



Louisiana Believes

## Education for Careers I Curriculum Framework

### Post-Secondary and Career Options

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***Education for Careers I****½ credit**Course Description*

The purpose of Education for Careers I is to prepare students for lifelong learning and the 21<sup>st</sup> century workplace. This course will engage students as they investigate options available to them after high school graduation, develop an understanding of the financial concerns related to their future, and learn to utilize resources that will provide them with employment opportunities.

Teachers will provide the support and assistance necessary to help students meet high expectations. By knowing the students' interests, skills and aspirations and providing the personalized attention that promotes a better connection to school and to the student's future, students will be better prepared for the options available to them beyond high school in relation to their education and careers.

Career technical educators will implement strategies that contribute to the improvement of student achievement by improving the quality and rigor of career/technical education.

*Course Goals*

Students who participate in the **Education for Careers I** course will:

- Understand the various post-secondary options available to them;
- Research financial aid options available for pursuing post-secondary education;
- Understand other options that will provide financial assistance while pursuing post-secondary education;
- Investigate military opportunities as an option for post-secondary education;
- Utilize resources to investigate post-secondary employment options;
- Utilize resources to obtain future employment;
- Understand other personal issues involving post-secondary employment including housing, transportation and other fixed expenses;
- Understand income, paying taxes, the importance of benefits, and planning for retirement;
- Identify resources that provide assistance for dependent children;
- Identify the soft skills required in the workplace;
- Develop soft skills required in the workplace.

**EDUCATION FOR CAREERS I CONTENT STANDARDS**

<b>POST-SECONDARY EDUCATION</b>
<b>Standard One: Understand the various post-secondary education options</b>
a. Identify post-secondary school options including universities, colleges, community colleges, technical colleges, apprenticeships, internships, work-study programs, etc.
b. Identify & use resources that will provide information regarding post-secondary school options including online counseling system (Louisiana Connect), the Louisiana Career Planning Guide, etc.
c. Research the entrance requirements of post-secondary school options, more specifically academic requirements, comparing the requirements to their high school transcript, and developing an action plan to improve discrepancies that would prevent entrance
d. Learn the entrance requirements of post-secondary school options including the ACT and SAT exams, and understanding the preparation and practice required, taking the initial exam and retesting, and the scoring
e. Learn the entrance requirements of post-secondary school options including apprenticeships, internships, and work-study programs, and developing an action plan to improve discrepancies that would prevent entrance
f. Understand the application process of post-secondary education options and complete applications
g. Begin developing a portfolio of information related to post-secondary education options and useful for employment purposes
h. Select a post-secondary option of interest to the student to research
i. Prepare a presentation to share information with all students enrolled in the course by utilizing appropriate technology
j. Complete applications for the postsecondary option selected and submit applications to the teacher (11 <sup>th</sup> grade students) or the selected school or organization (12 <sup>th</sup> grade students)
<b>Standard Two: Research financial aid options available to pursue post-secondary education</b>
a. Identify financial aid options including scholarships, grants, loans and work-study programs available for students to pursue postsecondary education
b. Identify resources that will provide information regarding financial aid for post-secondary school options including websites, the Louisiana Career Planning Guide, etc.
c. Use available resources to research financial aid options including scholarships, grants, loans, scholarships and work-study programs
d. Identify the steps to apply for financial aid options including scholarships, grants, loans, and work-study programs
e. Explain the financial aid process and complete financial aid forms and accompanying required documents such as essays, (research other requirements for scholarships)
f. Select financial aid options in which the student qualifies and complete paperwork

g. Apply for financial aid by completing and submitting the required documentation to the teacher (11 <sup>th</sup> grade students) or required organization (12 <sup>th</sup> grade students)
h. Develop personal portfolios by including information obtained regarding financial aid
<b>Standard Three: Understand other options that will provide financial assistance while pursuing post-secondary education</b>
a. Identify & use resources that will provide information regarding other financial aid options for post-secondary school options including online counseling system (Louisiana Connect), the Louisiana Career Planning Guide, etc.
b. Research possible employment opportunities as a post-secondary student
c. Compose and complete various documents required for seeking employment
d. Understand personal finance as a post-secondary student including preparing a budget and living on a budget
e. Research housing options including renting and having roommates
f. Identify transportation options as a post-secondary student including buying a vehicle, insuring the vehicle, upkeep of the vehicle and purchasing fuel
<b>MILITARY OPTIONS</b>
<b>Standard Four: Investigate military opportunities as an option for post-secondary education</b>
a. Understand the various military groups including the Air Force, Army, Coast Guard, Marine Corps, National Guard and Navy
b. Identify & utilize resources that will provide information regarding military options including online counseling system (Louisiana Connect), the Louisiana Career Planning Guide, etc.
c. Learn about the opportunities that the military organizations provide as an alternative to other types of post-secondary education options
<b>Standard Five: Understand the process of entering the military</b>
a. Research the entrance requirements of military organizations
b. Understand the application process of the military
c. Select a military organization of interest to the student to research
d. Prepare a presentation on the selected military organization and present the information with all students enrolled in the course
e. Complete applications for the option selected and submit applications to the teacher or the military organization (interested 12 <sup>th</sup> grade students)
f. Develop personal portfolios on information obtained on military organizations
<b>POST-SECONDARY EMPLOYMENT</b>
<b>Standard Six: Utilize resources to investigate post-secondary employment options</b>
a. Identify & use resources that will provide information regarding post-secondary employment options including websites, One-Stop Centers, the Louisiana Career Planning Guide, etc.

b. Utilize surveys to identify individual assets, interests, aptitudes, talents and occupational abilities to determine careers areas in which the individual may be well suited
c. Research career areas identified in surveys using web-based resources and the Louisiana Career Planning Guide
d. Utilize One Stop Centers as a resource to investigate post-secondary employment options
e. Analyze findings regarding researching career options and develop a career plan
<b>Standard Seven: Utilize resources to obtain employment</b>
a. Prepare or update documents required to obtain employment including composing a resume, writing a cover letter and follow-up letter, and typing a list of references
b. Develop job interview skills
c. Learn or review completing job applications with precision and accuracy
d. Research employment credentials to determine which credentials will prepare students for post-secondary employment
e. Utilize various technology resources to develop skills & build resume
f. Develop personal portfolios by including information obtained for pursuing post-secondary employment.
<b>POST-SECONDARY PERSONAL FINANCE</b>
<b>Standard Eight: Understand other personal finance issues involving post-secondary employment including housing, transportation and other fixed expenses</b>
a. Identify & use resources that will provide information regarding post-secondary personal finance including online counseling system (Louisiana Connect), the Louisiana Career Planning Guide, etc.
b. Understand renting property
c. Create a personal budget
d. Learn about paying utilities and other fixed expenses
e. Learn how to maintain bank accounts
f. Learn how to manage credit cards
g. Identify transportation options
<b>Standard Nine: Understand income, paying taxes, the importance of benefits and planning for retirement</b>
a. Learn the various aspects of income including net pay, gross pay, completing W-2 forms, state and federal taxes
b. Understand how to use and complete state and federal forms related to filing taxes
c. Develop an awareness of the different benefits related to employment
d. Understand different options for preparing for retirement
<b>Standard Ten: Identify resources that provide assistance for dependent children</b>
a. Learn about programs that provide financial assistance including the Child Care Assistance Program and the Supplemental Nutrition Assistance Program
b. Identify other resources that provide assistance for dependent children
<b>SOFT SKILLS</b>
<b>Standard Eleven: Identify the soft skills required in the workplace</b>
a. Learn the soft skills that are important for success in the workplace

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b. Understand the difference between soft skills and job-specific skills
<b>Standard Twelve: Develop soft skills required in the workplace</b>
a. Identify soft skills that the individual currently possesses and the skills that need to be improved
b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace
c. Perform community service as a resource for developing soft skills and job-specific skills

## ICON GUIDE

Icon	Purpose
	<p><b>Website</b></p> <p>Log on to the website identified in the lesson</p>
	<p><b>Talking Points</b></p> <p>Information by the microphone includes factual information for teachers to share with students or to use as discussion starters</p>
	<p><b>Soft Skills</b></p> <p>Make a point to reference the soft skills required for success in the workplace.</p>
	<p><b>Bell ringer/Blog or Student Notebook/Journal</b></p> <p>This activity should be done as a Bell ringer, Blog or in the student notebook/Journal, which serves as a place for students to continuously process their learning throughout the course.</p>
	<p><b>Career Connections</b></p> <p>Make a point to directly show students how skills are related to careers</p>
	<p><b>Activities Not Requiring Computers</b></p> <p>Students complete the activities by hand when computers are not available.</p>

Lesson Idea Guide			
Lesson Description	Materials Needed	Assessments	Education For Careers Toolbox
<b>Introduction to EFC I</b>			
<p><b>Welcome to Education for Careers I: Who Are You?</b> The teacher and students <b>build</b> relationships, <b>learn</b> why it is important to know your peers, and <b>enhance</b> their communication and presentation skills.</p>	<p><b>Activities/Handouts:</b> •Who Are You? •Pair &amp; Share Activity sheet •Deck of Cards</p>	<p>Education for Careers Pre-Assessment</p>	<p><b>Assessments:</b> •<a href="#">Education for Careers Pre-Assessment</a> •<a href="#">Education for Careers Pre-Assessment (KEY)</a> <b>Instructional Strategies:</b> <a href="#">Creative Grouping Strategies</a></p>
<p><b>Know Where YOU Are Going...</b> Students <b>assess</b> themselves, <b>examine</b> the importance to set goals and <b>identify</b> the steps to take to accomplish their goals.</p>	<p><b>Activities/Handouts:</b> • Career Ladder • Learning Ladder • <a href="#">Mission Statement</a> • Prezi Articles: • <i>The Advocate</i> Article Rubrics: • Career Ladder Louisiana Connect</p>	<p>Get To Know Yourself</p>	<p><b>Assessments:</b> •<a href="#">Assessing Student Learning</a> •<a href="#">Rubric Template</a> •<a href="#">Oral Presentation Rubric</a> <b>Instructional Strategies:</b> •<a href="#">Goal Lesson</a> •<a href="#">Know Where YOU Are Going</a> •<a href="#">Mission Statement</a> •<a href="#">Penny Facts</a></p>
<b>Post-Secondary Education</b>			
<p><b>U101: Post-Secondary Education Options</b> Students <b>research</b> various post-secondary and employment options.</p>	<p><b>Activities/Handouts:</b> •Schools List •Research Forms •PEO Shell • Personal Portfolios</p>		<p><b>Instructional Strategies:</b> <a href="#">PEO</a></p>
<p><b>Financial Planning for Your Future: Know YOUR Options</b> Students <b>explore</b> the various options available to fund pursuing post-secondary options.</p>	<p><b>Activities/Handouts:</b> •<a href="#">Scholarship List</a> •Scholarship search in Louisiana Connect</p>		<p><b>Instructional Strategies:</b> <a href="#">FAQ</a></p>
<p><b>Other Financial Assistance Options</b> Students <b>identify</b> alternative financial assistance options while pursuing post-secondary education.</p>			<p><b>Instructional Strategies:</b> <a href="#">OFAQ</a></p>
<b>Military Options</b>			
<p><b>Life in the Military: Military</b> Students <b>learn</b> about post-secondary education options related to the military including the Coast Guard, Marine Corps, National Guard, U.S. Air Force, U.S. Army and the U.S. Navy.</p>	<p><b>Activities/Handouts</b> Life in the Military Directions &amp; Rubric, Evaluation Form</p>		<p><b>Instructional Strategies:</b> <a href="#">Military</a></p>

Lesson Idea Guide			
Lesson Description	Materials Needed	Assessments	Education For Careers Toolbox
<b>Post-Secondary Employment</b>			
<p><b>The ABCs &amp; 123s of Post-Secondary Employment</b> Students <b>utilize</b> resources to investigate career options and complete documents for employment.</p>	<p><b>Activities/Handouts</b></p> <ul style="list-style-type: none"> <li>•Additional Survey Directions &amp; Results List</li> <li>•Louisiana Connect</li> <li>•Exploring Careers Research Directions &amp; Rubric</li> <li>• One Stop Center List</li> <li>• WIA</li> </ul> <p><b>Articles:</b> <i>Louisiana Career Planning Guide</i></p>	<ul style="list-style-type: none"> <li>•<i>Career Cluster Interest Survey</i></li> <li>•<i>Get to Know Yourself</i></li> </ul>	<p><b>Instructional Strategies:</b> <a href="#">Post-Secondary Employment</a></p> <p><b>Interest Surveys &amp; Assessments:</b></p> <ul style="list-style-type: none"> <li>•<a href="#">Career Cluster Interest Survey</a></li> <li>•<a href="#">Discover Your Personality</a></li> </ul>
<p><b>Seeking Employment</b> Students <b>complete</b> employment applications, <b>write</b> a Letter of Application, resume, follow-up letter, and thank you letter; <b>develop</b> a list of references; and <b>practice</b> interview skills..</p>	<p><b>Activities/Handouts:</b></p> <ul style="list-style-type: none"> <li>•Sample Resumes/References/Letters/Job Application,</li> <li>•Employment Documents Checklists</li> <li>Louisiana Connect</li> </ul>		<p><b>Instructional Strategies:</b> <a href="#">Seeking Employment</a></p>
<p><b>Employment Credentials</b> Students <b>review</b> transcripts for requirements for high school diploma endorsements, Industry-Based Certifications (IBCs), trade certificates, and licensing.</p>	<p><b>Activities/Handouts:</b></p> <ul style="list-style-type: none"> <li>•L A Dept. of Education supporting documents from website</li> <li>•IGP in Louisiana Connect</li> </ul>		<p><b>Instructional Strategies:</b> <a href="#">Post-Secondary Employment</a></p>
<b>Post-Secondary Personal Finance</b>			
<p><b>Personal Finance</b> In EFC I, students <b>examine</b> personal finance involving careers (i.e. how to pay for housing, transportation and other fixed expenses as well as income tax, city/parish taxes/fees, f benefits and retirement planning).</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>•Portfolios</li> <li>•EverFi</li> </ul>		<p><b>Instructional Strategies:</b> <a href="#">Personal Finance</a></p>

Lesson Idea Guide			
Lesson Description	Materials Needed	Assessments	Education For Careers Toolbox
<b>Additional Lessons &amp; Resources (Ongoing)</b>			
<b>Before You Begin</b> Includes information to assist teachers with preparing and teaching <i>EFC I/II</i> , such as how to use the suggested online resources/programs	<b>Activities/Handouts:</b> Louisiana Connect		<b>Videos:</b> <a href="#">Drive: The Surprising Truth About What Motivates US</a>
<b>Bell ringers &amp; Blogging</b> Provides information about and instructions about using an online journaling resource allowing students to post thoughts and constructs knowledge as respond to teacher postings related to the lessons presented.	<b>Activities/Handouts:</b> <ul style="list-style-type: none"> <li>•Teacher-developed Procedures</li> <li>• <i>Using Edublogs</i>,</li> <li>• <i>Edublogs Handouts 1-8</i></li> <li>• Student Procedures,</li> </ul> <b>Articles:</b> “What People Earn”		
<b>Preparing for the Interview through Bell ringers</b> Daily activities to assist students with enhancing interviewing skills.	<b>Activities/Handouts:</b> <ul style="list-style-type: none"> <li>•Interview Questions found at <a href="http://www.quintcareers.com/printable/interview_questions.html">www.quintcareers.com/printable/interview_questions.html</a> )</li> <li>•Student Journal or Blog</li> </ul>		
<b>Your Life as a Graphic Designer</b> Students <b>role play</b> Graphic Designer (i.e. design business papers to use during the semester when showing appreciation to guest speakers; complete letters of applications, etc.)	<b>Activities/Handouts:</b> <ul style="list-style-type: none"> <li>•Greeting Card Directions &amp; Rubric</li> <li>•<i>TY Card Shell</i></li> </ul>		
<b>Personal Portfolios</b> Students <b>compile</b> a print/online personal portfolio and <b>use</b> the portfolio to apply for employment and college admission as well as for real/simulated interviews.	<b>Activities/Handouts:</b> <ul style="list-style-type: none"> <li>•Portfolio Directions</li> <li>•Assessment Checklist</li> <li>•Software applications for building portfolios</li> </ul>		
<b>Reinforcing the Laws of Life</b> Students <b>use</b> the daily activities to improve Foundation Knowledge and Skills by reflecting on what are the Laws of Life and their role in academic and career success: attitude, preparation, trustworthiness, honesty, integrity, punctuality, etc.	<b>Activities/Handouts:</b> <ul style="list-style-type: none"> <li>•Character Development Questions &amp; DVD(s)</li> <li>•<a href="#">Laws of Life posters</a>,</li> <li>•U.S. Department of Labor Web site</li> </ul>		<b>Assessments:</b> <a href="#">Soft Skills</a> <b>Instructional Strategies:</b> <a href="#">Soft Skills</a>
<b>Did You Know?</b> Students <b>learn</b> about job and volunteer opportunities.	<b>Activities/Handouts:</b> <ul style="list-style-type: none"> <li>•Flyers</li> <li>•Louisiana Connect</li> </ul>		
<b>Puzzlemania</b> Students <b>apply</b> soft skills to cooperative, collaborative activities.	<b>Activities/Handouts:</b> Puzzles		

Lesson Idea Guide			
Lesson Description	Materials Needed	Assessments	Education For Careers Toolbox
<p><b>Lessons from <i>Monday Morning Messages</i></b> This resource utilizes the power of storytelling to teach morals and lessons.</p>	<p><b>Activities/Handouts:</b></p> <ul style="list-style-type: none"> <li>• <i>Monday Morning Messages</i> (Teacher may purchase book) or use</li> <li>• <a href="#">Monday Morning Messages Website</a></li> </ul>		
<p><b>Resources in Your Own Backyard &amp; Under Your Own Roof</b> Ideas for activities called <i>Walking Tours, Tours du Jour</i>, mini-field trips, faculty/staff guest speakers, and student guest speakers that are available in and around the school which <b>provide</b> students with unique experiences that will help them consider various careers.</p>	<p><b>Activities/Handouts:</b> Examples of Parent/Faculty &amp; Staff Letters</p>		
<p><b>Yahoo!</b> Students <b>read, evaluate</b> and <b>respond</b> to articles or multi-media presentations that reinforce curriculum concepts and Foundation Knowledge and Skills</p>	<p><b>Activities/Handouts:</b> Articles</p>		<p><b>Articles:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">10 Forces That Flatten the World</a></li> <li>• <a href="#">Return to Sender</a></li> <li>• <a href="#">George Lucas</a></li> </ul>
<p><b>Lemonade Day</b> Students <b>create</b> and <b>implement</b> a business plan to operate a lemonade stand whose profits are donated to designated charity.</p>	<p><b>Activities/Handouts:</b></p> <ul style="list-style-type: none"> <li>• Lemonade Day planning packet</li> <li>• <a href="#">LD Business Plan</a></li> <li>• <i>Parent Letter</i></li> <li>• Parent Permission Form</li> <li>• Cameras</li> </ul>		<p>Instructional Strategies: <a href="#">Lemonade Day</a></p>
<p><b>Guest Speaker Resources</b> Examples of questions to share with students as prepare for guest speakers, note-taking resource, and organizer for guest speaker information.</p>	<p><b>Activities/Handouts:</b></p> <ul style="list-style-type: none"> <li>• Possible Guest Speaker Questions</li> <li>• Student Answer Sheet for Guest Speaker Questions</li> <li>• Guest Speaker Information</li> </ul>		
<p><b>Sources &amp; Resources</b> Listing of Books &amp; Articles, DVDs, Movies, Funding, Testing, Web, Other Resources</p>			<p><b>Web Resources:</b> <a href="#">Web Resources</a></p>
<p><b>Supplemental Resources</b> Suggestions for students to access programs outside the classroom, i.e., high ability programs for advanced students</p>			
<p><b>Supplemental Materials</b> Listing of resources referenced at the end of each lesson</p>			

<b>Lesson Idea Guide</b>			
<b>Lesson Description</b>	<b>Materials Needed</b>	<b>Assessments</b>	<b><i>Education For Careers Toolbox</i></b>
<p><b>EverFi (Online)</b> Students expand their knowledge of personal finances through nine (9) financial literacy modules. This Internet-based program may be utilized if the instructor has completed the required training.</p>	<p>EverFi</p>		<p>EverFi <a href="#">Overview</a> <a href="#">Quick Start Guide</a></p>

**Lesson Title:** Who Are You?

**Career Cluster:** All

**Foundation Knowledge and Skills:** Employability, Career Development and Communication

**Career Concepts:** Personal Development

**Summary:** The teacher and students build relationships, learn why it is important to know your peers, and enhance their communication and presentation skills.

