PANIC:

Do not panic if you see a question you did not prepare for. Use everything you know about the content of the course, the instructor's explanations and your own reasoning ability to analyze the question and create a logical answer. Go for partial credit when you know you cannot get all the points: if you have studied, you are bound to know something!

8. READ QUESTIONS CAREFULLY:

Read each question carefully, and try to figure out exactly what the testmaker is asking. If you're not sure, ask the teacher to explain.

LEARN FROM RETURNED TESTS

Analyzing each test will help you prepare for future tests and the final exam.

1. REWORK ERRORS:

If you receive your test back to keep, rework your errors trying to reason out why the correct answer was correct. If you do not receive your test back, make an appointment with the teacher to take a look at your answer sheet and the questions you missed.

2. ORIGIN OF QUESTIONS:

Look for the origin of each question - text, notes, labs, supplementary reading, etc.

3. IDENTIFY REASONS FOR MISSED QUESTIONS:

Identify the reason you missed questions. Did you fail to read it correctly? Did you fail to prepare for it? Was the test at a more difficult level than you prepared for? Did you run out of time?

4. CHECK DETAIL AND SKILL:

Check the level of detail and skill of the test. Were most of the questions over precise details and facts or were they over main ideas and principles? Did the questions come straight from the text or did the testmaker expect you to apply what you have learned to new situations.

5. ANXIETY:

Did you have any problems with anxiety or blocking during the test? If so, you might try taking slow, deep breaths during tests, or slowly rolling your head. Positive self talk ("I studied. I'm prepared") might also help.

Taking Tests – General Tips Quiz

Instructions: Give short, one-sentence answers to the following questions.

1. What does it mean to “familiarize yourself” with a test?
2. When do people “reward themselves” when studying?
3. What should you do when you haven’t read all of the materials covered on the test?
4. What is “active” reviewing?
5. What is the single most effective way to prepare for any test?
6. How can you prepare physically and mentally for a test?
7. What should you do as soon as you get your test?
8. Which questions should you start with?
9. What should you do when you don’t know an answer?
10. Why should you review your returned tests?
11. What should you do if you get extremely nervous or anxious during a test?

Career & Education Planning — Being A Successful Student:

Activity: Memorization Tricks

Sources: Indian Creek High School
Teacher Advisor Program, 1996.
Indian Creek, Indiana.

Outcomes: Students will:

- Demonstrate linking as a method for memorization.
- Practice the linking technique.
- Share their memorization links with the class.

Materials/Resources:

- Examples of linking for the teacher's convenience.
- **Memorization Tricks – Linking** worksheet.

Instructional Activities

Procedures:

1. Ask the students how many of them have a great memory. Tell them that today they will learn a simple trick called linking that will help them be better at memorizing.
2. Explain the linking process using the examples found on the following pages.
3. Ask the students to pair up and complete the **Memorization Tricks – Linking** worksheet. After completing the sheet, ask students to share their answers with the group. All answers are correct as long as they help the student remember. After each example, ask the class to identify whether the students has linked the term with:
 - a more familiar word
 - a sentence
 - a mental image

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the worksheet.

MEMORIZATION TRICKS - LINKING

INSTRUCTIONS: WITH A PARTNER, WRITE A LINK FOR EACH ITEM TO BE MEMORIZED.

1. **MACEDOINE** (mas - - 'dwan) - a mixture of fruits or vegetables served as a salad.
-

2. **KAKAPO** (kak - - 'po) - A chiefly nocturnal parrot from New Zealand that burrows
-

3. **SETTEE** (se-'te) - a medium sized sofa with arms and a back
-

4. **BALOO** (b - lu) - a bear
-

5. **"DIAPHRAGM" SPELLING**
-

6. **SYSTOLIC** before **DIASTOLIC** - The order in which the two blood pressures are stated.
-

7. **MRS. LAMB** - the name of Indian Creek's new counselor
-

8. The chronological order of the following events (given in order):

GROUNDHOG DAY
LINCOLNS BIRTHDAY
VALENTINE'S DAY
WASHINGTON'S BIRTHDAY
ST PATRICK'S DAY
EARTH DAY
SECRETARY'S DAY

Career & Education Planning — Being A Successful Student

Activity: SQ3R – Reading System

Sources: Indian Creek High School
Teacher Advisor Program, 1996.
Indian Creek, Indiana.

Outcomes: Students will:

- Practice the SQ3R technique.
- Use the SQ3R technique in reading high school textbooks.

Materials/Resources:

- SQ3R – Reading/Study System handout.
- High School Textbooks – several different textbooks would be best.

Instructional Activities

Procedures:

1. Explain to the students that today they will be learning a method for reading textbooks.
2. Divide the class into groups of five, and hand out the SQ3R – Reading/Study System sheet – one per student.
3. Review the 5 things to do while reading an assignment from a textbook.
4. Hand out a textbook to each group and have them use the SQ3R method to read a chapter from the textbook.
5. Ask the students for feedback and discuss the value of the SQ3R method.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can assign a reaction paper based on the discussion.

SQ3R - READING / STUDY SYSTEM

Adopted from the Virginia Polytechnic Institute and State University Homepage

1. **SURVEY** - Gather the information necessary to focus

1. Read the title
2. Read the introduction and/or summary
3. Notice each heading or subheading. Try to organize an outline for the article in your mind.
4. Notice any graphics: charts, maps, diagrams, etc.
5. Notice any reading aides: italics, bold face print, chapter objectives, end-of-chapter questions

2. **QUESTION** - Help your mind focus and concentrate

One section at a time, turn the heading or subheadings into questions you think might be answered in the section. Later, when you are reading, your mind will actively search for answers to your questions. You will be more engaged in the reading.

3. **READ** - Fill in information around your questions

Read each section (one at a time) with your questions in mind. Look for the answers, and notice if you need to make up some new questions.

4. **RECITE** - Train your mind to learn as you read

After each section - stop, recall your questions, and see if you can answer them from memory. If not, look back again. Don't go on to the next section until you can recite.

5. **REVIEW** - Begin building memory

Once you've finished the entire chapter, go back over all the questions from the headings. See if you can still answer them. If not, look back and refresh your memory.

Career & Education Planning — Being A Successful Student

Activity: Grade Point Average

Sources: Indian Creek High School
Teacher Advisor Program, 1996.
Indian Creek, Indiana.

Outcomes: Students will:

- Understand the importance of their high school GPA.
- Calculate their personal GPA.

Materials/Resources:

- Most recent Progress Report.
- Calculating Your GPA** worksheet.
- Calculator

Instructional Activities

Procedures:

1. Explain to the students how the GPA will be used in their futures: Calculating Honor Rolls; Post High School Admissions; Scholarships; and Awards.
2. Hand out the activity sheet – **Calculate Your GPA**.
3. Read the activity sheet to the students as they work through it.
4. Encourage students to set GPA goals for each grading period.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- Assign a reaction paper on the importance of the GPA during the student's high school career.

CALCULATING YOUR GPA

Instructions: Using the grades you obtain on your progress report, fill out the chart below, and then answer the questions. If some grades are missing on your Report Card or Progress Report, make your best guess about that grade.

QUALITY POINTS: A = 4 B = 3 C = 2 D = 1 F = 0

CREDITS: All courses receive one credit in figuring the GPA

EXCLUDED COURSE: P.E. is not used in calculating your official GPA.

	COURSE	GRADE	QUALITY POINTS	ATTEMPTED CREDIT
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
	TOTALS:		_____	_____

To figure your GPA, divide the QUALITY POINTS by the ATTEMPTED CREDITS. Carry your answer to three decimal places:

$$\frac{\text{QUALITY POINTS}}{\text{ATTEMPTED CREDITS}} = \text{GPA}$$

EXAMPLE:

COURSE	GRADE	QP	CR
English	B	3	1
Algebra I	C	2	1
Geography	B	3	1
Biology	A	4	1
Keyboarding+	C	2	1
Spanish I	B	3	1
Survey of Business	B	3	1
TOTALS		20	7

$$\text{GPA} = \frac{20}{7} = 2.857$$

Career & Education Planning — Being A Successful Student

Activity: Last Quarter's Report Card

Sources: SD Comprehensive Guidance & Counseling Program Model - HS Activities, 1995, Page A-1.

Outcomes: Students will:

- Evaluate their report card in a group setting.
- Appropriately express their thoughts, feelings, and actions in a group setting.
- Set goals for the new semester.

Materials/Resources:

- How I Feel About My Last Quarter's Report Card handout.

Instructional Activities

Procedures:

1. Introduce this activity by stating that looking back at last quarter's (year's) report card will assist students in making better grades in the coming quarter (semester).
2. Hand out the How I Feel About My Last Quarter's Report Card sheet and emphasize that no one will be required to share his/her information with the group.
3. Allow time for the students to complete the worksheets individually.
4. Invite feedback from students willing to share by asking:
 - Are there differences between parents' reactions and students' reactions?
 - If so, why do you think these differences exist?
 - Are there differences between what you think and what your teacher thinks?
5. Have the students write specific goals for the new quarter (semester) regarding improvement for the next grading period.

Activity Assessment:

- The teacher can assess the students based on completion of the activity sheet.
- Assign a reaction paper on the importance of setting and achieving goals relating to achievement during the school year (quarter) (semester).

HOW I FEEL ABOUT MY LAST QUARTER'S REPORT CARD

1. The first thing that comes to mind about my report card for last quarter is _____
2. I think the grades on my report card were _____ (fair, not fair) compared to what I learned.
3. I liked _____ better than all my other classes.
4. I liked _____ less than all my other classes.
5. I learned best when I _____
6. I learned least when I _____
7. If I had the whole quarter to do over again I would change the way I _____
8. This quarter I decided to _____ so that I'll be satisfied with my report card.
9. I care more about _____ than the grades on my report card.
10. My parents seem to care more about _____ than the grades on my report card.
11. At the end of the quarter my report card _____ (is, is not) the main thing that tells me how I did. If not what is? _____

CIRCLE THE BEST ANSWER

- | | | | |
|---|----------|--------|------------|
| 12. Last quarter I studied | too much | enough | not enough |
| 13. Last quarter I socialized | too much | enough | not enough |
| 14. Last quarter I worked | too much | enough | not enough |
| 15. My parents think I studied | too much | enough | not enough |
| 16. My parents think I socialized | too much | enough | not enough |
| 17. My parents think I worked | too much | enough | not enough |
| 18. I think I did my best last quarter. | true | false | |
| 19. My parents think I did my best. | true | false | |
| 20. My teachers think I did my best | true | false | |

Career & Education Planning — Being A Successful Student

Activity: Understanding Credits

Sources: SD Comprehensive Guidance & Counseling Program Model - HS Activities, 1995, Page J-3.

Outcomes: Students will:

- Plan for the school year and beyond.
- Understand high school graduation requirements.
- Use a six-year plan to outline courses that will aid them in post secondary planning.

Materials/Resources:

- ❑ **Six-Year Education Plan**
- ❑ Copy of the most recent South Dakota High School Graduation Requirements.
- ❑ Course Description Handbook

Instructional Activities

Procedures:

1. Teacher will need to secure a copy of the most recent SD HS Graduation Requirements and the South Dakota Board of Regents College Admission Requirements.
2. Hand out a sheet with the HS Graduation Requirements and discuss what “credits” are. Use the Course Description Handbook to help illustrate this concept.
3. Discuss the difference between the High School requirements and the College requirements.
4. Have students complete the **Six-Year Education Plan** using the Course Description Handbook.

Activity Assessment:

- The teacher can assess the students based on completion of the activity sheet.
- Assign a reaction paper on the importance of planning for the future and taking classes that relate to the student’s post high interests and plans.

Graduation Requirements

(Each square represents one semester one-half credit)

✓ indicates classes in progress

X indicates classes completed

English/Language Arts (4 units)

- Composition/Grammar _____
- Composition/Grammar _____
- Speech _____
- American Literature Requirement _____
- Elective Literature _____
- Elective Language Arts _____

Mathematics (2 units)

- Mathematics _____
- Mathematics _____

Laboratory Science (2 units)

- Science Lab _____
- Science Lab _____

Social Studies (3 units)

- Geography _____
- American History Requirement _____
- United States Government _____
- Elective Social Studies _____

Computer Studies (1/2 unit) (Recommended/Demonstration of Mastery)

- Computer Science _____

Fine Arts (1/2 unit)

- Fine Arts _____

Individual School Requirements

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> Elective _____ <input type="checkbox"/> <input type="checkbox"/> Elective _____ <input type="checkbox"/> <input type="checkbox"/> Elective _____ <input type="checkbox"/> <input type="checkbox"/> Elective _____ | <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> Elective _____ <input type="checkbox"/> <input type="checkbox"/> Elective _____ <input type="checkbox"/> <input type="checkbox"/> Elective _____ <input type="checkbox"/> <input type="checkbox"/> Elective _____ |
|---|---|

Additional Requirements for SD Colleges and Universities

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Math _____ <input type="checkbox"/> <input type="checkbox"/> Elective _____ | <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Science _____ <input type="checkbox"/> <input type="checkbox"/> Elective _____ |
|--|---|

Grade	Credits Earned	Class Rank	GPA
9 th Grade			
10 th Grade			
11 th Grade			
12 th Grade			
Cum.			

Entrance Requirements of South Dakota State Colleges and Universities

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Four years of English 2. Three years of Social Studies 3. One semester of Computer Science (Recommended/Demonstration of Mastery) 4. One semester of Fine Arts 5. Three years of advanced Mathematics (Algebra or above) 6. Three years of laboratory Science (Biology, Chemistry, Physics, & Physical or Earth Science. | <p>AND one of the following:</p> <ul style="list-style-type: none"> a 2.6 high school GPA an ACT composite score of 18 or top 60% of graduating class. |
|--|---|

South Dakota Technical Institutes

South Dakota Technical Institutes normally accept students for full-time enrollment who are at least 16 years of age and have a high school diploma or GED. Applications lacking this background must be prepared to demonstrate ability to benefit by passing an approved administered examination usually an ACT test score or Test of Adult Basic Education (TABE).



Secondary Education Plan

(All information on this form should be completed in pencil only)

7 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

8 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

9 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

10 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

11 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

12 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

Career & Education Planning — Being A Successful Student

Activity: Handbook Hide-N-Seek

Sources: Indian Creek High School
Teacher Advisor Program, 1996.
Indian Creek, Indiana.

Outcomes: Students will:

- Be able to find various resources and policies in their Student Handbook.
- Learn their school song.

Materials/Resources:

- Student HandBook
- Other school policy books as needed.

Instructional Activities

Procedures:

1. The teacher will make up questions for the students to answer using the Student Handbook.
2. Make sure each student has a Student Handbook or High School Policy Book.
3. Using the questions you have compiled, ask the students to raise their hand when they find the answer and read the section of the Handbook that answers the question.
4. Some examples of questions you can ask could include:
 - On what page can you find the school's attendance policy?
 - On what page can you find the school's policy on hats?
 - On what page can you find . . . ?
5. Arrange with the Cheerleader Advisor or the Student Council Advisor to have the cheerleaders or some Student Council Representatives come into your class to teach your students the school song and other topics relevant to school spirit.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- Assign a reaction paper on the importance of knowledge of school policies and school spirit.

Skills Employers Want

Why do I need this folder? Employers want employees who have the basic skills in reading, writing, mathematics, speaking, listening and communication. They also want to hire people who can think creatively, make decisions, solve problems, know how to learn and reason, and can work in teams. This folder will help you learn about the skills employers want. It will also be a good “warehouse” for the information you will need to start the employment process.

How should I use this folder? Throughout your high school years several activities will be presented to help you become aware of the foundation skills and job competencies necessary to be a successful employee. Be honest as you complete these activities and strive to become proficient in each of these skill areas. The information you gather in this folder will also help you communicate your skills and job-related experiences to employers, post high institutions, scholarship committees and others.

What should I keep in this folder? A copy of each activity should be a part of this folder. You may refer to these skill activities as you progress through high school. You should also keep in this folder things like a resume, a list of school and community activities and awards, a sample job application, and a list of references that you will be developing in high school.

Skills Employers Want — Basic Skills

Activity: Computers On The Job

Source:

Integrating Academic and Vocational Education, 1996
Page 12

Outcomes: Students will:

- Develop an awareness of and skill in the uses of computer technology in the workplace.
- Explore the potentials and problems of computer technology.
- Prepare a presentation to the class making use of computer-based technology in some way.
- Investigate technology that is used in a career related to a specific career cluster.
- Use a computer-based technology to produce a product.

Materials/Resources:

- Computer lab. Internet access and computer software programs.
- Business owners. employers/employees.
- Computer-driven machines in businesses and homes.

Instructional Activities

Procedures:

1. Invite a panel composed of business people in the community who will introduce the use of computer-based technology in their workplace.
2. Have students identify a career cluster and visit a workplace related to this cluster in the local community to observe, discuss, and practice on the computer-based technology used.
3. Have the students interview one person at the worksite on how they use the computer-driven technology, the potential problems they see, and the academic skills that they use on the job.
4. Have the students research the topic of computers and their use on the job.
5. Assign the students to create a short presentation using computer-generated products, visuals, music, etc.
6. Present the information as an oral report to at least one teacher and a group of peers.

Activity Assessment:

- Each student will submit a portfolio to include the following:
 - ✓ His/her best product – recording, musical score, summary, business plan, creative writing – to show application of computers at work.
 - ✓ A tape recording, news article, or written report of the interview with the business person.
 - ✓ Group presentation on “Computers-Today and Tomorrow” using computer-generated materials.

Skills Employers Want—Basic Skills

Activity: Math After High School

Source: Integrating Academic and Vocational Education, 1996
Page 53

Outcomes: Students will:

- Develop an awareness of the importance of mathematics and problem-solving skills in the world of work.
- Host a luncheon involving a panel discussion on math applications.
- Plan and coordinate all the luncheon activities.
- Solve math application problems and develop increased written and oral communication skills.

Materials/Resources:

- Computers (word processing).
- Supplies needed to host luncheon and panel discussion.
- Community members

Instructional Activities

Procedures:

1. The teacher will outline the luncheon involving the panel discussion on math applications.
2. As a class decide what businesses will make up the panel and what questions will be asked.
3. Assign the following four work groups and assignments:
 - Panel: invite the panel members; moderate the panel discussion; compile the questions.
 - AV: coordinate all wiring, lighting, surround sound, and AV equipment; make name plates.
 - Luncheon: Coordinate food and decorations; prepare a program for audience participation.
 - Follow-up: Write thank-you letters; write news articles for the school & city newspaper.
4. Assign students math application problems to solve.
5. Assign a written report entitled "The Importance of Possessing Math and Problem-Solving Skills After High School"

Activity Assessment:

- Panel discussion/luncheon event.
- Written report

Skills Employers Want – Basic Skills

Activity: Entrepreneurship: Exploring The Options

Source: Integrating Academic and Vocational Education, 1996
Page 63

Outcomes: Students will:

- Learn basic entrepreneurial skills.
- Demonstrate the ability to research topics; demonstrate written and oral communication skills.
- Choose a product or service and determine the business format to be used; prepare a business logo and documentation; and prepare and present a financial plan.
- Research the environmental impact of the selected product or service.

Materials/Resources:

- Library resources; computers; calculators.

Instructional Activities

Procedures: Students will:

1. Select a product or service to develop, manufacture and market.
2. Do a marketing design study to determine the target market for the product or service.
3. Prepare a cost analysis to determine the materials and labor costs to manufacture the product or provide the service.
4. Determine a suggested retail price per unit of cost of service and compare with competitive pricing.
5. Determine the environmental impact from manufacturing and disposal of product.
6. Write a business plan for bank financing.
7. Design a logo to be used on business cards, letterhead, print media, and packaging.

Activity Assessment:

- Activities submitted in the form of a report to include the processes used.
- Financial presentation.
- Oral presentation and demonstration of the product or service.

Skills Employers Want – Basic Skills

Activity: Best Business Venture/ Entrepreneurship

Source: South Dakota Tech Prep - Education Activities in SD, 1998, Page 90

Outcomes: Students will:

- Examine and explore Entrepreneurship as a viable career option.
- Learn and apply the various aspects of designing and operating a business.
- Design, operate, and evaluate a business venture with the assistance of community business leaders.

Materials/Resources:

- Community businesses and career people.
- REAL curriculum; career cluster resources from the SD Curriculum Center.
- Entrepreneurship worksheets – three worksheets.

Instructional Activities

Procedures:

1. Invite various business leaders to present specific topics concerning starting a business.
2. Invite a business owner/ banker to assist the class in developing a business plan.
3. Invite business/community members to help design and teach how to operate a business venture.
4. If possible, have the students actually operate a business with the help of the business community.
5. Invite the business community to evaluate the business plan and operation of the business venture.

Activity Assessment:

- Student presentations of the business plans evaluated by community business leaders.
- Student evaluation of the business success.

**Best Business Venture
Evaluation Form**

Team Totals

Business Name: _____

Partner's Name: _____

WHAT BUSINESS AM I IN? Out of 20 points/ _____

YOUR TARGET MARKET (presentation) Out of 20 points/ _____

PRICING (on store start up inventory cost) Out of 50 points/ _____

CUSTOMER SERVICE POLICIES Out of 50 points/ _____

PERSONNEL

Business Plan Responses and
Help Wanted Ad Out of 40 points/ _____

(How many employees you will hire to start)
Employee Manual Out of 80 points/ _____

STORE FRONT AND STORE LAYOUT

Business Plan Responses and
Store Front (Cost) Out of 30 points/ _____

Store Layout (Cost) Out of 70 points/ _____

Letter Head/Envelope (Cost) Out of 30 points/ _____

Logo and Slogan (Cost) Out of 30 points/ _____

Business Cards (Cost) Out of 30 points/ _____

ADVERTISING

Newspaper Ad (Cost) Out of 40 points/ _____

Radio Ad (Cost) Out of 40 points/ _____

TV Ad (Cost) Out of 40 points/ _____

Billboard (Cost) Out of 15 points/ _____

Special Advertising (Cost) Out of 15 points/ _____

Use of technology, creativity, realistic in nature, professionalism,
other extra work Bonus Pts./(100) _____

TOTAL POINTS Out of 700 points/ _____

**MARKETING:
WINNING CUSTOMERS WITH A "WORKABLE" PLAN**

NAME _____

EXPLAIN THE MISSION STATEMENT / WHY AND HOW IS THIS USED BY BUSINESS

PRODUCT AND SERVICE ANALYSIS

CUSTOMER AWARENESS

CURRENT MARKETING EFFORTS

GENERATING NEW BUSINESS

PRICING AND DISTRIBUTION

EXTERNAL INFLUENCES

INTERNAL INFLUENCES

OBJECTIVES

STRATEGY

TACTICS

PLAN OF ACTION

CONTROL

**EVALUATION OF THE ECMD MARKETING
ENTREPRENEURSHIP PROJECT**

We would like to hear what you thought about the marketing project that you helped judge. Please fill out the below evaluation and send it back in the enclosed envelope. Thank You!

1. Do you think the project was beneficial to high school students?
2. How could we have made it better?
3. What was the best part of the project?
4. What was the worst part of the project?
5. Should we have incorporated anything else into it / other ideas?
6. What would you as a community business person, like to see high school graduates learn from a class like this?
7. Any other comments / concerns...

We appreciate all your help!

Skills Employers Want – Thinking Skills

Activity: Decision Making

Sources: SD Comprehensive Guidance
& Counseling Program Model –
High School, 1995, Page K-1

Outcomes: Students will:

- Understand what is important to them.
- Gain the skills needed to learn the process of prioritizing.

