

CAREER DEVELOPMENT LESSONS
8TH GRADE
2011-2012

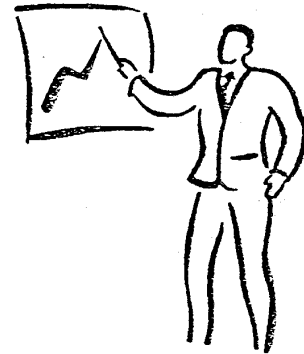
CAREER AWARENESS FOR TOMORROW'S SUCCESS



EDUCATION



SUCCESS



CAREERS

EIGHTH GRADE
TEACHER'S GUIDE

La Joya Independent School District
2011-2012

To Counseling Colleagues:

We take great pride in working together to provide career awareness lessons for all of our students district-wide. Your efforts in ensuring the implementation of these lessons is sincerely appreciated. Upon completion of the lessons for the school year, please submit the classroom career logs to Mr. Ruben Treviño, Career and Technical Education Director.

Please note that a career portfolio for each student must be maintained at your campus and they are to be transferred to the next grade level counselor each year. The data that is to be maintained in the portfolio includes the Individual Student Career Log and any career interest/aptitude surveys that have been administered to the student.

Thank you for your support and should you have any questions please contact Mr. Ruben Treviño t (956)584-1876.

“Career Awareness for Tomorrow’s Success”

Table of Contents

- I. Rationale
- II. District Timeline
- III. Classroom Career Log
Individual Student Career Log
- IV. Lessons
- V. Sources

Career and Technical Education Rationale

Federal and state guidelines for Career and Technical Education (CTE) formerly known as vocational education mandate that academic and career and technology education programs be integrated.

Examples of integrated instructional materials and activities may include the following: curriculum guides, lesson plans, projects, and multidisciplinary curriculum planning.

La Joya I.S.D. has adopted the School to Career Connections Curriculum. The district will implement strategies to promote the CTE state goals.

- Goals:
1. Managing the dual roles of the family member and wage earner.
 2. Gaining entry-level employment in a high skill, high wage job or continuing the students education at the post secondary level.

The School-to-Career Curriculum will be implemented in the classroom. In order to facilitate implementation, five lessons have been provided to be taught as scheduled on the timeline.

School to Career Connections Curriculum will:

Promote Self-Awareness

Enhance Career Exploration

Develop Career Decision Making

Building Interpersonal Skills

Be aligned with District Plan Expectations

Implementation of SCANS Skills

Five copy ready Lessons.

La Joya I.S.D.

Career Awareness For Tomorrow's Success

2011-2012

District Timeline

Lesson #:	Week of:	National Career Development Guideline:
I	Sept. 19 -23, 2011	Understanding the relationship between educational achievement and career planning.
II	Oct. 24 -28, 2011	Understanding the need for positive attitudes toward work and learning.
III	Jan. 23 -27, 2012	Skills to locate, evaluate, and interpret career information.
IV	Mar. 19 -23, 2012	Skills to prepare to seek, obtain, maintain and change jobs.
V	April 30 – May 4, 2012	Understanding how societal needs and functions influence the nature and structure of work. Skills in career planning.

Individual Student Career Log
8TH Grade

		Week of Sept. 19 -23, 2011 Lesson 1	Week of Oct. 24 -28, 2011 Lesson 2	Week of Jan. 23 -27, 2012 Lesson 3	Week of Mar. 19 -23, 2012 Lesson 4	Week of April 30 - May 4, 2012 Lesson 5
Place this in your career portfolio. Initial under the lesson when you complete the work.		Title: My Skills and Accomplishments/Ideal Job Factor Exercise Date Taught: _____ SCANS: <u>Basic Thinking</u>	Title: What I Am Like Date Taught: _____ SCANS: <u>Basic/Thinking- Personal Qualities</u>	Title: Interest Inventory Date Taught: _____ SCANS: <u>Basic/Thinking /Personal Qualities</u>	Title: S Attitudes & Goals Date Taught: _____ SCANS: <u>Basic/Thinking/Personal Qualities</u>	Title: SCANS Skills in the Classroom & Career Futures Date Taught: _____ SCANS: <u>Basic/Thinking Skills</u>
Student Name	ID	Student Initials	Student Initials	Student Initials	Student Initials	Student Initials

Teachers:

This sheet is also located at the end of the student workbook. Please have students initial after each lesson.

- * Once all lessons are completed, please submit this documentation to the Counseling Dept.
- * When all lessons have been completed, please make sure each student places a copy of this form in their career portfolio.