**Course Objectives**

11. a. Learn the soft skills that are important for success in the workplace.
12. a. Identify soft skills that the individual currently possesses and the skills that need to be improved
12. b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace.

**Lesson Objectives - Students will:**

- Learn about their classmates;
- Develop communication skills;
- Develop presentation skills.

**Time:** One-50 minute class period

**Required Materials:** Deck of cards, *WHO ARE YOU? Pair & Share Activity* sheet (following this lesson), Pen or pencil

**Optional Resources:** Birthday poster (see *Birthday Poster Graphics* following this lesson-recognize students on their birthday)

**Guest Presenters:** NA

**Content and Teaching Strategies:**

**Anticipatory Set**

Ask several students to volunteer to tell about one of the other students in the class. Point out the fact that even though they know them or they may be familiar with them, they do not always know everything about them. Have them identify why it is important for teachers and students to know about each other.

**Lesson Components:**

- 1) Preparing for the lesson:
  - a. After determining the number of students in the class, match up two playing cards from each suit (example: two jacks) until you have enough cards for each student.
  - b. As students enter the classroom, have them choose a playing card from a basket. As they ask what the card is for, tell them that they will find out soon.

- 2) Introducing the lesson:
  - a. Ask a few students to volunteer to tell about another student in the class that they know.
  - b. Ask students why it is important for the teacher and them to know the people around them (teachers need to know their students so that they can help them, realize others have common interests, important to develop contacts, etc.).
  - c. Discuss the importance of participating in class or why they need to get used to speaking in front of others (develop important skills necessary for the workplace).
- 3) Administering the activity (Pairing):
  - a. Disseminate the WHO ARE YOU? Pair & Share Activity sheet to students.
  - b. Review directions, procedures and the rubric.
  - c. Have students spend about 5 minutes interviewing each other. You can set a timer for approximately 2 ½ minutes to inform students when they should complete their interview and let the other person interview them.
  - d. If there is an uneven number of students present, the teacher should pair up with a student or put three students in a group. If there is an even number of students, they should introduce themselves using the Pair & Share format.
- 4) Presenting the activity (Sharing):
  - a. Demonstrate proper presentation techniques.
  - b. Have students present their partner to the class while standing at the front of the room using proper presentation techniques.
  - c. Ensure that they understand that you will be grading their presentation.
  - d. If students are hesitant about presenting in front of the class, allow them to present from their desks. Explain that part of the course is learning how to communicate in front of groups and encourage them to set a goal that by the end of the course they are presenting in front of the class.
- 5) Optional Activity:
  - a. Recognize students on their birthday.
  - b. Use the birthday graphics to print out a place for students to sign names for each month.
  - c. Glue the months and Birthdays star on a poster or put on a bulletin board.
  - d. Have students write their partner's name & birth date on the Birthday poster.



### **Lesson Closure**

- Have students turn in their sheets so that you are able to grade the content portion of this activity.
- Provide students with an overview of desired course outcomes for the course (preparing for their futures by exploring post-secondary options and developing skills and documents that will help them become successfully employed).

**Foundation Knowledge and Skills Connection:** The components of this lesson emphasize **Employability, Career Development and Communication.**

Choose one of the following activities to help students connect the lesson with their own development of FKS:

- If using journals as part of the course, students can write a journal entry, reflecting on the activity and their perception of it. Students can evaluate themselves and whether or not they see the need to develop their soft skills.
- If using a blog, students can submit their responses in this format for the next day's bell ringer.



**Formative Assessment**

- The Pair & Share Activity sheet will be assessed for completion along with their presentation.
- When grading the presentations, be flexible since this may be the first time they present in a class.

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Name: \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

**WHO ARE YOU? Pair & Share Activity**

- 1) Find your matching card.
- 2) Pair off & interview your partner.
- 3) Find out their:
  - a. Full name:
  - b. Birth date:
  - c. Favorite subject:
  - d. Interests/Hobbies:
  - e. Current/previous job (or how they spend their time outside of school):
  - f. School or other activities:
  - g. Plans after high school:
  - h. Career they plan to pursue:
  - i. Other interesting information:
- 4) Share your partner's information with the class.
- 5) Write your partner's name & birth date on the Birthday Poster.

FYI (How You Will be Graded for This Activity)

*Who Are You? Rubric*

Activity	0	1-4	5-8	9	Points
Content: All information provided above					
Presentation: Appropriately presented					
Total Points (18 possible points)					

Birthday Poster Graphics



**JANUARY**

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**Lesson Title:** Know Where YOU are Going So YOU Know How to Get There

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Career Development, Problem Solving, Critical Thinking

**Career Concepts:** Career Exploration

**Summary:** Students **assess** themselves, **examine** the importance to set goals and **identify** the steps to take to accomplish their goals..

**Course Objectives:**

- 6. e. Analyze findings regarding researching career options and develop a career plan
- 12. a. Identify soft skills that the individual currently possesses and the skills that need to be improved
- 12. b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

**Lesson Objectives - Students will:**

- Develop a personal mission statement to guide them as they set career goals
- Illustrate their personal mission statement using new technology
- Identify steps they will take to reach their goals and accomplish their mission statement
- Illustrate their steps using new technology
- Present their mission statement and steps for reaching their goals

**Time:** Six 50 minute class periods

**Required Materials:**

- 1) *Know Where YOU Are Going* PowerPoint, *Mission Statement* PowerPoint, <http://Animoto.com>, Mission Statement/Animoto directions & rubric (following this lesson)
- 2) *Steps to Reach My Goal Lesson* (following this lesson); *Goal Lesson* PowerPoint; "Monty's Essay: F or A+" from *Monday Morning Messages*; "Trip down river, La. moved Lincoln" article; *Penny Facts* PowerPoint; Career Ladder, <http://prezi.com> & *Learning Prezi* directions & *Career Ladder Checklist* (following this lesson)
  - If teachers do not have access to *Monday Morning Messages*, find another inspirational story related to setting goals.

**Optional Resources:**

- [MS Commitment Shell](#)
- *The Seven Habits of Highly Effective Teens* by Sean Covey
- *The Six Most Important Decisions You'll Ever Make* by Sean Covey
- *Monday Morning Messages* by Tom Carr, M.S.
- Websites related to Abraham Lincoln for *Steps to Reach My Goal* lesson ([www.historyplace.com/lincoln](http://www.historyplace.com/lincoln), [www.alincoln-library.com/lincoln-memorial.shtml](http://www.alincoln-library.com/lincoln-memorial.shtml), <http://showcase.netins.net/web/creative/lincoln/education/failures.htm>, [www.usmint.gov/mint\\_programs/lincolnRedesign/](http://www.usmint.gov/mint_programs/lincolnRedesign/))

- “My Goal” Penny (current year pennies & coin holder)
- Guest Speaker evaluation (following this lesson); share the results with the class and speaker.

**Guest Presenters** (optional):

- Invite a community member to speak on the importance of setting goals, the purpose of mission statements, and assisting with the Steps to Reach My Goals lesson presentation.
- Speakers should be knowledgeable about setting goals and discuss mission statements.
- Suggestions for speakers: Retired educator, community person, personnel/human resources personnel, etc.
- Speakers should be sent *Guest Speaker Information*.
- Optional activity: Videotape the guest presenters, with permission, to use throughout the year.
- Evaluation: Students should complete an evaluation regarding the project; share results with the speaker

**Content and Teaching Strategies:**

**Anticipatory Set**

Have students discuss their plans for pursuing the career they identified in the *Who Are You?* an activity in the previous lesson. Tell students that you are going to help them determine what steps they should take to accomplish their career plans. Present the [Know Where You Are Going](#) PowerPoint and YouTube clip from *Alice In Wonderland*. Stress the fact that they must know where they are going so they have direction and know how they will get there.

**Lesson Components**

- 1) Discuss the importance of knowing themselves and what they stand for—their values and beliefs
  - a. Present the [Mission Statement](#) PowerPoint.
  - b. Have the book *The Seven Habits of Highly Effective Teens* on hand for students to view and/or use.
  - c. Focus on the second habit which is *Begin with the end in mind (defining your mission and goals in life)*.
  - d. The students will write a personal mission statement then illustrate their mission using <http://animoto.com>.
  - e. The teacher should complete a video on their mission statement and show it to the class as an example. (see <http://animoto.com/play/MN5INHgENpuqotgJnalbf> for an example of a mission statement video in Animoto).
  - f. Encourage students to make a commitment to follow their mission statement and use it as a guide as they prepare for their futures.
  - g. If students have not turned in complete Parent Waivers, they can input their mission statement into a PowerPoint
  - h. As an optional activity, students can rotate to a computer and input their mission statements into one Microsoft Publisher document (refer to [MS Commitment Shell](#) in Education for Careers Toolbox column in Lesson Idea Guide). Post this document in the classroom.



- i. The students can write their commitment into the shell document if computers are not accessible.
  - 2) Discuss why it is important to set goals for pursuing their career and identify the steps it will take to accomplish those goals.
    - a. Teacher will present the lesson (or solicit assistance from a guest presenter) on Steps to Reach My Goal lesson (following this lesson), the [Goal Lesson](#) PowerPoint; refer to the *Trip Down River...* article following this lesson.
    - b. Students will complete the ladder exercise.
    - c. Students will input the steps from their ladder exercise into a Prezi using <http://prezi.com> (refer to the *Learning Prezi* directions following this lesson).
    - d. The teacher should complete a presentation using Prezi and show it to the students as an example (see Steps to Reach My Goal at <http://prezi.com/70godzyonuyf/about-me/>
    - e. Using Prezi can be challenging at first. Let the students know this and encourage them to take their time and be patient. Remind them that they are learning a new online program which can be added to their resume as they improve their technology skills.
    - f. Microsoft PowerPoint can also be used to complete the *Steps* activity.
    - g. If computers are not accessible, students should complete their ladder on paper and place those ladders in their portfolio.
- 3) Students will present mission statements and steps they will take to reach their goals.
  - a. Present Mission Statement videos prepared on <http://animoto.com>.
  - b. Present Steps to Reach My Goals prepared on <http://prezi.com>.
  - c. Students can present this information orally.
- 4) Students evaluate the project using the form following this lesson.



### **Lesson Closure**

Provide students with an overview of desired course outcomes. Students will talk about the importance of developing a mission statement, setting goals, and determining how they will reach these goals using their mission statement to guide them. They will realize that they are building their employability skills by enhancing communication and presentation skills, focusing on developing career opportunities, and enjoying interactive, innovative class sessions.

### **Foundation Knowledge and Skills Connection:**

The components of this lesson emphasize **Career Development, Information Technology Application and Communication.**

- Complete a bell ringer/blog which provides the students' opinions and evaluation of the project.
- Bell ringer/blog question should relate to the lesson and connect with student's development of FKS.



### **Formative Assessment**

- Students should turn in completed Mission Statement rubrics for grading of project and presentation.
- Students should turn in Steps to Reach My Goals rubrics for grading of project and presentation.

*Know Where YOU Are Going...* (Microsoft PowerPoint),

*Mission Statement* (Microsoft PowerPoint),

*Goal Lesson* (Microsoft PowerPoint)

*Penny Facts* (Microsoft PowerPoint)

&

*MS Commitment Shell* (MS Word)

**Refer to the *Education for Careers* Toolbox column in Lesson Idea  
Guide**

Using Animoto

Page 1 of 1

Mission Statement/Animoto  
Directions & Rubric

1. Go to animoto.com.
2. Sign up using your school-approved email address and your school server password.
3. Use the *lite Plan* (free; lets students create a 30 second video).
4. Write the website address and your login information in your planner; also write it on your Mission Statement rubric.

To Create Your Mission Statement Video

- Log into Animoto.com
  - Click *Create Video*
  - Select *Video Style*
  - Click *Make a 30 second video for free*

Pictures & Text – Step 1:

- Click *Upload from your computer*
  - Upload all of your Jpeg files
  - Click *Add text* to include the mission statement wording within the video
- Click *Done*

Music – Step 2

- Click *Select from our selection*
- Using headphones, select music to accompany your pictures
- Select the genre
- Click *Play* to listen to the music
- Click *Select* to insert the music you selected into your video

Step 3:

- Click *Continue*
- Title your video First name last initial Mission Statement (example: ChrisK Mission Statement)
- Click *Create Video*
- Animoto will create your video & then email it to your gaggle or personal email
- Your final video must be emailed to the teacher, insert email address \_\_\_\_\_

Text – If Animoto will not allow a user to add all the text that was written, text can be added by:

- Typing the mission statement in sections within Microsoft Word
- Each section should be a separate document & the wording should take up most of the page
- Saving each section's document as a jpeg file (depending on the version of Word you are using, you may have to save it as a PDF then a jpeg) & uploading the file into the Animoto video

Student Name: \_\_\_\_\_ Hour \_\_\_\_ Date \_\_\_\_\_

Website Address: \_\_\_\_\_ Username: \_\_\_\_\_ Password: \_\_\_\_\_

**Mission Statement Rubric**

	0	1	2	3	Points
Content					
At least 2 statements					
Correct Spelling					
Name Included					
Pictures Represent MS					
Music Represents MS					
Emailed as Directed					
Completed by Due Date					
Rubric Completed					
Rubric Turned In					
Total Points (30 possible points)					

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Steps to Reach My Goal Lesson

**Monday Morning Messages: Stories to Motivate and Inspire Young People**

by Tom Carr, M.S., L.P.C.

Lesson developed by Maureen Malone, Retired Elementary School Teacher

“Monty’s Essay: F or A+”

*Message: Set goals and go for them. Don’t listen to others who tell you that you can’t reach your goals.*

Materials: Pennies in coin holder, copies of story, copies of ladder, penny PowerPoint, lesson PowerPoint

1. Introduction
2. Prior to reading (students have copies), instruct students to determine the focus of the selection. Then select volunteers to read paragraphs of story (pp. 85-86). Discuss and write message on board.
3. Have students look at their penny and discuss the purpose of the penny. (Abraham Lincoln’s goal: “My paramount objective in this struggle is to save the Union, and is not either to save or destroy slavery.”) According to Historian Charles Elliott, “Lincoln understood the importance of Louisiana and the Mississippi River to the future of the United States and also influenced him when he was faced with the question of what to do about secession. As a practical matter he saw the need to take Louisiana back into the union. That played a more important role in Lincoln’s decision about war than viewing the slave markets in New Orleans.” Refer to the newspaper article (“Trip down river, La. Moved Lincoln”). Go over his successes as well as his failures and the fact that he never gave up—he persevered.
4. Using ladder drawn on board, *discuss* Lincoln’s goal and steps he determined necessary to achieve goal. Ask for a volunteer to state career goal s/he hopes to achieve as an adult and write that goal on the top of the ladder. Have that student write it on the board. Engage other students to state what steps would be necessary to achieve that goal and write each suggestion on the rungs. Make sure the students understand the purpose of the story and penny.
5. Students will use their copy of the ladder and complete the sheet in class or for homework. Remind them that they may change their goal in the future, but the process is the same. (Refer to a change in one of your goals, especially an example related to your career.)
6. Wrap-up. Have students write the following at the top of the coin holder, full name, “My Goal Penny,” EFC and year. (Example: ZHS EFC 2010-2011) Tell them to keep their penny to remind them of the importance of setting goals and the steps they need to take to accomplish their career goal(s). Present the PowerPoint on the penny.

## **Trip down river, Louisiana moved Lincoln**

Slave pens an influence



ADVOCATE PHOTO BY CASEY ANDERSON

Historian Charles Elliott speaks about Abraham Lincoln's first trip to New Orleans at age 19 on a Mississippi River flatboat. Elliott lectured on 'Lincoln's Louisiana Connection' Wednesday at SLU's library in connection with a visiting Lincoln exhibit. Michael Ralph, of New York University, presents the second of six lectures, 'Abraham Lincoln and the Value of Human Life,' at 2 p.m. Wednesday in the library.

By **BOB ANDERSON**, *Advocate Florida parishes bureau*, Published: Feb 20, 2011 - Page: 4B

As a teenager, Abraham Lincoln built and floated a flatboat down the Mississippi River to New Orleans, encountering bandits, navigational hazards and slave markets.

The trip left him with more than just a physical scar, said Charles Elliott, a historian at Southeastern Louisiana University.

That and a subsequent flatboat voyage to Louisiana had influences on the young Lincoln that years later probably affected the conduct of the Civil War, said Elliott, adding that those effects may not be what people might expect.

In the first of a series of lectures on Lincoln in connection with a traveling exhibit at SLU, Elliott invited his listeners to view Lincoln "as a flesh-and-blood man," not the icon he has become.

As a prelude to his conclusions, Elliott told his audience the story of Lincoln's Louisiana experiences:

In April 1828, Lincoln, 19, helped build a 40-foot flatboat in Indiana, and then set off with another young man for an "excellent adventure."

It took them and their cargo a week to reach the Ohio River, where they caught the spring flood that carried them on to the Mississippi River and ultimately New Orleans.