Materials/Resources:

- Time's Running Out and Twelve Obligations worksheets.

Instructional Activities

Procedures:

1. Hand out the Time's Running Out worksheet and the Twelve Obligations worksheet.
2. Instruct the students to read the directions on the Time's Running Out worksheet and write their responses on the Twelve Obligations worksheet. Instruct the students that they will be sharing their answers with their classmates.
3. Group students into small group and have them discuss their responses.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the worksheets.
- The students could be required to write a reaction paper on the discussions.

BEST COPY AVAILABLE

TIME'S RUNNING OUT

You've been designated to perform a top secret mission for the government. You'll be well paid-- somewhere in the neighborhood of a million dollars.

The odds are, however, that you won't live beyond the time needed to complete the mission. (In case of death, the money you've earned will go to whomever you have designated.)

You have just three days -- 72 hours -- before having to report for duty.

1. On the accompanying worksheet at the top, list twelve things you must do before you leave. (Obligations you feel you must meet.)
2. In the second grouping, list twelve things you'd like to do before leaving.
3. Decide which of the twenty-four listings you'd choose to do first. Indicate your choice by placing the figure "1" on the "Order" column. Write your estimate of time needed to perform this activity in the column labeled "Time Allotment."
4. Proceed down the second column, ranking each of the remaining 23 items in their order of importance. Remember, you have just 72 hours to accomplish all of these things, and some of that time will be consumed in eating and sleeping. Be realistic about the time each item will take.

It is not necessary to allot the time (in the third column) for all the remaining twenty-three items, but re-examine those which have the greatest priority for you and indicate a time allotment for them. Because of a shortage of time to accomplish all these things, you may find yourself juggling the order you began with. If so, just cross out the original order you indicated and insert your revised order in the "Order" column.

5. Be prepared to discuss the priorities you've established with your classmates.

TWELVE OBLIGATIONS

	Things I Must Do	Order	Time Allotment
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____

	Things I'd Like To Do	Order	Time Allotment
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____

Skills Employers Want – Thinking Skills

Activity: Self Control

Sources: SD Comprehensive Guidance & Counseling Program Model – High School, 1995, Page A-7

Outcomes: Students will:

- Understand and assume responsibility for their own behavior.
- Be made aware of the options available to them daily.
- Be made aware of the discrepancies between what they are doing and what others perceive as what they are doing.

Materials/Resources:

- What Would You Choose? worksheet.

Instructional Activities

Procedures:

1. Explain the purpose of this activity to the group.
2. Distribute copies of What Would You Choose? worksheet to each student and have them mark their answers that are true for them.
3. Group students into small group and have them discuss their responses.
4. Bring the students back together as a class and ask for volunteers to tell what they would like to change and how they felt when making choices.
5. Finish the activity by having the students summarize their preferences for making a good choice.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the worksheets.
- The students could be required to write a reaction paper on the discussions.

WHAT WOULD YOU CHOOSE?

1. Situation:

I may choose a book to read for the next three weeks.

- Read list and pick title most unusual
- Ask a friend
- Shortest or longest
- Author I recognize
- Get book and look at cover
- One I already read
- Pick one at random
- Easiest
- Hardest
- Easiest to get on shelf
- Preview two or three, pick one

2. Situation:

Pick a group to work with for three days of discussion and activity. I would choose

- One nearest me
- One I don't know
- One I know most
- One with mostly girls/boys
- Go with friends
- The smartest group
- The least smart group
- Fast workers
- Slow workers
- Randomly
- The smallest group
- The largest group

3. Situation:

I am in a small group doing a project. The role I intend to play in the group is

- Clown
- Summarizer
- Idea Man
- Agreeer
- Focus
- Practical

4. Situation:

In my small groups. I would typically volunteer to be the

- Leader
- Secretary
- Member
- Go-fer

5. Situation:

My teacher asks us to select a project from several listed. I would select the one that

- Is least work
- Is most work
- Uses a talent I have
- I already have material
- I have done before
- Is on a topic of most interest to me
- I can do at school
- I can do at home
- Has a product
- I can do well
- Has only talking
- Has reading
- Is informal
- Is formal
- Takes little time/lots of time
- Gets me the best grade
- Has most directions
- Has least directions
- Has set schedule
- Has no schedule
- I will learn most

6. Situation:

Of these types of activities, the one I do the least is

- Reading alone
- Reading aloud
- Reading in groups
- Discuss in small groups
- Write
- Experiment
- Teacher helps most/least
- Text book = reading/work
- Library work
- Workbook exercises
- Question sheets
- Essay sheets
- Perform

7. Situation:

My teacher has put me in a group that I don't like, so I

- Stick it out
- Am as silent as possible
- Ask teacher to move
- Move on my own
- Tell the group I don't like the way we are working
- Take over leadership of group
- Try to subtly influence group
- Complain to friends
- Make sure I don't get in same group again
- Am as negative as possible

8. Situation:

Test given in history was unfair. I think I would

- Ask teacher about it
- Tell my advisor
- Complain to principal
- Say nothing
- Adjust my studying for unfair test
- Tell friends
- Ask to change classes
- Silently resent it
- Accept it as normal

9. Situation:

This is what I tend to do when I don't succeed at a task in class

- Feel badly about it
- Make sure I don't try it again
- Don't let it affect me
- Discuss it with the teacher
- Just hope I won't pull down my grade average
- Think "Oh well, I can't win them all"
- Try it again at next opportunity
- Decide what went wrong
- Discuss it with advisor
- Feel it happens so often that it is normal

10. Situation:

There are skills some of us never learn. When I am asked to use a skill I don't do well, I tend to

- Avoid using it
- Ask friend to help
- Ask teacher to help
- Get a book and practice by myself
- Use it as much as possible hoping to get better

Skills Employers Want – Thinking Skills

Activity: Managing Hassles

Sources: SD Comprehensive Guidance & Counseling Program Model – High School, 1995, Page H-3

Outcomes: Students will:

- Find alternative ways to deal with conflicts and examine the consequences of them.
- Develop appropriate interpersonal skills to work as an effective team member.

Materials/Resources:

- A copy of **Managing Hassles** worksheet.

Instructional Activities

Procedures:

1. Hand out the **Managing Hassles** worksheet.
2. Read together all of the first page and the top section of the second page.
3. Ask students to jot down individual answers to the four questions.
4. Ask for volunteers to share responses to the question in step three.
5. Read together the section “Alternatives for Solving Hassles”. Ask students for their opinions about each of these or to share any times when they have used one of these.
6. Assign students to write responses to the following questions:
 - ✓ What did you learn from this activity about yourself?
 - ✓ Which of the six alternatives would you like to try to employ more often? Pick at least one and explain how you will employ it in your life.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the worksheets.
- Student’s reaction paper to the questions above.

MANAGING HASSLES

Everyone gets into hassles--whether it's with a parent, teacher, friend, or a stranger. Hassles can be over anything, big or small. Hassles can have positive outcomes: everyone can go away feeling better. Think of a time a hassle turned out well--a problem was solved, or a situation managed, or there was just a "clearing of the air." Sometimes solving a conflict helps us get a new start with others. Conflicts can also result in negative feelings that leave us feeling bad about ourselves and others. Has either happened to you?

THREE KINDS OF CONFLICTS AND HASSLES

There are three major types of conflicts with these results:

1. Both people feel hurt - Both people fight. (physical or verbal).- The problem continues. No respect for self or others as a result. There will probably be another fight.
 2. One person feels hurt, the other get his or her way. One person fights. (physical or verbal) Other person quits or runs. Problem may be settled. Both people disrespect each other and self. Loser may seek revenge or take it out on someone or something.
 3. No one is hurt. No one fights or argues. Each says his position. Each person listens. Alternatives are used to settle it. Conflict gets settled. No "loser" or "winner". Mutual respect for each other and self.
-

THESE MAKE CONFLICTS OR HASSLES WORSE:

- (1) Violence (physical or verbal) destroys any basis for compromise and ruins friendships. It hardly ever deals with the real problem--just causes more. People don't often forget physical or verbal abuse.
- (2) Running Away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose the respect of others and themselves. It can become a habit--a person eventually has to stand up for something sometime. People who give in are usually taken advantage of by "friends" and others alike.
- (3) Telling only makes the problem worse. Makes others lose respect. It usually means you want others to solve hassles and make decisions for you.

Share a time you used violence, ran away, or told on someone.

- (1) What was the situation?
- (2) What happened?
- (3) How would you handle it if you could do it over?
- (4) How did you feel about your decision?

ALTERNATIVES FOR SOLVING HASSLES

- (1) "I" Messages - State the problem in terms of how it makes you feel - not the other person. ("I am really angry with you always talking behind my back" not "You're so stupid when you talk behind my back.")
- (2) Listen Closely - Let the other person know you are willing to listen to their side. ("Oh - I'm listening" or "go ahead - I'll listen" or "Did I hear you right? You said...")
- (3) Getting help - Using others to help solve a problem. Not telling on someone or expecting others to solve the problem for you usually involves someone who has either knowledge or ability that the people in the conflict lack.
- (4) Dropping It - Leaving alone a situation you can't handle. Not running away, in that you don't let the other person get their way. Good for "cooling off" periods, or avoiding certain problems in "no-win" situations.
- (5) Make a Deal - Cooperating with other person. Being willing to give in to certain things if the other person is also willing to give in a bit usually can be done by making a suggestion.
- (6) Apologizing - Not really admitting you are wrong (you may be right) but letting the other person know you are sorry the hassle happened. ("We don't seem able to solve this, but I am sorry you feel badly about it. I do too...") Of course, if you really do believe you are wrong, an apology can gain you lots of respect from others.

Skills Employers Want – Thinking Skills

Activity: Coping With Stress

Sources: SD Comprehensive Guidance & Counseling Program Model – High School, 1995, Page A-5

Outcomes: Students will:

- Identify sources of and know how to manage stress.
- Understand what stress is and recognize how stress affects them.
- Identify some of the ways to cope with stress.

Materials/Resources:

- Six Step to Relieving Stress handout.
- Stress Checklist and Addressing Your Coping Habits worksheets.

Instructional Activities

Procedures:

1. Give each student the **Six Steps to Relieving Stress** handout.
2. Read and discuss section one – “Define Stress”.
3. Read and discuss section two – “Clarity”.
4. Read and discuss section three – “Explore Alternative Coping Strategies”.
5. Distribute the worksheet - **Addressing Your Coping Habits**. Have students complete this worksheet and then discuss their responses.
6. Distribute the worksheet – **Stress Checklist**. Have the students complete this worksheet and then discuss their responses if the students are willing.
7. Read and discuss section six – “Conclusion”.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the worksheets.
- The students could be required to write a reaction paper on the discussions.

SIX STEPS TO RELIEVING STRESS

Step 1:

DEFINE STRESS . . .

Stress is your reaction to something that happens. It is what you feel. Since it is how you react to something, and not everybody will be bothered by that same thing, it must be your inner feeling. For example, John gets upset by being told what to do. Mark prefers it so that he doesn't have to worry about making decisions. Being told what to do does not cause the stress then. If it did, Mark would be affected by it too. But John does suffer stress from it; stress is what he feels inside. It shows in things that happen to his body and in his mind.

We call something that causes stress a stressor. Being told what to do is a stressor for John, but not for Mark. John may like to make decisions. Mark doesn't. Making decisions, then, is a stressor for Mark but not for John. Everybody has his or her own stressors that affect him or her.

Everybody comes across situations that can cause them to feel stress at home, in school, and on their jobs.

Step 2:

CLARIFY by discussion some of the kinds and resources of stress which people experience, such as:

- Positive (eustress) - feel great and good
- Negative (distress) - upset
- External stressors (death of a close friend)
- Internal stressors (pressures and expectations we put on ourselves)
- Physical and mental stress
- Long term stress (being confined to a wheel chair)
- Short term stress (like a deadline for an assignment)

Step 3:

EXPLORE ALTERNATIVE COPING STRATEGIES, such as:

- Talking with others (anyone that will listen)
- Relaxing physically (breathing and muscular exercises)
- Setting realistic goals (access failed goals)
- Getting involved with new things (not drugs or alcohol)
- Using positive talk (role play)
- Being assertive (not aggressive)
- Seeking professional help (outside resources)

Step 4:

ADDRESSING YOUR COPING HABITS: See student handout.

Step 5:

STRESS CHECKLIST: See student handout.

Step 6:

CONCLUSION:

Probably the key coping strategy is talking with someone. People have a tremendous potential to find their own answers and solve their own problems when they are given the chance to talk with a good listener. Most research indicates that we all need some amount of stress to provide energy and challenge in our lives. However, stress can cause poor health, unhappiness and even death. The key is finding an appropriate balance for ourselves and developing effective coping skills.

Name _____

Date _____

STRESS CHECKLIST

DIRECTIONS: On the checklist below, put a checkmark on the line before those things that make you feel stress.

- Fear of dying
- Worry about the world situation and possible war
- Fear of getting hurt by others
- Too much responsibility
- Too little responsibility
- Fear of inadequacy and failing
- New school
- New neighborhood
- New class
- New crowd I hang around with
- Jealous of brothers or sisters
- Not feeling as if I'm accomplishing anything (no real purpose)
- Not enough power to get things that I want done
- No privacy at home
- Crowded home
- Conditions at home are physically not good (too dirty, messy, poor)
- Not enough heat or too hot at home
- Not enough food
- Sick or handicapped person at home to care for
- Someone at home on drugs or too much alcohol
- Parents separated or divorced
- One or both parents dead
- Living with other relative or friend (but parents alive)
- Parent has boyfriend or girlfriend around that I don't like
- Person physically picks on me (at home or in the neighborhood)
- I'm picked on because of wearing glasses, my name, physical appearance, my dress, a handicap or impediment, or other.
- I am handicapped
- I always rush to get reports or homework done on time
- I never have enough time to study enough for tests
- Decisions are hard for me
- I don't get along with certain teachers
- I don't get along with some students
- School bores me
- I can't speak in class or in front of a group
- Teachers or students think I am "bad" or "stupid" and they act according to that label and not to how I really am
- I have too many chores or responsibilities at home
- I am not maturing physically at the speed I would like
- I don't like my neighborhood
- I don't have enough money
- I worry about getting beaten up by certain people
- I don't have enough friends
- I am impatient and can't wait when I have to
- I am not popular
- I get nervous with members of the opposite sex
- I get nervous when I try out for things (clubs, teams, etc.)
- Someone I know well has been put in jail or an institution
- I am not healthy
- I was fired from a job
- I want to work but can't find a job
- I just broke up with my boyfriend or girlfriend
- Someone in my family just had a big change in their health
- There is a new child in my family
- A friend or family member recently died
- A friend recently moved away
- I have just received a great award or honor
- School is ending soon for me
- I am much more or less active at church lately
- I spend much more or less time at recreation lately
- I get embarrassed easily
- I don't fit in
- I don't like the way I look
- I have a drinking or drug problem
- Friends put pressure on me to do things I don't want to do
- I have a new step-parent
- OTHER STRESS (Write these below:

ADDRESSING YOUR COPING HABITS

Part I

For each habit, circle the number that corresponds to your typical use. (Use Section E to list additional coping habits you use.)

	never use	rarely use	use occasionally	use regularly
A. <u>NURTURING YOURSELF</u>				
Eating wisely	1	2	3	4
Exercising regularly	1	2	3	4
Building a positive attitude	1	2	3	4
Trying new things	1	2	3	4
Balancing your changes	1	2	3	4
B. <u>FINDING DIRECTION</u>				
Discovering your values	1	2	3	4
Setting realistic goals	1	2	3	4
Prioritizing	1	2	3	4
Scheduling your time	1	2	3	4
Being assertive	1	2	3	4
Letting go of the past	1	2	3	4
C. <u>GETTING SUPPORT</u>				
Talking with friends	1	2	3	4
Getting professional help	1	2	3	4
Using positive self-talk	1	2	3	4
Praying	1	2	3	4
Visualizing positive outcomes	1	2	3	4
Using affirmations	1	2	3	4
D. <u>RELEASING TENSION</u>				
Laughing	1	2	3	4
Seeing the bright side	1	2	3	4
Mediating	1	2	3	4
Doing something you love	1	2	3	4
E.				

Part II Two coping habits that might help with my current stress are:

Skills Employers Want—Personal Qualities:

Activity: Getting Along With Others

Sources: SD Comprehensive Guidance
& Counseling Program Model –
High School, 1995, Page B-2

Outcomes: Students will:

- Learn how to make and keep friends.
- Learn what is expected of them in social situations.

Materials/Resources:

- Interpersonal Relations Checklist handout.

Instructional Activities

Procedures:

1. Explain that as we get older, getting along with other people becomes more complicated. Sometimes we do things that get us into trouble with other people and we are not sure why.
2. Ask students to contribute examples of behavior they observe where there is inappropriately behavior between two people (student to student, student to teacher, student to parent, etc.).
3. Discuss the responses and ask the students for their ideas about why people do some of these inappropriate things (rough play, negative remarks, starting rumors, etc.)
4. Ask for a show of hands if they have ever said or done something that they later regretted. If students continue to make the same mistakes, it is time to change that behavior.
5. Distribute the **Interpersonal Relations Checklist** handout and have students complete it.
6. Focus on the “respect” items. Ask, “How do we show respect for adults and peer?” and “How do we know when they respect us?”
7. Ask, “What can you use as a signal to yourself that what you are doing to someone else is out of line?” Elicit the response, then say “ask yourself if you would want them to do this to you.”
8. Assign the students to write a reaction paper that addresses any area on the checklist that bothers them and why.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the worksheets.
- The students could be required to write a reaction paper on the discussions.

INTERPERSONAL RELATIONS CHECKLIST

Put an "X" on the line that best describes the number of times you usually behave in the ways listed.

	Not very often	Part of the time	Most of the time
Do I try to help people when they need help?	_____	_____	_____
Do I listen to other people's advice and follow it if I know it's right?	_____	_____	_____
Do I obey the rules of the group?	_____	_____	_____
Do I let other people give their opinions?	_____	_____	_____
Do I talk while other people are talking?	_____	_____	_____
Do I make other people follow my ideas?	_____	_____	_____
Do I make fun of other people because of the way they look?	_____	_____	_____
Do I show respect for adults?	_____	_____	_____
Do I cause trouble in my family or group when I don't like what they are doing?	_____	_____	_____
Do I respect the belongings of other people?	_____	_____	_____
Do I show respect for other people my own age?	_____	_____	_____

Skills Employers Want – Personal Qualities

Activity: Native American Festival

Source:

Integrating Academic and Vocational Education, 1996
Page 25

Outcomes: Students will:

- Learn about Native American culture.
- Study the history of Native Americans.
- Plan and prepare all aspects of a Native American festival incorporating music, dance, food, and customs.

Materials/Resources:

- Materials for set design and construction.
- Native American artifacts and costumes; ingredients for foods.
- Advertising materials; video and audio equipment.

Instructional Activities

Procedures: Students will:

1. Research Native American history and prepare a summary.
2. Write and perform a drama production.
3. Prepare and perform Native American songs and dances.
4. Determine costs/profit and manage ticket sales.
5. Construct the set and display the booths.
6. Design and produce programs and advertising materials.
7. Create sound effects and videotape the production.
8. Create costumes and cook Native American foods.

Activity Assessment:

- Drama production.
- Food booths.
- Displays of artwork and artifacts.

Skills Employers Want – Personal Qualities

Activity: Jobs, Friends, & Leisure Time

Sources:

SD Comprehensive Guidance & Counseling Program Model – High School, 1995, Page N-4

Outcomes: Students will:

- Describe ways in which work, family, and leisure roles are interrelated.

Materials/Resources:

- **Recreational Activities Questionnaire** activity sheet.

Instructional Activities

Procedures:

1. Distribute the **Recreational Activities Questionnaire** and explain the purpose of this activity is to determine the relationship between career plans, friends, and use of leisure time.
2. Discuss the responses and allow the students to share their answers.
3. Present the following examples pertaining to job, friends, and leisure time:
 - ✓ Discuss the conflict of being a flight attendant whose schedule varies from month to month and being interested in a bowling or tennis league. How important are these kinds of decisions when considering career interests.
 - ✓ Discuss: A person wants to attend classes in woodworking and cabinet making but their job requires traveling a great deal on variable schedules.
 - ✓ Discuss: Your friends run five miles a day and lift weights three times a week. You are a construction worker and you are physically tired at the end of the day. How does this affect your friendship?
 - ✓ Discuss: You enjoy playing cards and games. Your best friend hates playing cards and games. Would you expect her/him to play anyway? Would you share activities with her/him that you don't particularly like?
4. Ask the students to volunteer examples in which choice of friends or vocation might affect use of leisure time.
5. Summarize by reiterating the importance of considering the influence of your friendships and job on your leisure time.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the worksheets.

RECREATIONAL ACTIVITIES QUESTIONNAIRE

1. Most of my friends:
 - a) share most of my interests and activities
 - b) share some of my interests and activities
 - c) share few of my interests and activities

2. In choosing a career, I would consider my recreational activities:
 - a) to be a very important consideration
 - b) an important consideration
 - c) not an important consideration

3. I would like:
 - a) to increase my recreational activities
 - b) to keep the same activities
 - c) not to increase my activities

4. One thing I would like to be good at is:

5. One thing I would like to spend more time doing is:

6. How do your friends or job affect number 4 and 5?

Skills: Employers Want — Personal Qualities

Activity: How Do I Look?

Sources: SD Comprehensive Guidance & Counseling Program Model – High School, 1995, Page F-2

Outcomes: Students will:

- Demonstrate positive work attitudes and behaviors.

Materials/Resources:

- How Do I Look? Checklist.

Instructional Activities

Procedures:

1. Discuss with the class how personal appearance is directly related to self-image, and influences future life and career success. Be aware that personal appearance is a very sensitive issue.
2. Distribute How Do I Look? checklist. Read and discuss the information on the checklist.
3. After discussion of the material, instruct the students to rate themselves.
4. Review the results with the class and implications of the information on personal and career success.

Activity Assessment:

- The teacher can assess the students based on class participation and effort.
- The teacher can give points for completion of the worksheets.
- The students could be required to write a reaction paper on the discussions.

HOW DO I LOOK?

Neatness and grooming are important for many reasons, but most of all for the feeling of personal pride and self-respect they give you. Your appearance strongly influences your poise, self-confidence, and feeling of well-being. These feelings, in addition to being reflected in general appearance, may be the key cause for job success or failure.

When applying for a job or meeting anyone for the first time, the first impression you make is important. The first, and often the most lasting impression you give an employer is visual. Deliberate care in all areas of appearance is necessary to give a total well-groomed impression.

		Good	Average	Poor
BODY:	<u>Clean underclothing</u>			
	<u>Daily bath or shower</u>			
	<u>Use of deodorant</u>			
HAIR:	<u>Neat haircut</u>			
	<u>Hair looks combed and neat</u>			
	<u>Hair is clean and lustrous, free from dandruff</u>			
FACE:	<u>Hair style is OK</u>			
	<u>Neck, face, and ears clean</u>			
MOUTH:	<u>Women: make-up and lipstick on neatly</u>			
	<u>Clean teeth</u>			
HANDS:	<u>Fresh breath</u>			
	<u>Nails and hands clean</u>			
CLOTHING:	<u>Nails smooth, not too long or uneven</u>			
	<u>Style OK—not too dressy or too casual</u>			
	<u>Fits well—not too loose to too tight</u>			
	<u>No T-shirts, especially with logos or messages</u>			
	<u>No buttons missing</u>			
	<u>No wild or clashing colors</u>			
	<u>No rips or tears</u>			
	<u>Clean handkerchief or tissue in pocket or purse</u>			
	<u>Men: pockets not bulging</u>			
	<u>Women: skirt length OK</u>			
	<u>Shoe style OK—appropriate to the occasion</u>			
	<u>Shoes not run down (heels, toes, soles)</u>			
	<u>Shoes polished or brushed</u>			
	<u>Men: dark socks, no holes</u>			
<u>Women: no runs or wrinkles in stockings</u>				
ACCESSORIES:	<u>Plain jewelry</u>			
	<u>Carries pen</u>			

Skills Employers Want – Employability

Activity: Pre-Employment Handbook

Source:

A Pre-Employment Handbook.
The Greater Terre Haute Chamber
of Commerce, Terre Haute, Indiana.