Grade Level: Eighth
Lesson I

Title: My Skills/ Accomplishments/Ideal Job Factor Exercise

Directions: See Attached sheet

Wrap-Up: Classroom Discussions

Materials: My Skills and Accomplishments Worksheet

Time: 1 session

My Skills and Accomplishments/Ideal Job Factor Exercise

1. The purpose of this activity is to assist students in recognizing their accomplishments and the characteristics they possess that enable them to reach these milestones. Accomplishments can include such simple things as getting a term paper done or complex activities such as building something. Do not limit the students to only academic accomplishments.
2. Have students list their accomplishments or successes and the skills required to achieve the listed accomplishments/successes on the Student Activity Worksheet. (My skills and accomplishments)
3. Have the students discuss the skills required to achieve the accomplishments/successes they listed in small teams.
 - **Students should compare the skills identified by the team members with the ones recognized by the student himself/herself.**
 - **Students should also record all the skills required to succeed in their accomplishment areas that were identified during the team decision.**

NOTE: Instructor assistance may be needed to help students recognize the skills utilized in achieving their accomplishments.
4. Lead discussion using the following questions to analyze the accomplishments presented by students.
 - What types of accomplishments do you achieve most often?
 - Do you use any specific abilities or skills repeatedly?
 - What or who helped you achieve your accomplishments? How did they help you?
 - Are you a person who can perform without the assistance of others? Causes others to act? Oversees others to accomplish some activity?
 - Your accomplishments may reflect what it is you want from life. What do your accomplishments show?
5. Introduce the “Ideal Job Factor Exercise”. Ask students the following questions:
 - If you could have any kind of job, what do you think it would be now? Explain why.
 - Of all the people you know, have seen, or have read about, whose job would you most like to have? Explain why.
6. Have each students develop a brief statement in response.
7. Have students compare the skills and characteristics identified in the ideal job they described in the class exercise with the characteristics and skills in Activities 1 through 4.
8. Have an open discussion on the ideal job choice of the class in general as developed in the class exercise above. Discuss with students their job choices and how they relate to their findings in Activities 1 through 4. Discussion should include:
 - What is it about the job that made you select it? Money? Glamour? People? Location? Education?
 - Is your job selection realistic? If so, what knowledge and skills do you need to develop to get to that position?
 - How could you use the information you have gained about yourself from these activities and exercises to make a career or job choice?

(Place in your Career Portfolio)

Grade 8

My Skills and Accomplishments

List 1(one) to 3 (three) of YOUR most satisfying personal accomplishments. Choose what YOU believe and feel were the most meaningful and rewarding ones to YOU – not in terms of value or importance placed on them by family, teachers, or friends.

After each accomplishment, list the skills you used to achieve that accomplishment.

1. Accomplishment:

Skills used:

2. Accomplishment:

Skills used:

3. Accomplishment:

Skills used:

Ideal Job Factor Exercise

1. If you could have any kind of job, what do you think it would be now? Explain why.

2. Of all the people you know, have seen, or have read about, whose job would you most like to have? Explain why.

3. Is your job selection realistic? If so, what knowledge and skills do you need to develop to get that position?

4. How could you use the information you have gained about yourself from activities you have completed to assist you in making a tentative career or job choice?

Grade Level: Eighth
Lesson II

Title: What I Am Like and Career Futures

Directions: **What I Am Like and Career Futures**

Small teams, 2 or more students. Within each team, determine if the members agree with each other's self-analysis. If differences exist, do students accept the differences or not?

Introduce Activity 1, Activity 2, and Activity 3 Worksheets (What I Am Like, How I do Things, and Things that Upset Me.) Students should complete these activities and a discussion should follow.

Wrap-Up: Classroom discussion should be encouraged.

Materials: Student Activity 1-3 Worksheets, pencil, paper

Time: 1 session

Activity 1 worksheet – What I Am Like

Briefly describe your interests – What do you like to do?

Most of the compliments I get come from . . .

I am . . .

My classmates see me as . . .

I can't . . .

I see my major strengths as . . .

I relax by . . .

Looking at your answers to these questions, write one sentence that you could use to describe yourself.

Activity 2 Worksheet – How I Do Things

When you have several assignments at once, how do you usually handle them (one at a time, back and forth, several at once, etc.)?

Describe how you try out new ways of doing things just for the fun of it.

How do you feel about following rules?

How would you describe yourself – relaxed, fun-oriented, tense, a worrier, serious – or some combination of these? Why do you think so?

How do you feel when you make a mistake? What do you do about it?

Do you worry about getting things done on time or you don't worry about schedules too much?

Are you a person who thinks logically or in an emotional fashion? Why?

Looking at my answers to these questions, how could I briefly describe the way I make decisions?

Activity 3 Worksheet – Things That Upset Me

1. It's hard to do my best when . . .

2. What discourages me most is....

3. School gets on my nerves when . . .

4. I get upset when . . .

5. I'm impatient when . . .

Looking at my answers to these questions, what are two things that seem to bother me the most?

1.

2.