They navigated dangerous confluences, sunken trees and other snags as the muddy water took them south.

Lincoln's companion, Allen Gentry, had made the trip before and provided the brains of the voyage, while Lincoln provided the brawn and the entertainment, Elliott said. During their trip, Lincoln sang, told stories, and quoted poetry and Shakespeare.

After days of floating past forests and bluffs, they reached Vicksburg. It was the first spot on their trip that offered "wine, women and song," though the prices would have swallowed anything they made on trade, Elliott said.

Next they came to Natchez, and then Louisiana, where "they had to keep their wits as they reached the split of the Mississippi and Atchafalaya rivers."

From there they were carried by the current past Old River and False River on the west bank and Bayou Sara and St. Francisville on the east bank. Regular settlements began to appear.

At Baton Rouge, they found a fortified city with its "impressive landing on the last high ground."

Cotton gave way to “side-by-side sugar plantations” and what was the “most cultivated, most populated, most prosperous 100-mile stretch of any American river,” Elliott said.

“The boys would linger and trade here, stopping at plantation landings, bartering their frontier corn and hog-meat and upriver food for local sugar,” which could be sold in New Orleans. “It was sugar and colonial history that made Louisiana, distinctive, exotic.”

While tied up for a night, possibly in the area of Houmas House or Convent, the two flatboaters were attacked by a gang of seven men armed with hickory clubs.

Lincoln and his companion fought them off, but suffered wounds, with “Lincoln taking a head-pounding that left a scar to his dying day,” Elliott said.

Gentry bluffed a warning, “We’ve got guns,” and the pair managed to shove their flatboat off from the bank and escape.

“Beaten and bloodied, Lincoln and Gentry continued their trip downriver. They began to pass sawmills, sugar refineries, distilleries, soap factories, candle factories and warehouses,” Elliott said. They finally reached the lights of New Orleans, paid their \$6 in “levee dues” and docked “amid a great mass of vessels at a landing just upstream of the city. They nestled among everything from ocean-going ships to boats powered by paddles or poles.”

It was “an unusual place where the boats floated off the levee-landing and above the city’s street levels,” Elliot said. “Haggling was brisk, but there was always a market for what the American West brought downriver.”

New Orleanians referred to the people who came downriver as “pukes, mudheads and corn-crackers,” Elliott said.

“After selling off their cargo, the boys disassembled and sold off the very wood of the flatboat,” and then probably “gawked if not partook in the passing parade of Babylon-on-the Mississippi.”

With a population of more than 46,000 at the time, New Orleans was the fifth-largest city in the nation.

“These frontier farm boys were probably, by turns, attracted and repulsed by what they saw, Elliott said. “The colorful, cosmopolitan, world-class city was decidedly French ... and deliciously Creole,” with exotic foods ranging from pineapples to gumbo.

“New Orleans was also the largest, busiest and most lucrative slave market in North America and everybody went to the various exchanges to watch the human trafficking,” the historian said, likening the situation to not being able to look away from a horrible wreck.

“All his life, Lincoln remembered the disturbing and pervasive sadness of the slave pen and auction houses in New Orleans,” Elliott said.

With cargoes sold, “the two Hoosiers went back home by steamboat.” Lincoln’s “horizons and mind had been greatly expanded by his experience.”

In 1831, Lincoln helped to build an 80-foot flatboat and again went downriver to New Orleans. This time he carried live hogs instead of smoked ones.

And this time it was the city’s “railroad mania,” that attracted Lincoln, who later would become a railroad lawyer and advocate of a transcontinental railroad system.

Lincoln's first-hand understanding of geography helped him as commander-in-chief of Union forces during the Civil War, Elliott asserted.

"Lincoln knew of the complications of river travel." He also knew first-hand of places like New Orleans, Baton Rouge, Port Hudson and Vicksburg, the historian said.

"These were more than places on a map: He had seen them," Elliott said, "and understood the difficulties inherent to their interconnected locations."

Lincoln's understanding of the importance of Louisiana and the Mississippi River to the future of the United States also influenced him when he was faced with the question of what to do about secession, Elliott said.

As a practical matter, he saw the need to take Louisiana back into the union. That, Elliott maintains, played a more important role in Lincoln's decision about war than viewing the slave markets in New Orleans.

"We tend to fabricate the Civil War as a crusade for emancipation," but that was not Lincoln's motive, Elliott said.

Among other documents, Elliott quoted from an 1862 letter in which Lincoln wrote: "My paramount objective in this struggle is to save the Union, and is not either to save or destroy slavery."

Geography, including his Louisiana experiences, led Lincoln to a decision to go to war, Elliott believes.

The next in the six scheduled Lincoln lectures will be presented at 2 p.m. Wednesday in the SLU library by Michael Ralph, of New York University, who speaks on "Abraham Lincoln and the Value of Human Life."

Four additional lectures will follow before the touring exhibit at the library ends on March 24.

# Steps to Reach My Goals

Name:

Hour:

Date:

A large blue ladder graphic with 12 horizontal rungs, intended for writing steps to reach goals. The rungs are evenly spaced and extend from the left and right sides of the ladder's frame.

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## Learning Prezi

**Signing Up** (for students who have submitted *Parent Waivers*; students who have not turned in Parent Waivers must do a PowerPoint for their Career Ladder project):

1. Go to Prezi.com
2. Select *Sign up*
3. Click *Go* on *Student/Teacher Licenses*
4. Under *EduJoy*, click *Get*
5. Type your Gaggle email in the box, then click *Continue*
6. Fill in the *School or University details*, click *I confirm that...*, then click *Continue*
7. Open your Gaggle email and click on the link to complete the process.

Creating a Prezi:

1. Click *Create a New Prezi*
2. To add text, double click anywhere on the canvas to get a text box
3. Click in the text box, type your name, then click *OK*
4. Click somewhere else, type your school, then click *OK*
5. Click somewhere else, type your year of graduation, then click *OK*
6. Click somewhere else, type your chosen career, then click *OK*
7. Transformation Zebra:
  - a. Click once to get the *Transformation Zebra* (allows you to do different things with your text/to manipulate your text)
  - b. Click the *Zebra* once then click *Delete* to delete the text
  - c. In the upper corner, click *Undo* if you change your mind
  - d. Click and hold the middle of the *Zebra* to drag text where you want it to go
  - e. Hold the outer ring & turn to rotate the text
  - f. Hold the inner ring to make the text smaller or larger
  - g. Click the "+" sign allows you other options of what you can do
8. Upper right corner:
  - a. At the upper right corner, click *Save* at any time to save your prezi
  - b. Click *Exit* to exit your prezi
  - c. *Undo* will undo what you just did
9. Prezi Bubble Menu (key to all functions for editing your prezi):
  - a. To add a background
    - i. Click on *Color* on the Bubble Menu
    - ii. Select a color
  - b. To add an image
    - i. Click *Insert & Load File*
    - ii. It takes you to all your files & folders
    - iii. Select an image & select *Open* (uploads image to your prezi canvass; images for a particular project should be saved in a folder named whatever the project is)
    - iv. Move the image wherever you want it on your canvass by click once to get the Zebra; click on the inner ring to make the image smaller, outer ring to rotate image, etc.
  - c. Adding videos
    - i. Go to video (we will try to make a School Tube video)

- ii. Select & copy the URL of the video
- iii. Go back to your prezi & double click to open a text box
- iv. Paste in the URL in the text box, then click *OK*
- v. Use the Zebra to move, rotate, etc. your video
- d. Connecting items
  - i. Connect different objects by adding a *Path*
  - ii. On the Bubble Menu is *Path*
  - iii. Click *Add a Path*
  - iv. Select the order in which you want the objects to appear in your prezi
  - v. Click the title first (a “1” appears)
  - vi. To change the order, hold the number bubble & drag it outside the prezi (renumbers objects)
  - vii. To add an object back into the *Path*, grab a bubble between two numbers & drag it to the object
- e. Presenting your Prezi
  - i. Go back to the Bubble Menu & click the middle
  - ii. Click *Show*
  - iii. Use keys at the lower right to go through your presentation
  - iv. Hold the *Back button* down until you get the *U-turn* symbol (this takes you to the first element in your prezi)
  - v. Click *Next* (the right arrow) to go through the different elements of the prezi
  - vi. Use the *Zoom In* & *Zoom Out* buttons to address audience questions or click on an object to zoom into it, use the mouse to pan across the canvass
  - vii. When done presenting, scroll back to the menu & click *Exit* to go back to the main page

To Avoiding Excessive Panning, group & layer items that are related

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Student Name: \_\_\_\_\_ Hour \_\_\_\_\_ Due Date: \_\_\_\_\_

### ***Career Ladder Checklist – Prezi/PowerPoint***

#### Opening/Slide 1

\_\_\_\_ Student name included

\_\_\_\_ Career Goal identified

#### Step 1/Slide 2

\_\_\_\_ Step included

\_\_\_\_ Picture/clip art included

#### Step 2/Slide 3

\_\_\_\_ Step included

\_\_\_\_ Picture/clip art included

#### Step 3/Slide 4

\_\_\_\_ Step included

\_\_\_\_ Picture/clip art included

#### Step 4/Slide 5

\_\_\_\_ Step included

\_\_\_\_ Picture/clip art included

#### Step 5/Slide 6

\_\_\_\_ Step included

\_\_\_\_ Picture/clip art included

#### Other

\_\_\_\_ Music

\_\_\_\_ Grouping & Layering/Transitioning & Timing

\_\_\_\_ Spelling

\_\_\_\_ Grammar

\_\_\_\_ Creative

\_\_\_\_ Saved as directed

\_\_\_\_ Uploaded as directed

\_\_\_\_ Checklist heading completed

\_\_\_\_ Checklist turned in

\_\_\_\_ Total (42 possible points)

Name (not required): \_\_\_\_\_ Hour: \_\_\_\_\_ Date: \_\_\_\_\_

### Teacher or Guest Speaker Evaluation

What was the purpose of the lesson/presentation?

Did you enjoy reading the story *Monty's Essay: For A+?* YES NO

What was your favorite activity for this project? (indicate below)

Story

Steps to Reaching My Goal (ladder)

My "Goal" Penny & Facts/Information

A. Lincoln Facts/Information

Did the activities help you understand & appreciate the story? YES NO

Did the activities help you understand & appreciate the purpose of the lesson? YES NO

Would you like to participate in other activities like this? YES NO

Comments:

**Lesson Title:** U-101: Post-Secondary Education Options

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Systems, Teamwork, Problem Solving, Critical Thinking, Information Technology Application & Communication

**Career Concepts:** Post-Secondary Options

**Summary:** Students research various post-secondary and employment options.

**Course Objectives:**

1. a. Identify post-secondary school options including universities, colleges, community colleges, technical colleges, apprenticeships, internships, work-study programs, etc.
1. b. Identify resources that will provide information regarding post-secondary school options including websites, the Louisiana Career Planning Guide, etc.
1. c. Research the entrance requirements of post-secondary school options, more specifically academic requirements, comparing the requirements to their high school transcript, and developing an action plan to improve discrepancies that would prevent entrance
1. d. Learn the entrance requirements of post-secondary school options including the ACT and SAT exams, and understanding the preparation and practice required, taking the initial exam and retesting, and the scoring
1. e. Learn the entrance requirements of post-secondary school options including apprenticeships, internships, and work-study programs, and developing an action plan to improve discrepancies that would prevent entrance
1. f. Understand the application process of post-secondary education options and complete applications
1. g. Begin developing a portfolio of information related to post-secondary education options and useful for employment purposes
1. h. Select a post-secondary option of interest to the student to research
1. i. Prepare a presentation to share information with all students enrolled in the course by utilizing appropriate technology
1. j. Complete applications for the postsecondary option selected and submit applications to the teacher (11<sup>th</sup> grade students) or the selected school or organization (12<sup>th</sup> grade students)

**Lesson Objectives- Students will:**

- Learn the characteristics of the various post-secondary educational institutions & programs
- Research information about these institutions & programs
- Present the information to the class
- Begin developing a personal portfolio

**Time:** Ten-50 minute class periods

**Required Materials:** [PEO](#) PowerPoint, Schools List (following this lesson), Computers, Internet, software programs, *University, College & Community College Form* and *Technical College Form* (following this lesson), *Personal Portfolios* lesson (refer to the Additional Lessons & Resources section for this lesson)

**Optional Resources:** LouisianaConnect, Student Reflection

**Guest Presenters:** (optional)

- Invite a local speaker or panel of speakers (preferably from a variety of schools & organizations) to speak on their respective programs.
- Speakers should be knowledgeable about post-secondary education opportunities.
- Speakers should be able to discuss the difference between the various options.
- Suggestions for speakers: Representatives from local universities, colleges, community colleges, technical colleges, apprenticeship/internship/work-study programs.
- Speakers should be sent *Guest Speaker Information* found in the supporting document section.
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

**Content and Teaching Strategies:**

### ***Anticipatory Set***

Discuss with the students their plans after high school graduation. Tell them that the high school years are considered secondary education and after high school it is called post-secondary. Help them understand how important it is that they learn about schools or programs that they are considering.

### ***Lesson Components***

1. Present the [PEO](#) PowerPoint.
  - a. Have students take notes if you plan to quiz or test them on the information presented.
  - b. Encourage the students to ask questions throughout the presentation.
  - b. Have a discussion with students about the importance of thinking about their options after high school.
2. Have students select an option to research.
  - a. Have students identify which option they plan to pursue or identify the option in a bell ringer or on the class blog.
  - b. Assign an option to each student or let students decide which option to research using the *Schools List*.
  - c. For options that are not selected or if more than one student plans to pursue the same option:
    - i. Ask students to volunteer (or assign students) to research an option even though they do not plan to pursue that option.
    - ii. Help students understand that it is important for as many options as possible be researched so that all students can learn about as many options available to them as possible.
    - iii. Provide extra points to students who research an option that has not been selected (even if they do not plan to pursue that option).
  - d. Research the selected school and input the information into the *Universities, Colleges, & Community Colleges Form* or *Technical Colleges Form*.

- e. Schedule time for the computer lab to conduct Internet research, check out books from the library, assign students to conduct research at home if computers are available, etc.; the teacher may have to print information from the Internet for student use if no computers are accessible.
  - f. Input the information found during research into a presentation program such as Microsoft PowerPoint if available; students not using computers can prepare note cards for presentation purposes.
3. Develop portfolios & presentations
- a. Describe what a portfolio is & stress the reasons & importance of portfolios.
  - b. Review the procedures for portfolios (using *Portfolio Directions* in the portfolio lesson).
  - c. Review the procedures for presenting information found during research.
  - d. Students prepare to present research findings and deliver presentations.
  - e. Students should put copies of their presentations and findings in their portfolio.
4. The Application Process
- a. Students should complete the application process by printing & completing the required documents & the application for the school they plan to attend.
  - b. If more than one student wants to pursue the same option, have the students work together to complete the application process.
  - c. Copies of the complete application should be included in the students' portfolios.
  - d. Twelfth grade students should mail their applications if they want to apply to their particular school.
5. Optional Activity: College Night
- a. A culminating activity for the Post-Secondary Education section of the curriculum can be hosting a college night if your school currently does not host such activity.
  - b. This activity can be held after the remaining sections of Post-Secondary Education (Financial Planning For Your Future & Other Financial Assistance Options) are covered.
6. Optional Activity: Brochure
- a. Students create a PEO document.
  - b. Input information found during research into this document.
  - c. Save as first name last initial PEO Brochure (example: ChrisK PEO Brochure).
  - d. Upload brochure into Moodle, email to teacher, etc.



### Lesson Closure

To close this lesson, have students evaluate the lesson and projects using the Student Reflection. Share the results with the class.

**Foundation Knowledge and Skills Connection:** The components of this lesson emphasize **Systems, Teamwork, Problem Solving, Critical Thinking, Information Technology Application & Communication.**

Discuss how the activity (ies) connects the lesson to their development of FKS:

- Brainstorming
- Bell ringers
- Blogging



**Formative Assessment**

The project and the presentation should be assessed using the rubrics provided. Students may also use their class blog or notebook/journal to write a reaction about what they have learned.