Outcomes: Students will:

- Develop skills to help them become employable.
- Discover what they do well and what they value in work.
- Learn how to write a resume, cover letter, and application.
- Learn how to conduct themselves during a job interview.
- Learn what to do following a job interview.

Materials/Resources:

- The **Pre-Employment Handbook** (See pages
- Library resource center.
- Community businesses.

Instructional Activities

Procedures:

1. Print enough of the **Pre-Employment Handbooks** for each student.
2. Have the students complete the “Know Your Strengths” and “Know Your Work Values” sections of the handbook.
3. Discuss each section of the handbook and have the students write a cover letter, resume, and job application.
4. Invite local business employers into the classroom to conduct mock job interviews with the students.

Activity Assessment:

- Involvement in the class discussions.
- Completed cover letter, resume, and job application.
- Participation in at least one mock job interview.

PREPARATION

THE ART OF FINDING A JOB

It can be frustrating! You will go out and apply for jobs, putting your best efforts into applications or interviews, and still hear nothing. It's a competitive job market, and you have to remember to keep putting your best foot forward. Somewhere out there is a job that is just right for you!



KNOW YOUR STRENGTHS

Employers are interested in your abilities. That means not only your past work experience, but also traits that are important in the workplace. What are your strengths? What are those things that describe you and what you do well?

To help you discover your strengths, rate the descriptions below as to which ones best describe you. This is me = 3; sometimes me = 2; not me = 1.

- _____ ACTIVE I'm lively, eager and take part in things.
- _____ ADAPTIVE I can change ideas, attitudes and manner to meet the situation.
- _____ ADVENTUROUS I like new things, new places, new people.
- _____ AGGRESSIVE I go after what I want; I am not shy.
- _____ ALERT I pay attention and I'm aware of what's going on around me.
- _____ AMBITIOUS I work to achieve goals.

- _____ CAUTIOUS I like having all the facts.
- _____ CONSCIENTIOUS I care about doing a good job.
- _____ COOPERATIVE I try to get along with everyone.
- _____ CURIOUS I like to find out why and how.
- _____ DOMINANT I like to take charge and be a leader.
- _____ EFFICIENT I find the best, quickest, most skillful way to get something done.
- _____ FLEXIBLE I can change my schedule to keep things running smoothly.
- _____ HELPFUL I will usually assist someone if he/she needs my help.
- _____ INDEPENDENT I can stand on my own and don't usually need help from others.
- _____ METHODICAL I do things step by step.
- _____ OPTIMISTIC I usually look on the bright side.
- _____ ORGANIZED I structure my activities and keep things in order.
- _____ PATIENT I am steady and determined when given a task.
- _____ PERSISTENT I have great endurance.
- _____ PUNCTUAL I am on time for appointments and deadlines.
- _____ RELIABLE You can count on me every day.
- _____ RESPONSIBLE I meet my obligations.
- _____ THOUGHTFUL I try to be considerate of others.
- _____ WARM I like most people and want to help them.



Now take a close look at these items and the scores you assigned to them. Make three lists based on your scores. The items that you scored highest should go in one list, all the "twos" in another, and the same for "ones." This will help you learn your strengths. With this information, you can focus on certain jobs where your abilities can best be used, refined, and improved.

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KNOW YOUR WORK VALUES

What Do You Value Most in Your Work Setting?

Evaluate your level or interest in each of the values listed. Rate each statement from (1) no importance; (2) little importance; (3) some importance; (4) great importance; to (5) extreme importance. After rating the list below review again and circle the five most important values.

1. _____ Use your problem solving ability.
2. _____ Operate tools, machines or equipment.
3. _____ Instruct, teach or train people.
4. _____ Perform repetitious work.
5. _____ Do hazardous work.
6. _____ Work outdoors.
7. _____ Work indoors in a specific/confined work area.
8. _____ Have varied work environments (outdoor & indoor).
9. _____ Do physical/manual work.
10. _____ Do precise or detailed work.
11. _____ Have frequent public contact.
12. _____ Be able to see your results.
13. _____ Be creative.
14. _____ Make decisions and use your own initiative.
15. _____ Work as part of a team.
16. _____ Influence or persuade other people.
17. _____ Be competitive on the job.
18. _____ Help people/society.
19. _____ Work under deadline pressure.
20. _____ Have power, authority and supervisory responsibilities.
21. _____ Have change and variety in your tasks and duties.
22. _____ Work at a quick pace.
23. _____ Have stability and security in the job.
24. _____ Be independent and set your own schedule.
25. _____ Receive personal recognition for a job well done.



26. _____ Have moral fulfillment and personal gratification.
27. _____ Earn recognition and be a leader in your field.
28. _____ Earn large sums of money.
29. _____ Travel - locally, statewide or nationwide.
30. _____ Enjoy the work you do.
31. _____ Enjoy your co-workers.

List any other work values that are important to you.

PLAN YOUR SEARCH

Tell your friends and relatives that you are looking for work and what you want to do. But don't stop there! Explore other possibilities as well.



- *Apply with both public and private employment agencies.
- *Register with school or college placement services.
- *Read newspapers - the want ads and the business section.
- *Research job openings on the Internet. America's Job Bank is a good starting point.
- *Read through the yellow pages of your phone book.
- *Visit the reference desk at the public library.
- *Read trade publications. Many list job openings.
- *Contact industrial and craft unions.
- *Ask your chamber of commerce for business and community information.
- *Research companies where you wish to apply. Learn about their services and products, their job opportunities, their hiring procedures and their wage ranges. You can do this at the library or ask your chamber of commerce for information.
- *Don't be afraid to walk into an office, dressed for an interview, and request an application!
- *Keep a record of your job search, including names of contact people, telephone calls, and copies of all correspondence.

THE APPLICATION



The application is your key to an interview. Keep the following tips in mind when completing job applications.

Be Prepared!

Take these items and information with you
each time you apply for a job:

*Social Security number

*Job diary - dates of employment, company
name and address, supervisor's name, telephone number,
job titles/duties performed

*Education and training experience -
dates, places, courses

*Military record

*Three references (with permission).
including addresses and phone numbers

*Pen (blue or black ink only)

*Pocket dictionary

*Portfolio including school transcripts, certificates of achievement, etc.

Follow instructions. Review application completely
before beginning.

Complete the application fully and honestly.

Leave no blank spaces. Write "N/A" in spaces for questions
that do not apply to you.

Each application must be neat, clean, accurate, and
completed in a reasonable time.

THE RESUME´

You may want to prepare a resume´ for your job search. This will allow you to apply by mail or leave something with an employer who may not be taking applications. Your resume´ should be a positive statement about your skills and achievements.

GETTING STARTED ON YOUR RESUME´

Make a list of each job you have had. Don't forget volunteer work, school activities and hobbies. Make lists of:

- *responsibilities
- *specific things you did well and enjoyed
- *what you liked best about the job
- *special skills developed; training received
- *machinery or equipment used
- *successes, accomplishments, awards

ORGANIZATION

The next step is to organize your information into a format.

The "chronological" resume´, which takes the reader through a history of your experience and education in a chronological order, works well if your goal is to highlight a steady employment record.

For someone with limited experience, however, the "functional" resume´ can help emphasize the quality of experience rather than the quantity.



A CHRONOLOGICAL RESUME

Shannon L. Combs
411 East 3rd Street
Sometown, IN 46000
(317) 555-1100

JOB OBJECTIVE

Desire an entry-level position in an office where I may use my clerical/business training to advantage. Prefer a position requiring multiple responsibilities and a variety of tasks.

EDUCATION

Sometown High School, Sometown, IN - 199X graduate.
Completed coursework in Basic Business, Business Management Skills, Marketing, Word Processing, Keyboarding, Computer Applications. Member of Business Professionals of America and DECA, an association of marketing students. Editor of school yearbook.

VOLUNTEER WORK

199X to present - Type correspondence and perform other clerical duties for the Sometown Senior Citizens Center.

EXPERIENCE

199X to present - Clerical assistant (part-time) to head librarian, Sometown Public Library, Sometown, IN.
Update information on InfoTrak and ERIC; catalog books, periodicals, A-V materials.

199X to 199X - Cashier, Hardee's Restaurant, Sometown, IN.

Summer, 199X - Corn detasseler, Martindale Farms, Sometown, IN.

PERSONAL

Detail-oriented, accurate, reliable and hardworking.

A FUNCTIONAL RESUME

Tyler J. Martin
139 Excaliber Lane
Hometown, IN 00000
(219) 555-0000

OBJECTIVE: Entry level position with a daily newspaper.

QUALIFICATIONS:

Worked on high school newspaper and yearbook staff three years. Received scholastic award for creative writing. Finished English and journalism classes with high grades.

EDUCATION & TRAINING:

Senior- Hereandthere High School journalism and business courses: photography, word processing, economics. President of Journalism Club.

EXPERIENCE:

- Wrote various feature stories for newspaper. Created new format design which was cited for creative excellence at scholastic journalism conference. Gained valuable experience as chief photographer of yearbook as well as being recognized as top advertising salesperson.
- Conducted extensive research and completed a detailed series of articles on historic significance of native American culture in our country. This work not only earned distinguished merit award among high school journalists in the state, but also was re-printed in the local daily newspaper.
- Recorded legal descriptions and estate settlement records part-time for a local attorney's office.

WORK HISTORY:

199X - full-time student Hereandthere High School
Summer 199X and 199X - researcher for Whig & Whig Attorneys.

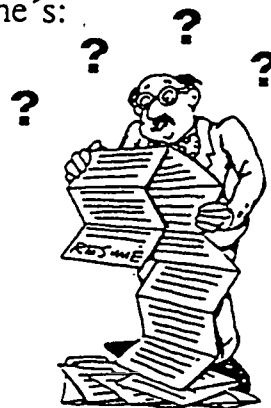
RESUME-WRITING RULES

- Keep sentences and paragraphs short. No paragraph should be more than 10 lines.
- Use simple terms rather than complex expressions that say the same thing.
- Put strongest statements at the top, working downhill from that.
- Have someone with good English skills check for spelling, punctuation and grammar.
- Avoid excessive use of "I."
- Omit hobbies or avocational or social interests unless they clearly contribute to your work abilities.
- Avoid purely personal evaluations such as "I am an intelligent and diligent researcher," or "I have finished three major research projects."

TEN MOST COMMON RESUME-WRITING MISTAKES

According to a survey of employers, career counselors and employment agencies, here are the top 10 most commonly repeated mistakes found in resume's:

1. Too long (preferred length is one page).
2. Disorganized - information is scattered around the page and is hard to follow.
3. Poorly typed and printed - hard to read - looks unprofessional.
4. Overwritten - long paragraphs and sentences - takes too long to say too little.
5. Too sparse - gives only bare essentials of dates and job titles.
6. Not oriented for results - doesn't show what the candidate accomplished on the job.
7. Too many irrelevancies - height, weight, sex, health, marital status are not needed on today's resume's.
8. Misspellings, typographical errors, poor grammar - resume's should be proofread carefully before they are printed and mailed.
9. Tries too hard - fancy typesetting and binders, photographs and exotic paper stocks distract from the clarity of the presentation.



10. Misdirected - too many resume's arrive on employers' desks unrequested and with little or no apparent connection to the organization. Cover letters (see Pages 15-17) could help avoid this mistake.

SOME RESUME' DON'TS

- *Don't include pictures.
- *Don't list relatives as references.
- *Don't put resume' in fancy binder or folder.
- *Don't forget phone number, area code, zip code.
- *Don't list sex, weight, height, or other personal information.
- *Don't include street addresses of prior employers (city and state are okay).
- *Don't include salary information in your resume'.

FINAL REMINDERS

Remember that the reason employers get interested in you is the value you can produce for them. This value is demonstrated by what you have done as much as by what you can do. Eliminate things that don't focus on your potential value. Above all, remember that your resume is a demonstration of your ability to handle written communication. Put as much care and attention into it as you would for a one-page advertisement for a fine product!

Need help with resume writing? Call the Information Resource Area in the Western Regional One-Stop Career Center at (812) 234-6602, extension 381 or 382 to make an appointment for free assistance.



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THE COVER LETTER

When mailing your resume to an employer, you should enclose a cover letter or letter of application. It should be neat, brief and an original version, never a form letter. Write each cover letter specifically for the job you seek. Highlight the skills you have that most closely match the job requirements. It's not a bad idea to have the job description or classified ad in front of you as you write the letter.

GENERAL OUTLINE FOR A COVER LETTER

Use complete title and address.	Applicant's Address Applicant's Phone Number Date of Letter
If possible, address it to a particular person by name.	Employer's Name Employer's Title Address
Make the addressee want to read your resume. Be personable and be enthusiastic.	Salutation:
Be brief but specific.	Opening Paragraph: State why you are writing, name the position or type of work for which you are applying, and mention how you heard of the opening or organization.
Top and bottom margins should be equal.	Middle Paragraph(s): Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had relevant work experience or related education, be sure to point it out, but do not repeat your entire resume. Emphasize skills or abilities you have that relate to the job for which you are applying. Be sure to do this in a confident manner and remember that the reader will view your letter of application as an example of your writing skills.
Always sign letters.	Closing Paragraph: You may refer the reader to your enclosed resume (which gives a summary of your qualifications) or whatever media you are using to illustrate your training, interests and experience. Have an appropriate closing to pave the way for the interview by indicating the action or steps you will take to initiate an interview date.
If a resume or other enclosure is used, note in letter.	Sincerely, Your typed name Enclosure

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SAMPLE COVER LETTER

000 East 000 South
Hometown, IN 00000
February 15, 199x

Mr. Eric Johnson
Personnel Director
Best Clothing Store
111 North Main Street
Hometown, IN 00000

Dear Mr. Johnson:

Your advertisement in the Evening Gazette for a part-time sales person caught my eye. As a customer of Best Clothing, I have a genuine interest in promoting this fine line of quality casual wear.

As you can see from my resume', I am experienced in retail sales. My ability to meet the public in a professional and enthusiastic manner has prepared me well for a position with Best Clothing. Please consider me an applicant for the sales position.

Please give me the opportunity to meet to discuss with you my qualifications. I am available during the morning hours (until noon), Tuesday through Saturday, and all day on Monday. You may contact me at (317) 555-1111 to schedule an appointment or to obtain any additional information that might be needed. I am looking forward to talking with you soon.

Sincerely,

Samantha Smith

Enclosure

SAMPLE COVER LETTER

125 Pearl Street
Laguna Beach, CA 92651
(714) 555-0987
March 27, 199X

Mr. Marv Patterson
Section Manager
Hewlett Packard Co.
16399 W. Bernardo Dr.
San Diego, CA 92717

Dear Mr. Patterson:

In June 199X, I will be graduating from the University of California, Irvine, with a degree of Bachelor of Science in Electrical Engineering. I am writing to explore the possibility of employment as a control systems engineer at your San Diego facility.

Early in my course work at UC Irvine I seriously began considering future employment with Hewlett Packard Company. We use a number of your products in our laboratory work, and their design, precision and reliability are impressive. More recently, however, I noted in a professional computing journal that you are undertaking a new project to apply microcomputers in automatic control systems. Many of my electives were in the fields of control systems and computers, and I worked for three summers in microcomputer applications. I believe that I am well qualified to begin my career employment on your new project. I know that it is directly related to my interests.

I have enclosed my resume which provides additional information about my undergraduate work and campus activities. I would appreciate the opportunity to meet with you to discuss how my education and experience would be consistent with your needs. I will contact you by phone within 10 days to discuss the possibility of an interview.

Sincerely,

Ray Johnson

Enclosure

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THE INTERVIEW

FIRST IMPRESSIONS MATTER

Congratulations! You got the interview! First impressions are important, so don't blow it. You probably won't get a second chance. If you want the job, you have to look and act like it.

DRESS

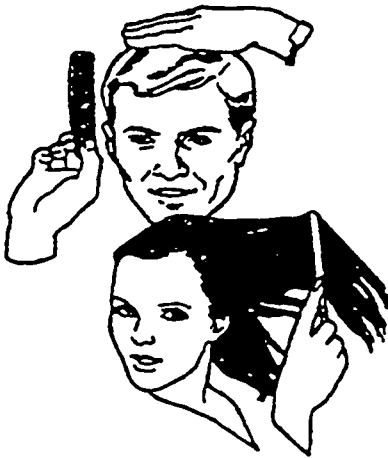
*Dress one step above what you would wear on the job. For example, if you would wear jeans and a T-shirt on the job, wear slacks, a shirt or blouse, and a jacket or blazer to the interview.

*Wear clothes that are clean, neat and in good condition.

*Dress conservatively. Avoid loud colors or prints and mismatched patterns.

*Limit jewelry and other accessories and keep the focus on Y-O-U!

*Shine your shoes.



GROOMING

*Keep your hair freshly shampooed, neatly styled and combed.

*Be clean shaven.

Trim and comb beards and moustaches.

*Clean and trim fingernails.

*Use makeup, perfume and aftershave sparingly.

HYGIENE

*Keep your body clean. Good personal hygiene begins with a daily bath or shower.

*Use deodorant.

*Brush and floss teeth daily.
Use mouthwash or breath freshener.

TYPES OF INTERVIEWS

Different employers have different interview styles. Some prefer a formal, more traditional interview, while others like an informal exchange of information, much like a casual conversation. You may have a one-on-one interview, with just a single interviewer, or you may have a team interview in which you meet with a small group of management personnel.



A Team Interview

PURPOSE

An interview is your opportunity to sell your skills, explore job possibilities, ask questions about employers and companies, and, most importantly, prove that you are the right person for the job. Obviously, an interview is not a guarantee of employment. It is often just one part of a selection process for most employers and may be coupled with reference checking, testing, screening and comparisons with other applicants, among other processes.

Because it may be the most important deciding factor in an employer's hiring decision, the interview is an activity for which you will need practice and preparation. Plan in advance how you will get to the interview site, how long the drive/walk will take, where to park, and which door to enter. Give extra time for train crossings, bad weather and other delays.

OFF TO A SMOOTH START

The start of an interview can be awkward, as most of us are usually very nervous! To rid yourself of interview anxiety, practice relaxation techniques such as deep breathing or thinking of a calm, peaceful place you have visited. The best "cure" for interview jitters, however, is the knowledge that you are well-prepared. Keep reminding yourself, too, that if you do not get this job, there will be other opportunities. This will take a lot of the pressure off the situation and allow you to relax and be yourself.



SOME ETIQUETTE REMINDERS

*Announce yourself politely to the receptionist or other greeter when you arrive and state your appointment, Remain seated until you are called for the interview.

*Allow the interviewer to take the lead and follow his/her cues. If he/she extends a hand in greeting, then follow through with a firm yet gentle handshake.

*Use the correct pronunciation of the interviewer's name (Mr. or Ms. _____) when you are introduced.

*Remain standing until the interviewer invites you to be seated.

*Select a chair that places you at an appropriate distance from the interviewer - one that is easy for conversation but not intrusive upon the interviewer's space.

*Be mindful of your posture and body language. Sit erect, with hands folded on your lap.

*Avoid rushing into the interview. Allow the interviewer to set the pace. Most employers will try to put you at ease with a few conversational remarks.

*Give the interviewer your full attention, including eye contact. Don't daydream.

*Do not smoke, chew gum, or suck on candy. Politely refuse anything to drink.

*Avoid any nervous mannerisms such as nail biting, tugging at your tie, twirling strands of hair, tapping feet, crossing/uncrossing legs.



COMMON AREAS COVERED IN AN INTERVIEW

EDUCATION

It is important to be prepared to discuss your educational background with an interviewer. This may include the schools you have attended, the dates you were enrolled, and your graduation date, if applicable. Another topic commonly discussed in interviews is the classes you most liked and disliked.

WORK HISTORY

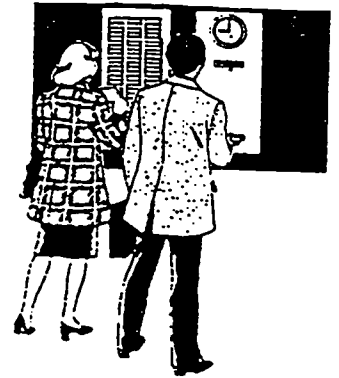
It is nearly impossible to escape an interview without some discussion about your previous work history! Even if you have never held a formal job at an established business, it is important to be able to talk intelligently about what work you have done, such as volunteer work, babysitting, lawn care, newspaper delivery, or farm work. Even informal jobs help show employers you are hard working and experienced.

Your work history or experience most likely will be discussed in some chronological order, perhaps starting with your most recent job and working back into the past. Be prepared to discuss the positions you have held, the dates you were employed, and your reason for leaving each job. Be truthful! Don't embellish your job title, duties, or reason for leaving, as those items are easily verified by former employers. Also, be able to detail the type of schedule(s) you worked, the number of hours worked per week, and any overtime or extra efforts you may have contributed.

It is also good preparation to think about what you did and did not like about the jobs you have held. Keep in mind that it is in poor taste to speak negatively about past employers during an interview. "But what if it is the truth?" you might ask. It still doesn't help you make a good impression. If a former job experience was unpleasant (for example, if you disliked your boss or the working conditions), tactfully explain why you didn't like the job but keep personal issues out of the discussion.

ATTENDANCE

The attendance factor is very important to employers because it is a great indicator of reliability, dependability and work ethic. Regular attendance is a great habit to get into, especially while you are still in school. Regular attendance is not something for which you should have to be rewarded; it is a required element for employment with most local businesses. Keep in mind that businesses seldom allow you to miss as many days as you may have missed in school. In the business world there are fewer days off for vacation and holidays. Many jobs require that you work more than five days per week. Also keep in mind that good attenders usually earn more money than poor attenders, because they are working more often!



JOB DUTIES

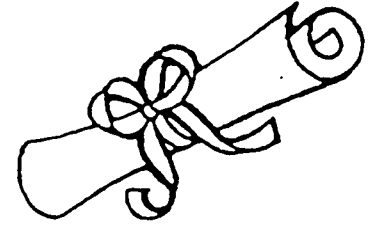
Prospective employers will look at past performance and duties to determine your suitability or adaptability for the work they have available. It is important to detail the duties you carried out on previous or current jobs, especially any that required personal responsibility, involved working without supervision, or entailed working closely with co-workers.



GOALS AND ACCOMPLISHMENTS

Defining career interests and job search goals is an essential part of life planning. It is good preparation for an interview as well! You'll probably spend most of your life working at one job or another, so it is important to try to find work that you enjoy. Now, this is not always possible right after graduation. In fact, establishing a career you'll enjoy may require additional education, training, or experience. It is helpful to think through your likes and dislikes before you start your job search. For instance, if your career goal is health-care related, then a summer job as a hospital aid or volunteer might be a good idea. It may help you make up your mind!

● Have you earned awards or special recognition for your efforts at school or at work? Keep in mind that accomplishments of any kind make you more marketable to employers. Recognized accomplishments, whether they be perfect attendance awards, customer service awards, or even athletic awards, demonstrate your skills, motivation and determination.