Interest Inventory

Grade Level: Eighth
Lesson III

Title: Interest Inventory

Directions: Students will take an interest inventory survey to assist them in recognizing career that will allow them to fulfill their potential.

1. Tell the students “that they will be taking an interest inventory survey to determine their career interests. This is not a test: be honest, so you will receive a valid picture of your interest.”
2. Pass out the interest inventory. Allow students 10-15 minutes to complete. Have students follow directives on the survey.

Wrap-up: Discuss with students the results of their interest inventory by explaining the different types of careers at the end of the survey.

Materials: Interest Inventory Worksheet

Time: 1 session

Department of Human Services
Preparation For Adult Living

INTEREST INVENTORY

To discover your career interest, try testing yourself against various possibilities. In each of the following pairs, circle the one you'd like to do best. Be sure to circle the code letters too. They will be explained later.

- | | | | |
|----|--|----|---|
| WB | feed a sick child | WB | find a cure for a sick child |
| OD | feed a tiger | P | find a toy for a lonely child |
| OD | throw a ball | TT | hold a meeting for deep-sea explorers |
| A | throw a piece of pottery on a potter's wheel | P | hold a meeting for senior citizens |
| A | make a dress | | |
| TT | make a stereo | | |
| OD | go hiking | WB | carry a stethoscope |
| A | go caroling | OD | carry a basketball |
| P | plan a political campaign | WB | talk to a surgeon |
| A | plan a movie | OD | talk to a zookeeper |
| A | take a picture | WB | visit a hospital |
| WB | take a person's temperature | A | visit a play rehearsal |
| TT | ride a spaceship | OD | read a map |
| A | ride a movie boom | TT | read a science article |
| WB | invent a new medicine | A | choose a wallpaper |
| TT | invent a new car | OD | choose a sport to play |
| OD | plan an overnight camping trip | P | give a party |
| P | plan a gathering for foreign students | A | give a gift you made yourself |
| TT | study the business page in the newspaper | TT | deliver a speech about your new invention |
| OD | study the stars | WB | deliver a baby |
| P | research a genealogy | OD | run a mile |
| A | research a novel | TT | run a meeting |
| OD | care for a garden | TT | study accounting |
| P | care for a visiting Girl Scout | P | study sociology |
| A | write a story | WB | visit a hospital |
| TT | write a report of a meeting | P | visit a school |
| | | WB | discover a cure for colds |
| | | TT | discover a new way to produce oil |

- | | | | |
|----|-----------------------------------|----|-----------------------|
| P | give advice to a school dropout | WB | counsel a new mother |
| TT | give advise to a business owner | P | counsel a grandmother |
| OD | learn to ski | A | set a gem |
| P | learn to speak a Foreign language | WB | set a broken bone |

Count the letters you have circled and place the totals in the boxes here. How many of each are there?

_____WB _____P _____TT _____A _____OD

These letters give you hints about your interest and abilities. Here's what they mean:

WB - Well-Being careers appeal to you. You want to care for others' physical and emotional needs. You're interested in science and home management.

P - People careers interest you. You like solving problems with people and for people.

TT - Today and Tomorrow careers are for you. You're science - and business - oriented. You like working with tools, machines and inventions.

A - Arts careers are for you. You're creative. You like performing, communicating, and/or making beautiful objects.

OD - Out-of-Doors careers appeal to you. You're active, adventurous, and you like sports and nature.

How did you choose? How do you feel about what your choices tell you? Remember that this is a very simple interest inventory.

Grade Level: Eighth

Lesson IV

Title: Attitudes and Goals

Directions: Students will examine the attitudes they have demonstrated and the role those attitudes have played in either success or failure. They will also research three occupations to identify important attitudes for success in each of those occupations.

1. Lesson Plan: Attitudes and Goals. Begin discussion with students by asking for volunteers to share ideas on what are some of the most important skills for success in the workplace. Lead student discussion toward the area of interpersonal “people” skills. Explain the importance of these skills for success in the workplace. If available, provide the results of local, regional, or statewide surveys of employers that emphasize the demand for these skills. Note the role of attitude.
2. Explain to students that the attitudes they are developing as students will carry over to the workplace. Also emphasize the fact that employers do not tolerate inappropriate attitudes. The result of poor attitudes in the workplace is often the loss of a job not lower grades or detention.
3. Either assign students to groups or allow them to group themselves. Distribute worksheet, Attitudes and Outcomes, and provide time for group discussions and for each group to share results of their discussion with the entire class.
4. After a brief summary of the class discussion, provide the worksheets, Your Attitude and Attitude and Careers. Assign students to complete independently and return according to instructor established due date.

Wrap-Up: Classroom Discussion

Materials: Worksheets

Time: 1 session

Attitudes and Outcomes

Define attitude:

What are the various ways in which someone can demonstrate his/her attitude?