*PEO (Microsoft PowerPoint),*

**Refer to *Education for Careers* Toolbox column in Lesson Idea Guide**

**Post-Secondary Schools**  
**U-101**

Select a postsecondary school to research. Write the website of your school on your Directions sheet to find the information about the school you selected. Areas to begin research on the websites include: *About us, Prospective/Future Students, Academics, Admissions, Student Life*

*Source: Adapted from College Project developed by A. Lavigne, Zachary High School*

Postsecondary School	Student Name
1. Acadiana Technical College Acadian Campus <a href="http://greateracadianaregion.net/edu/AboutRegion4/Locations/AcadianCampus/tabid/67/Default.aspx">http://greateracadianaregion.net/edu/AboutRegion4/Locations/AcadianCampus/tabid/67/Default.aspx</a>	
2. Acadiana Technical College C.B. Coreil Campus <a href="http://greateracadianaregion.net/edu/AboutRegion4/Locations/CBCoreilCampus/tabid/68/Default.aspx">http://greateracadianaregion.net/edu/AboutRegion4/Locations/CBCoreilCampus/tabid/68/Default.aspx</a>	
3. Acadiana Technical College Evangeline Campus <a href="http://greateracadianaregion.net/edu/AboutRegion4/Locations/EvangelineCampus/tabid/69/Default.aspx">http://greateracadianaregion.net/edu/AboutRegion4/Locations/EvangelineCampus/tabid/69/Default.aspx</a>	
4. Acadiana Technical College Gulf Area Campus <a href="http://greateracadianaregion.net/edu/AboutRegion4/Locations/GulfAreaCampus/tabid/70/Default.aspx">http://greateracadianaregion.net/edu/AboutRegion4/Locations/GulfAreaCampus/tabid/70/Default.aspx</a>	
5. Acadiana Technical College Lafayette Campus <a href="http://greateracadianaregion.net/edu/AboutRegion4/Locations/LafayetteCampus/tabid/71/Default.aspx">http://greateracadianaregion.net/edu/AboutRegion4/Locations/LafayetteCampus/tabid/71/Default.aspx</a>	
6. Acadiana Technical College Teche Area Campus <a href="http://greateracadianaregion.net/edu/AboutRegion4/Locations/TecheAreaCampus/tabid/73/Default.aspx">http://greateracadianaregion.net/edu/AboutRegion4/Locations/TecheAreaCampus/tabid/73/Default.aspx</a>	
7. Acadiana Technical College T.H. Harris Campus <a href="http://greateracadianaregion.net/edu/AboutRegion4/Locations/THHarrisCampus/tabid/74/Default.aspx">http://greateracadianaregion.net/edu/AboutRegion4/Locations/THHarrisCampus/tabid/74/Default.aspx</a>	
8. Baton Rouge Community College <a href="http://www.mybrcc.edu">www.mybrcc.edu</a>	
9. Bossier Parish Community College <a href="http://www.bpcc.edu">www.bpcc.edu</a>	
10. Capital Area Technical College Baton Rouge Campus <a href="http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=394">http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=394</a>	
11. Capital Area Technical College Correctional Center Programs <a href="http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=571">http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=571</a>	
12. Capital Area Technical College Folkes Branch Campus <a href="http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=396">http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=396</a>	

13. Capital Area Technical College Jumonville Branch Campus <a href="http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=397">http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=397</a>	
14. Capital Area Technical College Port Allen Campus <a href="http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=400">http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=400</a>	
15. Capital Area Technical College Westside Branch Campus <a href="http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=398">http://www.catc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=398</a>	
16. Centenary College of Louisiana <a href="http://www.centenary.edu">www.centenary.edu</a>	
17. Central Louisiana Technical College Alexandria Campus <a href="http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=56">http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=56</a>	
18. Central Louisiana Technical College Huey P. Long Campus <a href="http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=52">http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=52</a>	
19. Central Louisiana Technical College Lamar Salter Campus <a href="http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=58">http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=58</a>	
20. Central Louisiana Technical College Morgan Smith Campus <a href="http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=59">http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=59</a>	
21. Central Louisiana Technical College Oakdale Campus <a href="http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=51">http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=51</a>	
22. Central Louisiana Technical College Shelby M. Jackson Campus <a href="http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=53">http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=53</a>	
23. Central Louisiana Technical College Ward H. Nash Avoyelles Campus <a href="http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=57">http://www.cltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=57</a>	
24. Delgado Community College <a href="http://www.dcc.edu">www.dcc.edu</a>	
25. Dillard University <a href="http://www.dillard.edu">www.dillard.edu</a>	
26. Elaine P. Nunez Community College <a href="http://www.nunez.edu">www.nunez.edu</a>	
27. Evangel Christian University of America <a href="http://www.ecua.edu">www.ecua.edu</a>	
28. Grambling State University <a href="http://www.gram.edu">www.gram.edu</a>	

29. L.E. Fletcher Technical Community College <a href="http://www.ftcc.edu">www.ftcc.edu</a>	
30. Louisiana Baptist University <a href="http://www.ldu.edu">www.ldu.edu</a>	
31. Louisiana College <a href="http://www.lacollege.edu">www.lacollege.edu</a>	
32. Louisiana Delta Community College <a href="http://www.ladelta.cc.la.us">www.ladelta.cc.la.us</a>	
33. Louisiana State University and A & M College <a href="http://www.lsu.edu">www.lsu.edu</a>	
34. Louisiana State University – Alexandria <a href="http://www.lsua.edu">www.lsua.edu</a>	
35. Louisiana State University - Eunice <a href="http://www.lsure.edu">www.lsure.edu</a>	
36. Louisiana State University – Shreveport <a href="http://www.lsus.edu">www.lsus.edu</a>	
37. Loyola University New Orleans <a href="http://www.loyno.edu">www.loyno.edu</a>	
38. Louisiana Tech University <a href="http://www.latech.edu">www.latech.edu</a>	
39. McNeese State University <a href="http://mcneese.edu">http://mcneese.edu</a>	
40. Metropolitan Community College	
41. New Orleans Baptist Theological Seminary <a href="http://www.nobts.edu">www.nobts.edu</a>	
42. Nicholls State University <a href="http://www.nicholls.edu">www.nicholls.edu</a>	
43. Northeast Louisiana Technical College Bastrop Campus <a href="http://myneltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=86">http://myneltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=86</a>	
44. Northeast Louisiana Technical College Delta Ouachita Campus <a href="http://www.myneltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=84">http://www.myneltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=84</a>	
45. Northeast Louisiana Technical College North Central-Farmerville Campus <a href="http://www.myneltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=88">http://www.myneltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=88</a>	
46. Northeast Louisiana Technical College Northeast Campus <a href="http://www.myneltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=87">http://www.myneltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=87</a>	
47. Northeast Louisiana Technical College Ruston Campus <a href="http://www.myneltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=85">http://www.myneltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=85</a>	

48. Northshore Technical College Florida Parishes Campus <a href="http://www.northshorecollege.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=55">http://www.northshorecollege.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=55</a>	
49. Northshore Technical College Hammond Area Branch Campus <a href="http://www.northshorecollege.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=56">http://www.northshorecollege.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=56</a>	
50. North Shore Technical College Sullivan Main Campus <a href="http://www.northshorecollege.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=53">http://www.northshorecollege.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=53</a>	
51. Northwestern State University <a href="http://www.nsula.edu">www.nsula.edu</a>	
52. Northwest Louisiana Technical College Mansfield Branch <a href="http://www.nwltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=135">http://www.nwltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=135</a>	
53. Northwest Louisiana Technical College Minden Main Campus <a href="http://www.nwltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=55">http://www.nwltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=55</a>	
54. Northwest Louisiana Technical College Natchitoches Branch <a href="http://www.nwltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=54">http://www.nwltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=54</a>	
55. Northwest Louisiana Technical College Sabine Valley Branch <a href="http://www.nwltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=56">http://www.nwltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=56</a>	
56. Northwest Louisiana Technical College Shreveport Branch <a href="http://www.nwltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;nid=158&amp;pnid=153&amp;pid=319">http://www.nwltc.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;nid=158&amp;pnid=153&amp;pid=319</a>	
57. Our Lady of Holy Cross College <a href="http://www.olhcc.edu">www.olhcc.edu</a>	
58. Our Lady of the Lake College <a href="http://www.ololcollege.edu">www.ololcollege.edu</a>	
59. River Parishes Community College <a href="http://www.rpcc.edu">www.rpcc.edu</a>	
60. Saint Joseph Abbey Seminary College <a href="http://www.sjasc.edu">www.sjasc.edu</a>	
61. Southeastern Louisiana University <a href="http://www.selu.edu">www.selu.edu</a>	
62. Southern University & A&M College <a href="http://www.subr.edu">www.subr.edu</a>	
63. Southern University – New Orleans <a href="http://www.suno.edu/">http://www.suno.edu/</a>	

64. Southern University – Shreveport <a href="http://web.susla.edu/Pages/SUSLAhome.aspx">http://web.susla.edu/Pages/SUSLAhome.aspx</a>	
65. South Louisiana Community College <a href="http://www.slcc.edu">www.slcc.edu</a>	
66. South Central Louisiana Technical College Galliano Service Center <a href="http://www.scl.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=88">http://www.scl.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=88</a>	
67. South Central Louisiana Technical College Lafourche Campus <a href="http://www.scl.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=88">http://www.scl.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=88</a>	
68. South Central Louisiana Technical College Marine Extension <a href="http://www.coastguardtraining.com/marine.htm">http://www.coastguardtraining.com/marine.htm</a>	
69. South Central Louisiana Technical College River Parishes Campus <a href="http://www.scl.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=89">http://www.scl.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=89</a>	
70. South Central Louisiana Technical College Young Memorial Campus <a href="http://www.scl.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=87">http://www.scl.edu/index.cfm?md=pagebuilder&amp;tmp=home&amp;pid=87</a>	
71. Southwest University <a href="http://www.southwest.edu">www.southwest.edu</a>	
72. SOWELA Technical Community College <a href="http://www.sowela.edu">www.sowela.edu</a>	
73. Troy University <a href="http://www.troy.edu">www.troy.edu</a>	
74. Tulane University <a href="http://tulane.edu">http://tulane.edu</a>	
75. University of Louisiana Lafayette <a href="http://www.ull.edu">www.ull.edu</a>	
76. University of Louisiana Monroe <a href="http://www.ulm.edu">www.ulm.edu</a>	
77. University of New Orleans <a href="http://www.uno.edu">www.uno.edu</a>	
78. Xavier University <a href="http://www.xula.edu">www.xula.edu</a>	
79. Other Postsecondary School <i>Requires approval from the teacher</i>	
80. Other Postsecondary School <i>Requires approval from the teacher</i>	
81. Other Postsecondary School <i>Requires approval from the teacher</i>	

82. Other Postsecondary School <i>Requires approval from the teacher</i>	
83. Apprenticeship Program	
84. Apprenticeship Program	
85. Internship Program	
86. Internship Program	
87. Work-Study Program	
88. Work-Study Program	

Name \_\_\_\_\_ EFC Hour \_\_\_\_\_ School Website: \_\_\_\_\_

*Post-Secondary Education Options*

*Source: Adapted from College Project developed by A. Lavigne, Zachary High School*

## University, College & Community College Form

Directions:

1. Write your school's website in the blank above.
2. Create a *Post-Secondary Ed Options* folder in your *Projects* folder.
3. Go to the school's website to find the information listed below.
4. Write the information on this sheet.
5. Find nine (9) pictures on the school's website that represents the information below and save them in your *Post-Secondary Ed Options* folder.
6. Create a? to inform your classmates about a postsecondary school using the directions provided.
7. Save your project as First name Last initial PO (example: ChrisK PO1)

When Finished:

8. Email your project to \_\_\_\_\_ --
9. Complete the heading above and put this sheet in the class basket.

\_\_\_\_\_ 1 – Your name – 2 pts

\_\_\_\_\_ 2 - School Name & Picture of Mascot (or school logo if no mascot identified) – 2 pts

\_\_\_\_\_ 3 – Location (City, State) - 2 pts

\_\_\_\_\_ 4 – Three (3) Historical Facts about the School – 6 pts

\_\_\_\_\_ Historical fact about the school:

\_\_\_\_\_ Historical fact about the school:

\_\_\_\_\_ Historical fact about the school:

\_\_\_\_\_ 5 - Academics (Undergraduate-Bachelor's of Science in \_\_\_\_ or Bachelor's of Arts in \_\_\_\_ ) - 6 pts

Three (3) degree programs offered at this school that you would like to explore. *Example:*  
*Bachelor's of Arts in Zoology*

\_\_\_\_\_ Degree Program:

\_\_\_\_\_ Degree Program:

\_\_\_\_\_ Degree Program:

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\_\_\_\_\_ 6 - Admission requirements (Undergraduate) - 6 pts

\_\_\_\_\_ ACT & SAT Test Score Requirement (as of Fall 2010):

\_\_\_\_\_ GPA requirement:

\_\_\_\_\_ Application fee:

\_\_\_\_\_ 7 - College Expenses (Undergraduate Student for 12 hours credit) - 12 pts

*(Resident of State/In State Student)*

\_\_\_\_\_ Undergraduate tuition:

\_\_\_\_\_ + Room and Board (Living on Campus; if more than one option, select one):

\_\_\_\_\_ = Total Budget:

*(Non-Resident of State/ Out of State Student)*

\_\_\_\_\_ Undergraduate tuition

\_\_\_\_\_ + Room and Board (Living on Campus; if more than one option, select one)

\_\_\_\_\_ = Total Budget

\_\_\_\_\_ 8 – Three (3) Extracurricular Activities that the school offers that you would be interested in participating in: (clubs, organizations, sororities/fraternities, official school athletics, intramural-recreational sports) - 6pts

\_\_\_\_\_ Organization/Activity:

\_\_\_\_\_ Organization/Activity:

\_\_\_\_\_ Organization/Activity:

\_\_\_\_\_ 9 - (After Completing Research) Statement of Interest - 4 pts

\_\_\_\_\_ One complete sentence stating whether or not you plan to apply to this school your senior year and why. **MUST BE A VALID REASON TO GET CREDIT**

*Example: My senior year I plan to apply to this school because it has a great biology program that will help me get into medical school.*

*Example: My senior year I don't plan on applying to this school because it does not have a soccer team and I want to pursue a career as a professional soccer player.*

Sub Total (Information/Photo Story): \_\_\_\_\_/46 pts  
Research Sheet Completed & Turned In: \_\_\_\_\_/10 pts.  
Project Saved & Emailed as Directed: \_\_\_\_\_/4 pts  
Energy & Enthusiasm in Presenting: \_\_\_\_\_/10 pts.

Total: \_\_\_\_\_/70 pts.

Name \_\_\_\_\_ EFC Hour \_\_\_\_\_ School Website: \_\_\_\_\_

*Post-Secondary Education Options*

*Source: Adapted from College Project developed by A. Lavigne, Zachary High School*

## Technical College Form

Directions:

10. Write your school's website in the blank above.
11. Create a *Postsecondary Options* folder in your *Projects* folder.
12. Go to the school's website to find the information listed below.
13. Write the information on this sheet.
14. Find nine (9) pictures on the school's website that represents the information below and save them in your *Postsecondary Options* folder.
15. Create a? to inform your classmates about a postsecondary school using the directions provided.
16. Save project as First name Last initial PO (example: ChrisK PO2)

When Finished:

17. Email your project to your teacher at \_\_\_\_\_
18. Complete the heading above and put this sheet in the class basket.

\_\_\_\_\_ 1 – Your name – 2 pts

\_\_\_\_\_ 2 - School Name & Picture of Mascot (or school logo if no mascot identified) – 2 pts

\_\_\_\_\_ 3 – Location (City, State) - 2 pts

\_\_\_\_\_ 4 – Three (3) Facts about the School – 6 pts

\_\_\_\_\_ Fact 1:

\_\_\_\_\_ Fact 2:

\_\_\_\_\_ Fact 3:

\_\_\_\_\_ 5 - Academics (Associate Degree in \_\_\_\_\_) - 6 pts

Three (3) degree programs offered at this school that you would like to explore. *Example:*  
*Associate Degree in Culinary Arts*

\_\_\_\_\_ Degree Program:

\_\_\_\_\_ Degree Program:

\_\_\_\_\_ Degree Program:

\_\_\_\_ 6 - Admission requirements (If there are no specific requirements, indicate so) - 6 pts

\_\_\_\_ ACT & SAT Test Score Requirement (as of Fall 2010):

\_\_\_\_ GPA requirement:

\_\_\_\_ Application fee:

\_\_\_\_ 7 – Technical College Expenses (12 hours credit) - ? pts

\_\_\_\_ Tuition:

\_\_\_\_ 8 – Three (3) Extracurricular Activities that the school offers that you would be interested in participating in: (clubs, organizations, intramural-recreational sports, etc.) - 6pts

\_\_\_\_ Organization/Activity:

\_\_\_\_ Organization/Activity:

\_\_\_\_ Organization/Activity:

\_\_\_\_ 9 - (After Completing Research) Statement of Interest - 4 pts

\_\_\_\_ One complete sentence stating whether or not you plan to apply to this school your senior year and why. **MUST BE A VALID REASON TO GET CREDIT**

*Example: My senior year I plan to apply to this school because it has a great biology program that will help me get into medical school.*

*Example: My senior year I don't plan on applying to this school because it does not have a soccer team and I want to pursue a career as a professional soccer player.*

Sub Total (Information/Photo Story): \_\_\_\_/46 pts  
Research Sheet Completed & Turned In: \_\_\_\_/10 pts.  
Photo Story Saved & Emailed as Directed: \_\_\_\_/4 pts  
Energy & Enthusiasm in Presenting: \_\_\_\_/10 pts.  
Total: \_\_\_\_/70 pts.

**Lesson Title:** Financial Planning for Your Future: Know YOUR Options

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Systems, Problem Solving, Critical Thinking, Information Technology Application & Legal Responsibilities

**Career Concepts:** Personal Finance

**Summary:** Students explore the various options available to fund pursuing post-secondary options

**Course Objectives**

2. a. Identify financial aid options including scholarships, grants, loans, and work-study programs available for students to pursue postsecondary education
2. b. Identify resources that will provide information regarding financial aid for post-secondary school options including websites, the Louisiana Career Planning Guide, etc.
2. c. Use available resources to research financial aid options including scholarships, grants, loans and work-study programs
2. d. Identify the steps to apply for financial aid including scholarships, grants, loans and work-study programs
2. e. Explain the financial aid process and complete financial aid forms and accompanying required documents such as essays, (research other requirements for scholarships)
2. f. Select financial aid options for which the student is eligible and complete paperwork
2. g. Apply for financial aid by completing and submitting the required documentation to the teacher (11<sup>th</sup> grade students) or required organization (12<sup>th</sup> grade students)
2. h. Develop personal portfolios by including information obtained regarding financial aid

**Lesson Objectives - Students will:**

- Research scholarships, grants, loans and work-study programs
- Select three scholarships to pursue
- Select two other financial aid options to pursue
- Complete the application process for the scholarships & other options
- Optional activity: Participate in hosting Financial Aid Options Night

**Time:** Ten-50 minute class periods

**Required Materials:** [FAO](#) PowerPoint, *Project Scholarship Directions & Rubric* & *Project \$\$\$ Directions & Rubric* (following this lesson), *Scholarship List* (refer to list created in Louisiana Connect) Computers, Internet, Portfolio

**Optional Resources:** *Sample Financial Aid Night Agenda* (following this lesson), In-House Scholarships sheet (check with counselors and Louisiana Connect for district/school specific scholarships); [Financial Aid Frequently Asked Questions](#).

**Guest Presenters (Optional):**

- Invite a local speaker or panel of speakers (preferably from a variety of organizations that provide financial aid for post-secondary education) to speak on their respective programs

- Speakers should be knowledgeable about financial aid for post-secondary education.
- Speakers should be able to discuss the difference between the various options.
- Suggestions for speakers: School Counselors, representatives from local credit unions/banks, organizations & governmental agencies that provide financial assistance.
- Speakers should be sent [Guest Speaker Information](#) from resources beginning on page 144.
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

### Content and Teaching Strategies

#### **Anticipatory Set**

Ask students if they have thought about how they will pay for the post-secondary education option they plan to pursue. Brainstorm ideas. Tell them that in this lesson, they will discover opportunities that will help them pay for their desired postsecondary education option.

#### **Lesson Components**

1. Present Financial Aid information.
  - a. Check with the school's Guidance Office to determine what financial aid information they have; work with the counselors to obtain copies of information on file.
  - b. Share [FAQ](#) PowerPoint presentation (refer to Education for Careers Toolbox column in Lesson Idea Guide Column).
  - c. Ask the Guidance Office how financial aid information is disseminated to the students.
  - d. Determine if the school's Guidance Office sponsors a program to provide information about obtaining financial for education after high school.
  - e. If such a program is currently offered, determine how the students can participate and support the program.
  - f. If this type of program is not offered, develop a committee of students in the class to plan the program including soliciting the counselors' assistance.
2. Research scholarships.
  - a. Disseminate [Scholarship List](#) (refer to Supplemental Materials section-only the first page is printed/included in this section - & complete list in folder) to students.
  - b. Students identify which scholarships are appropriate for them to apply to considering the post-secondary school they plan to attend, the career they plan to pursue and scholarships that are designed for postsecondary schools located in their area of the state.
  - c. Students use Google Docs (PowerPoint) to input the scholarship information into one document using the *Project Scholarship Directions & Rubric* following this lesson; if a limited number of computers are available, students should rotate to the available to computer to input information; students who have access to computers at home can complete the activity for homework; check on the availability of computers in the Library Media Center before and after school.
  - d. Another option for presenting information is for students to prepare a display or bulletin board with note cards of scholarship information.
  - e. Students present the information for all students to become familiar with available scholarships and identify scholarships they should pursue.
  - f. Students select 3 or more scholarships, complete the application process (12<sup>th</sup> graders submit applications), and insert scholarship applications into their personal portfolio.