SPECIAL SKILLS

An interview, as stated previously, is an opportunity to sell yourself. It is important to market your special skills to prospective employers and therefore set yourself apart from other applicants. Applicants with special skills may be stronger or more appealing candidates for businesses with special needs. Some of these special skills include, but are not limited to, foreign language capabilities and experience using specialized equipment or computers.

STRENGTHS AND WEAKNESSES

● It is common for an interviewer to ask you about your “greatest strengths” or “greatest weakness,” so be prepared with a couple of examples of each. Play down your weaknesses, but don’t deny them! Mention an area(s) of personal development and have thoughtful plans to suggest what you can do for self-improvement. For instance, if you know that your typing speed needs to increase, state that you will be practicing at home.

INAPPROPRIATE QUESTIONS

If you have been asked a question you feel is not job-related, simply say, “I’d prefer not to answer that because it is not job-related.” Be courteous in your answer, as employer may not have intentionally asked an inappropriate question!

ASKING QUESTIONS OF YOUR OWN

● Be prepared to ask a few intelligent questions of your own. (Example: “Does the company encourage employees to take college or vocational courses for advancement?”) Remember, you should be doing 75% of the talking in an interview! That doesn’t come easily for everyone, so write out your questions and answers ahead of time. Don’t ask about salary during the first interview, but be prepared in case the interviewer asks you how much you would like to make. Research salary ranges for the field before the interview, and remember that benefits such as insurance, holiday pay and vacation pay are part of your compensation.

FOLLOWING THE INTERVIEW

ALWAYS SEND A THANK-YOU NOTE

*Mail note the same day of the interview or, at the latest, the day following.

*A handwritten note is preferable.

*Handwriting must be legible; no spelling errors; punctuation must be perfect.

*Stress your skills and interest in the opportunity. Make a comment about something from the interview.

FOLLOW-UP PHONE CALLS

If a few days have passed and you have not heard from the employer, it is generally acceptable to telephone, express that you are still interested in the position, and inquire if a decision has been made.

The exception to this is the interviewer who has specifically stated a "Don't call us, we'll call you" policy.



"Do Not Call Every Day"

KEEP IN MIND

A SECOND INTERVIEW MAY BE REQUIRED.

TESTING MAY BE REQUIRED IN:

- *Math - (with or without calculator)
- *Typing
- *Grammar
- *Spelling
- *Personality Profile



A PHYSICAL EXAM MAY BE REQUIRED.

PRE-EMPLOYMENT DRUG SCREENING MAY BE REQUIRED.

CLOSING AN INTERVIEW

At the end of every interview, you should:

- Express your interest - let the employer know that you are interested in the job.
- Sell yourself. In one or two statements, state again why you are the right person for the job.
- Ask for the job directly. Tell the interviewer that you want the job.
- Ask the interviewer how soon a decision will be made. Find out if the employer will be notifying you or whether you should check in with him/her. Some employers who do massive interviewing prefer the "Don't call us, we'll call you" approach. It often takes time to complete all interviews, check references, complete screening, compare applicants and make selections.
- Using the interviewer's name, thank him/her for the time and opportunity to talk about the job.
- As you rise to leave, shake the interviewer's hand with confidence and exit quietly. Don't forget to thank the secretary or receptionist on your way out.



SAMPLE THANK-YOU NOTE

123 Friendly Avenue
Hownetown, IN 47000
June 6, 199X

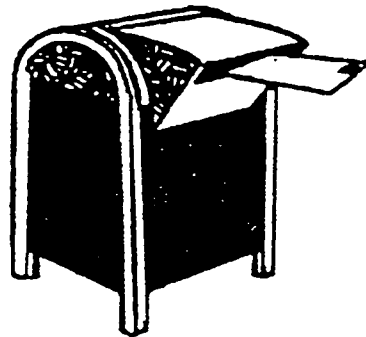
Ms. Helen Jones, Director
Human Resources Division
Great Products Corporation
One Pleasant Street
Howntown, IN 47000

Dear, Ms. Jones:

Thank you for interviewing me yesterday afternoon for the secretarial position and for giving me a tour of the plant and office. I was very impressed by the clean, attractive buildings and the modern equipment provided for the employees. This is the type of company I would like to work for, and I hope you will give me further consideration for the job.

Sincerely yours,

Megan A.Morrison



HOORAY!!! THE JOB IS YOURS

The employer has called you with the good news: The job is yours! A date and time will be arranged for you either to attend an orientation or to report directly to work.

1. Never Be Late!!!!!!
2. Always arrive at least 10 minutes early.
3. Always dress according to the employer's dress code. If you are not sure, ASK.
4. Take notes during orientation, unless written material is provided, and be familiar with company rules and policies.
5. Never but never ask for time off when you first start a new job. If you have a commitment and must have time off, notify the employer before he/she offers the job.

Accepting this position is a commitment of your time. A concert, pizza party, or date is not a valid reason for requesting time off.

6. Express a sincere interest in the responsibilities of the position.
7. If you must be absent from your job, always notify your employer.

THANK YOU FOR YOUR APPLICATION; HOWEVER.....

1. We are sorry to inform you that we have filled the position for which you applied.
2. Thank you for your interest in our company. However, we have filled the position with someone who meets more closely with our needs.
3. Thank you for your application. However, we have filled the position with someone with skills that meet more closely with our needs.
4. It is common to get no response from the employer. Don't take it personally.

DON'T BE ALARMED!!!!!!!!!!

Should you receive a response like the examples above, do not give up.

Keep trying

Review the "Ten Reasons People Do Not Get Hired" list which follows
Have you failed at any of them???

Remember that few people are hired on their first attempt.

Those who are hired usually have tried several places before landing the *job just for them.*

TEN REASONS PEOPLE DO NOT GET HIRED

1. Falsified information on application.
2. Failed any of the testing.
3. Late for the interview.
4. Dressed inappropriately; poorly groomed; bad body or breath odor.
5. Talked negatively about a former employer or co-worker.
6. Negative body language. i.e., slumped in chair, no eye contact, no handshake, arms crossed in a hostile posture.
7. Used profanity or vulgar language.
8. Used poor grammar. ("I ain't got none!")
9. Lacked the education or skills required.
10. Expressed more interest in "What does the job pay?" than in the opportunity for growth.

Assessment Results

Why do I need this folder? Assessment results play a key role in planning for your future. There are many types of academic, technical and career interest and aptitude assessments that, looked at overall, will provide valuable information as to your skills, interests and abilities.

How should I use this folder? This folder can be used to help you organize your test results. By storing them in one place, you have easy access to these records, but most important, you can see how you are progressing as far as academic, technical and employability skills. The information in this folder should be updated on an annual basis.

What should I keep in this folder? This folder will be a “warehouse” to hold copies of your personal results or scores from various academic, technical and career interest and aptitude assessments.

Assessment Results—Personal Inventories

Activity: Personal Inventory Assessments

Sources: SD Comprehensive Guidance & Counseling Program Model - HS Activities, 1995.

Outcomes: Students will:

- Complete several personal inventory assessments.
- Students will discuss the results of these inventories to learn more about themselves.

Materials/Resources:

- Who Am I? – An Inventory of Myself
- Personal Data Sheet
- What Kind of Person Am I?
- How Do I Feel About Education?
- How Do I Feel About Success?
- How Do I Feel About Life?

Instructional Activities

Procedures:

1. Choose one or more of the above inventories and administer to the students.
2. Discuss the results of each inventory with the students.
3. Have the students keep these inventories in a portfolio.

Activity Assessment:

- The teacher can assess the students based on participation in group discussion.
- Completion of the **Personal Inventories**.
- Assign a reaction paper for each of the inventories.

WHO AM I?

An Inventory of Myself

Name: _____

Check one:

I do not want anyone else to read this.

I do not care if my teacher or counselor reads this.

Instructions:

The following pages consist of many questions. These questions are intended to help you discover more about yourself. If you so choose, no one else will read your answers to the questions. You will have this material for two or three days, so take time in thinking about how you answer.

These questionnaires will be placed in an envelope and stored in a file. They will be returned to you at the end of this career exploration unit. You can then re-read them and see if you have changed at all. Remember, these are for you -- not anyone else. Answer the questions according to how you really feel.

PERSONAL DATA SHEET

Circle the correct letter or fill in the blank.

1. I am a) male b) female
2. On my last birthday I was a) 12 b) 13 c) 14 d) 15
3. I have _____ brothers and sisters.
4. I am the _____ (oldest, second from the oldest, youngest, etc.).
5. My father's occupation is _____.
6. My father is happy with his job. Yes ___ No ___
7. I like what my father does for a living. Yes ___ No ___
8. My mother's occupation is _____.
9. My mother is happy with her job. Yes ___ No ___
10. I like what my mother does for a living. Yes ___ No ___

What Kind of Person Am I?

	Yes	Sometimes	No
1. Do I like myself?	_____	_____	_____
2. Do people like me?	_____	_____	_____
3. Am I a good-looking person?	_____	_____	_____
4. Am I a friendly person?	_____	_____	_____
5. Do I smile a lot?	_____	_____	_____
6. Do people tell me I seem to be a happy person?	_____	_____	_____
7. Do I like other people?	_____	_____	_____
8. Can I be trusted when I am given something to do?	_____	_____	_____
9. Do I like to be given responsibility?	_____	_____	_____
10. Do I always remain calm when:			
-taking a test in school?	_____	_____	_____
-losing an argument?	_____	_____	_____
-participating in a sports event?	_____	_____	_____
-losing something important?	_____	_____	_____
11. Do I find it easy to talk to others?	_____	_____	_____
12. Do I like to talk to a large group?	_____	_____	_____
13. Do I enjoy writing?	_____	_____	_____
14. Do I enjoy working with others?	_____	_____	_____
15. Would I rather work by myself?	_____	_____	_____
16. Do I prefer working outdoors?	_____	_____	_____
17. Do I enjoy working with my hands?	_____	_____	_____
18. Am I more concerned about what I think of myself than what others think of me?	_____	_____	_____
19. Does having a job and a family someday appeal to me?	_____	_____	_____
20. Am I shy?	_____	_____	_____
21. Am I an energetic person?	_____	_____	_____
22. Do I daydream a lot?	_____	_____	_____

HOW DO I FEEL ABOUT EDUCATION?

Circle the letter which best describes your feelings.

1. How good a student do your parents want you to be in school?
 - a. One of the best in my class
 - b. Above the middle of my class
 - c. In the middle of my class
 - d. Just good enough to get by
 - e. Don't know
 - f. The best I am able to do
2. How often do you and your parents talk about school work?
 - a. Just about every day
 - b. Once or twice a week
 - c. Once or twice a month
 - d. Never, or hardly ever
3. How much education do your parents want you to have?
 - a. Don't care if I finish high school
 - b. Finish high school only
 - c. Technical or vocational school
 - d. Some college
 - e. Graduate from college
 - f. Professional school
 - g. Don't know
4. How far do you want to go in school?
 - a. I don't want to finish high school
 - b. I want to finish high school only
 - c. I want to go to technical or vocational school after high school
 - d. I want some college education
 - e. I want to graduate from college
5. Are you planning to go to college?
 - a. Definitely yes
 - b. Probably yes
 - c. Probably not
 - d. Definitely not
6. If something happened, and you had to stop school now, how would you feel?
 - a. I'd be very happy-I'd like to quit
 - b. I wouldn't care one way or the other
 - c. I would be very disappointed
 - d. I'd try hard to continue
 - e. I would do almost anything I could to stay in school
7. How good a student do you want to be in school?
 - a. One of the best in my class
 - b. Above the middle of my class
 - c. In the middle of my class
 - d. Just good enough to get by
 - e. I don't care
8. On an average school day, how much time do you spend studying outside of school?
 - a. None, or almost none
 - b. About 1 hour a day
 - c. About 1½ hours a day
 - d. About 2 hours a day
 - e. About 3 hours a day
 - f. 4 or more hours a day
9. During the last school year, did you ever stay away from school just because you didn't want to come?
 - a. No, never
 - b. Yes, for 1 or 2 days
 - c. Yes, for 3 to 6 days
 - d. Yes, about 7 to 15 days
 - e. Yes, for 16 days or more
10. How bright do you think you are in comparison with the others in your class?
 - a. Among the brightest
 - b. Above average
 - c. Average
 - d. Below average
 - e. Among the lowest

HOW DO I FEEL ABOUT SUCCESS?

Circle the letter that best describes your feelings.

1. People who accept their condition in life are happier than those who try to change things.
a. Agree b. Not sure c. Disagree
2. Good luck is more important than hard work for success.
a. Agree b. Not sure c. Disagree
3. Every time I try to get ahead, something or somebody stops me.
a. Agree b. Not sure c. Disagree
4. If a person is not successful in life, it is his own fault.
a. Agree b. Not sure c. Disagree
5. Even with a good education, I'll have a hard time getting the right kind of job.
a. Agree b. Not sure c. Disagree
6. I would make any sacrifice to get ahead in the world.
a. Agree b. Not sure c. Disagree
7. If I could change, I would be someone different from myself.
a. Agree b. Not sure c. Disagree
8. I sometimes feel that I just can't learn.
a. Agree b. Not sure c. Disagree
9. I would do better in school work if teachers didn't go so fast.
a. Agree b. Not sure c. Disagree
10. People like me don't have much of a chance to be successful in life.
a. Agree b. Not sure c. Disagree
11. The tougher the job, the harder I work.
a. Agree b. Not sure c. Disagree
12. I am able to do many things well.
a. Agree b. Not sure c. Disagree

HOW DO I FEEL ABOUT LIFE?

1. When comparing myself with other people my age, I think:
 - a. Most people are better than me
 - b. I am as good as anyone
 - c. I am better than most people
 - d. We are all about equal

2. I think life is:
 - a. fun and exciting
 - b. Boring
 - c. Will be better when I'm older

3. The best things in life are: (circle as many things as you like)
 - a. Parents
 - b. Friends
 - c. Pets
 - d. Sports
 - e. School
 - f. Church
 - g. Other _____

4. I think life is for:
 - a. Making myself happy
 - b. Making others happy
 - c. Making money
 - d. Making others and myself happy
 - e. Growing up and working and raising a family
 - f. Doing whatever I want to do

5. Life would be better if: (circle as many as you want to)
 - a. I had more money
 - b. I had more friends
 - c. There were more hours in a day
 - d. I could travel more
 - e. I could leave home
 - f. My parents would listen to me
 - g. I were older
 - h. People would worry about others more than about themselves
 - i. I didn't have to go to school
 - j. People would just leave me alone
 - k. People would stop telling me what to do
 - l. I could do whatever I wanted

6. I like:
 - a. My parents
 - b. My brothers
 - c. My sisters
 - d. Where I live
 - e. Our house
 - f. This school
 - g. The kids in my neighborhood

7. To make a living, I would like to be a _____

8. The most important occupation for a person today is:
 - a. Doctor
 - b. Lawyer
 - c. Teacher
 - d. Engineer
 - e. Entrepreneur
 - f. Scientist
 - g. Farmer
 - h. Soldier
 - i. Construction worker
 - j. Rancher
 - k. _____

9. The most important reason for choosing one job over another is:
 - a. To choose the one that pays the most.
 - b. To choose the one that you like - even if it pays less.
 - c. To choose whatever is available when you are looking.

10. It is important to have friends.
Yes _____ No _____

11. My best friend is _____

12. My friends are always honest.

Yes _____ No _____

13. My friends sometimes act kind of silly.

Yes _____ No _____

14. My friends are smarter than I am.

Yes _____ No _____

15. My friends are not as smart as I am.

Yes _____ No _____

Assessment Results – Career Planning Inventories

Activity: Career Planning Assessments

Sources: SD Comprehensive Guidance & Counseling Program Model - HS Activities, 1995.

Outcomes: Students will:

- Complete several Career Planning assessments.
- Students will discuss the results of these inventories to learn more about their futures.

Materials/Resources:

- Testing Your Career Planning Knowledge
- What Would You Choose?

Instructional Activities

Procedures:

1. Choose one or more of the above inventories and administer to the students.
2. Discuss the results of each inventory with the students.
3. Have the students keep these inventories in a portfolio.

Activity Assessment:

- The teacher can assess the students based on participation in group discussion.
- Completion of the **Career Planning Inventories**.
- Assign a reaction paper for each of the inventories.

BEST COPY AVAILABLE

TESTING YOUR CAREER PLANNING KNOWLEDGE

The following quiz is designed to help you increase your awareness of career planning. The answers to some of the questions may surprise you.

Circle the answer you think is correct.

- | | | | |
|---|---|-----|--|
| T | F | 1. | Most people have the ability to do well in any job if they set their minds to it and work hard. |
| T | F | 2. | Except for the income it provides, your job has little impact on your way of life. |
| T | F | 3. | There is only one "right job" for you in terms of your abilities. |
| T | F | 4. | The typical American will work in more than four different full-time jobs during his or her lifetime. |
| T | F | 5. | Few women work outside of the home after marriage. |
| T | F | 6. | The State Employment Office provides free information about job openings and job training programs. |
| T | F | 7. | Programs at 2-year colleges are limited to students who want to transfer to 4-year colleges. |
| T | F | 8. | Getting a job in a certain field is the only way you can learn whether you might like to make a career of it. |
| T | F | 9. | Women are now working at jobs which were once held only by men. |
| | | 10. | Which statement best describes what the labor force will probably be like 10 years from now?
a. Most jobs will require four or more years of college.
b. There will be a greater percentage of jobs for unskilled workers.
c. There will be a greater percentage of jobs for those with technical skills acquired beyond high school. |
| | | 11. | Which one of the following is the best way to begin career planning?
a. Look at what is available on the job market.
b. Take tests to find out what you should do.
c. Decide what it is you consider most important in life. |
| | | 12. | You are interested in so many occupations you cannot make up your mind. What should you do first?
a. Try out as many jobs as you can.
b. Try it, and if you like it, stick with it.
c. Find out more about what each occupation is like. |

13. Which of the following is probably the best way for you to find out whether you would like the work of a carpenter?
- Ask a counselor.
 - Talk to a building contractor.
 - Get "hands-on" experience by taking a course related to carpentry or by getting a part-time job with a carpenter.
14. You are now employed as a retail clerk and think you might be interested in a medical career. Where would you get some preliminary information?
- Look up "medicine" in the dictionary.
 - See a counselor to find out what options are available.
 - Review the "Health Services Occupations" in the Occupational Outlook Handbook.
15. You have been accepted by two colleges. College A costs more than College B. You can't make up your mind. What should you do first?
- Make a list of what you expect to get out of college and compare what the two schools have to offer you.
 - Choose College A and write to the financial aid office there for information.
 - Choose College B because it will cost less.

TESTING YOUR CAREER PLANNING KNOWLEDGE: ANSWERS

1. FALSE. Many occupations demand a mastery of specific skills. In spite of intense desire and effort, a large number of people may never be able to acquire the skills necessary to be successful in such occupations.
2. FALSE. People's jobs may influence where they live, with whom they associate, what they do for recreation, and the quality of their physical and mental health.
3. FALSE. Your abilities may qualify you for several jobs which may or may not be similar. In addition, it is more the rule than the exception that your interests will change during your life, resulting in new preferences in work.
4. TRUE. Not only do people change jobs, in which they perform basically the same functions but for different employers, but more frequently than you might expect, people change occupations, in which they perform different functions for the same or different employers.
5. FALSE. Many women continue to work after marriage; also, many return to the work force after child-rearing. In 1986, 55% of all married women were in the work force. The vast majority of women in this country will be employed at some time after their marriage.
6. TRUE. Besides those items mentioned, most states also provide free occupational testing, employment counseling, and assistance in job placement.
7. FALSE. 2-year colleges also emphasize skill training for immediate employability, as well as academic programs. They offer a wide range of programs to all segments of the population.
8. FALSE. There are a number of ways of determining whether you would like a particular occupation; reading, talking with persons in the field, and actual "hands-on" experiences are among them.
9. TRUE. Not only does the ending of discriminatory hiring practices enable a more efficient use of human resources, it also allows individuals to follow their own interests in a more fulfilling way.
10. C. The skill requirements for many jobs are rising each year due to advanced technology. While there will be numerical growth in almost all occupation categories, the proportion of workers in them will change quite a bit. The greatest growth will occur in professional and technical occupations. Put another way, your chances of success are far better if you have a needed vocational skill, but this does not necessarily mean going to college.
11. C. Determining your desires should be the starting point; the other steps mentioned will add direction to this.

12. C. Good decision making is based on a broad range of knowledge, and there are many ways to get it. While gaining practical experience by actually doing a job is obviously very desirable, it is not always possible or practical. When you have many interests, you can explore reference books, read about interesting occupations, check into educational and training programs, etc. and learn a lot in a short time.
13. C. Having narrowed the field down to one interest, the practical experience of working as a carpenter's helper is ideal. Often you can take a carpentry or construction course in high school at your local community college or through a continuing or community adult education program that will allow you to get some first-hand experience.
14. C. The Occupational Outlook Handbook will provide information which can not only help you make a choice, but also help you determine the next step in making a career change.
15. A. No two colleges are exactly alike; some will meet your needs better than others. An across-the-board comparison of curricula, composition of the student body, faculty, and living conditions, can provide the basis for a more satisfactory decision.

6. Situation: Of these activities, the ones I do best and do least well are:
(B - for best and L - for least)
- | | |
|---|---|
| <input type="checkbox"/> Reading alone | <input type="checkbox"/> Performing |
| <input type="checkbox"/> Reading aloud | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Reading in groups | <input type="checkbox"/> Library work |
| <input type="checkbox"/> Discussion in small groups | <input type="checkbox"/> Workbook exercises |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Question sheets |
| <input type="checkbox"/> Experimenting | <input type="checkbox"/> Essay sheets |
7. Situation: My teacher has put me in a group I don't like so I:
- | | |
|---|--|
| <input type="checkbox"/> Stick it out | <input type="checkbox"/> Take over leadership of group |
| <input type="checkbox"/> Make sure I don't get in the same group again | <input type="checkbox"/> Am as silent as possible |
| <input type="checkbox"/> Ask teacher if I can move to another group | <input type="checkbox"/> Try to subtly influence group |
| <input type="checkbox"/> Move on my own | <input type="checkbox"/> Complain to friends |
| <input type="checkbox"/> Tell the group I don't like the way we are working | <input type="checkbox"/> Am as negative as possible |
8. Situation: A test given in history was unfair. I think I would:
- | | |
|--|--|
| <input type="checkbox"/> Ask teacher about it | <input type="checkbox"/> Tell friends |
| <input type="checkbox"/> Tell your advisor | <input type="checkbox"/> Ask to change classes |
| <input type="checkbox"/> Complain to principal | <input type="checkbox"/> Silently resent it |
| <input type="checkbox"/> Say nothing | <input type="checkbox"/> Accept it as normal |
| <input type="checkbox"/> Adjust my studying for unfair tests | |
9. Situation: This is what I tend to do when I don't succeed at a task in class:
- | | |
|---|---|
| <input type="checkbox"/> Feel badly about it | <input type="checkbox"/> Don't let it affect me |
| <input type="checkbox"/> Think "Oh, well, I can't win them all." | <input type="checkbox"/> Decide what went wrong |
| <input type="checkbox"/> Make sure I don't try it again | <input type="checkbox"/> Discuss it with the teacher |
| <input type="checkbox"/> Try it again at next opportunity | <input type="checkbox"/> Discuss it with advisor |
| <input type="checkbox"/> Just hope I won't pull down my grade average | <input type="checkbox"/> Feel it happens so often that it is normal |
10. Situation: There are skills some of us never learn. When I am asked to use a skill I don't do well, I tend to:
- | | |
|--|--|
| <input type="checkbox"/> Get a book and practice by myself | <input type="checkbox"/> Avoid using it |
| <input type="checkbox"/> Ask a friend to help | <input type="checkbox"/> Ask the teacher to help |
| <input type="checkbox"/> Ignore it, hoping I won't be asked to do it again | <input type="checkbox"/> Use it as much as possible hoping to get better |
11. Situation: If at the end of the hour I had an extra 15 minutes, I would:
- | | |
|--|--|
| <input type="checkbox"/> Relax before next class | <input type="checkbox"/> Think about things |
| <input type="checkbox"/> Ask to go run errands for teacher | <input type="checkbox"/> Talk to friends |
| <input type="checkbox"/> Ask teacher for next assignment | <input type="checkbox"/> Look over work, review lesson |
| <input type="checkbox"/> Read a book | <input type="checkbox"/> Go to library |
12. Situation: What clues me in most to what is expected in a class is:
- | | |
|--|--|
| <input type="checkbox"/> Type of kids in class | <input type="checkbox"/> How teacher runs the class |
| <input type="checkbox"/> Comments from friends who have taken it | <input type="checkbox"/> Course description catalog |
| <input type="checkbox"/> Teacher's description of the course in the first few days | <input type="checkbox"/> Rumors from people who have and have not had course |

WHAT WOULD YOU CHOOSE?