List some possible workplace outcomes from the demonstration of an appropriate attitude:

List some possible workplace outcomes from the demonstration of an inappropriate attitude:

Your Attitude

Describe a personal occurrence in which you displayed an attitude that contributed to your or your group's success.

What might have happened if you had displayed an inappropriate attitude?

Describe a personal occurrence in which you displayed an attitude that contributed to your or your group's failure.

What could you have done differently that might have turned your failure into a success?

Attitudes and Careers

Research three occupations that are of interest to you and describe the attitudes important for each.

1. Occupation: _____

Attitudes:

2. Occupation: _____

Attitudes:

3. Occupation: _____

Attitudes:

Grade Level: Eighth
Lesson V

Title: SCANS Skills in the Classroom and Career Futures

Directions: Students further investigate SCANS Competencies and Foundation Skills. These competencies and skills are emphasized as the minimum of what they will need to do in order to secure and maintain a decent job. Students compare exercises in their respective classrooms and out of class experiences to the competencies and skills identified by SCANS.

1. Emphasize to the students that the competencies and skills identified in the SCANS report are necessary to acquire and keep good, high paying jobs. Remind the students that they may not, currently, have many of these competencies and skills, but they should attempt to develop them throughout their school coursework and social and work experiences.
2. Have students record on the SCANS: Experience Checklist (handout) each experience that relates to a SCANS competency or skill. You may wish to provide examples that they may encounter. Some may include experiences similar to the following:

Resources: Time – students may need to organize their school, homework and part-time work experiences (this is done in other activities in this series).

Resources: Money – students may be responsible for saving, budgeting and/or allocating their own money.

Interpersonal: Member of a Team – students may be required to work on a school project with other team members.

Systems: Understands systems – students may learn about technological systems in Technology education or about social systems in a social studies class.

Technology: Selects technology - students may be required to select and/or apply technology to a classroom activity, project at home, or on a part-time job. (Be sure to remind them that technology does not mean just computers).

Thinking Skills: Problem solving – students should be encouraged to engage in open-ended problems that have multiple solutions as part of their classroom assignments.

Personal Qualities: Sociability – many classroom and other school experiences require students to be friendly, adaptable, empathetic and/or polite.

3. After completing the activity, ask students to reflect on their experiences. Where did they experience the most competencies and skills? What competencies and skills were learned outside of school? What skills do you still need to develop?

Wrap-Up: Classroom Discussion: Remind students that development of the SCANS skills is ongoing. They should reflect on the problems, activities, and experiences they encounter in each of their classes that relate to the SCANS competencies and skills.

Materials: Worksheets

Time: 1 session

Grade 8

SCANS: Experience Checklist

Directions: Record each activity or experience that allows you to gain competency or improve a skill that matches those identified below by the SCANS report. You may record as many as applicable for each competency or skill. Additional sheets may be used if needed.

Competencies: Sub-categories	Activity or Experience
Resources: A. Time	
Resources: B. Money	
Resources: C. Material and Facilities	
Resources: D. Human Resources	
Interpersonal Skills: A. Participates as a Member of A Team	
Interpersonal Skills: B. Teaches Others New Skills	
Interpersonal Skills: C. Serves Clients/Customers	
Interpersonal Skills: D. Exercises Leadership	

Interpersonal Skills: E. Negotiates	
Interpersonal Skills: F. Works With Diversity	
Information: A. Acquires and Evaluates Information	
Information: B. Organizes and Maintains Information	
Information: C. Interprets and Communicates Information	
Information: D. Uses Computers to Process Information	
Systems: A. Understands Systems	
Systems: B. Monitors and Corrects Performance	
Systems: C. Improves or Designs Systems	

Technology: A. Selects Technology	
Technology: B. Applies Technology to Task	
Technology: C. Maintains and Troubleshoots Equipment	

Foundation Skills: Sub-categories	Activity or Experience
Basic Skills: A. Reading	
Basic Skills: B. Writing	
Basic Skills: C. Arithmetic/Mathematics	
Basic Skills: D. Listening	
Basic Skills: E. Speaking	
Thinking Skills: A. Creative Thinking	
Thinking Skills: B. Decision-Making	
Thinking Skills: C. Problem Solving	

Thinking Skills: D. Seeing Things in the Mind's Eye	
Thinking Skills: E. Knowing How to Learn	
Thinking Skills: F. Reasoning	
Personal Qualities: A. Responsibility	
Personal Qualities: B. Self-Esteem	
Personal Qualities: C. Sociability	
Personal Qualities: D. Self-Management	
Personal Qualities: E. Integrity/Honesty	

SOURCES

- **Schools – to – Career Connection 2000**
- **Tech – Prep of the Rio Grande Valley**
- **Dept. Human Services
(preparation for Adult Living 1990-91)**