- g. This information will be disseminated/presented at the Financial Aid program.
3. Research Loans, Grants & Work-Study Programs.
  - a. Review the slides of the [FAO](#) PowerPoint that provides information about these programs.
  - b. Assign students to research the various programs.
  - c. Students use PowerPoint to input the scholarship information into one document using the *Project \$\$\$ Directions & Rubric* following this lesson; if a limited number of computers are available, students should rotate to the available to computer to input information; students who have access to computers at home can complete the activity for homework; check on the availability of computers in the Library Media Center before and after school; students can plan and prepare a flyer with scholarships that apply to their geographic area only by working in groups and rotating to a computer.
  - d. Another option for presenting information is for students to prepare a display or bulletin board with note cards of loan, grant & work-study program information. 
  - e. Students present the information for all students to become familiar with programs that provide financial aid.
  - f. Students select 2 or more loans, grants &/or work-study programs, complete the application process (12<sup>th</sup> graders submit applications), and insert applications into their personal portfolio.
  - g. This information will be disseminated/presented at the Financial Aid program.
4. Present & utilize findings.
  - a. Students deliver presentations to the class.
  - b. Students determine which options pertain to them personally.
  - c. Eleventh grade students complete applications; 12<sup>th</sup> grade students complete and submit applications.
  - d. Students insert applications into personal portfolios.
5. Optional Activities:
  - a. Teacher and students plan Financial Aid Night; class works with the Guidance Office to develop program; class hosts program in collaboration with the Guidance Office; information researched in the Post-Secondary Education Options lessons can also be presented at the program.
  - b. Review the [Financial Aid Frequently Asked Questions](#)

**Lesson Closure**

Remind students that they should check websites for up-to-date listings of scholarships, loans, grants, and work-study programs.

**Foundation Knowledge and Skills Connection:**

The components of this lesson emphasize **Systems, Problem Solving, Critical Thinking, Information Technology Application & Legal Responsibilities.**

Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Bell ringer
- Blog
- Notebook/Journal



**Formative Assessment**

Students' research and presentation should be evaluated according to the checklist provided.

---

Name: \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

**PROJECT SCHOLARSHIP**

*Directions & Rubric*

1. Use the scholarship information disseminated by the teacher to identify scholarships that apply to your location (paying close attention to scholarships that are designed for postsecondary schools located in their area of the state).
2. Determine the Who? What? When? Where? & How? of the scholarships you selected.
3. Input the information into Google Docs (PowerPoint) using the rubric provided as a guide.
4. Include a clip art/picture/logo related to the selected scholarship, if available (if none is available, use a clip art related to finance).
5. Save as the PowerPoint as Scholarship Project.
6. Present the information gathered so that all students have access and can identify scholarships to pursue.
7. Select 3 or more scholarships to apply for, complete the application process (12<sup>th</sup> graders submit applications), and insert scholarship applications into your personal portfolio.
8. This information will be disseminated/presented at the Financial Aid program.
9. Complete the rubric heading & turn in.

SCHOLARSHIP #1

Name of Scholarship: \_\_\_\_\_

Description: \_\_\_\_\_

\_\_\_\_\_

Amount: \_\_\_\_\_

Criteria/Eligibility: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Due Date: \_\_\_\_\_

Contact Information: \_\_\_\_\_

---

SCHOLARSHIP #2

Name of Scholarship: \_\_\_\_\_

Description: \_\_\_\_\_

\_\_\_\_\_

Amount: \_\_\_\_\_

Criteria/Eligibility: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Due Date: \_\_\_\_\_

Contact Information: \_\_\_\_\_

SCHOLARSHIP #3

Name of Scholarship: \_\_\_\_\_

Description: \_\_\_\_\_

\_\_\_\_\_

Amount: \_\_\_\_\_

Criteria/Eligibility: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Due Date: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

**PROJECT SCHOLARSHIP**

Grading Rubric

	<b>0-1</b>	<b>2-3</b>	<b>4-5</b>	<b>Score</b>
<b>SCHOLARSHIP #1</b>				
Title of Scholarship	Not included	Partially included	Complete title included	
Description	Inadequately covered	Partially covered	Covered thoroughly	
Amount	Not included	Partially included	All amount information included	
Criteria/Eligibility	Inadequately covered	Partially covered	Covered thoroughly	
Due Date	Inadequately covered	Partially covered	Covered thoroughly	
Contact Information	Inadequately covered	Partially covered	Covered thoroughly	
<b>SCHOLARSHIP #2</b>				
Name of Scholarship	Not included	Partially included	Complete title included	
Description	Inadequately covered	Partially covered	Covered thoroughly	
Amount	Not included	Partially included	All amount information included	
Criteria/Eligibility	Inadequately covered	Partially covered	Covered thoroughly	
Due Date	Inadequately covered	Partially covered	Covered thoroughly	
Contact Information	Inadequately covered	Partially covered	Covered thoroughly	
<b>SCHOLARSHIP #3</b>				
Name of Scholarship	Not included	Partially included	Complete title included	
Description	Inadequately covered	Partially covered	Covered thoroughly	
Amount	Not included	Partially included	All amount information included	
Criteria/Eligibility	Inadequately covered	Partially covered	Covered thoroughly	
Due Date	Inadequately covered	Partially covered	Covered thoroughly	
Contact Information	Inadequately covered	Partially covered	Covered thoroughly	
<b>FORMATTING</b>				
Spelling & Grammar	Multiple errors	Minimal errors	No errors	
Clip Art	Inappropriate	Adequate	Excellent	
Total (100 possible points)				

---

Name: \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

**PROJECT \$\$\$**

*Directions & Rubric*

10. Determine the Who? What? When? Where? & How? of the financial aid programs assigned to you.
11. If using computers, input the information into a presentation program using the rubric provided as a guide; include a clip art/picture/logo related to the assigned program, if available (if none is available, use a clip art related to finance); save as the presentation as First Initial Last Name Financial Aid Project.
12. If no computers are being used, create a display.
13. Present the information gathered so that all students have access and can identify programs to pursue.
14. Select 2 or more programs to apply for, complete the application process (12<sup>th</sup> graders submit applications), and insert program applications into your personal portfolio.
15. This information will be disseminated/presented at the Financial Aid program.
16. Complete the rubric heading & turn in.

**PROGRAM #1**

Name of Program: \_\_\_\_\_

Description: \_\_\_\_\_

\_\_\_\_\_

?: \_\_\_\_\_

Criteria/Eligibility: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

?: \_\_\_\_\_

Contact Information: \_\_\_\_\_

PROGRAM #2

Name of Program: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_

?: \_\_\_\_\_

Criteria/Eligibility: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

?: \_\_\_\_\_

Contact Information: \_\_\_\_\_

PROGRAM #3

Name of Program: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_

?: \_\_\_\_\_

Criteria/Eligibility: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

?: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

**PROJECT \$\$\$**

Grading Rubric

	<b>0-1</b>	<b>2-3</b>	<b>4-5</b>	<b>Score</b>
<b>PROGRAM #1</b>				
Title of Program	Not included	Partially included	Complete title included	
Description	Inadequately covered	Partially covered	Covered thoroughly	
?	Not included	Partially included	All amount information included	
Criteria/Eligibility	Inadequately covered	Partially covered	Covered thoroughly	
?	Inadequately covered	Partially covered	Covered thoroughly	
Contact Information	Inadequately covered	Partially covered	Covered thoroughly	
<b>PROGRAM #2</b>				
Name of Program	Not included	Partially included	Complete title included	
Description	Inadequately covered	Partially covered	Covered thoroughly	
?	Not included	Partially included	All amount information included	
Criteria/Eligibility	Inadequately covered	Partially covered	Covered thoroughly	
?	Inadequately covered	Partially covered	Covered thoroughly	
Contact Information	Inadequately covered	Partially covered	Covered thoroughly	
<b>FORMATTING</b>				
Spelling & Grammar	Multiple errors	Minimal errors	No errors	
Clip Art	Inappropriate	Adequate	Excellent	
Total (70 possible points)				

**LHS FIRST ANNUAL FINANCIAL AID NIGHT**

*Agenda*

Welcome .....	Principal
Occasion .....	Assistant Principal
Guest Speaker .....	LELA Representative Baton Rouge Area Foundation
Student Reflections.....	Mary Doe & John Doe, 2010 LHS Graduates
Scholarships .....	Education for Careers I Students
“In-House” Scholarships .....	Jane Doe, School Counselor
Grants, Loan & Work-Study Programs.....	Education for Careers I Students
Scholarship Giveaway .....	Sponsored by (area businesses, graduate supply businesses, etc.)
Dinner .....	Compliments of (area restaurants, pizza, cold drinks, and cookies)
Evaluation .....	Jenny Doe, School Counselor

**EXHIBITORS**

ABC Technical College	LOFSA
LELA	XYZ Community College
DEF University	

\_\_\_\_\_ & the Education for Careers students  
*thank the presenters and exhibitors  
for their assistance and support.*

Adapted from Scholarship Night sponsored by Zachary High School & developed by Bianca Brown, Counselor.

*FAO* (MS PowerPoint),

**Located in Education for Careers Toolbox Column of Lesson Idea  
Guide**

***Scholarship List* (Partial included in Supplemental Materials section)**

**Lesson Title:** Other Financial Assistance Options

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Employability, Career Development, Problem Solving, Critical Thinking & Communication

**Career Concepts:** Personal Finance

**Summary:** Students **identify** alternative financial assistance options while pursuing post-secondary education.

**Course Objectives**

3. a. Identify resources that will provide information regarding other financial aid options for post-secondary school options including websites, the Louisiana Career Planning Guide, etc.

**Lesson Objectives - Students will:**

- identify other ways to get financial assistance while pursuing post-secondary education

**Time:** Five-50 minute class periods

**Required Materials:** [OFAO](#) PowerPoint, [Career Solutions Centers](#); WIA List (following this lesson)

**Optional Resources:** *brass* Student Program ([www.studentprogram.com](http://www.studentprogram.com)), GoVenture Education Idea Book ([www.goventure.net](http://www.goventure.net))

**Guest Presenters** (optional): NA

**Content and Teaching Strategies**

**Anticipatory Set**

Talk to students about their having other options for financial assistance while pursuing post-secondary education. Help them identify other ways to get financial assistance while pursuing post-secondary education.

**Lesson Components**

1. Present lesson.
  - a. Present OFAO PowerPoint.
  - b. Click on the various resources that are hyperlinked in the PowerPoint.
2. Conduct research.
  - a. Students contact the Office of Financial Aid at the school that they researched in the Post-Secondary Education Options unit to determine if there are any employment options through the Office of Financial Aid.
  - b. A brainstorming session should be held prior to the contact to determine the questions to ask/information wanted.
  - c. Students review the information obtained in their contact and share with the class.



3. Optional activity:
  - a. Students are assigned a different office/center for various programs covered in the PowerPoint.
  - b. Research is conducted to determine the Who? What? When? Where? and How? A brainstorming session may be required to determine exactly what information should be obtained.
  - c. Students summarize this information and present to the class.
  - d. This information is included in the Financial Aid Night program, if held.
4. Optional Activity:
  - a. Students write or call office/centers/programs and request materials be mailed to them.
  - b. This may require a review of writing letters.
  - c. Students can use the materials to construct a display for the Financial Aid Night.

***Lesson Closure***

Review the information and concepts presented in the lesson. Students place activities in portfolios.

***Foundation Knowledge and Skills Connection:***

The components of this lesson emphasize **Employability, Career Development, Problem Solving, and Critical Thinking & Communication.**

Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Bell ringer
- Blog
- Notebook/Journal



***Formative Assessment***

Activities will be assessed using the directions and rubrics provided.

Name: \_\_\_\_\_ Hour: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Financial Assistance Resources**

Rubric

	<b>0-1</b>	<b>2-3</b>	<b>4-5</b>	<b>Score</b>
Who?				
What?				
When?				
Where?				
How?				
Presentation				
Total Points (30 possible points)				

Students will develop rubric according to the information identified in the brainstorming session.

---

**WIA—One Stop Center List (prior to lesson, affirm web and physical locations)**

Everything you need to look for a job, make career choices, develop skills, or select the right school is available when you visit an LWIA20 Workforce Center. Get Information, guidance and counseling, training referrals, computer access or other services provided by our knowledgeable staff that is eager to help you succeed in achieving your goals.

**[Tangipahoa Parish Workforce Center](#)**

1745 SW Railroad Ave.  
Hammond, La 70403  
Ph. 985-345-4134  
Ph. 1-800-257-0270  
Fax: 985-542-0491  
8 a.m. - 4:30 p.m. Monday - Friday  
Contact: Belinda Cason

**[Pt. Coupee Parish Satellite Center / WIA Office](#)**

305 East Main St.  
New Roads, La. 70760  
Ph. 225-638-6852  
Fax: 225-638-4825  
8 a.m. - 4:30 p.m. Monday - Friday  
Contact: Ronald Bellezaire

**[St. Helena Parish Satellite Center / WIA](#)**

Courthouse Square Hwy 10  
Greensburg, La. 70441  
Ph. 225-222-6962  
Fax 225-222-4962  
8 a.m. - 4:30 p.m. Monday - Friday  
Contact: Janice King

**[Washington Parish Workforce Center / Job Center](#)**

438 Avenue B  
Bogalusa, La. 70427  
Ph. 985-735-2006  
Ph. 985-732-2007  
Ph. 985-732-2008  
Fax: 985-735-0934  
8a.m. - 4:30 p.m. Monday - Friday  
Contact: Tammy Crain

**[Iberville Parish Workforce Center / WIA Office](#)**

23425 Railroad Ave. Ste. 1  
Plaquemine, La. 70764  
Ph. 225-687-0969  
Fax: 225-687-9113  
8 a.m. - 4:30 p.m. Monday - Friday  
Contact: Lan D'Albor / Mary Young

**[Ascension Parish Satellite Center / WIA Office](#)**

204 Mississippi St. Ste. B  
Donaldsonville, La. 70346  
Ph. 225-437-5712  
Fax: 225-635-4529  
8 a.m. - 4:30 p.m. Monday - Friday  
Contact: Edrice Thomas / Edna Alexander

**[East and West Feliciana Parishes Satellite Center / WIA Office](#)**

5681 Commerce St  
St. Francisville, La. 70775  
Ph. 225-635-6635  
Fax: 225-635-4529  
8 a.m. - 4:30 p.m. Monday - Friday  
Contact: Greta Scales

**[Livingston Parish Workforce Center](#)**

9384 Florida Blvd, Ste. B  
Walker, La. 70785  
Ph. 225-667-1874  
Fax: 225-667-1840  
8 a.m. - 4:30 p.m. Monday - Friday  
Contact: Bryan Taylor

**[Washington Parish Workforce Center / Job Center](#)**

1827 BS. Burnside  
Gonzales, La. 70737  
Ph. 225-647-7394  
Ph. 225-644-1113  
Fax: 225-647-9350  
8 a.m. - 4:30 Monday - Friday  
Contact: Brendalen T. Scott

**[West Baton Rouge Parish Satellite Center / WIA Office](#)**

1643 Louisiana Ave.  
Port Allen, La. 70767  
Ph. 225-343-5919  
Fax: 225-387-5930  
8 a.m. - 4:30 p.m. Monday - Friday  
Contact: Joyce Hawkins

**Lesson Title:** Life in the Military: Military Opportunities as an Option

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Systems, Teamwork, Career Development, Information Technology Application, Communication

**Career Concepts:** Military Options

**Summary:** Students learn about post-secondary education options related to the military including the Coast Guard, Marine Corps, National Guard, U.S. Air Force, U.S. Army and the U.S. Navy.

This lesson will help students learn about options related to the military including the Coast Guard-

**Course Objectives:**

4. a. Understand the various military groups including Coast Guard, Marine Corps, National Guard, U.S. Air Force, U.S. Army, & U.S. Navy
4. b. Identify resources that will provide information regarding military options including websites, the Louisiana Career Planning Guide, etc.
4. c. Learn about the opportunities that the military organizations provide as an alternative to other types of post-secondary education options
5. a. Research the entrance requirements of military organizations
5. b. Understand the application process of the military
5. c. Select a military organization of interest to the student to research
5. d. Prepare a presentation on the selected military organization and present the information with all students enrolled in the course
5. e. Complete applications for the option selected and submit applications to the teacher or the military organization (interested 12<sup>th</sup> grade students)
5. f. Develop personal portfolios on information obtained on military organizations

**Lesson Objectives- Students will:**

- Work in groups to research the different military options available to them
- Present their findings to the class

**Time:** Five-50 minute class periods

**Required Materials:** [Military](#) PowerPoint, *Life in the Military Directions & Grading Rubric* (following this lesson), cooperation & teamwork information, *Evaluation Form* (following this lesson)

**Optional Resources:** DVDs related to the military, list of suggested volunteer activities (included in the PowerPoint)

**Guest Presenters:** (optional)

- Invite a local speaker or panel of speakers (preferably from a variety of branches of the military) to speak on the military options available to students.
- Speakers should be knowledgeable about military opportunities.

- Speakers should be able to discuss the difference between the different branches of the military.
- Suggestions for speakers: Representatives from the Coast Guard, Marine Corps National Guard, U.S. Air Force, U.S. Army, U.S. Navy
- Speakers should be sent *Guest Speaker Information* from resources beginning on page 144.
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

**Content and Teaching Strategies:**

**Anticipatory Set**

Ask the students if they know anyone who is in the military or if they have family members who are currently serving. Ask them to share any information they have regarding the military.