Directions: Place a check (✓) mark next to the answer that best describes the manner in which you would handle each situation. Mark only one answer for each situation.

1. Situation: I may choose a book to read for the next three weeks.

Read list and pick the most unusual title
 Ask a friend
 Shortest or longest
 Author I recognize
 Get book and look at cover
 One I've read before
 Pick one at random
 Easiest
 Hardest
 Easiest to reach on shelf
 Preview two or three, pick one

2. Situation: Pick a group to work with for three days of discussion and activity. I would choose:

<input type="checkbox"/> One nearest me	<input type="checkbox"/> One I know best
<input type="checkbox"/> One I don't know	<input type="checkbox"/> One with mostly girls/boys
<input type="checkbox"/> The smartest group	<input type="checkbox"/> Randomly
<input type="checkbox"/> Go with a friend	<input type="checkbox"/> The smallest group
<input type="checkbox"/> Fast workers	<input type="checkbox"/> The largest group
<input type="checkbox"/> Slow workers	

3. Situation: I am in a small group doing a project. The role I tend to play in the group is:

<input type="checkbox"/> Clown	<input type="checkbox"/> Agreeer
<input type="checkbox"/> Summarizer	<input type="checkbox"/> Focus
<input type="checkbox"/> Idea man	<input type="checkbox"/> The practical one

4. Situation: In my small group, I would typically volunteer to be the:

<input type="checkbox"/> Leader	<input type="checkbox"/> Member
<input type="checkbox"/> Secretary	<input type="checkbox"/> Go-fer

5. Situation: My teacher asks us to select a project from several listed. I would select the one that:

<input type="checkbox"/> Is least work	<input type="checkbox"/> Has only talking
<input type="checkbox"/> Is most work	<input type="checkbox"/> Has reading
<input type="checkbox"/> Uses a talent I have	<input type="checkbox"/> Is informal
<input type="checkbox"/> For which I already have materials	<input type="checkbox"/> Is formal
<input type="checkbox"/> I have done before	<input type="checkbox"/> Takes little time
<input type="checkbox"/> Is on a topic of most interest to me	<input type="checkbox"/> Takes lots of time
<input type="checkbox"/> I can do at school	<input type="checkbox"/> Gets me the best grade
<input type="checkbox"/> I can do at home	<input type="checkbox"/> Has most directions
<input type="checkbox"/> Has a product	<input type="checkbox"/> Has least directions
<input type="checkbox"/> I can do well	<input type="checkbox"/> Has set schedule
<input type="checkbox"/> I will learn most that is new to me	<input type="checkbox"/> Has no schedule

13. Situation: When what is expected of me doesn't suit me, I tend to:

- Make teacher adjust to my expectations
- Ignore teacher's expectations
- Ask for a conference

- Adjust to expectations of teacher
- Do my own thing
- Ask outside people to tell teacher to adjust her expectations

14. Situation: I have been asked to evaluate my own work in a class, I would:

- Try to get out of it
- Give myself a high grade
- Be too shy to give myself an "A"

- Be as honest as possible
- Say what I would think the teacher would give me
- Give myself what most of the other students give themselves

Assessment Results — Study Habits Inventories

Activity: Study Habits Assessments

Sources: SD Comprehensive Guidance & Counseling Program Model - HS Activities, 1995.

Outcomes: Students will:

- Complete several Study Habits Assessments.
- Students will discuss the results of these inventories to learn more about how to succeed in high school

Materials/Resources:

- What Are My Learning Habits
- Discover Your Attitude Toward Studying
- Study Habits Inventory

Instructional Activities

Procedures:

1. Choose one or more of the above inventories and administer to the students.
2. Discuss the results of each inventory with the students.
3. Have the students keep these inventories in a portfolio.

Activity Assessment:

- The teacher can assess the students based on participation in group discussion.
- Completion of the **Study Habits Inventories**.
- Assign a reaction paper for each of the inventories.

WHAT ARE MY LEARNING HABITS?

Directions: For each of the items, you will find a line with numbers under it. Above each line will be descriptions of learning styles. Circle the number which most closely describes how you see yourself. Then, put a square around the number which most closely describes how you wish you were...if your learning habits on that particular topic are just as you want them to be, then you would have a circle and a square around the same number. If you would like your habits to be different than they are, the circle and square will be on different numbers. There are no "wrong" answers to these. This sheet will be of help to you only if you honestly think about "Where You Are" and "What You Would Like To Be."

1. Teacher Directions:

I am totally dependent on a teacher for directions. I need to be told what to do.

I need a teacher to direct me part of the time, but take the lead with some activities.

I can work independently and need a teacher only some of the time.

1

2

3

4

5

2. Independent Thinking:

I usually try to find answers to questions without teacher assistance.

I try to find some answers to questions on my own but sometimes rely on the teacher.

I rely on the teacher and the textbook for answers to most questions.

1

2

3

4

5

3. Use of Class Time:

I frequently waste class time and seldom complete assignments.

I usually use class time to do assignments but sometimes my mind wanders.

I almost always spend class time working on assignments; I have little, if any, wasted time.

1

2

3

4

5

4. Work Schedule:

I independently set up an efficient plan for completing my work each time I begin a new task.

I develop a plan to complete some learning activities usually when I am told to do so.

I do not develop a plan for my work. I have no set pattern for beginning and completing an assignment.

1 2 3 4 5

5. Study Skills: (Taking notes, reading, outlining, listening, talking, writing, identifying major topics, using a dictionary)

I do not use basic study skills. I don't know why.

Sometimes I use basic study skills, usually when I am told to do so.

I use basic skills automatically as a part of my work habit.

1 2 3 4 5

6. Curriculum Materials and Packets:

I usually go through learning materials or packets without assistance from a teacher.

I can follow learning materials or packet but need some assistance from a teacher.

I do not use learning materials or packets without constant help from a teacher.

1 2 3 4 5

7. Adapting Curriculum:

I never skip an activity and/or assignment

I sometimes skip activities and/or assignments that deal with goals I have already mastered.

I always skip activities and assignments that deal with goals I have already mastered.

1 2 3 4 5

8. Pace of Learning:

I always work at a pace or rate equal to my ability.

I usually work at a pace or rate equal to my ability.

I work at a pace or rate well below my ability.

1 2 3 4 5

DISCOVER YOUR ATTITUDE TOWARD STUDYING

To learn and apply time-saving study skills, you must have a positive attitude. Your attitude and motivation will make all the difference. To measure your attitude toward studying, complete this exercise. Read the statement and circle the number that best describes how you feel. For example, if you circle a 5 you mean your attitude could not be better in this area; if you circle a 1 you mean that your attitude needs considerable improvement. Be very honest.

	High				Low
If I fail a test, I increase my efforts and get help from somewhere; a teacher or a tutor.	5	4	3	2	1
My concentration is strong. I am not easily distracted.	5	4	3	2	1
The challenge of reading a difficult textbook does not throw me.	5	4	3	2	1
Although busy, I always manage some time to study.	5	4	3	2	1
When I have a boring instructor, I work harder to make the material interesting.	5	4	3	2	1
I have a reason for going to school and know that studying will get me closer to my goal.	5	4	3	2	1
My moods seldom prevent me from completing my work.	5	4	3	2	1
I attend class regularly.	5	4	3	2	1
I know how to reward myself for finishing a difficult assignment.	5	4	3	2	1
	_____	_____	_____	_____	_____
	5	4	3	2	1

TOTAL SCORE _____

My general attitude is:

EXCELLENT	()	(45-40)
GOOD	()	(39-30)
NEEDS HELP	()	(29-9)

STUDY HABITS INVENTORY

How do you rate in study habits? Taking an inventory will help you to find out. Your special inventory will point out your good study habits and serve as a master plan to improve on poor study habits.

This survey is NOT a test. It has no score and you will not be graded. Answer the questions truthfully by placing a check in the appropriate column. Discover how many good study habits you have. Chances are you'll surprise yourself.

Before studying, I:	Always	Sometimes	Never
1. Make sure that I have enough energy to do the job right.	_____	_____	_____
2. Keep an assignment book for homework instructions.	_____	_____	_____
3. Make sure that I have enough sleep at night.	_____	_____	_____
4. Keep a daily study plan.	_____	_____	_____
When studying, I:			
1. Work in a reasonably quiet room.	_____	_____	_____
2. Have the materials I need (such as: books, notes, pencils, assignments).	_____	_____	_____
3. Find a place with good lighting, a desk and chair.	_____	_____	_____
4. Work without interruptions such as the telephone or friends visiting.	_____	_____	_____
5. Take a break for at least five minutes for every half to one hour of study.	_____	_____	_____
6. Start my assignments quickly and without trouble.	_____	_____	_____
7. Work steadily without daydreaming.	_____	_____	_____
8. Have a method of study.	_____	_____	_____
9. Plan to complete and hand in my assignment on time.	_____	_____	_____
10. Prepare for a test a few days before I take it.	_____	_____	_____
11. Check over quiz papers or pre-test for errors.	_____	_____	_____
12. Keep a dictionary available to check spelling errors or word meanings.	_____	_____	_____
13. Skim through a chapter of a book before I read and study it.	_____	_____	_____
14. Reward myself after study by allowing time for exercise or social activities.	_____	_____	_____

Projects/Work Samples

Why do I need this folder? This folder would be a good place to store school projects or other samples of your work that would show employers your talents and basic skills. It will help you remember all the different types of projects you have worked on. You could even show an employer relevant samples of your work during an interview.

How should I use this folder? Use this folder as a storage place to showcase your “best work” in the classroom, in your extra-curricular activities, on a part-time job, as a volunteer, etc. Throughout your school career, keep adding pieces that show your talents and skills. By storing them in one place, you have a way of organizing your projects, as well as to show progress and improvement in your work.

What should I keep in this folder? This folder will be a “warehouse” to hold actual projects and work samples that you have completed that could help convince an employer that you have skills and talents needed in his or her workplace.

Projects/Work Samples—Life Skills

Activity: Learning the Importance of Making a Living

Sources: SD Comprehensive Guidance & Counseling Program Model - HS Activities, 1995, Page K-4.

Outcomes: Students will:

- Learn how to set realistic, personal, educational and career goals.
- Make realistic career choices that will match the lifestyle they want.
- Use career information resource materials to compare earnings with living expenses.

Materials/Resources:

- ENDEAVOR computer software from the SD Labor Information Center.
- Student Activity Sheet 4-A; 5-A; and 5-B.
- Career Awareness Resource Materials.

Instructional Activities

Procedures:

1. Introduce the students to the ENDEAVOR career software that can be obtained from the South Dakota Labor Information Center in Aberdeen, SD.
2. Have the students complete **Student Activity Sheet 5-A**.
3. Discuss with the students the concept of lifestyle and the cost of living.
4. Have the students use **Student Activity Sheet 4-A** to review their top five occupational choices. Students can use several career information resources to complete this activity.
5. Have the students complete **Student Activity Sheet 5-B**.
6. Have the students compare their living expenses (**Student Activity Sheet 5-A**) to their earnings (**Student Activity Sheet 5-B**).

Activity Assessment:

- The teacher can assess the students based on participation in group discussion.
- Completion of the **Student Activities Sheets**.
- Assign a reaction paper on how earnings affect lifestyles.



Student Activity Sheet 4-A _____

Working to Solve the Career Puzzle. . .

1. What Grade are you in? _____
2. Using your Career Planning Report, list the job cluster you have the highest ability in.

_____ Job Cluster

3. Using your Career Planning Report, list the job families your abilities are in.

_____	_____
_____	_____
_____	_____

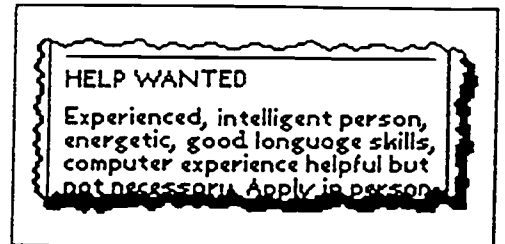
4. Using ENDEAVOR, list occupations you have abilities in.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Source: South Dakota Department of Labor, LIMC



5. What occupations do you have both an interest in and an ability for?



Source: South Dakota Department of Labor, LIMC

BEST COPY AVAILABLE



Student Activity Sheet 5-A

Working to Solve the Career Puzzle...

Section 1: Monthly Expenses

1. Do you want to own your own home or rent?
Own Home _____ Rent _____



2. If you plan to rent, skip to number 3. If you intend to own your own home, figure \$10 in monthly mortgage payment for every \$1,000 your house would cost.
Example: \$50,000 home = \$500.00 per month mortgage payment

Enter the mortgage you plan on paying per month _____

3. If you plan to rent a home or an apartment use a newspaper (preferably in the city in which you would like to live) to determine the cost of a home or apartment you would like to live in.

Enter the amount of rent you plan to pay per month _____

4. Do you plan to go to technical school, college or university after high school?

Yes _____ No _____

5. If you do not plan on advancing your education, skip to number 7. If you do plan to advance your education, will you take out a student loan to pay for it?

Yes _____ No _____

6. If you plan to take out a student loan, your payments will be a minimum of \$50.00 per month.

Enter student loan payment _____

7. Do you plan on buying a car?

Yes _____ No _____



Source: South Dakota Department of Labor. LINC



- 8. If you do not plan on buying a car, skip to number 9. If you do intend to buy a car, figure \$20.00 for every \$1,000 the vehicle would cost. Example: \$10,000 car = \$200 per month

Enter the amount of your car payment per month _____

- 9. Do you wish to have cable television?

Yes _____ No _____

- 10. If you do not want cable television, skip to number 11. If you do want to have cable television and plan to live in South Dakota, enter \$20.00. If you choose to live in another state, enter \$50.00.

Enter the cost for cable television per month _____

- 11. Do you wish to have a telephone?

Yes _____ No _____



- 12. If you don't want a telephone, skip to number 13. If you do want a telephone, the basic service will cost an average of \$20.00 per month. Long distance calls are extra. If you intend to make long distance calls, add an additional \$10.00 to \$20.00 to your cost.

- A. Enter your basic telephone charge per month _____
- B. Enter your expected long distance calls per month _____
- Enter your total telephone charge per month _____
- (Add A & B)

- 13. For an apartment, an average electric/heat bill would run approximately \$60.00; for a home, it will average \$100.00. Because certain areas of the state vary in the cost for electricity/heat, please check with your parents and counselor/teacher to ensure that these costs would be reasonable. Please adjust accordingly.

Enter the cost for your electric/heat bill per month _____

Total your monthly expenses for questions 1-13 _____

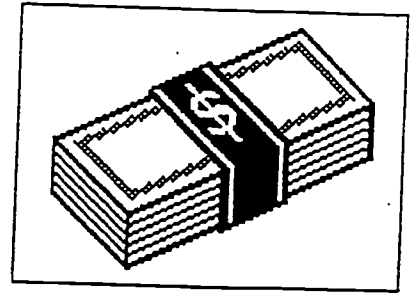


Section 2:

Yearly or One-Time Short-Term Expenses

Enter the estimated amounts for the following. Please check with your parents or counselor when completing this section of the worksheet.

- 1. Car Insurance _____
- 2. Car License _____
- 3. House/Renter Insurance _____
- 4. House taxes _____
- 5. Life Insurance _____
- 6. Health Insurance _____



Total Your Yearly Expenses _____
(Add questions 1-6)

Note:

Some of these expense may be optional. You may want to assume that your employer will pay your health and life insurance. If you do not own your own home, you will not have to pay house taxes.

Section 3:

Weekly Expenses and Extras

Please enter the estimated weekly cost for the following:

- 1. Groceries _____
- 2. Gas for car _____
- 3. Supplies _____
(i.e. deodorant, toilet paper, shampoo, cleaning supplies, etc.)
- 4. Miscellaneous _____
(laundry facilities, gifts, money put into savings account, going out, clothes, makeup, CDs, video rental, eating out, etc.)

Total Weekly Expenses and Extras _____

Section 4:

Total Cost

Convert weekly expenses to monthly expenses by taking the total from Section 3 x 4.3

\$ _____

Now add this to the total from Section 1

+ \$ _____

Total Monthly Expenses

\$ _____



Now covert the total monthly expenses to yearly expenses by multiplying by 12

Total monthly expenses multiplied by 12

\$ _____
x 12

Total Monthly Expenses x 12

\$ _____

Now add total monthly Expenses to the total in Section 2

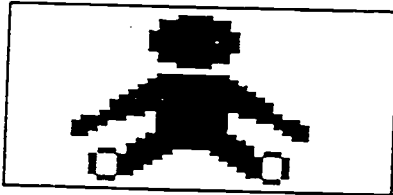
+\$ _____

Total

(This total is your total living expenses per year)

\$ _____

Now list all of the things that weren't figured in this worksheet, such as children and associated costs; pets; furniture; household goods; charitable contributions; repairs to homes and cars; credit cards; other utilities such as water and garbage; etc. You may want to talk to your parents, counselor, teachers, or adult friends to get cost estimates for these items.





Student Activity Sheet 5-B

Working to Solve the Career Puzzle...

Section 1: Calculating Gross Income

1. Using Activity Sheet 3-B or 4-A, list the occupation you are most interested in.

Occupation: _____

2. Now use either the South Dakota Occupational Outlook Handbook, sixth edition, or the ENDEAVOR software package to find the starting wage of the occupation you are interested in. Write the starting wage below.

Starting Wage: _____

3. Now multiply the starting wage by 2,080 hours. This will give you your yearly gross income for this occupation.

Starting Wage _____ x 2,080 = _____ Yearly Gross Income

Section 2 Calculating Your Deductible Income:

4. Divide your Yearly Gross Income by 4. This will equal your taxes and other deductions.

Yearly Gross Income _____ / 4 = _____ Deductible Income

Section 3 Calculating Your Net Pay:

5. Next, subtract your deductible income from your yearly gross income. This is your net take home pay.

Gross Income _____ - Deductible Income _____ = _____ Net Pay



Section 4
Comparing Net Pay to Total Living Expenses

6. Now compare your net pay (Question 5) to your total living expenses. (This will be found in Section 4 of Student Activity Sheet 5-A.)

Net Pay _____

Total Living Expenses _____

7. If your net pay is higher than your total expenses, you have found a career that you are interested in and which should provide an adequate income for the expenses in your budget.
8. If your net pay is less than your total expenses, you have to decide if there are expenses that you can eliminate if you are still interested in pursuing this career.

Source: South Dakota Department of Labor. LIMC

Projects/Work Samples – Life Skills

Activity: Life Style Reality Check

Sources: Indian Creek High School
Teacher Advisor Program, 1996.
Indian Creek, Indiana.

Outcomes: Students will:

- Determine the monthly expenses necessary to support their lifestyle goals.
- Compare the monthly expenses required to support their lifestyle with average incomes provided by careers requiring differing amounts of education.
- Use career information resource materials to compare earnings with living expenses.

Materials/Resources:

- Life Styles Reality Check Activity Sheet
- Life Styles Reality Check Answer Guide
- Career Awareness Resource Materials.

Instructional Activities

Procedures:

1. Hand out copies of the **Lifestyles Reality Check Activity Sheet** and read items 1-9 to the students as they select the choice which best represents the way they want to live.
2. Using the **Lifestyles Reality Check Answer Guide**, go back over items 1-9. Ask students to record the monthly expenses for the choice they selected.
3. Give the students the amounts that correspond with items 10 and 11.
4. For item 12, ask the students to estimate how much money they will spend each year for gifts, including Christmas, birthdays, etc. Divide that amount by 12 to get a monthly budget for gifts.
5. For item 13, ask the students to estimate how much money they will spend each year for clothes. Divide that amount by 12 to get a monthly budget for clothes.
6. Ask students to subtotal their monthly expenses.
7. Ask the students to estimate how much they plan to put into savings. Explain that many people suggest saving an amount = to 10% of the monthly expenses or more.
8. Ask students to estimate a monthly budget amount for their annual taxes. Do this by dividing the monthly expenses by 1/3. This amount will put them in the 25% tax bracket.

Activity Assessment:

- The teacher can assess the students based on participation in group discussion.
- Completion of the **Student Activities Sheets**.
- Assign a reaction paper on how earnings affect lifestyles.