**Lesson Components**

1. Introduce the unit to the students.
  - a. Present the [Military](#) PowerPoint that introduces the various branches of the military.
  - b. Brainstorm about the types of information people should obtain to help them make an informed decision about entering the military.
  - c. During the brainstorming session, have a student write down the ideas on easel paper (or on the board).
  - d. Keep the paper/ideas posted in the classroom throughout the project.
  - e. Add some of the ideas within the project to the Directions & Rubric if these sheets have not yet been copied & disseminated.
2. Present the group project.
  - a. Assign students to groups to complete the project.
  - b. Review the concepts of cooperation and teamwork; students can brainstorm what each means, characteristics of each & make a commitment to practice/develop these traits as the work on the project; introduce these concepts at the beginning of the class in the bell ringer/blog or journal entry.
  - c. Assign a branch of the military to the groups or have students select a branch.
  - d. Go over the directions for the project and the rubric using the *Military Directions & Grading Rubric*.
  - e. Discuss in detail the assessment procedures (the group will be graded based on their level of cooperation & teamwork; individuals will be graded on completion of their selected sections of the project).
  - f. Provide time for students to ask questions about the project.
3. Students develop presentations.
  - a. Students create banners of their assigned branch of the military.
  - b. Banners can be created in Microsoft Publisher or by hand using personal drawings, pictures from magazines or military brochures, stencils, etc.
4. Students present their projects.
  - a. Groups take turns presenting their projects.
  - b. Students should keep a copy of their electronic projects on their drive of the school's server or on a flash drive and a hard copy for inclusion in their personal portfolios.



- 
5. Optional Volunteer Activity:
- Students will select a volunteer activity that supports the military.
  - Refer to the list of suggested activities in the PowerPoint.
  - The activity (is) that the students participate in should improve the students' soft skills.
  - All activities should be included in the students' resumes.



**Lesson Closure**

As a culminating activity, show students a film related to the military. Students can also complete an evaluation after explaining the importance and purpose of evaluating lessons and activities.

**Foundation Knowledge and Skills Connection:** The components of this lesson emphasize **Systems, Teamwork, Career Development, Information Technology Application & Communication.**

Discuss how the activity (ies) connects the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



**Formative Assessment**

Although students are working in groups to complete the project, parts of the assessment are scored individually. Students should also complete a project evaluation either through a Bell ringer/Blog question or the *Life in the Military Evaluation* (following this lesson).

*Military* (Microsoft PowerPoint)

**Refer to Education for Careers Toolbox column in Lesson Idea Guide**

---

Name: \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

**LIFE IN THE MILITARY**

*Directions*

1. Develop a PowerPoint of your selected military branch using Google Docs; these directions can be adapted if students create a banner.
2. One slide must include the students' names.
3. Each team member must select a section to work on; write the individual's name in the blank in each section; write Group in the blank of the sections in which the group worked together.
4. Work together to complete the remaining sections & to select pictures, clip art & music.
5. Team members must assist each other throughout the process.
6. All team members must complete & turn in the application forms stapled to this form & the checklist.
7. Include clip art & pictures related to the selected branch – one (1) per slide; one must be the logo of the branch
8. Include patriotic music such as the branch's theme song – played throughout the presentation.
9. Save as Branch Name Project (Army Project).
10. Upload to Moodle.
11. Complete the rubric heading & turn in.

Understanding the Military: \_\_\_\_\_

Mission

History

Opportunities: \_\_\_\_\_

Education Opportunities

Career Opportunities

Benefits

Eligibility/Entrance Requirements: \_\_\_\_\_

Education

Qualifications

Commitment

Application Process: Group

Required Application Documents

Required Personal Documents

Other Information

Training: \_\_\_\_\_

Types

Base Locations

Length & Format

Additional Information: \_\_\_\_\_

Other Interesting Information (not included above)

Sources: Group

List All Sources Used to Research Your Branch of the Military

Name: \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

**Life in the Military**  
Grading Rubric

Student Name/Group	Topic	0-3	4-7	8-10	Score
	Understanding the Military	Inadequately covered	Partially covered	Covered thoroughly	
	Opportunities	Inadequately covered	Partially covered	Covered thoroughly	
	Entrance Requirements	Inadequately covered	Partially covered	Covered thoroughly	
Group	Application Process	Inadequately covered	Partially covered	Covered thoroughly	
	Training	Inadequately covered	Partially covered	Covered thoroughly	
Group	Additional Information	Inadequately covered	Partially covered	Covered thoroughly	
Group	Sources	Not included	Partially included	Thoroughly included	
Group	Group Dynamics	Did not work as a team or cooperate with each other	Worked as a team & cooperated at times	Worked well as a team & cooperated with each other	
Group	Clip Art & Pictures	Inappropriate & inadequate	Somewhat appropriate & adequate	Appropriate & adequate	
Group	Music	Inappropriate	Patriotic	Branch's theme song	
Group	Creative & Professional	Not creative or professional	Somewhat creative & professional	Creative & professional	
Group	Spelling & Grammar	Too many errors	Minimal errors	No errors	
Group	Saved & Uploaded	Not saved or uploaded as directed	Saved or uploaded as directed	Saved & uploaded as directed	
Group	Research & Checklist (completed) Turned In	No work completed or turned in	Some worked completed & turned in	All work completed & turned in	
Individual	Application Forms	Not completed or turned in	Partially completed & turned in	Completed & turned in	
Total Points (120 possible points/person)					

Name \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

*LIFE IN THE MILITARY*  
Evaluation Form

Your feedback about the *Life in the Military* project is important. Please complete this form and press SUBMIT or turn it in to the teacher.

Did you enjoy the unit on *Life in the Military*? Yes No

Did you learn new information about the military by participating in this project? Yes No

Do you like working as a team to complete the project? Yes No

Did you learn how to use a new form of technology while working on this project? Yes No

Would you like to do more projects of this type? Yes No

Are you considering the military as an option after graduation? Yes No

If yes, which branch?

What suggestions do you have for future projects such as this one?

Comments:

**Lesson Title:** The ABCs & 123s of Post-Secondary Employment

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Employability, Career Development & Communication

**Career Concepts:** Career Exploration, Career Preparation

**Summary:** Students **utilize** resources to investigate career options and complete documents for employment.

**Course Objectives:**

6. a. Identify resources that will provide information regarding post-secondary employment options including websites, One-Stop Centers, the Louisiana Career Planning Guide, etc.
6. b. Utilize surveys to identify individual assets, interests, aptitudes, talents and occupational abilities to determine careers areas in which the individual may be well suited
6. c. Research career areas identified in surveys using web-based resources and the Louisiana Career Planning Guide
6. d. Utilize One Stop Centers as a resource to investigate post-secondary employment options
6. e. Analyze findings regarding researching career options and develop a career plan

**Lesson Objectives- Students will:**

- Take surveys that identify careers related to their interests, abilities & values
- Research a career
- Prepare for seeking employment

**Time:** Ten-50 minute class periods

**Required Materials:** [PostSecondary Employment](#) PowerPoint – slides 1-16 (refer to the Supplemental Materials, section & folder), *Additional Survey Directions & Results Lists* (following this lesson, Discover Your Career Personality (from the *Louisiana Career Planning Guide*), [Career Clusters Interest Survey](#) (available in the Education for Careers Toolbox column in Lesson Idea Guide, and Louisiana Integrated Skills Assessment (online at <http://www.ioscar.org/la/>))

**Optional Resources:** NA

**Guest Presenters (optional):**

- Invite a local speaker or panel of speakers (preferably from a variety of career fields) to speak on the importance of career exploration.
- Speakers should be knowledgeable about career opportunities.
- Speakers should be able to discuss the difference between jobs and careers.
- Suggestions for speakers: Extension educator, veterinarian, police officer, school board member, etc. Speakers should be sent *Guest Speaker Information* from resources beginning on page 144.
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

**Content and Teaching Strategies:**

**Anticipatory Set**

Have students to identify resources they can use when seeking employment. Also have them discuss the documents needed when looking for employment. Ask students if they know what a career center is, what IBCs are, etc. Tell them that they are about to learn the ABCs and 123s of post-secondary employment.

**Lesson Components**

1. Present information on available employment resources
  - a. Teacher will share websites, One-Stop Centers, the Louisiana Career Planning Guide, etc. with students using the [Postsecondary Employment](#) PowerPoint – slides 1-16.
  - b. Students will visit the websites to become familiar with the resources available to them.
2. Conduct career research.
  - a. Students will utilize surveys to identify individual assets, interests, aptitudes, talents and occupational abilities to determine careers areas in which the individual may be well suited.
    - i. [Discover Your Career Personality](#) (from the *Louisiana Career Planning Guide*)
    - ii. [Career Clusters Interest Survey](#) (in *Education for Careers Toolbox column in Lesson Idea Guide*)
    - iii. Louisiana Integrated Skills Assessment (online at <http://www.ioscar.org/la/>)
  - b. Students will research a career identified in surveys using web-based resources, the Louisiana Career Planning Guide, the career surveys and print resources.
  - c. Students will analyze findings regarding researching career options and develop a career plan.
  - d. Students input information into a PowerPoint presentation to share with the class so that students will learn about different careers if computers are available.
3. If computers are not available:
  - a. Obtain print resources from the school or public library; an excellent source is a set of career encyclopedias.
  - b. Students research information using the print resources & input the information in the boxes below.
  - c. Teacher and students determine how to share information: oral report, display, collage, etc.
4. Optional Activity:
  - c. Students will plan a field trip to a local career center by making all arrangements for the field trip using a Field Trip Planning guide (developed by the students with teacher input); for information to justify and plan field trips, view the *For Teachers-Pre and Post Field Trip Planning Guide* at <http://www.campsilos.org/excursions/hc/fieldtrip.htm>.



**Lesson Closure**

Students should include career research and employment documents in their personal portfolios. Encourage students to keep digital copies of all activities for use in EFC II or for use at a later date.

**Foundation Knowledge and Skills Connection:** The components of this lesson emphasize **Employability, Career Development and Communication.**

Discuss how the activity(ies) connects the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



**Formative Assessment**

Student survey results can be assessed for completion. Career research activities and employment documents should be assessed using the rubrics provided.

*Postsecondary Employment (Microsoft PowerPoint),*

*Career Clusters Interest Survey (PDF)*

&

*Discover Your Career Personality*

**Refer to the *Education for Careers* Toolbox column in Lesson Idea  
Guide**

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ADDITIONAL SURVEYS WITH DIRECTIONS FOR USING

**Discover Your Career Personality**

1. Go to pages 4-7 in the *Louisiana Career Planning Guide*.
2. Review the information on page 4.
3. Go over directions for pages 5-7.
4. Disseminate the *Career Personality Results* list for students to write their two personality types, two career clusters and two careers from each personality type on the list; students may want to change their careers after completing other assessments.
5. Number 4 on page 6 states that students are not limited to jobs within their personality; explain to the students that jobs can apply to several career clusters (examples: information technology-jobs are available in all clusters/businesses with the use of computers in all jobs/careers; art-related jobs – many clusters/businesses have their own marketing department that employ graphic designers).
6. Students will use this information to decide which career they will research.
7. If this lesson is completed early in the semester, students can complete several career research projects.
8. Students place their *Career Personality* assessment in their portfolio.
9. Q&A - discuss the results:
  - a. What results did the students get?
  - b. Do they agree with the results?
  - c. Why or why not?
  - d. How will they use these results?
  - e. Other questions?

### Career Clusters Interest Survey

1. Disseminate the *Career Clusters Interest Survey* and students complete the heading.
2. Review the directions.
3. Disseminate the *Career Clusters Interest Survey Results* list for students to write their three career clusters on the list.
4. Students use the *Louisiana Career Planning Guide* to find jobs/occupations in their three Career Clusters of interest to them; students may want to change their choices after completing other assessments.
5. Explain to the students that jobs can apply to several career clusters (examples: marketing cluster– many clusters/businesses have their own marketing departments; human services cluster – students can work as a social worker in their own practice, work for a hospital, work within a school system, etc.).
6. Students will use this information to decide which career they will research.
7. If this lesson is completed early in the semester, students can complete several career research projects.
8. Students compare the results of this survey to the *Career Personality* survey.
9. Students place their *Career Personality* assessment in their portfolio
10. Q&A - discuss & compare the results:
  - a. What results did the students get?
  - b. Do they agree with the results?
  - c. Why or why not?
  - d. How will they use these results?
  - e. How do these results compare to the results of other surveys taken?
  - f. Other questions?

**Pathway Ready Assessment (check with Guidance before accessing this resource)**

Check with your school's Guidance Department. This assessment may already have been completed and reports printed and saved in the student's Individual Graduation Plan folder.

1. Download a sample *Pathway Ready Report* to become familiar with the report that the students will receive upon completion of the assessment.
2. Q&A - discuss & compare the results:
  - a. What results did the students get?
  - b. Do they agree with the results?
  - c. Why or why not?
  - d. How will they use these results?
  - e. How do these results compare to the results of other surveys taken?
  - f. Other questions?

Because this assessment may have already been completed, a *Results* list has not been included within this document. Teachers can easily adapt any of the three *Results* lists for use to help students identify and commit to jobs/occupations that they will research.

### Louisiana Integrated Skills Assessment

1. Take the *Skills Assessment* prior to the lesson so that you can view your report and be familiar with the report that students will receive after completing the assessment.
2. Go to <http://www.ioscar.org/la/> to take the *Louisiana Integrated Skills Assessment*.
3. Review the directions.
4. Determine if the students will take the *Quick Trip* or the *Full Flight*.
5. Students print their *Louisiana Integrated Skills Assessment Work Values Report* and read the results.
6. Teacher and students review the results, paying close attention to the section titled *Not Sure You Agree With Your Results*.
7. Disseminate the *Louisiana Integrated Skills Assessment Results* list for students to write three occupations of their choice from the report; students may want to change their choices after further contemplation.
8. Explain to the students that many jobs can be found in various types of businesses (examples: landscape architect—may have their own business or may work for a number of different businesses who employ persons for landscape upkeep & development; desktop publisher – students can work for a newspaper in the Arts cluster or for a business that fits in under another cluster such as a local school system which is part of the Education cluster).
9. Students will use this information to decide which career they will research.
10. If this lesson is completed early in the semester, students can complete several career research projects.
11. Students compare the results of this survey to the *Career Personality* and/or the *Career Cluster Interest Survey*.
12. Students place their *Work Values Report* in their portfolio
13. Q&A - discuss & compare the results:
  - a. What results did the students get?
  - b. Do they agree with the results?
  - c. Why or why not?
  - d. How will they use these results?
  - e. How do these results compare to the results of other surveys taken?
  - f. Other questions?



Name: \_\_\_\_\_ Hour: \_\_\_\_\_ Date: \_\_\_\_\_ Career: \_\_\_\_\_

**EXPLORING CAREERS**

The O\*NET program is the nation’s primary source of occupational information that provides data on thousands of specific jobs, including typical tasks, knowledge/skills, work styles, and education required.

1. Select a career identified in the survey(s) you completed that matches your aptitudes, interests and abilities to suggested careers.
2. Go to <http://online.onetcenter.org>.
3. Click the Find Occupations link. In the Quick Search box, enter the career you chose and view the Details report.
4. Use the information you find at O\*NET to fill out the chart for the occupation you chose (the form MUST BE completed to get credit for this activity).
5. Input the information about your career into a PowerPoint presentation; include a slide with your name & one appropriate clip art on each slide (save as First name last name initial Arts example: ChristinaK Career).

If computers are not available:

- d. Obtain print resources from the school or public library; an excellent source is a set of career encyclopedias.
- e. Students research information using the print resources & input the information in the boxes below.
- f. Teacher and students determine how to share information: oral report, display, collage, etc.

**Career Research**

Career	
Description	
Education Requirements	
Income	
Important Skills	
High School Subjects (go to <a href="http://www.bls.gov/oco">http://www.bls.gov/oco</a> )	

**Career Research & PowerPoint Rubric**

	0	1	2	Score
Student Name Included				
Career Identified				
Description				
Education Requirements				
Income				
Important Skills				
High School Subjects				
One Clip Art Per Slide				
Correct Spelling & Grammar/Professional				
Heading Completed & Sheet/Rubric Turned In				
Total (20 possible points)				
Comments:				

**Lesson Title:** Seeking Employment

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Employability, Career Development & Communication

**Career Concepts:** Career Exploration, Career Preparation

**Summary:** Students **complete** employment applications, **write** a Letter of Application, resume, follow-up letter, and thank you letter; **develop** a list of references; and **practice** interview skills.

**Course Objectives:**

3. b. Research possible employment opportunities as a post-secondary student
3. c. Compose and complete various documents required for seeking employment
7. a. Prepare or update documents required to obtain employment including composing a resume, writing a cover letter and follow-up letter, and typing a list of references
7. b. Develop job interview skills
7. c. Learn or review completing job applications with precision and accuracy

**Lesson Objectives- Students will:**

- Complete a job application
- Compose a Letter of Application, resume, list of references & follow-up letter
- Develop interviewing skills
- Learn how to enhance & build their resumes

**Time:** Ten-50 minute class periods

**Required Materials:** [Seeking Employment](#) PowerPoint (refer to the Education for Careers Toolbox column in Lesson Idea Guide); Sample resume, references & cover/follow-up letters (following this lesson); *Job Applications*; Bell ringers

**Optional Resources:** Interview Questions/Bell ringers, [Resume Writing for Teens and Other First Time Job Hunting Tips](#)

**Guest Presenters** (optional):

- Invite a local speaker to speak on the importance of job application documents, interviewing, etc.
- Speakers should be knowledgeable about interviewing and hiring job applicants.
- Suggestions for speakers: Human resources personnel, school employees in charge of hiring
- Speakers should be sent *Guest Speaker Information* from resources beginning on page 144.
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

**Content and Teaching Strategies:**

**Anticipatory Set**

Have students to identify resources they can use when seeking employment. Also have them discuss the documents needed when looking for employment.

### Lesson Components

1. Prepare to seek employment.
  - a. The teacher will present the [Seeking Employment](#) PowerPoint (refer to the Education for Careers Toolbox column in Lesson Idea Guide).
  - b. Students will prepare or update documents required to obtain employment including composing a resume, writing a cover letter and follow-up letter, and typing a list of references using the sample documents following this lesson (examples following this lesson).
  - c. Students will learn or review completing job applications (obtain applications from local businesses, including online resources).
  - d. Students will develop job interview skills by participating in role playing by participating in and conducting job interviews utilizing interview questions used as bell ringers.
  - e. An option is to allow students to conduct some of the interviews.
  - f. Interviews can be videoed for playback and critiquing.
2. Optional Activity - Building Resumes:
  - a. Students participate in Lemonade Day as a way to build their resumes by developing their community service and volunteer efforts.
  - b. Contact Junior Achievement ([www.ja.org](http://www.ja.org)) to coordinate a job shadowing experience; this program offers multiple opportunities to enhance classroom instruction and activities including job shadowing, personal finance, success skills, etc.
  - c. Some schools have Renaissance Clubs or Interact clubs that provide community and volunteer opportunities; work with your school's advisor to get the students involved.
  - d. Students can volunteer for school activities to enhance their volunteer experience such as working at sports functions, school-sponsored programs, etc.
2. Optional Activities:
  - a. Teachers can utilize the Resume Bio-Poem activity following this lesson to assist students with composing a resume (this activity may be used in EFC II).
  - b. Prior to the interview role playing, students should watch the DVD titled *Who Would You Hire?* and complete/discuss the evaluations provided with the DVD.