LIFE STYLE REALITY CHECK

During my first two years in the work force, after graduating from high school, technical school, college, I plan to maintain the following lifestyle:

1. I will live in (circle one) 1. _____
- a. an unfurnished one-bedroom apartment
 - b. a furnished one-bedroom apartment
 - c. a rented two-bedroom house
 - d. a purchased two-bedroom house

Will you have a roommate? (circle one) YES NO

2. I will (circle one) 2. _____
- a. Insure my apartment or rented house and furnishings
 - b. Insure my two-bedroom house
 - c. Not carry insurance

3. I will drive (circle one) 3. _____
- | | |
|------------------------|----------------------|
| a. a new economy car | f. a new sports car |
| b. a used economy car | g. a used sports car |
| c. a new mid-size car | h. a new truck |
| d. a used mid-size car | i. a used truck |

4. I will (circle one) 4. _____
- a. buy groceries and cook all my meals
 - b. eat all of my meals at fast food restaurants
 - c. cook some and eat out some

5. My entertainment will be (circle all that apply) 5. _____
- a. a movie once a week
 - b. golfing, three times per month
 - c. bowling, once a week
 - d. boating or downhill skiing twice per month
 - e. cable TV

6. I will (circle one) 6. _____
 a. Do my laundry at a laundry mat
 b. Buy a washer and dryer and do my laundry at home

7. I will (circle one) 7. _____
 a. Have a phone b. Not have a phone

8. How many times do you think you'll visit the doctor each year? (circle one) 8. _____
 1 2 3 4 5 6 7 8 9

9. I will (circle one) 9. _____
 a. take out life insurance b. not take out life insurance

*** STOP HERE ***

10. Monthly breakdown for one annual dental cleaning 10. _____

11. Monthly payments for health insurance 11. _____

12. Yearly gifts = _____ 12 = 12. _____

13. Yearly clothes = _____ 12 = 13. _____

SUBTOTAL _____

14. Monthly Savings (many recommend saving = 10% expenses) 14. _____

15. Taxes = 1/3 Subtotal 15. _____

TOTAL MONTHLY EXPENSES = _____

TOTAL ANNUAL EXPENSES (monthly x 12) = _____

Educational Plans (circle one)

	AVERAGE MONTHLY INCOME
High School Drop Out	_____
High School Graduate	_____
Technical School Graduate	_____
2-Year College	_____
4-Year College	_____
4-Year College + Masters Degree	_____
Professional Degree (doctor, lawyer, etc.)	_____

**LIFE STYLE
"REALITY CHECK"
ANSWER GUIDE**

1. I will live in (circle one)

**LIVING AMOUNTS INCLUDE RENT OR HOUSE PAYMENT + HEAT + UTILITIES
CUT EXPENSES IN HALF IF LIVING WITH A ROOMMATE**

- | | |
|---|--------|
| a. an unfurnished one-bedroom apartment | \$ 470 |
| b. a furnished one-bedroom apartment | \$ 540 |
| c. a rented two-bedroom house | \$ 695 |
| d. a purchased two-bedroom house | \$ 770 |

2. I will (circle one)

- | | |
|--|-------|
| a. Insure my apartment or rented house and furnishings | \$ 13 |
| b. Insure my two-bedroom house | \$ 21 |
| c. Not carry insurance | \$ 0 |

3. I will drive (circle one)

AMOUNTS = CAR PAYMENTS + INSURANCE + LICENSE PLATES

- | | | | |
|------------------------|--------|----------------------|--------|
| a. a new economy car | \$ 397 | f. a new sports car | \$ 687 |
| b. a used economy car | \$ 204 | g. a used sports car | \$ 370 |
| c. a new mid-size car | \$ 509 | h. a new truck | \$ 687 |
| d. a used mid-size car | \$ 309 | i. a used truck | \$ 370 |

4. I will (circle one)

- | | |
|---|--------|
| a. buy groceries and cook all my meals | \$ 240 |
| b. eat all of my meals at fast food restaurants | \$ 400 |
| c. cook some and eat out some | \$ 320 |

5. My entertainment will be (circle all that apply)

- | | |
|---|-------|
| a. a movie once a week | \$ 28 |
| b. golfing, three times per month | \$ 30 |
| c. bowling, once a week | \$ 20 |
| d. boating or downhill skiing twice per month | |
| e. cable TV | \$ 20 |

6. I will (circle one)

- | | |
|---|-------|
| a. Do my laundry at a laundry mat once a week | \$ 24 |
| b. Buy a washer and dryer and do my laundry at home | |

7. I will (circle one)

- | | |
|---------------------|------|
| a. Have a phone | \$ |
| b. Not have a phone | \$ 0 |

8. How many times do you think you'll visit the doctor each year? (circle one)

1 2 3 4 5 6 7 8 9 **MULTIPLY NUMBER CIRCLED X \$3.00**

9. I will (circle one)
- a. take out life insurance (NOTE: \$100,000 TERM) \$ 10
 - b. not take out life insurance \$ 0
10. Monthly breakdown for one annual dental cleaning \$ 5.00
 (\$60.00 / 12 = \$5 per month)
11. Monthly payments for health insurance \$ 60.00
12. Yearly gifts = _____ 12 =
13. Yearly clothes = _____ 12 =
- SUBTOTAL
14. Monthly savings
15. Taxes = 1/3 Subtotal
- TOTAL MONTHLY EXPENSES =

Educational Plans (circle one)

	AVERAGE MONTHLY INCOME
High School Drop Out	\$ 492*
High School Graduate	\$ 1,077
Technical School Graduate	\$ 1,237
2-Year College	\$ 1,672
4-Year College	\$ 2,116
4-Year College + Masters Degree	\$ 2,822
Professional Degree (doctor, lawyer, etc.)	\$ 4,961

* High school drop-outs make less than minimum wage because most do not have full time jobs.

Projects/Work Samples – Life Skills

Activity: Budgeting For A Home

Sources: Academic & Technical
Education Activities, 1997.
Page 89-90.

Outcomes: Students will:

- Locate appropriate, affordable housing accommodations in the local community.
- Prepare a budget.
- Analyze the housing options and justify their recommendations.

Materials/Resources:

- Real estate agencies.
- Local housing authorities.
- **Oral Report Rubric** worksheet.

Instructional Activities

Procedures:

1. Introduce the activity and discuss the various resources available to help students construct a housing budget and calculate housing expenses.
2. Invite a real estate agent to your classroom to help the students understand the details in locating appropriate, affordable housing accommodations.
3. Invite local housing authorities to your classroom to explain the various programs available to citizens regarding affordable housing.
4. Require students to compile data and to prepare a portfolio (including graphs and illustrations) which outlines and summarizes the various housing options available.
5. Review the **Oral Report Rubric** worksheet with the students and explain that each student will give an oral report using the data that they have compiled in their portfolio.

Activity Assessment:

- Oral report using the **Oral Report Rubric**.
- Student's portfolio.
- Effort and participation of student during discussions.

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ORAL REPORT RUBRIC

Name _____

Body Language:

- Presenter was:
2 Very confident
1 Somewhat confident
0 Not at all confident

Eye Contact:

- Established eye contact with audience:
2 Yes, consistently
1 Yes, sometimes
0 No, not at all

Introduction:

- Captured the attention of the audience:
2 Very effectively
1 Somewhat effectively
0 Not at all effectively

Projection:

- Strong:
1 Yes
0 No, needs improvement

Presenter Added Variety by:

- Varying Pitch:
1 Yes
0 No, needs improvement

- Using descriptive/vivid words and phrases:
1 Yes
0 No, needs improvement

Demonstrated Planning By:

- Using visuals effectively:
1 Yes
0 No, needs improvement

- Using Notecard (if needed):
1 Yes
0 No, needs improvement

- Alloted time:
1 Yes
0 No

Content:

- Organized:
2 Very much
1 Somewhat
0 Not at all

- Ending:
2 Very strong
1 Somewhat strong
0 Not at all strong

- Answer Questions:
2 Very well
1 Somewhat
0 Not at all

Teacher comments: _____

Assessment Points:
18-17 A

16-15 B

14 C

13 Redo

Projects/Work Samples —Life Skills:

Activity: Buying A Car

Sources: Academic & Technical Education Activities, 1997. Page 87-88.

Outcomes: Students will:

- Gain an awareness and understanding of what to consider when purchasing a used vehicle.
- Learn how to apply for credit.
- Learn how to prepare a monthly budget.
- Learn how to access appropriate information using the library and Internet.
- Learn decision-making skills.

Materials/Resources:

- Consumer Guides: Kelley Blue Book
- Local automobile dealers: Local insurance agents: Loan officer from a bank.
- Library resource center and Internet.
- Rubric For Selecting A Used Vehicle** worksheet.

Instructional Activities

Procedures:

1. Introduce the activity and discuss the various resources available to help students purchase a used vehicle.
2. Invite local automobile dealers, insurance agents, and bank loan officers into the classroom to help students analyze bank loans, credit, and insurance options.
3. Visit local automobile dealers and learn what constitutes a good used vehicle.
4. Introduce students to the Internet and show them where they can get information on purchasing a used vehicle.
5. Review **Rubric For Selecting A Used Vehicle** worksheet.

Activity Assessment:

- Written evaluation using the **Rubric For Selecting A Used Vehicle**.
- Effort and participation of student during discussions.

RUBRIC FOR SELECTING A USED CAR
Written Evaluation

Introduction x 2	5	4	3	2	1	0
Thesis Statement	5	4	3	2	1	0
Works Cited	5	4	3	2	1	0
Photocopies of Sources	5	4	3	2	1	0
	*0-2	3-6	7-10	11-13	14-16	17+
Sentence Structure x 2	5	4	3	2	1	0
Paragraph Development x 2	5	4	3	2	1	0
Transition	5	4	3	2	1	0
Paraphrasing x 3	5	4	3	2	1	0
Grammar x 3	5	4	3	2	1	0
Punctuation/Capitalization	5	4	3	2	1	0
Spelling/Word Choice	5	4	3	2	1	0
Total Points						
Total Possible Points = 100						

Grading Scale:

- 94-100 = A
- 88-93 = B
- 80-87 = C
- 70-79 = D
- 69 = F

*Refers to number of errors

Projects/Work Samples:—Life Skills

Activity: Buying My First Car

Sources: South Dakota Tech Prep -
Education Activities in SD, 1998.
Page 50.

Outcomes: Students will:

- Research materials pertaining to the purchase and cost of operating a car.
- Arrange data in tables and graphs.
- Analyze data to evaluate and compare.
- Cooperate as a group to make the best choices when financing the purchase of a car.
- Present finding to verify the results.

Materials/Resources:

- Publications: Budget Rental Car Sales; Edmund's Automobile Buyer's Guide; Kelly Blue Book.
- Speakers: Banker; Insurance Agent; Automotive Technician; Automotive Dealer.
- Library; Newspapers; TV and Radio ads; Phonebook.
- Internet.

Instructional Activities

Procedures:

1. Introduce the activity and discuss the various resources available to help students purchase a vehicle. The purpose of this activity is to have students research, evaluate, compare, and analyze information regarding the purchase of a vehicle.
2. Students will be placed in-groups. Each group will be given a specified amount of money ranging from \$2,500 to \$10,000. With this money, each group will initially select three cars as options to buy.
3. Invite local automobile dealers, automobile technician, insurance agents, and bank loan officers into the classroom to help students select cars, analyze bank loans, credit, and insurance options.
4. Introduce students to the Internet and show them where they can get information on purchasing vehicles.
5. Using the data collected, each group will select their best buy and summarize their results using graphs and tables.

Activity Assessment:

- Written evaluation of the data collected including tables and graphs.
- Oral presentation to the class.
- Effort and participation of student during discussions.

Projects/Work Samples:—Life Skills:

Activity: Money Management

Sources: South Dakota Tech Prep -
Education Activities in SD, 1998.
Page 50.

Outcomes: Students will:

- Understand how money affects them and the need for budgets.
- Create a personal balanced budget.
- Research the national budget.
- Research the changes in our monetary system.
- Compare our monetary system to those of other countries.

Materials/Resources:

- Loan officer from a local bank.
- Computer and Internet access.
- Tagboard, construction paper, and markers.
- Various budget forms from several businesses and local government.

Instructional Activities

Procedures:

1. Introduce the activity and discuss the various resources available to help students develop a budget.
2. Make a list of personal fixed and variable expenses along with income to create a personal budget.
3. Interview a guest speaker from a local bank about various types of accounts and budgets.
4. Working in groups, develop a bartering system that can be used by all groups.
5. Research and write a report on the history of currency in the United States and how it has changed.
6. Create a scrapbook of various types of currency from other countries.

Activity Assessment:

- Completed balanced personal budget.
- Written report based on the research and class discussion.
- Group presentation

Projects/Work Samples—Life Skills

Activity: Cash-Flow Chart

Sources: South Dakota Tech Prep -
Education Activities in SD, 1998.
Page 20-21.

Outcomes: Students will:

- Research and prepare a financial plan for a cross-country trip.
- Create a cash flow chart similar to the ones used in a business plan.
- Learn to manage their time.
- Make real life-connections between planning this trip and a business plan.

Materials/Resources:

- Loan officer from a local bank.
- Travel Agency.
- Computer and Internet access.
- Library resources.
- Cash Flow Chart Self-Assessment** worksheet.

Instructional Activities

Procedures:

1. Introduce the activity and discuss the various resources available to help students plan a cross-country trip and business plan.
2. Research a financial plan for a cross-country trip, including where the student will visit along the way, meals, car expenses, lodging, miscellaneous and unexpected expenses.
3. Complete a cash flow chart for the trip, beginning with a set amount of money.
4. Go through the entire trip, with unplanned and planned expenses and events.
5. Review, self-assess (**Cash Flow Chart Self-Assessment**) and revise the cash flow plan, so the student has a positive cash flow.

Activity Assessment:

- Accuracy of financial plan and cash flow plan.
- Oral presentation of the cross-country trip.
- Self-assessments.

CASH FLOW CHART SELF ASSESSMENT

1. _____ I have money to spare. I arrived home as scheduled.
2. _____ I have no money left, but I arrived home as scheduled.
3. _____ I have no money left, and it took longer than scheduled.
4. _____ I was short on cash and didn't make it all the way home.
5. _____ I didn't get to my destination because I ran out of money.

Rating Scale:

1 - Great Job - Turn in your chart.

2 - Good Job - Turn in your chart and tell me what you could have done to have money left over.

3 - Review your time management and revise your chart and complete another self-assessment.

4 - Review your time management and your cash flow and revise your chart and complete another self-assessment.

5 - Start over and review your entire trip. Revise your chart and complete another self-assessment.

APPENDIX A

**PORTFOLIO PLANNING CALENDAR
FOR
9TH GRADE STUDENTS & TEACHERS
(Activities For Each Month)**

**Career & Life Planning Portfolio
Sioux Falls School District**

Table of Contents

Portfolio Planning Calendar with In-Service Dates
Portfolio Activity Log/Feedback Form

September:

Activity Outline (Teacher)	
What is a Portfolio (Teacher)	9-1 & 9-2
Graduation Requirements (Education & Career Planning Folder)	Pg 2 – Blue Folder
Four Year & Beyond (Education & Career Planning Folder)	Pg 3 – Blue Folder
Personal Information (Personal Information Folder)	9-8

October:

Activity Outline (Teacher)	
Goal Setting (Skills Employers Want Folder)	10-1 thru 10-6
Career & Education Goals (Education & Career Planning Folder)	10-7 & 10-8
A Career Planning Quiz (Education & Career Planning Folder)	10-9

November:

Activity Outline (Teacher)	
Attitude Quotient (Skills Employers Want Folder)	11-1
Performance Appraisal (Skills Employers Want Folder)	11-2
GPA Lesson (Skills Employers Want Folder)	11-9
Job Shadow/Work Experience/Volunteering (Ed & Career Planning Folder)	Pg 5 – Blue Folder

December:

Activity Outline (Teacher)	
Four Year Plan (Education & Career Planning Folder)	12-1
Learning Styles (Skills Employers Want Folder)	12-2 thru 12-10
Pre-Employment Experience (Education & Career Planning Folder)	Pg 4 – Blue Folder
Career Clusters & Job Families (Education & Career Planning Folder)	Pg 8 – Blue Folder

January:

Activity Outline (Teacher)

Career Skills Checklist (Education & Career Planning Folder)

Registration (Education & Career Planning Folder)

Pg 7 – Blue Folder

Pg 3 – Blue Folder

Course Handbook

February:

Activity Outline (Teacher)

Time Management (Skills Employers Want Folder)

Graduation Requirements (Education & Career Planning Folder)

2-1

Pg 2 – Blue Folder

March:

Activity Outline (Teacher)

Evaluating Current Work Habits ... (Skills Employers Want Folder)

Basic Skills (Skills Employers Want Folder)

3-2 & 3-3

3-4 thru 3-6

April:

Activity Outline (Teacher)

School & Community Activities ... (Education & Career Planning Folder)

Pg 4 – Blue Folder

May:

Activity Outline (Teacher)

Honors & Awards (Education & Career Planning Folder)

Future Goals (Education & Career Planning Folder)

Career & Education Goals (Education & Career Planning Folder)

Pg 5 – Blue Folder

Pg 6 – Blue Folder

See 10-7 & 10-8

PORTFOLIO PLANNING CALENDAR FOR 9TH GRADE AD ROOM TEACHERS

<i>MONTHLY MEETING</i>	<i>DATES TO BE COMPLETED</i>
<i>September 10</i>	<i>September 15 - 26</i>
<i>October 8</i>	<i>October 14 - 24</i>
<i>November 12</i>	<i>November 17 - 26</i>
<i>December 10</i>	<i>December 11 - 19</i>
<i>January 14</i>	<i>January 21 - 30</i>
<i>February 10</i>	<i>February 17 - 27</i>
<i>March 11</i>	<i>March 16 - 27</i>
<i>April 7</i>	<i>April 14 - 24</i>
<i>May 13</i>	<i>May 14 - 22</i>

Meetings are scheduled for 3:05 to 3:35. In order to keep these meetings to a ½ hour, please be on time.

Materials to bring to each meeting: *an open mind!* 😊

You will receive a monthly teacher activity guide which includes the outcomes and suggestions. ALL materials needed will also be given out at this meeting.

PORTFOLIO ACTIVITY LOG/FEEDBACK FORM 9TH GRADE AD ROOM TEACHERS

Ad Room Teacher/Ad Room Number

Month

Please write some suggestions/recommendations for each activity. These will be used for planning purposes for next year's 9th grade activities.

Name/Title of activity

Length of time to complete

Name/Title of activity

Length of time to complete

Name/Title of activity

Length of time to complete

Name/Title of activity

Length of time to complete

(Continued on back)

Name/Title of activity

Length of time to complete

Name/Title of activity

Length of time to complete

Name/Title of activity

Length of time to complete

Other

comments: _____

SEPTEMBER

To be completed between September 15 - 26

ACTIVITY: PORTFOLIO PREVIEW

Outcomes: Acquaint the students with the purpose of this portfolio.
Identify the specific sections of the portfolios.

Materials: Student Portfolios, Worksheets 9-1, 9-2.

Suggestions: Teacher might want to make a transparency of 9-1 and 9-2, or
ust hold their copy up for students to see. Students do not need
their own copy.

ACTIVITY: GRADUATION REQUIREMENTS

Outcomes: Acquaint students with marking process.
Review Sioux Falls District requirements.
Review South Dakota State College requirements.
Mark classes in progress (a check mark)

Materials: page 2 of Education & Career Planning folder.

Suggestions: Draw attention to method of marking.
Make sure students use pencil.

ACTIVITY: FOUR YEAR & BEYOND (9TH GRADE)

Outcomes: Complete 9th Grade section on Four Year Plan

Materials: page 3 of Education & Career Planning folder.

Suggestions: Make sure students use pencils.

ACTIVITY: PERSONAL INFORMATION FOLDER

Outcomes: Remind students what items can be included in this folder.
Urge students to bring copies of these items.

Materials: Personal Information folder, Worksheet 9-8

Suggestions: Inform students that many employers do require Social
Security card and photo ID.

WHAT IS A PORTFOLIO ?

Definition: A portable case for papers or drawings.

WHAT IS A CAREER PORTFOLIO?

Definition: A career portfolio usually takes the form of a file folder that contains examples of materials and work selected by you to represent aspects of your career planning.

WHY IS IT IMPORTANT TO HAVE A CAREER PLANNING PORTFOLIO?

A Career Portfolio answers three questions:

- 1. Who Am I?**
- 2. Where Am I Going?**
- 3. How Do I Get There?**

A Career Portfolio allows you to:

- 1. Write down what you learn about yourself.**
- 2. Organize the results of career activities.**
- 3. Plan ahead so you can make better decisions
about high school and your future.**

EXAMPLES OF SELECTIONS/PROJECTS TO BE KEPT IN PERSONAL FOLDER

- **Selected weekly assignments or assessments (ONE FOR EACH COURSE)**
 - **Writing assignments**
 - **Lab reports or analysis papers**
 - **Applied problem response papers**
 - **Mathematical/technical problem-solving exercises**
 - **Exam problems or essays**

- **Special assignments/projects**
 - **CPP results, research papers**
 - **Technology project results**
 - **Translations/musical scores**
 - **Authentic task/project results**
 - **Scripts of plays, journals, historical timelines, news articles, yearbook pages**
 - **Judging sheets and comments**

- **35 mm photo blow-ups of art work, creative projects**

- **Video/Audio tape recordings (TO BE KEPT AT HOME)**
 - **Athletic, drama, music, Oral Interp, etc.**
 - **solo and ensemble work in music**
 - **Community projects**

- **Listing of books/articles read**

OCTOBER

To be completed between October 14 - 24

ACTIVITY: GOAL SETTING

Outcomes: Understand the goal setting process.
Set conceivable, believable, achievable and measurable goals.
Visualize a realistic goal.

Materials: Worksheets 10-1 through 10-6.

Suggestions: Teachers may allow students to work in pairs or small groups to develop team building.

ACTIVITY: CAREER & EDUCATIONAL GOALS

Outcomes: Develop short- and long-term career goals.
Identify skills needed to fulfill career goals.

Materials: Worksheets 10-7 and 10-8.

Suggestions:

ACTIVITY: A CAREER PLANNING QUIZ

Outcomes: Develop self awareness relating to career planning.

Materials: Worksheets 10-9 and 10-10.

Suggestions: Give students the correct answers and discuss. Answer sheets could be given to students and corrected individually or in small groups.

Goal Setting

Goals are targets. People shoot at targets. Part of the fun in shooting at targets is knowing whether we have hit the target or missed the target.

A goal can be as simple as planning to complete a reading assignment by a certain time. Example: I will read the story right after school. I will finish early, and go shopping after dinner. Or, a goal can be as involve as preparing to enter a particular profession. Example: I want to go to college to become an accountant. I want to go the Southeast Technical Institute to become a Cardiovascular Technician.

Setting goals will help you take care of your own learning. When you use your goal to help you organize and direct your energy, you will achieve what you seek.

Practice 1: Below you will find three incomplete statements. Complete each one by writing a goal which is real for you.

1. The class I want to do best in is: _____

2. The most important goal for my sports or social life is: _____

3. I plan to get the following grades this semester in each of the following classes:

Math	_____	Social Studies	_____
Science	_____	Language Arts	_____
Reading	_____		_____

Setting Realistic Goals

For goals to be helpful, they must be realistic. You need to set goals which you can actually achieve. A realistic goal is:

- conceivable** First, think of the goal in such a way that you are able to state you goal clearly. The advantage to you when you can clearly state the goal is that you will usually see the first few steps towards achieving the goal.
- believable** Set goals which you believe you can reach. When you believe that you can succeed, a positive feeling will help you achieve your goal.
- achievable** Set goals which you can realistically expect to accomplish, knowing your own strengths and abilities.
- measurable** Set your goals so they can be measured in terms of time and amount. For example, "My goal is to finish a book by Sunday and to write a five page essay about it before I go to bed." On Sunday night, I will know whether I have achieved this goal or not.

Practice 2: Look again at the goals you wrote for Practice 1.

- Is each goal clearly stated?
- Is each goal believable?
- Is each goal achievable?
- Is each goal measurable?

If any of your goals do not meet all four of these standards, rewrite the goal on the lines below.

1. _____
2. _____
3. _____

Practice 3: Now, write two or more of your goals from Practice 1 on the lines below. You can also write new goals about school, work, relationships, sports, groups, etc. For each goal, describe what you see as the first step toward achieving the goal.

Goal #1: _____

First Step: _____

Goal #2: _____

First Step: _____

Goal #3: _____

First Step: _____

Visualizing Your Goals

Another way that you can direct your energy toward achieving your goals is to visualize success. To visualize means to see pictures or images in your mind's eye. When you see an image of what achieving a particular goal will be, you can use this image to help you know what end you are working toward and to move toward that end.

How do successful people visualize?

1. State a realistic goal which you want to accomplish.
2. Sit in a quiet place with your eyes closed.
3. Relax, take a few deep breaths, and ask your mind's eye to show you a picture of what it will be like to achieve your goal.
4. Look at the picture carefully to gain a clear sense of:
 - what you see
 - what you feel

What can you do if you get off track?

If you lose touch with your goal later on, you can always recreate this picture to help you get back on track.

Not everyone visualizes in the same way. That is OK. Some people see very clear, colorful images. Others see only blurry ones, or none at all. When you work with inner images or pictures, use whatever images you can create. The more you practice visualizing, the more clear your images will become.