### Lesson Closure

Students should include employment documents in their personal portfolios. Encourage students to keep digital copies of all activities for use in EFC II or for use at a later date.

**Foundation Knowledge and Skills Connection:** The components of this lesson emphasize **Employability, Career Development and Communication.**

Discuss how the activity(ies) connects the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



### Formative Assessment

Employment documents should be assessed using rigorous rubrics created by students.

*Seeking Employment* (Microsoft PowerPoint),

**Refer to the *Education for Careers* Toolbox column in Lesson Idea Guide**

268 Bay Drive  
Boston, MA 44409  
April 23, 2009

Mr. Adam Barkley  
Director of Human Resources  
Sun Manufacturing Company  
5055 Fourth Street  
Boston, MA 46410-0081

Dear Mr. Barkley:

Mr. Smith, Lead Counselor of the Boston High School Guidance Office, mentioned that you have several positions open for data-entry clerks. Please consider me an applicant.

You are looking for people who can keyboard and who have knowledge of word processing and spreadsheet software. As you can see from the enclosed resume, I have the skills for which you are looking:

- Keyboarding speed of 50 wpm with accuracy.
- Working knowledge of Lotus 1-2-3 and WordPerfect
- Previous experience in data entry

I would like to work for Sun Manufacturing Company and would like to discuss my qualifications with you. I am available for an interview at your convenience, and can be reached at (615) 555-3458.

Sincerely,

\_\_\_\_\_ Thomas

Enclosure

268 Bay Drive  
Boston, MA 44409  
April 13, 2006

Mr. Adam Barkley  
Director of Human Resources  
Sun Manufacturing Company  
5055 Fourth Street  
Boston, MA 46410-0081

Dear Mr. Barkley:

Thank you for the opportunity to interview with you today for the data entry clerk position. I enjoyed meeting you and learning more about Sun Manufacturing Company.

My time management and organizational skills will enable me to help your office manager with answering phones, filing, billing, and greeting customers.

Again, thank you for your time and consideration.

Sincerely,

\_\_\_\_\_ Thomas

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**Thomas**

268 Bay Drive  
Boston, MA 44409

(615) 555-3458  
pthomas@yahoo.com

**EDUCATION**

- Pershing High School – Pershing, IN
- September 2010 - present
- Expected Date of Graduation: May \_\_\_\_\_
- Took Honors English & Welding; received an A in Introduction to Business Computer Applications

**WORK EXPERIENCE**

- Cashier
- Discount-Mart - Gary, IN  
September 1992 – Present
- Responsible for balancing daily cash drawer; greeting customers, handling customer complaints, and conducting price checks.
  
- Crew Leader
- J & L Landscaping Service - Gary, IN
- June 1992 to September 1992
- Responsible for assigning crews to landscaping jobs and supervising their work.

**CLUBS AND ACTIVITIES**

- Future Business Leaders of American (FBLA) – 2010-present
  - Received 3<sup>rd</sup> Place at District V Conference in Public Speaking – March 2011
  - Attended state conference & served as Voting Delegate – April 2011
- Ping Pong – 2010-present
- Student Government Association – Secretary – 2010-2011
  - Free Dress Day Committee - Chair

**ACHIEVEMENTS AND HONORS**

- Perfect Attendance Award 3 years – 2009-present
- Business Student of the Year, 1992
- Treasurer of Business Club 2 years – 2010-present
- Volunteer of the Year Award, Gary Animal Shelter - 2010

**SPECIAL SKILLS**

- Keyboarding (50 wpm)
- Microsoft Excel, PowerPoint & Word
- Windows Movie Maker & Photo Story
- Online Programs: Animoto, Glogster & Prezi

**CERTIFICATIONS**

- EverFi Certified in Financial Literacy – Education for Careers Class, \_\_\_\_\_ High School - 2011
- Internet Computing & Core Certification (IC3) – 2011

**Thomas**

268 Bay Drive  
Boston, MA 44409  
(615) 555-3458  
pthomas@yahoo.com

*References*

Mr. John Doe  
Merit Lawn Services  
321 Merit Street  
Slaughter, LA 70771  
(225) 555-8978

Ms. Mary Stewart  
PO Box 30  
Zachary, LA 70776  
(225) 555-2312  
mstewart@gwmail.net

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Name \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

**Autobiographical Poem - DUE \_\_\_\_\_**

1. Complete the information below to write an autobiographical poem (Bio-Poem)
2. The Bio-Poem is a structured collection of details about yourself, your skills, and other pertinent information.
3. This information will be used to complete your résumé.

Line 1: Your full name (include middle name or initial):

Line 2: Resident of ... (home address: street/PO, city, state, zip code):

Line 3: Whose phone number is...:

Line 4: Whose email address is...:

Line 5: Who dreams of being a...:

Line 6: Who is a student of ... (list school name, school location, dates):

Line 7: Who has worked at ... (list places where you have worked or volunteered, location, dates):

Line 8: Who is involved in ... (list extracurricular activities, community organizations, etc.):

Line 9: Who has skills in ... (list software programs & technology, other skills, etc.):

Line 10: Who has worked with or assisted ... (list at least 2 people who would provide you with a favorable recommendation for a job):

Line 11: Your nickname:

**Lesson Title:** Employment Credentials

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Employability, Career Development & Communication

**Career Concepts:** Career Exploration, Career Preparation

**Summary:** Students **review** transcripts for requirements for high school diploma endorsements, Industry-Based Certifications (IBCs), trade certificates, and licensing.

**Course Objectives:**

7. d. Research employment credentials to determine which credentials will prepare students for post-secondary employment
7. e. Utilize various technology resources to develop skills & build resume

**Lesson Objectives- Students will:**

- Learn about credentials including diploma endorsements, IBCs, certification, licensing, etc.

**Time:** Three-50 minute class periods

**Required Materials:** [Post-Secondary Employment](#) PowerPoint – slides 17-end, Louisiana Department of Education supporting documents

**Optional Resources:** NA

**Guest Presenters:** (optional):

- Invite a local speaker to speak about credentials.
- Speakers should be knowledgeable about diploma endorsements, industry-based certifications, certifications, licensing, etc.
- Suggestions for speakers: School counselor, Assistant Principal of Curriculum & Instruction
- Speakers should be sent *Guest Speaker Information* from resources beginning on page 144.
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

**Content and Teaching Strategies:**

**Anticipatory Set**

Ask students if they know what diploma endorsements are available to them, what IBCs are, the difference between certification and licensing, etc.

**Lesson Components**

1. Present employment credentials.
  - a. Teacher will present employment credentials using the [PostSecondary Employment](#) PowerPoint slides 17-end (refer to Education for Careers Toolbox column in Lesson Idea Guide).
  - b. Show students examples of credentials: teaching certificate, [EverFi Certificate](#) from <http://everfi.net> that students receive when they are EverFi certified, diploma with academic and/or career endorsement(s), etc.

- c. Access information related to Louisiana’s dual enrollment courses at [http://www.lctcs.edu/assets/docs/WorkforceDevelopment/DualEnrollment\\_LOWres.pdf](http://www.lctcs.edu/assets/docs/WorkforceDevelopment/DualEnrollment_LOWres.pdf)
  - d. Access information related to Louisiana’s IBCs at [http://www.lctcs.edu/assets/docs/WorkforceDevelopment/IB\\_web.pdf](http://www.lctcs.edu/assets/docs/WorkforceDevelopment/IB_web.pdf); [http://www.doe.state.la.us/offices/careertech/cte\\_ibc.html](http://www.doe.state.la.us/offices/careertech/cte_ibc.html);
  - e. Refer to [CCCTC IBCs](#) (example of IBCs offered at Caddo Career Center) and to Career and Technical Education resources in the Library on the Louisiana Department of Education website [www.louisianabelieves.com](http://www.louisianabelieves.com).
2. Check with school’s Guidance Office & Career & Technical Education Department Chair.
    - a. Conduct research on which courses are offered at their school that provides opportunities for students to test and receive an Industry-Based Certification and courses that are dual enrollment.
    - b. Students develop a marketing plan to “get the word out” about the courses offered that provide opportunities to obtain IBCs and the dual enrollment courses offered; view documents such as [http://www.lctcs.edu/assets/docs/WorkforceDevelopment/DualEnrollment\\_LOWres.pdf](http://www.lctcs.edu/assets/docs/WorkforceDevelopment/DualEnrollment_LOWres.pdf) and [http://www.lctcs.edu/assets/docs/WorkforceDevelopment/IB\\_web.pdf](http://www.lctcs.edu/assets/docs/WorkforceDevelopment/IB_web.pdf).
    - c. Students write an article for submission to the school, district and/or local newspaper about students that have received IBCs and the teachers who taught the courses; students should also provide information related to the dual enrollment courses the school offers.
    - d. Assign students an IBC or dual enrollment course to research and market or write an article to publicize the opportunities the school provides.
  3. Utilize WorkKeys and KeyTrain if available at your school.
  4. Optional Activities:
    - a. Students will research and determine which credentials will prepare them for post-secondary employment.
    - b. Students will utilize various technology resources to develop skills, build resumes and pursue IBCs.

### **Lesson Closure**

Encourage students to keep digital copies of all activities for use in EFC II or for use at a later date. Printed copies should be placed in their portfolios.

**Foundation Knowledge and Skills Connection:** The components of this lesson emphasize **Employability, Career Development** and **Communication**.

Discuss how the activity(ies) connects the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



### **Formative Assessment**

Students’ marketing plan/articles can be assessed for completion using the Employment Credential Rubric provided on the next page.

Employment Credentials Rubric  
 Article or Marketing Plan

	0-3	4-6	Score
Research conducted			
Article or Marketing Effort developed			
Participation efforts			
Spelling & Grammar			
Professional			
Total Score (30 possible points)			

*EverFi Certificate* available as part of your EverFi account

**Lesson Title:** Post-Secondary Personal Finance

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Employability, Problem-Solving, Critical Thinking & Legal Responsibilities

**Career Concepts:** Personal Finance

**Summary:** In EFC I, students **examine** personal finance involving careers (i.e. how to pay for housing, transportation and other fixed expenses as well as income tax, city/parish taxes/fees, f benefits and retirement planning).

**Course Objectives:**

3. d. Understand personal finance as a post-secondary student including preparing a budget and living on a budget
3. e. Research housing options including renting and having roommates
3. f. Identify transportation options as a post-secondary student including buying a vehicle, insuring the vehicle, upkeep of the vehicle and purchasing fuel
8. a. Identify resources that will provide information regarding post-secondary personal finance including websites, the Louisiana Career Planning Guide, etc.
8. b. Understand renting property
8. c. Create a personal budget
8. d. Learn about paying utilities and other fixed expenses
8. e. Learn how to maintain bank accounts
8. f. Learn how to manage credit cards
8. g. Identify transportation options
9. a. Learn the various aspects of income including net pay, gross pay, completing W-2 forms, state and federal taxes
9. b. Understand how to use and complete state and federal forms related to filing taxes
9. c. Develop an awareness of the different benefits related to employment
9. d. Understand different options for preparing for retirement
10. a. Learn about programs that provide financial assistance including the Child Care Assistance Program and the Supplemental Nutrition Assistance Program
10. b. Identify other resources that provide assistance for dependent children

**Lesson Objectives - Students will:**

- Develop a financial plan: setting goals, budgeting
- Enhance their personal portfolios by inclusion of activities.

**Time:** Five-50 minute class periods (this unit may take more class periods depending on utilization of EverFi online financial programs and other suggested activities)

**Required Materials:** [Personal Finance](#) PowerPoint, Activities listed under Lesson Components, portfolios

**Optional Resources:** [BabyMint](#), [EverFi.net](#); brass Student Program at [www.studentprogram.com](http://www.studentprogram.com) ; *GoVenture Education IdeaBook* (obtain a copy of the idea book at [www.goventure.net](http://www.goventure.net) .

**Guest Presenter:**

- Invite a local insurance agent to speak on the purpose and importance of insurance or a bank representative to talk about financial issues.
- Speakers should be sent *Guest Speaker Information* from resources beginning on page 144.  
Optional activity: Videotape the guest presenters, with permission, to use throughout the year.

**Content and Teaching Strategies**

**Anticipatory Set**

Have students determine the difference between needs and wants. Ask them how they plan to pay for their needs and how they plan to pay for their wants. Present the first few slides of the PowerPoint to introduce the important of financial planning.

**Lesson Components**

1. Present introductory slides of the [Personal Finance](#) PowerPoint.
  - a. Discuss why it is important to become financially savvy, making decisions and developing a financial plan.
  - b. Students complete the activity of setting financial goals.
  - c. Introduce activity related to tracking spending which takes several days to complete and will be needed for the personal budget lesson.
2. Present slides related to income, paying yourself first, Forms W-4 & W-2.
  - a. Utilize Web sites that provide information on paychecks, completing forms, and Federal and state incomes taxes.
  - b. Students complete a blank Form W-4 (print form from [http://taxes.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=taxes&cdn=money&tm=70&gps=361\\_279\\_1419\\_665&f=10&su=p284.9.336.ip\\_p504.1.336.i\\_p\\_&tt=7&bt=1&bts=1&zu=http%3A//www.irs.gov/pub/irs-pdf/fw4.pdf](http://taxes.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=taxes&cdn=money&tm=70&gps=361_279_1419_665&f=10&su=p284.9.336.ip_p504.1.336.i_p_&tt=7&bt=1&bts=1&zu=http%3A//www.irs.gov/pub/irs-pdf/fw4.pdf)).
3. Present information on employee benefits and perks, personal budgets, renting, owning, transportation and insurance.
  - a. Utilize Web sites provided for additional information.
  - b. Complete activity of creating a personal budget.
4. Present financial institutions, bank accounts, saving and investing
  - a. Discuss budgeting, income from a job, expenses for needs and wants, building a budget, and pay yourself first concept (P.Y.F.).
  - b. Students complete the activity related to “Making a Commitment” to saving.
5. Present loans, credit cards, receipts, credit score, debt and retirement.
  - a. Refer to pages 36-41 of [GoVenture Education IdeaBook](#) for additional information on Consumer Protection and Financial Planning.
  - b. Students review and discuss Becoming a Millionaire by the age of 65.
6. Present support programs and invite a speaker to talk to students about financial planning.
7. Optional Activities:
  - a. Introduce personal finance using [Personal Finance slides](#)
  - b. Teacher obtains tax forms from the IRS and LA Department of Revenue (these forms can be found online); students complete a Form 1040-EZ using a scenario supplied by the teacher which includes a completed Form W-2; students can also complete the state tax form.



- c. Students complete EverFi online financial literacy program; teacher develops a plan for using EverFi in the classroom (suggested plan included in the [Personal Finance](#) PowerPoint) including a timeline, posting those who make 100 percent. Those students who complete EverFi modules (modules can be assigned to coordinate with the personal finance lessons presentations; head/earphones required); an example of an [EverFi Certificate](#) is included in EverFi account.
  - d. Contact your local Junior Achievement office for additional support and services.
8. Utilize optional resources:
- a. *brass* Student Program; sign up at [studentprogram.com](http://studentprogram.com); browse through past magazine issues, lesson plans, articles, videos/show episodes, discussion questions, activities, etc. to find information about the various topics covered in this lesson.
  - b. Utilize the *GoVenture Education IdeaBook* (obtain a copy of the idea book at [www.goventure.net](http://www.goventure.net)).



### Lesson Closure

In the class blog or bell ringer, have students identify what they learned in this lesson. Students should put graded activities in their portfolios.

### ***Foundation Knowledge and Skills Connection:***

The components of this lesson emphasize **Employability, Problem-Solving, Critical Thinking & Legal Responsibilities**.

Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Bell ringer/Blog
- Notebook/Journal



### **Formative Assessment:**

All activities should be assessed for completion. The inclusion of the activities in their portfolios will be graded when portfolios are graded.

*Personal Finance* (Microsoft PowerPoint),

**Refer to *Education for Careers* Toolbox column in Lesson Idea Guide**

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## Before You Begin

Help students develop organizational skills by having them set up an electronic filing system on the school's server to save their class activities and assignments:

- File cabinet – create a folder titled **EFC I**
- Drawer sections – create folders within the EFC I folder titled **Activities, Projects, and Portfolio**

Several electronic resources (online resources/programs) are used in these lessons. Check your school district's policies for students signing up to use online resources and email addresses.

- Many school systems use Novell server; students log in as first initial last name year of graduation and .s (example: jdoe2014.s) and the students' password is their two initials and last four digits of their social security number (example: jd####).
- Some school systems use Gaggles.net as its student email provider which is to be used when communicating with students; a Parent Waiver (check your school or district's policy & form) may be required for use of this email service; email addresses are in the following format: firstname.lastnameyearofgraduation@gaggles.net (example: jane.doe2014@gaggles.net).
- If required, have the students' parents complete a Parent Waiver that gives the students permission to use the assigned school email; check with your school or district for the policy on emails).
- Students should use this email, their server login (without the .s) and password when signing up to use online resources (examples: Gaggles email address -jane.doe2014@gaggles.net, Novell login without the .s - jdoe2014, Novell password – jd1234).
- Using the above login and password guidelines make it easier for the teacher to assist students when they cannot remember their login and/or password which occurs often.
- If parents are not required to give permission for a student to use an email address, students should select an email service and always use this email address and the same username and password when signing up to use electronic resources.
- **Students should write the online resource/program's IP address, their username and their password in their planner and notebook each time they sign up to use a new online resource even if the information is the same;** this will assist the student with logging in when they do not remember what information they used to sign up for the online program and will save the teacher a lot of time.
- **Students should write the teacher's email in their planner and notebook** since many projects may have to be emailed to the teacher. This will help the teacher if s/he can tell the students to refer to their planner or notebook when they need his/her email address.

**Lesson Title:** Bell ringers & Blogging

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Ethics, Problem Solving, Critical Thinking, Information Technology Applications & Communication

**Career Concepts:** Personal Development

**Summary:** Provides information and instructions about students using an online journaling resource to post thoughts and constructs in response to teacher postings related to the lessons presented

**Course Objectives:**

8. a. Identify soft skills that the individual currently possesses and the skills that need to be improved
8. b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

**Lesson Objectives- Students will:**

- Learn to use blogging as a source of convey ideas and information
- Develop soft skills necessary for the workplace

**Time:** Ongoing

**Required Materials:** Computer(s), class blog site, questions, [Edublogs](#) .

**Optional Resources:** NA

**Guest Presenters:** NA

**Content and Teaching Strategies:**

**Anticipatory Set**

Tell students about the class blog that has been set up and how they will utilize the blog to communicate with the teacher and with other students. Tell them about how some people make a living as a blogger, how much a person can expect to make (approximately \$24,000) and other pertinent information (“What People Earn.” Parade. March 13, 2011. p. 13. view the article at <http://www.parade.com/what-people-earn/>).