What To Do When You Don't Succeed

Even though most people want to achieve all of their goals, almost no one does. What can you do when you set a goal and do not reach it?

First, do not waste time and energy blaming yourself or others. Instead, use the experience to learn as much as possible. Use these questions as a guide and coach to learn more about achieving your goals:

- Why did you not do what you set out to do?
- How realistic was the goal from the start?
- When did other events get in the way?
- Why were you not able to direct your energy toward accomplishing the goal?

Goal Setting: Remember -- Your personal goals must be conceivable, believable, achievable, and measurable. Start with simple, short-term, measurable goals.

Example:

Goal Statement: I will complete all homework assigned in science this week.

- Steps:**
1. Write all assignments in assignment notebook.
 2. Set a time everyday to do assignments.
 3. Bring proper materials home.
 4. Complete all work.
 5. Turn in all work on time.

Accountability: Choose someone (parent, friend, teacher) to hold me accountable by checking with me each day.

Name: _____

Date: _____ Date Goal Will Be Measured _____

Did I meet the goal? YES NO If no, why not? _____

Now - You Give It A Try:

Date: _____ Date To Be Measured: _____

Your Goal: _____

Steps To Meet This Goal:

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

Did I meet this goal: YES NO

If No, Why Not? _____

CAREER & EDUCATIONAL GOALS

Portfolio - Grade 9

Short-Term Goals - something you want to achieve at some point during the current school year.

Long-Term Goals - something you want to accomplish at some point in the future.

My career goal today (date) _____, is to be a/an _____
working in the area of this job cluster: _____.

The high school courses I can take that will be helpful to my career goals are:

_____	_____
_____	_____
_____	_____

My short term goals that will help me achieve my career plan are:

- Complete required **ninth grade** courses & electives.
- Additional goals that will help me achieve my career plan are:

For what job could I volunteer or apply which would give me skills, training, or experience toward my career goal(s)?

Company Name: _____ Tele: _____

Company Contact Person: _____

Address: _____

Career Planner

Planning your career goals in advance will help you enter and succeed in a career. Complete this section and review it annually to keep it in step with your career plans as they will likely change from year to year.

My Career Goals Are:

Additional skills and knowledge I will need to fulfill my career goals are:

In order to pursue my career, I will need a degree, certification and/or specialized training in:

My interests, skills and knowledge supporting my career goals are:

I will obtain the additional skills and knowledge I need by taking part in the following educational activities:

Educational Courses of Study:

- Vocational
- College
- Tech Prep
- Combination

A Career Planning QUIZ

HERE IS A SHORT QUIZ ABOUT CAREER PLANNING. TAKE IT AND SEE HOW MUCH YOU KNOW ABOUT PLANNING YOUR CAREER. SOME OF THE ANSWERS MAY SURPRISE YOU!

TRUE or FALSE? (circle one)

1. Most people can do well in any job if they set their minds to it. T F
2. Students who plan to work after high school need the same basic academic skills as students who plan to go on to college. T F
3. The average American spends more waking time in work-related activities (including homemaking) than any other activity. T F
4. There is only one right job for your given ability. T F
5. Most people remain in the same job throughout their adult lives. T F
6. The best way to get the job you want is to wait until the right job opportunity comes along. T F
7. Most new jobs will require more than a high school education. T F
8. Programs at two-year colleges are only for students who later transfer to four-year colleges. T F
9. Working in an occupation is the only way you can learn whether you like it. T F
10. A college education does not necessarily mean you will get a high salary in your first job. T F

Career Planning Quiz Answers

1. **False** - Many jobs require very specific skills.
2. **True** - All students will need to know to read, write, reason, and compute well.
3. **True** - Most people spend more time at work than with their family or in relaxation.
4. **False** - Your abilities may qualify you for several very different types of jobs. Your career interests may change over the years.
5. **False** - The average person will change jobs at least six times during his or her lifetime.
6. **False** - Often, getting a part-time job that is not your preferred job will give you a chance to get your foot in the door.
7. **True** - 85% - 90% of all new jobs created by the year 2000 will require some education beyond high school.
8. **False** - Many students at community colleges and two-year Vocational Technical schools receive two-year associate degrees which help them qualify for immediate employment.
9. **False** - There are other ways to tell whether you will like a certain occupation, such as reading about it, shadowing and talking to a person in that occupation.
10. **True** - A college education does not guarantee big money early. You should look at the costs and payoffs of advanced training not only for the first few years, but also 15 or 20 years later.

NOVEMBER

To be completed between November 17 - 26th

ACTIVITY: ATTITUDE QUOTIENT

Outcomes: Acquaint students with positive work attitudes.

Materials: Worksheet 11-1

Suggestions: Define vocabulary used in worksheet.
Have students do worksheet separately but discuss as a class.

ACTIVITY: PERFORMANCE APPRAISAL

Outcomes: Self assessment of individual performance.

Materials: Worksheet 11-2

Suggestions: Briefly review vocabulary.
Students do worksheet separately and discuss as class.

ACTIVITY: JOB SHADOWING/WORK EXPERIENCE/VOLUNTEERING

Outcomes: Make students aware of the reasons for recording this information.
Record past and present experiences.

Materials: Student Portfolio, page 5 of Education and Career Planning Folder

Suggestions: Look over worksheet with students and fill in what they can.
Give students examples of shadowing experiences like "Take Your Daughter/Son to Work Day."
Students bring other necessary information as soon as possible.
Discuss reasons for recording this information: for future reference, kept in one place, etc.

ACTIVITY: GPA LESSON

Outcomes: Make students aware of the meaning and purpose of GPA.
Be able to compute GPA.
Understand the effects of low grades on GPA.

Materials: Teacher's guide and worksheet 11-9.

Suggestions: Emphasize how the same idea for evaluation is used in the workplace.
Understand that consistent effort is more beneficial than setting unrealistic goals and failing to meet them.
Stress to students the impact of GPA on the cost of auto insurance as well as the granting of scholarships.

ATTITUDE QUOTIENT

The following twelve attitude traits are important to your ability to adjust to work. A high rating will help you win the approval of your co-workers and the applause of your boss. How do you measure up?

Rate yourself on the traits with five being the highest rating and a one being the lowest rating.

Good grooming	1	2	3	4	5
Following directions	1	2	3	4	5
Tactful	1	2	3	4	5
Courteous	1	2	3	4	5
Businesslike	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Dependable	1	2	3	4	5
Cooperative	1	2	3	4	5
Dedicated	1	2	3	4	5
Flexible	1	2	3	4	5
Ambitious	1	2	3	4	5
Helpful	1	2	3	4	5
Showing initiative	1	2	3	4	5
Accept constructive criticism	1	2	3	4	5

TOTAL SCORE _____

Total all circled numbers and place the figure in the space provide for your total score. Now see the explanation below to determine your "Attitude Quotient"

TOTAL SCORE

1-20

21-34

35-48

49-62

63-70

ATTITUDE QUOTIENT

You'll last one day

Remain on probation

Shows potential

Sure to please

Prepare for promotion

GPA (for use with GPA 11-9)

Grade point average (GPA) is a number that gives future academic or employment personnel a general idea of high school academic performance. A similar process is often used in the work place. Many times ratings based on numerical evaluations are averaged for promotions or raises.

It's important to realize how GPA's are determined, how they effect opportunities for employment, and how one or two low grades can impact total GPA.

To compute GPA:

1. Assign each letter grade a numerical value according to the following scale: (A = 4, B = 3, C = 2, D = 1, F = 0).
2. Total the numerical values and divide by the number of classes.

To emphasize the importance of consistently good grades - use the accompanying worksheet, 11-8.

It is important that students understand how much one low grade will lower their GPA. It takes years to raise that GPA back to its previous level. You may wish to discuss sample transcript # 2 and have the students figure out how many "A's" it will take to regain the GPA of sample transcript # 1.)

Choice of classes is very important. Class difficulty can affect a student's grades and therefore their GPA. Often course difficulty is considered when college admissions officers or employment officials are looking at student's transcripts. Courses taken just to improve a GPA will not be beneficial in the long run because college admissions boards do look at courses taken, not just the GPA. These classes also take valuable time away from those more relevant to student goals. It is also wise to get as broad an education as possible by taking a variety of classes. The goal is to expose one's self to as many experiences as there is time for, possibly discovering new interests or abilities.

The best path to follow in selecting classes is to choose those that will offer a challenge but are within a student's ability to succeed. Classes should also offer some value either in study skills, knowledge or training related to a field of interest, or be relevant to an activity that a student enjoys. Required classes are usually applicable to later academic requirements or provide us with skills needed to succeed after graduation.

INSTRUCTION FOR WORKSHEET

Sample #1 done- use as an example

Sample # 2 -complete and compare noting how one "F" effects the GPA.

Sample #3 - randomly fill in grades and calculate GPA.

Sample #4 - fill in student's current courses and the real grades they expect to earn, and calculate GPA.

APPRAISAL FORM FOR IN-CLASS PERFORMANCE

Rate yourself on each of the qualities listed at the left by underlining the term that applies to you.

Element	Self-Evaluation			
Quality of Work	Superior	Good	Fair	Unsatisfactory
Quantity of Work	Superior	Above average	Average	Unsatisfactory
Attendance	Never absent	Rarely absent	Occasionally late	Frequently absent
Tardiness	Never late	Rarely late	Occasionally late	Frequently late
Attitude	Enthusiastic and cooperative	Cooperative	Indifferent	Critical, reluctant, dissatisfied
Following of instructions or directions	Quickly and without explanation	With little explanation	With ordinary explanation	Misunderstands; forgets
Organization of work	Orderly, systematic, logical	Usually orderly, systematic, logical	Can follow system or order outlined by others but not usually original	Wastes time, results not error-free
Initiative	Assumes responsibility for correct, undirected activity	Occasionally assumes responsibility for correct, undirected activity	Waits to be told or fails to ask necessary questions	Misinterprets instructions or fails to act or gives excuses for lack of correct activity
Memory	Excellent	Very good	Good	Poor or untrained
Dependability	Always dependable	Usually follows through	Sometimes forgets or fails to carry through	Makes excuses or fails to assume any responsibility for follow through

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GPA WORKSHEET

Sample transcript # 1

Course Title	Grade		Numerical Value
Lang Arts 9A	A	=	4
Algebra I	A	=	4
Biology	A	=	4
Physical Ed.	A	=	4
Chorus	A	=	4
<u>Social Studies</u>	<u>A</u>	<u>=</u>	<u>4</u>

total 24

divide the total numerical value (24)
by the number of courses (6) = 4

Therefore the GPA = 4 or an "A" average.

Sample transcript # 2

Course Title	Grade		Numerical Value
Lang Arts 9A	A	=	4
Algebra I	F	=	0
Biology	A	=	4
Physical Ed	A	=	4
Chorus	A	=	4
<u>Social Studies</u>	<u>A</u>	<u>=</u>	<u>4</u>

total

divide the total numerical value ()
by the number of courses ()

The GPA = _____ or an _____ average.

Sample transcript # 3

Course Title	Grade		Numerical Value
Lang Arts 9A		=	
Algebra I		=	
Biology		=	
Physical Ed.		=	
Chorus		=	
<u>Social Studies</u>	<u></u>	<u>=</u>	<u></u>

total

divide the total numerical value ()
by the number of courses () =

Therefore the GPA = _____ or an " _____ " average.

Sample transcript # 4

Course Title	Grade		Numerical Value
_____	_____	=	_____
_____	_____	=	_____
_____	_____	=	_____
_____	_____	=	_____
_____	_____	=	_____
<u>_____</u>	<u>_____</u>	<u>=</u>	<u>_____</u>

total

divide the total numerical value ()
by the number of courses ()

The GPA = _____ or an _____ average.

DECEMBER

To be completed between December 11 - 19

ACTIVITY: FOUR YEAR PLAN WORKSHEET

Outcomes: List classes necessary for an entry level position in your career choice based on your CPP results.

Materials: Four Year Plan Utilizing CPP Results worksheet 12-1

Suggestions: Make sure you have received copies of students' CPP results from their Social Studies teachers.

ACTIVITY: PRE-EMPLOYMENT EXPERIENCE

Outcomes: Check pre-employment items students have completed to date.

Materials: page 4 of the Education & Career Planning folder

Suggestions: Encourage students to record date (month and year) the activity was completed. This could be listed below each topic as they check off items. Students should also list additional dates when they complete these activities.

ACTIVITY: CAREER CLUSTERS AND JOB FAMILIES

Outcomes: Check the Job Families that match your interests and abilities using your CPP results.

Materials: page 8 of the Education & Career Planning folder

Suggestions: Make sure you have received copies of students' CPP results from their Social Studies teachers.
Ask students which of the six clusters they checked and if they feel they are accurate for them. Why or why not?

ACTIVITY: LEARNING STYLES

Outcomes: Understand your learning style and be prepared to adapt to different teaching styles.

Materials: Worksheet 12-2 through 12-10

Suggestions: Explain to students that they must be prepared to adapt to and use other learning styles. Emphasize that we each have all learning styles to some degree. In various situations we must draw on other learning styles in order to succeed.

FOUR YEAR PLAN UTILIZING CPP RESULTS

9TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

10TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

11TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

12TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

Postsecondary Plans EDUCATION	Postsecondary Plans MILITARY
EMPLOYMENT	ADDITIONAL OPTIONS

LEARNING MODALITIES

A *learning modality* is a way of using sensory information to learn. Basically, there are three modalities you use to process into your memory. They are as follows:

- Visual - learn from seeing
- Auditory - learn from hearing
- Kinesthetic - learn from touching, doing, moving

Generally, everyone has one predominant modality. However, many people have a “balance” between two or even all three senses. It is very important to know your primary sense of learning so that you will know how to approach learning and how to apply certain methods that will aid you the most.

HOW TO USE THE LEARNING STYLES/MODALITIES GUIDE:

1. Complete the self-assessment on pages 12-3 to 12-5 to find out what your strongest modality or learning style is.
2. Look at page 12-6 to see the characteristics of your learning style. Do these seem to describe you?
3. Next refer to the chart of suggested activities on page 12-7 and the specific pages for each learning style (pages 12-8 to 12-10) for specific hints and methods you can use to increase your learning power.

**SELF-ASSESSMENT
OF
MODALITY STRENGTHS**

Read each question or statement and circle the most appropriate answer. Some will be difficult to answer, but try to respond according to how you would react most often.

1. **You usually remember more from a class lecture when:**
 - a. you do not take notes but listen very closely
 - b. you sit near the front of the room and watch the speaker
 - c. you take notes (whether or not you look at them again)

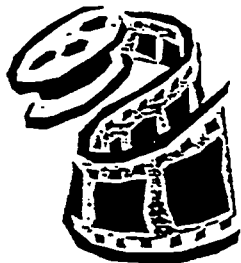
2. **You usually solve problems by:**
 - a. talking to yourself or a friend
 - b. using an organized, systematic approach with lists, schedules, etc.
 - c. walking, pacing or some other physical activity

3. **You remember phone numbers (when you can't write them down) by:**
 - a. repeating the numbers orally
 - b. "seeing" or visualizing" the numbers in your mind
 - c. "writing" the numbers with your finger on a table or wall

4. **You find it easiest to learn something new by:**
 - a. listening to someone explain how to do it
 - b. watching a demonstration of how to do it
 - c. trying it yourself

5. **You remember most clearly from a movie:**
 - a. what the characters said, background noises and music
 - b. the setting, scenery and costumes
 - c. the feelings you experienced during the movie

6. **When you go to the grocery store, you:**
 - a. Silently or orally repeat the grocery list
 - b. Walk up and down the aisles to see what you need
 - c. Usually remember what you need from the list you left at home



Self-Assessment of Modality Strengths – continued

7. **You are trying to remember something so you:**
 - a. try to see it happen in your mind
 - b. hear in your mind what was said or the noises that occurred
 - c. feel the way “it” reacted with your emotions

8. **You learn a foreign language best by:**
 - a. listening to records or tapes
 - b. writing and using workbooks
 - c. attending a class in which you read and write

9. **You are confused about the correct spelling of a word so you:**
 - a. sound it out
 - b. try to “see” the word in your mind
 - c. write the word several different ways and choose the one that looks right

10. **You enjoy reading most when you can read:**
 - a. dialogue between characters
 - b. descriptive passages that allow you to create mental pictures
 - c. stories with a lot of action in the beginning (because you have a hard time sitting still)

11. **You usually remember people you have met by their:**
 - a. names (you forget faces)
 - b. faces (you forget names)
 - c. mannerisms, motions, etc.

12. **You are distracted most by:**
 - a. noises
 - b. people
 - c. environment (temperature, comfort of furniture, etc.)



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Self-Assessment of Modality Strengths – continued

13. You usually dress:

- a. fairly well (but clothes are not very important to you)
- b. neatly (in a particular style)
- c. comfortably (so you can move easily)

14. You can't do anything physical and you can't read, so you choose to:

- a. talk with a friend
- b. watch TV or look out a window
- c. move slightly in your chair or bed

Scoring:

1. Count the total number of responses for each letter in question 1-14 and write them below.

- a. _____ auditory (learn best by hearing)
- b. _____ visual (learn best by seeing)
- c. _____ kinesthetic (learn best by touching, doing, moving)

2. Notice if one modality is significantly higher or lower, or if any two modalities are close in number.

3. Were the results as you expected them to be? Is that the way you see yourself?



Suggestions for Visual Learners:

You will learn better when you read or see the information. Learning from a lecture may not be as easy. Try some of these suggestions and create some more that will work for you.

- Write things down because you remember them better that way (quotes, lists, dates, etc.)
- Look at the person while they are talking. It will help you stay focused.
- It's usually better to work in a quiet place. However, many visual learners do math with music playing in the background.
- Ask a teacher to explain something again when you don't understand a point being made. Simply say, "would you please repeat that?"
- Most visual learners study better by themselves.
- Take lots of notes. Leave extra space if some details were missing. Borrow a dependable student's or teacher's notes to fill in what is missing.
- Copy over your notes. Re-writing helps recall.
- Use color to highlight main ideas in your notes, textbooks, handouts, etc.
- Before reading an assignment set a specific study goal and write it down. Post it in front of you. Example, "From 7:00 to 7:30 I will read the first chapter."
- Preview a chapter before reading it by first looking at all the pictures, section headings, etc.
- Select a seat furthest from the door and window and toward the front of the class, if possible.
- Write vocabulary words in color on index cards with short definitions on the back. Look through them frequently, write out the definitions again, and check yourself.
-
-
-

Suggestions for Auditory Learners

You will learn better when information comes through your ears. You need to hear it. Lecture situations will probably work well for you. You may not learn as well just reading from a book. Try some of these suggestions and create some more that will work for you.

- ✓ Try studying with a buddy so you can talk out loud and hear the information.
- ✓ Recite out loud the thing you want to remember (quotes, lists, dates, etc.)
- ✓ Ask your teachers if you can turn in a tape or give an oral report instead of written work.
- ✓ Make tape cassettes of classroom lectures, or read class notes onto a tape. Summarizing is especially good. Try to listen to the tape three times in preparing for a test.
- ✓ Before reading a chapter, look at all the pictures, headings, and talk out loud and tell what you think this chapter will be about.
- ✓ Write vocabulary words in color on index cards with short definitions on the back. Review them frequently by reading the words aloud and saying the definition. Check the back to see if you were right.
- ✓ Before beginning an assignment, set a specific study goal and say it out loud. Example, "First, I will read my history chapter."
- ✓ Read aloud whenever possible. In a quiet library, try "hearing the words in your head" as you read. Your brain needs to hear the words as your eyes read them.
- ✓ When doing complicated math problems, use graph paper (or use regular lined paper sideways) to help with alignment. Use color and graphic symbols to highlight main ideas in your notes, textbooks, handouts, etc.
- ✓
- ✓
- ✓

Suggestions for Kinesthetic Learners

You will learn best by doing, moving, or hands-on experiences. Getting information from a textbook (visual) or a lecture (auditory) is just not as easy. Try some of these suggestions and create some more that will work for you.

- To memorize, pace or walk around while reciting to yourself or looking at a list or index card.
- When reading a textbook chapter, first look at the pictures, then read the summary or end-of-chapter questions, then look over the section headings and bold-faced words. Get a “feel” for the whole chapter by reading the end selections first, and then work your way to the front of the chapter. This is working whole-to-part.
- If you need to fidget when in class, cross your legs and bounce or jiggle the foot that is off the floor. Experiment with other ways of moving; just be sure you are not making noise or disturbing others. Try squeezing a tennis or nerf ball.
- You may not study best at a desk, so when you are home, try studying while lying on your stomach or back. Also try studying with music in the background.
- If you have a stationary bicycle, try reading while pedaling. Some bicycle shops sell reading racks that will attach to the handle bars and hold your book.
- Use a bright piece of construction paper in you favorite color as a desk blotter. This is called color grounding. It will help to focus your attention. Also, try reading through a colored transparency. Experiment with different colors and different ways of using color.
- When studying, take breaks as frequently as you need. Just be sure to get right back to the task. A reasonable schedule is 20-30 minutes of study and 5 minutes of break. (TV watching and telephone talking should not be done during break time!)
- When trying to memorize information, try closing your eyes and writing the information in the air or on a desk or carpet with your finger. Picture the words in your head as you do this. If possible, hear them too. Later, when trying to recall this information, close your eyes and see it with your “mind’s eye” and “hear” it in your head.
-
-
-

JANUARY

(The order in which you present these activities is optional.)

To be completed between January 21 - 30

ACTIVITY: **CAREER SKILLS CHECKLIST**

Outcomes: Complete section for Grade 9.

Materials: page 7 of the Education & Career Planning folder

Suggestions:

To be completed by registration deadline

ACTIVITY: **REGISTRATION**

Outcomes: Schedule courses for the 1998-1999 school year.

Materials: Course Handbook, graduation checklist in course handbook, World of Work information in front of course handbook, Four Year Plan on page 3 in Education & Career Planning folder, Worksheet 12-1, copy of transcript, registration worksheet, etc.

Suggestions: Check with your school counselors for registration information, materials, due dates, etc.

FEBRUARY

To be completed between February 17 - 27.)

ACTIVITY: TIME MANAGEMENT

Outcomes: Evaluate current use of time.
 Make decisions on realistic improvements.

Materials: Worksheets 2-1.

Suggestions: Remind students to schedule enough study time to complete assignments. However, they must reach a balance between study time/work hours/ and free time.

ACTIVITY: GRADUATION REQUIREMENTS

Outcomes: Change checks to X's for courses successfully completed first semester.
 Check off courses students are currently taking second semester.

Materials: page 2 of Education & Career Planning Folder

Suggestions:

TIME MANAGEMENT

Is this a typical day for you? You oversleep, grab whatever is convenient to wear and rush out the door. You are hungry, not yet awake, some of your books are in the kitchen, some are in your best friend's car or locker, and today's assignments are lost. Your nerves are frazzled and the day has just begun. If disorganization is creating havoc for you at home, school and work, it's time to develop the self-discipline you need to be successful.

In the business world, promotions and raises, like good grades, go to people who can be counted on to do their work thoroughly and get it in on time. In fact, life in general is a lot easier when you have things under control. No one will nag you again about dirty laundry and messed deadlines. And you'll have the time to achieve what's really important to you.

HOW SELF-DISCIPLINED ARE YOU?

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Are people constantly reminding you about things you need to do? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Do you often watch TV, talk on the phone or do other non-essential things while you put off major projects? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Is it hard to decide what to do first? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Do you often make excuses for missing deadlines? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Have you ever felt guilty about letting someone down? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Are you frequently running late? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Is it hard to say no? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Do you forget to write down assignments and due dates? |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Have you ever had a lower grade because you handed in a late assignment? |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Is it hard to keep up with the tasks of daily living, such as doing the laundry, cleaning your room and eating balanced meals? |

Multiply each "yes" answer by 10. If you scored:

- 0 - 20: Congratulations! You're in control of your life and things are going well for you.
- 30 - 50: Like the rest of the world, you probably get the important stuff done. But be honest, some things are falling through the cracks. Life will be easier if you plan your schedule and stick to it.
- 60 - 80: It's time to get it together. Some things are getting done, but most of your life is chaotic. Do you know what you're going to do when you graduate? If not, how do you know what classes you should be taking in school? Check out a book on organization techniques, buy a wristwatch and calendar, and use them! Maybe a teacher or parent can give you some good advice on getting control of your life.
- 90 - 100: Your life is out of control. But there's hope. Make a list of your goals and decide what's most important to you. Then follow the recommendations above. Good luck!

MARCH

To be completed between March 16-27

ACTIVITY: **EVALUATING YOUR CURRENT WORK HABITS AND INTERPERSONAL SKILLS**

Outcomes: Compare work habits and interpersonal skills to the skills needed to be a successful student.

Materials: Worksheet 3-2 and 3-3

Suggestions: Stress to the students that "the classroom is your workplace" as they complete the worksheet.
Reiterate that all these skills learned in school are transferable to the workplace.
Discuss the activity with your students. Do they agree with their ranking (excellent, good, average, poor)?

ACTIVITY: **BASIC SKILLS**

Outcomes: Develop an awareness of basic work skills needed to achieve career goals.

Materials: Worksheet 3-4 through 3 6

Suggestions: Move slowly through this activity, defining words in the descriptions and allowing time for students to reflect and list an experience for each skill.

BASIC SKILLS

- **Personal quality work skills**--ones you develop both in and out of school dealing with how you feel about yourself, ways you respond to certain situations, and ways you relate to other people.

In the future workers will be needed who can learn quickly and adapt to change. The **work skills** that you are developing in your home, school, and community are very clear *windows* of opportunity for you in the future workplace.

Think about your experiences and consider the work skills that you have that will help you reach your career goals. Good work habits, such as listening and solving problems, are examples of work skills. Discuss your skills with a person with whom you have worked closely, such as a teacher, parent, counselor, or employer.

Rate your ability to use basic work skills by assigning one of the following number codes to each skill.

1. I **need help** with this skill.
2. I have **average** ability with this skill.
3. I have **high** ability with this skill.

After rating each skill, give an example of your experience using it in the space provided.

Examples:

- **Skill: Reading**

Quickly understanding the written word, being able to use graphs, charts, schedules, tables, and manuals.

My rating: 3 My experience: I am a fast reader and usually get all the main ideas from whatever I read.

- **Skill: Mathematics**

Solving mathematical problems, understanding and using calculators and computers.

My rating: 2 My experience: I worked at my parents' garage sale and used a calculator to figure prices.

- **Skill: Reading**

Quickly understanding the written word, being able to use graphs, charts, schedules, tables, and manuals.

My rating: _____ My experience: _____

- **Skill: Writing**
 Organizing and communicating ideas clearly using appropriate grammar, sentence structure, and punctuation.
 My rating: _____ My experience: _____

- **Skill: Mathematics**
 Solving mathematical problems, understanding and using calculators and computers.
 My rating: _____ My experience: _____

- **Skill: Listening**
 Being able to receive, attend to, interpret, and respond to verbal messages.
 My rating: _____ My experience: _____

- **Skill: Speaking**
 Being able to organize ideas and communicate them orally.
 My rating: _____ My experience: _____

- **Skill: Thinking Work Skills**
 Rate your ability to use thinking work skills and provide an example of each.
 My rating: _____ My experience: _____

- **Skill: Creative Thinking**
 Generating new ideas and applying old ideas in new ways.
 My rating: _____ My experience: _____

- **Skill: Decision Making**
 Specifying goals, generating alternatives, considering risks, and choosing best alternative.
My rating: _____ **My experience:** _____

- **Skill: Problem Solving**
 Recognizing problems and devising and implementing plans of action.
My rating: _____ **My experience:** _____

- **Skill: Visualizing Things**
 organizing and processing symbols, pictures, graphs, objects, and other information.
My rating: _____ **My experience:** _____

- **Skill: Knowing How to Learn**
 Using efficient learning techniques to acquire and apply new knowledge and skills.
My rating: _____ **My experience:** _____

- **Skill: Reasoning**
 Discovering the relationship between two or more objects and applying it when problem solving.
My rating: _____ **My experience:** _____

APRIL

To be completed between April 14 - 24

ACTIVITY: SCHOOL & COMMUNITY ACTIVITIES,
 ORGANIZATIONS, & CLUBS

Outcomes: Have students identify activities in which they have participated.

Materials: Page 4 of the Education and Career Planning Folder.

Suggestions: Students could list activities through middle school but that they not go back too far.

MAY

To be completed between May 14 - 22

ACTIVITY: HONORS AND AWARDS

Outcomes: Recall and list all honors and awards received.

Materials: Page 5 of the Education and Career Planning folder.

Suggestions: Students might want to include honors and awards received in middle school.

ACTIVITY: FUTURE GOALS IN POST SECONDARY EDUCATION AND TRAINING

Outcomes: Evaluate previously stated goals and note changes.

Materials: Page 6 of the Education and Career Planning folder

Suggestions: This was done in October and the students merely need to check to see if their goals have changed.
This might be done the same day as Career and Educational Goals.
Remind students to do this in pencil.

ACTIVITY: CAREER AND EDUCATIONAL GOALS

Outcomes: Evaluate previously stated goals and note changes.

Materials: Worksheets 10-7 and 10-8. (previously done)

Suggestions: Make sure students use pencils.
This was done in October and the students merely need to check to see if their goals have changed.

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Parent/Guardian Name _____ Social Security # _____ Date of Birth _____
 Address _____ Telephone _____

MY CAREER AND LIFE PLANNING PORTFOLIO

This is your Career and Life Planning Portfolio. When you graduate or transfer to another school, you will take this folder with you. What you record in this folder will help you make informed decisions about your present and future educational and career goals and plans. It will also assist you in completing job applications and resumes.

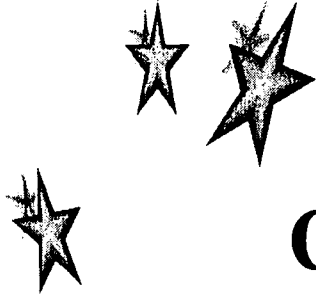
CONTENTS *(Items will be added as you progress through school).*

- ★ Career and Educational Goals ★ Social Security Card (Copy) ★ Resume
- ★ Career Planning Checklist ★ Test Scores ★ Letters of Recommendation
- ★ Four Year and Beyond Plan ★ Certificates or Awards ★ Completed Job Application
- ★ Transcript or Course History ★ Picture Identification ★ List of School/Community Activities
- ★ Birth Certificate (Copy) ★ Work/Volunteer History

SKILLS EMPLOYERS WANT

THINKING SKILLS	BASIC SKILLS	INTERPERSONAL SKILLS
✓ Think Creatively	✓ Reading, Writing	✓ Work on Teams
✓ Make Decisions 222	✓ Speaking, Listening	✓ Teach Others
✓ Solve Problems	✓ Arithmetic, Mathematics	✓ Serve Customers, Negotiate
✓ Know How to Learn & Reason	✓ Technology/Computers	✓ Work With Culturally Diverse People
		223

Student Name _____



Career & Education Planning

What could I keep in this folder?

Personal Information

- Birth Certificate (copy)
- Social Security Card (copy)
- Picture Identification

Education & Related Information

- Individual Education Plan
- School Handbook
- Class Schedule
- Grade Reports
- School Correspondence
- Transcripts
- Class Ranking

Career Research & Planning Information

- Career Research
- Information on Post-Secondary Institutions
- Military Research
- Completed Post-Secondary Applications (copies)

Graduation Requirements

(Each square represents one semester one-half credit)

✓ indicates classes in progress

X indicates classes completed

English/Language Arts (4 units)

- Composition/Grammar
- Composition/Grammar
- Speech
- American Literature Requirement
- Elective Literature _____
- Elective Language Arts _____

Mathematics (2 units)

- Mathematics _____
- Mathematics _____

Laboratory Science (2 units)

- Science Lab _____
- Science Lab _____

Social Studies (3 units)

- Geography
- American History Requirement _____
- United States Government _____
- Elective Social Studies _____

Computer Studies (1/2 unit) (Recommended/Demonstration of Mastery)

- Computer Science _____

Fine Arts (1/2 unit)

- Fine Arts _____

Individual School Requirements

- | | |
|--|--|
| <input type="checkbox"/> <input type="checkbox"/> _____ | <input type="checkbox"/> <input type="checkbox"/> _____ |
| <input type="checkbox"/> <input type="checkbox"/> Elective _____ | <input type="checkbox"/> <input type="checkbox"/> Elective _____ |
| <input type="checkbox"/> <input type="checkbox"/> Elective _____ | <input type="checkbox"/> <input type="checkbox"/> Elective _____ |
| <input type="checkbox"/> <input type="checkbox"/> Elective _____ | <input type="checkbox"/> <input type="checkbox"/> Elective _____ |
| <input type="checkbox"/> <input type="checkbox"/> Elective _____ | <input type="checkbox"/> <input type="checkbox"/> Elective _____ |

Additional Requirements for SD Colleges and Universities

- | | |
|--|---|
| <input type="checkbox"/> <input type="checkbox"/> Math | <input type="checkbox"/> <input type="checkbox"/> Science |
| Elective _____ | Elective _____ |

Grade	Credits Earned	Class Rank	GPA
9 th Grade			
10 th Grade			
11 th Grade			
12 th Grade			
Cum.			

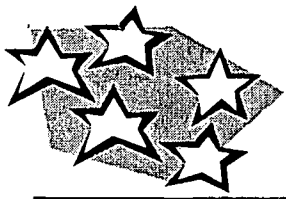
Entrance Requirements of South Dakota State Colleges and Universities

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Four years of English 2. Three years of Social Studies 3. One semester of Computer Science (Recommended/Demonstration of Mastery) 4. One semester of Fine Arts 5. Three years of advanced Mathematics (Algebra or above) 6. Three years of laboratory Science (Biology, Chemistry, Physics, & Physical or Earth Science). | <p>AND one of the following:</p> <ul style="list-style-type: none"> a 2.6 high school GPA an ACT composite score of 18 or top 60% of graduating class. |
|---|--|

South Dakota Technical Institutes

South Dakota Technical Institutes normally accept students for full-time enrollment who are at least 16 years of age and have a high school diploma or GED. Applications lacking this background must be prepared to demonstrate ability to benefit by passing an approved administered examination usually an ACT test score or Test of Adult Basic Education (TABE).





Secondary Education Plan

(All information on this form should be completed in pencil only)

7 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

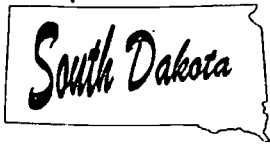
8 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

9 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

10 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

11 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER

12 TH GRADE	
FIRST SEMESTER	SECOND SEMESTER



Future Goals in Post-Secondary Education & Training

The number in each box below tells my interest in each of the areas:
 1 = none 2 = minimum 3 = moderate 4 = maximum

Post Secondary Choice	Interest	Post Secondary Choice	Interest
Technical Institute		4-Year College or University	
2-Year Community College		Trade or Business School	
Military Training		Other	

Schools I have visited

Date	Name of School	Interest			
		1	2	3	4
_____	_____				
_____	_____				
_____	_____				

Schools I have applied to attend

Date	Name of School	Status of application
_____	_____	_____
_____	_____	_____
_____	_____	_____

Military Contacts

Date	Name
_____	_____
_____	_____

Financial Aid and Scholarships I have applied for

Date	Name	Status of application
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Career Planning Checklist

Grade 9

- I have completed a career planning inventory: ___/___ (mo/yr)
- I have had the inventory results interpreted: ___/___ (mo/yr)
- I have researched the following three careers:

Careers

Education Requirements

_____	_____
_____	_____
_____	_____

- I know the high school graduation requirements.
- I have developed a four-year high school plan.

Grade 11

- I have updated my four-year high school plan.
- I have researched the entrance/career requirements for the following: (2-yr & 4-yr schools, military, business)

My post-high school plans include:

- post-high school education
- employment
- military
- other _____

These are the careers that best suit me according to what I have learned about myself:

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

- I have researched options to finance further education:
 - Government loan programs/grants/work-study
 - Scholarships
 - Military options
 - Business assistance programs

Grade 10

- I have updated my four-year high school plan.
- I have reviewed the information on my career planning inventory.

- I have explored careers by using the following:
 - shadowing
 - career day
 - volunteer activity
 - internship
 - career seminars
 - work experience

- I have researched two occupations:
 - _____
 - _____

- I have discussed my post-high school plan with:
 - parents
 - counselor
 - teacher

Grade 12

- I have updated my four-year high school plan.
- I have researched the entrance/career requirements for the following: (2-yr & 4-yr schools, military, business)

- I have explored careers by using the following:
 - shadowing
 - career day
 - volunteer activity
 - internship
 - career seminars
 - work experience

My post-high school plans include:

- post-high school education
- employment
- military
- other _____

These are the careers that best suit me according to what I have learned about myself:

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

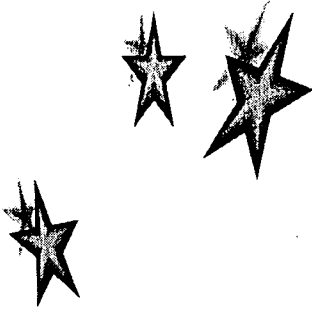
Career & Education Planning

Why do I need this folder? This folder can be used to help you plan and organize for the future. You will be asked to write a four-year plan that will be updated each year. You will also keep a record of your education and career development activities, such as visiting post-high institutions and learning about career opportunities.

How should I use this folder? This folder is just one of four found in your Career & Life Planning Portfolio. It is designed so you can have your education and career plans all in one easy-to-use location. Use a pencil so you can erase and update information that changes.

What should I keep in this folder? This folder will be a “working file” to hold information and planning materials to help you better plan your future. It does not replace your main school file. When you finish high school, you will take this Career & Life Planning Portfolio with you.

Student Name _____



Skills Employers Want

What could I keep in this folder?

Personal Involvement & Accomplishments

- List of School Activities/Organizations
- List of Community Activities/Organizations (e.g. church, 4-H, etc.)
- School Certificates and Awards
- Community Certificates and Awards

Job Seeking

- Resume
- Sample Job Applications
- Work History
- Community Service/Volunteer Experience
- List of References
- Letters of Recommendation
- Attendance Records



Which skills do I have? Which do I need?



All careers require work skills that relate directly to education. Take time to think carefully about the work tasks you have performed during your work-based experience(s). The chart below will help you organize these work tasks.

Instructions to Student: Be honest as you rate yourself in each of the Foundation Skills and Competencies using the rating scale to the right.

	3 - ACCOMPLISHED 2 - NEEDS IMPROVEMENT 1 - NOT MET N/A - NOT APPLICABLE
--	--

SCANS	Skill/Competency	Definition	Rating
FOUNDATION SKILLS			
		<i>Grade</i>	<i>Evaluation Period</i>
	Basic Skills	The ability to read, write, perform arithmetic and mathematical operations, listen and speak.	
	Thinking Skills	The ability to think creatively, make decisions, solve problems, visualize, reason and know how to learn.	
	Personal Qualities	Displays responsibility, self-esteem, sociability, self-management, integrity and honesty.	
FIVE COMPETENCIES			
	Resources	Effective management of time and money to complete tasks within budget and deadline constraints. Ability to organize co-workers based on personal qualities and work requirements, and to use materials and facilities effectively.	
	Information	Identifying and analyzing relevant information and keeping track of it in an organized method. Includes synthesizing and using a computer to manipulate information to be communicated in the most effective format.	
	Interpersonal	Objectively working with others as an effective member of a team, as a trainer of new co-workers, and being able to assist customers effectively. Includes the ability to lead, negotiate, and work well with people from culturally diverse backgrounds.	
	Systems	Understanding and manipulating a procedure to produce desired results. To measure and correct the procedure for improvement or even design a new alternative method.	
	Technology	Understanding and applying the most appropriate piece of equipment for the job, maintaining that equipment in good condition, and troubleshooting any problems for correctable solutions.	

General Competencies

To be a successful employee you will need to possess the General Competencies listed below. Take time to think about these competencies as they apply to your education, job and/or personal life. If you rate yourself with a 1 - Not Met or a 2 - Needs Improvement look for ways to improve yourself in these areas.

Instructions to Student: Be honest as you rate yourself in each of the Foundation Skills and Competencies using the rating scale to the right.

3 - ACCOMPLISHED
2 - NEEDS IMPROVEMENT
1 - NOT MET
N/A - NOT APPLICABLE

		Evaluation Period				
		Grade				
A.	Attendance					
B.	Punctuality					
C.	Appropriate Business Attire					
D.	Initiative					
E.	Maturity					
F.	Courtesy					
G.	Attitude					
H.	Quantity of Work					
I.	Quality of Work					
J.	Flexibility					
K.	Cooperation					
L.	Dependability					
M.	Trustworthiness					
N.	Follows Directions					
O.	Works with Minimum Supervision					
P.	Works Accurately and Neatly					
Q.	Accepts Suggestions for Improvement					

Pre-Employment Experiences

- Talked with parents or adults about career plans
- Participated in extracurricular activities
- Participated in community organizations
- Explored career information in the career center
- Held leadership positions or offices
- Served as a volunteer
- Took a field trip related to a career
- Participated in a simulated interview
- Contact references
- Took part in a career day
- Held part-time or summer jobs
- Heard speakers (including post-secondary rep.)
- Interviewed (a) worker(s)
- Observed or shadowed a worker
- Filled out applications
- Wrote for information on careers
- Participated in an actual interview
- Completed a resume

Activity	Date	Responsibilities & Leadership Roles
School & Community Activities, Organizations & Clubs		

Honors and Awards

Name of Honor or Award	Date Received	Name of Honor or Award	Date Received

Job Shadowing/Work Experience/Volunteering

Employer	Supervisor	Address	Dates	Duties/Skills Used
235				236

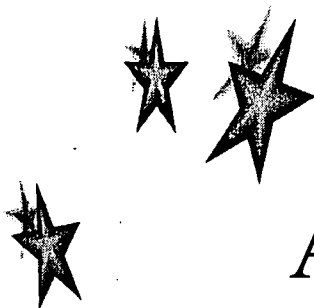
Skills Employers Want

Why do I need this folder? Employers want employees who have the basic skills in reading, writing, mathematics, speaking, listening and communication. They also want to hire people who can think creatively, make decisions, solve problems, know how to learn and reason, and can work in teams. This folder will help you learn about the skills employers want. It will also be a good “warehouse” for the information you will need to start the employment process.

How should I use this folder? Throughout your high school years several activities will be presented to help you become aware of the foundation skills and job competencies necessary to be a successful employee. Be honest as you complete these activities and strive to become proficient in each of these skill areas. The information you gather in this folder will also help you communicate your skills and job-related experiences to employers, post high institutions, scholarship committees and others.

What should I keep in this folder? A copy of each activity should be a part of this folder. You may refer to these skill activities as you progress through high school. You should also keep in this folder things like a resume, a list of school and community activities and awards, a sample job application, and a list of references that you will be developing in high school.

Student Name _____



Assessment Results

What could I keep in this folder?

- Career Planning Survey Results
- EdITS Results
- COPS Results
- Career Exploration Software Surveys (Discover, Choices, ENDEAVOR, etc.)
- Stanford Achievement Results
- SAT 9 Results
- ACT Scores
- PLAN Results
- EXPLORE Results
- Myers Briggs or Similar Types of Personality Profiles
- GATB Results
- ASVAB Results
- Situational Assessment
- Person Center Planning Results
- Informal Assessment
- Other Test Results

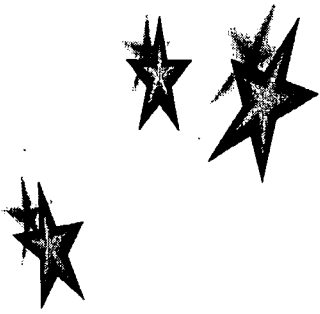
Assessment Results

Why do I need this folder? Assessment results play a key role in planning for your future. There are many types of academic, technical and career interest and aptitude assessments that, looked at overall, will provide valuable information as to your skills, interests and abilities.

How should I use this folder? This folder can be used to help you organize your test results. By storing them in one place, you have easy access to these records, but most important, you can see how you are progressing as far as academic, technical and employability skills. The information in this folder should be updated on an annual basis.

What should I keep in this folder? This folder will be a “warehouse” to hold copies of your personal results or scores from various academic, technical and career interest and aptitude assessments.

Student Name _____



Projects/Work Samples

What could I keep in this folder?

- Research Papers (e.g. from social studies, English, etc.)
- Math Survey Results
- I-Search Papers
- Writing Samples (e.g. from English or journalism class)
- Photos or Drawings
- Computer Projects (on diskette or CD)
- Computer Aided Drafting Projects
- Science Projects
- Agricultural Class or Landscape Design Projects
- Business Plans
- _____
- _____
- _____
- _____

Projects from Student/Community Organizations

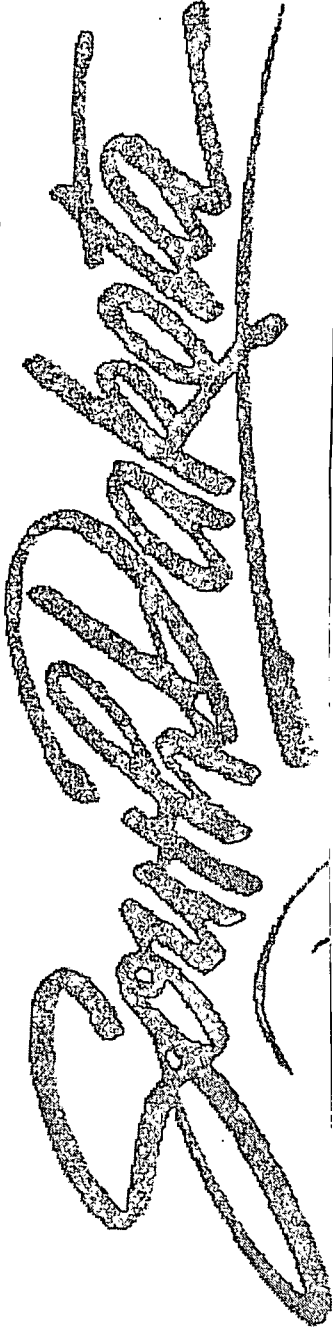
- _____
- _____
- _____
- _____

Projects/Work Samples

Why do I need this folder? This folder would be a good place to store school projects or other samples of your work that would show employers your talents and basic skills. It will help you remember all the different types of projects you have worked on. You could even show an employer relevant samples of your work during an interview.

How should I use this folder? Use this folder as a storage place to showcase your “best work” in the classroom, in your extra-curricular activities, on a part-time job, as a volunteer, etc. Throughout your school career, keep adding pieces that show your talents and skills. By storing them in one place, you have a way of organizing your projects, as well as to show progress and improvement in your work.

What should I keep in this folder? This folder will be a “warehouse” to hold actual projects and work samples that you have completed that could help convince an employer that you have skills and talents needed in his or her workplace.



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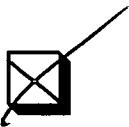


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