**Lesson Components**

1. Set up a class blog on one of the following sites: [www.edublogs.org](http://www.edublogs.org) , <http://wordpress.com>, [www.blogger.com](http://www.blogger.com), <http://www.livejournal.com/> (Edublogs is used in this lesson).
  - a. Follow the steps for setting up a blog including: Signing Up for Your Blog, Logging into Your Dashboard, Writing Your First Post, Editing Posts, Writing Pages, Using Your Dashboard and Writing About Your Page (develop the class blog as far as you would like to go; take small steps and develop it as you learn).



- b. Go over the purpose of using a blog, student information (including the rules/agreement for using the blog, consequences for breaking the rules, making comments, etc.) at the end of this lesson.
  2. Post your first comment.
    - a. Guide students as they respond to the post.
    - b. Direct students to respond to other students' posts.
  3. Optional activities:
    - a. If the school uses Moodle, blogging can be done using the Forum option.
    - b. Students use their notebooks for bell ringers.



**Lesson Closure**

Go over with students the purpose of using this online resource, how this activity will help them develop soft skills for the workplace, and the opportunities it can bring to their futures (career, social media, etc.).



**Foundation Knowledge and Skills Connection:**

The components of this lesson emphasize **Ethics, Problem Solving, Critical Thinking, Information Technology Applications & Communication.**

Discuss how the activity(ies) connects the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



**Formative Assessment**

The students can be assessed in relation to their postings, following guidelines, etc. using the rubric included in *Using Edublogs* (following this lesson).

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## USING EDUBLOGS

- Go to [www.edublogs.org](http://www.edublogs.org) (other blogs you can use include [www.blogger.com](http://www.blogger.com), [www.wordpress.com](http://www.wordpress.com) and [www.livejournal.com](http://www.livejournal.com)). Many resources are available including tutorials, student handouts, PDF files, etc. (ref.er to [Edublogs](#) )
- A class blog gradually introduces students to blogging and educating them on appropriate online behavior. Blogging isn't just about writing posts; it's about sharing learning and reflecting on what has been learned.
- Start initially with you being responsible for writing posts, and the students responding in comments. As students demonstrate both keenness and responsibility give them their 'blogging license' where they earn the right to write posts on the class blog and/or get their own student blog. Ultimately even if each student has their own blog it is always a good idea to have a class blog.

### Important parts of the blogging process include encouraging students to:

1. Read each other's posts.
2. Interact and comment on each other's posts by challenging each other's thoughts and views.
3. Write posts in response to each other's posts

The class blog is the central hub that connects your student blogs together; making it easier to share their learning, interact with each other and a global audience.

### Things To Consider Before Creating Your Class Blog

**Username and Display Name** - what teachers use to sign into blog dashboard; displayed on posts & comments teachers write; can't change your username but can change how [name is displayed](#); choose a username that makes it easier for others to relate to you as a real person (example, compare spwat3 with suewaters—which is easier to relate to?)

On a class blog you need to consider what an appropriate username is to use. Most don't allow students to use first and last name online so some prefer to model this by using names like Miss W or Mrs. Waters. (example: cffknight).

**Blog URL** - Keep your blog URL short, easy to remember & suitable to be reused for several years (example: cffknight.edublogs.org); can use something unique that has meaning <http://huzzah.edublogs.org>

**Blog Title** - Choose a name that reflects the purpose of class blog and students can relate to (example: [Mrs Burton's](#) blog title [Blog, blog blog blog, blog some more](#) is very clever).

**Check out other class blogs.**

**GUIDELINES**

CareerBlog is a companion website for \_\_\_\_\_'s Education for Careers classes at XYZ High School in Louisiana. This blog is designed to facilitate classroom discussion.

The members of class will be participating in a class blog for the purposes of:

- Responding to and commenting on curriculum topics as we study them
- Creating written projects/ media projects and commenting on each other's work
- Reviewing and sharing study strategies before tests and quizzes
- Practicing taking varied points of view on a topic
- Discussing current events
- Making classroom suggestions
- Creating FAQ pages on curriculum topics

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## Student Agreement

To use the blog, you must agree to the following statements.

- I will not use any curse words or inappropriate language.
- I will not use fighting words or provoke anyone.
- I will avoid the use of chat language.
- I will try to spell everything correctly.
- I will only give constructive criticism.
- I will not use my full name, or the name of my classmates.
- I will not plagiarize.

I recognize that breaking any of these rules could lead to any of the following consequences depending on severity and repetition:

- Warning & deletion of some or all of the post
- Temporary or permanent loss of blogging privileges
- Parental contact
- Referral to the school administration

Please note that all posts and comments are moderated for content before posting to the class blog.

### Consequences of Violating the Agreement

Any violation of the above terms and conditions shall make the violator subject to both immediate termination from the blog, **with all related points toward grades** and to discipline through the school code of conduct, where applicable. At the teacher's discretion, a warning may be given in the case of minor infractions.

### Rubric

Go to the next page.

**Rubric**

Category	3	2	1
<b>Content: Topic</b>	Topic is Biology-related	Topic is related to science, but not necessarily biology.	Topic does not relate to biology or science.
<b>Content: Summary</b>	Post includes a 1-2 paragraph summary of an article related to biology.	Post includes a summary less than 1-2 paragraphs.	Post does not include a summary, but includes a URL to an article.
<b>Sources</b>	Blog post includes a hyperlinked reference to the original source of your article.	Blog post includes a URL to the original source of article, no hyperlinks.	References to sources are missing.
<b>Images</b>		Post includes the URL for at least 1 image	Post does not include an image.
<b>Questions</b>		Post includes 2-3 (science-based) questions in your post.	Post does not include questions.

**“Quality Comments”**

- writing the comment like a letter (greeting, body, closing, signature)
- using correct spelling, punctuation and spacing,
- reading over the comment and editing before submitting,
- complimenting the writer in a specific way, asking a question, and/or adding new information to the post,
- writing a relevant comment that is related to the post,
- not revealing personal information in your comment.

**Teach Commenting Skills Through:**

- modeling and composing comments together on the IWB,
- teaching students about the “letter” format during writing lessons,
- giving examples of a poor/high quality comments and having students vote whether the comment should be accepted or rejected,
- having students read and comment on a post on our blog as part of a literacy rotation on the computer each week.

**Examples of the type of information that could be included:**

- Please leave a comment on our posts!!
- We ask parents who leave comments to please only use their first name if they do not wish to identify their child.
- Leaving a comment is as simple as this...
  1. Click on the heading of the post you wish to comment on or the “comment” link at the top or at the bottom of the post.

2. Scroll down until you can see the “Leave a Comment” section
3. You will be asked for your name (you can use a nickname) and email address (this is not published)
4. You will also need to write the “spam word”
5. Click “submit comment”
6. Your comment WILL NOT appear straight away. It is sent to Miss McGeady via email for checking first. If your comment is okay it will soon appear on the site!

#### **How to moderate all comments**

- To moderate and not published on the blog until approved by an administrator, change comment moderation setting in Settings > Discussion to “An administrator must always approve the comment.”

**Parent Blogging** – see the website for details

**Lesson Title:** Preparing for the Interview through Bell ringers

**Career Cluster:** All clusters

**Foundation Knowledge and Skills:** Employability, Career Development, Problem Solving, Critical Thinking & Communication

**Career Concepts:** Interview Skills

**Summary:** Daily activities to assist students with enhancing interviewing skills.

**Course Objectives**

7. g. Develop job interview skills

12. a. Identify soft skills that the individual currently possesses and the skills that need to be improved

12. b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

**Lesson Objectives - Students will:**

- Prepare for the interview as part of the process of seeking employment
- Become familiar with questions that are asked during an interview
- Prepare responses to interview questions
- Seek input from other students and the teacher in order to improve their responses
- Role play the interview process

**Time:** Daily; first 5-10 minutes of each class period

**Required Materials:** pencil/pens, notebook/Blog, interview questions displayed using PowerPoint, blog, or other resource; Websites related to interviewing; questions from Websites such as [http://www.quintcareers.com/interview\\_question\\_database/](http://www.quintcareers.com/interview_question_database/).

**Optional Resources:** *Who Would You Hire?* DVD; any DVDs related to interviewing & the job process that can be checked out from the school and/or local public library, local public library's Career Center, Louisiana Resource Center for Educators, other organizations that provide resources to educators. A good source for bell ringers that covers different topics and situations is *The Workplace Writing Journal* listed under Sources & Resources.

**Guest Presenters (optional):**

- Invite a local speaker or panel of speakers (preferably from a variety of career fields) to speak on the importance of the interview.
- Speakers should be knowledgeable about the interview process.
- Speakers should be able to discuss the difference between jobs and careers.
- Suggestions for speakers: any professional, human resources personnel, etc.
- Speakers should be sent Guest Speaker Information from resources beginning on page 144.
- Optional activity: Videotape the guest presenter(s), with permission, to use throughout the year.

**Content and Teaching Strategies:**

***Anticipatory Set***

Have students brainstorm different questions that may be asked in an interview. Have a student write the brainstorming ideas on a flipchart or board. Discuss the importance of preparing for an interview in any situation: seeking a job, applying for scholarships, applying for admission to a postsecondary school, etc. The bell ringers will help them be prepared to respond when the situation arises.



Optional Activity: Students can respond to questions by blogging; refer to the suggested blog sites in the Bell ringers & Blogging lesson; the teacher should become familiar using the site and set up the site for student use prior to using this optional activity.

***Lesson Components***

1. Discuss the importance of preparing for an interview & different types of situations when they may have to participate in an interview: job, internship, scholarship, application for admission to a postsecondary school, etc.
  - a. Display interview “Question of the Day” on the board, LCD projector/PowerPoint, class Blog, Moodle (Forum option), etc.
  - b. Students answer Question in their notebook or on the class Blog.
  - c. Have students share their responses to the question of the day with the class.
  - d. Explain that being aware of the types of questions that may be asked in an interview will assist them with being prepared.
  - e. Stress that being prepared will help them with being comfortable during interview and decreasing being nervous.
  - f. Discuss with students the importance of thinking about the steps required when seeking a job.
2. Seek input from other students.
  - a. Have students make suggestions to other students’ responses that would help the student answer the question more clearly, formally, appropriately, etc.
  - b. Students provide their opinions on what they would be looking for in an interview when asking the question of the day.



***Lesson Closure***

Remind students the procedure for assessing their completion of and participation in the daily bell ringers. Encourage students to keep a hard copy of their responses for use when preparing for future interviews.

***Foundation Knowledge and Skills Connection:***

The components of this lesson emphasize **Employability, Career Development, Problem Solving, Critical Thinking, and Communication.**

- Have students connect the lesson with their own development of FKS by writing a journal entry or blog, reflecting on one of the FKS used in this lesson.
- Students could choose a strength or weakness they wish to improve or enhance.



**Formative Assessment**

The bell ringer/blog activity can be assessed for completion:

- Students turn in journal at the end of each week for review by the teacher.
- Teacher reviews blogs to determine if students completed all assigned questions.
- Teacher determines the procedure for assessment.

**Lesson Title:** Your Life as a Graphic Designer!

**Career Cluster:** Arts, Audio-Visual Technology & Communications

**Foundation Knowledge and Skills:** Employability, Career Development, Problem Solving & Information Technology Application

**Career Concepts:** Career Exploration

**Summary:** Students role play being a Graphic Designer (i.e. design business papers to use during the semester when showing appreciation to guest speakers; complete letters of applications, etc.)

**Course Objectives:**

- 7. j. Utilize various technology resources to develop skills & build resume
- 11. a. Learn the soft skills that are important for success in the workplace

**Lesson Objectives- Students will:**

- Assume the role of a graphic designer
- Design a greeting card for class use
- Develop workplace skills by learning about a specific career & the related duties and learning/improving use of a software program

**Time:** Two-50 minute class periods

**Required Materials:** Greeting Card directions & rubric

**Optional Resources:** NA

**Guest Presenters:** NA

**Content and Teaching Strategies:**

**Anticipatory Set**

Ask the students how they feel when someone tells them thank you or shows appreciation for something they did for them. Tell them that when a guest speaker presents to the class, a business hosts a field trip, etc. the class will sign and send a "Thank You" card.

**Lesson Components**

1. Describe the career/job of Graphic Designer using the *Arts Cluster Career: Graphic Designer* handout following this lesson.
  - a. Review the directions and rubric on the handout.
  - b. Have students assume this role.
  - c. Students access the sample document from the student shared drive (S:).
  - d. Students design a card for use as needed throughout the semester.



- e. If students do not have access to computers, provide prints of the shell; students write/design the shell printout using pencils, colored pencils, magazine pictures, etc.; choose several to use throughout the semester; ask students to volunteer to input the cards into Microsoft Publisher after school in the Library Media Center or at home (provide extra credit); revise the rubric as needed.
2. Tell the students that you will grade and use the card during the semester.
    - a. Grade the cards.
    - b. When a card is needed, select a card and revise it if necessary (cards can be tailored to the purpose of its use).
    - c. Print the card, have students sign it, then deliver or mail the card (students should address the card to review letter writing skills).



### **Lesson Closure**

Remind the students that you will select cards to use during the semester. When you print a card, show the class and thank the student who designed it.

**Foundation Knowledge and Skills Connection:** The components of this lesson emphasize **Employability, Career Development, Problem Solving & Information Technology Application.**

Discuss how the activity(ies) connects the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



### **Formative Assessment**

The card should be assessed according to the rubric provided (rubrics may be revised according to the teacher's needs/personal requirements). Students may also use their student notebook or class blog to write a reaction about being a Graphic Designer and designing a greeting card.

**Arts Cluster Career: Graphic Designer**

You are a Graphic Designer at Bronco Printing Company. You will design “Thank You” greeting cards that are personal and unique using Microsoft Publisher.

A Graphic Designer is someone who specializes in graphic design which is the art or profession of visual communication that combines images, words, and ideas to convey information to an audience, especially to produce a specific effect (Source: dictionary.com)

Your class will use this card throughout the semester whenever the class needs to thank someone (field trips, guest speakers, etc.).

**Directions:**

- Go to the Student Shared Drive (S:)
- Go to \_\_\_\_\_ EFC folder
- Click on Thank You Card Examples
- Immediately save the card shell to your H: drive as ***first name last initial Card*** (Example: ChrisK Card) in your Activities folder in your EFC folder
- Design your card according to the rubric
- Upload to Moodle
- Complete the heading on your rubric and turn in the rubric for grading

**SAVE EARLY; SAVE OFTEN**

Name \_\_\_\_\_ Hour \_\_\_\_\_ Date \_\_\_\_\_

Arts, Audio-Visual Technology & Communications Cluster  
Career: Graphic Designer

Greeting Card

	0	1	2	Score
Wording (cover)				
Clip Art (at least one)				
Message (inside card)				
Back of Card (name/class information)				
Creative & Attractive				
<b>Spelling &amp; Grammar - IMPORTANT</b>				
Saved & Uploaded as directed				
Total (14 possible points)				/14

1. As a Graphic Designer, you will create a Thank You greeting card using Microsoft Publisher.
2. Include the information listed in the rubric.
3. Add a message to the inside of the card.
4. Save as first name last name initial Card (example: ChrisK Card).
5. Upload to Moodle.
6. Complete heading above and turn this rubric in for grading.

*Thank You Card*

**Refer to Microsoft Publisher, Word, or other greeting card software**

**Lesson Title:** Personal Portfolios

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Employability & Career Development

**Career Concepts:** Career Research

**Summary:** Students compile a print/online personal portfolio and use the portfolio to apply for employment and college admission as well as for real/simulated interviews.

**Course Objectives**

1. g. Begin developing a portfolio of information related to post-secondary education options and useful for employment purposes
2. h. Develop personal portfolios by including information obtained regarding financial aid
4. f. Develop personal portfolios on information obtained on military organizations
7. f. Develop personal portfolios by including information obtained for pursuing post-secondary employment.

**Lesson Objectives - Students will:**

- Prepare a personal portfolio for use in other courses and for pursuing post-secondary options in binder format.

**Time:** Ongoing

**Required Materials:** *Portfolio Directions & Portfolio Checklist* (following this lesson), One-inch 3-ring binder or efolder, sheet covers, prints of projects, flash drive

**Optional Resources:** Teacher portfolio, other portfolios

**Guest Presenters** (optional):

- Invite a local speaker (preferably someone who works in Human Resources or related departments that hire employees) to speak on the importance and use of portfolios.
- Speakers should be knowledgeable about the role of portfolios and the hiring process.
- Speakers should be sent *Guest Speaker Information* from resources beginning on page 144.
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

**Content and Teaching Strategies:**

**Anticipatory Set**

Ask the students if they know what a portfolio is. Show them a portfolio that you or another person has used when seeking employment, etc. Tell them that all of their work will be saved in a portfolio (binder & electronic) that they can use and/or refer to when applying for scholarships, seeking employment, etc. They can also use this portfolio if they will take the ***Education for Careers II*** course.

**Lesson Components**

1. Presenting the portfolio.
  - a. Students brainstorm ideas for what should be included in a portfolio and a student volunteer writes these ideas on the board.
  - b. Provide a list of the supplies needed to prepare their portfolio.
  - c. Tell them that they must save their project documents in their Portfolio; students using computers should save copies in their Portfolio folder on the school's server.
  - d. Review the procedures for assessing the portfolios.
2. Preparing the portfolio.
  - a. Students should prepare (and print) a Cover Sheet and Table of Contents for their portfolios, then place these sheets in their sheet covers.
  - b. At the end of each lesson/unit, direct the students to print a color copy of their projects as they complete them.
  - c. Students should put their completed activities in the protective sheets using the Table of Contents as a guide.
  - d. Tell students that at the end of the semester their portfolios will be turned in for assessment.
3. Assessing the portfolio.
  - a. Students will turn in their portfolios towards the end of the semester.
  - b. Teachers will assess the portfolios using the checklist.
  - c. Portfolios will be returned to the students for future use in EFC II, when seeking employment, etc.



**Lesson Closure**

Students should review ways that they will use their portfolios in the future.

**Foundation Knowledge and Skills Connection:**

The components of this lesson emphasize **Employability** and **Career Development**.

Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Bell ringer
- Blog
- Evaluation



**Formative Assessment** - The portfolios can be assessed for completion using the checklist provided in this lesson.

### Portfolio Directions

Projects and activities completed in *EFC I* will be developed into a personal portfolio for use during the senior year of high school and beyond. The components of the portfolio can be used for students enrolling in *EFC II*.

Students will need a 3-ring binder & sheet covers to develop their print portfolio; however the teacher may assist the students with developing digital portfolios as well. Upon completion of the projects, students should place activities in the sheet covers and in their portfolios; if using computers, students print a color copy of all documents and should also save a copy of all documents on a flash drive.

The portfolio can be used if enrolled in *Education for Careers II* in the future and referred to when applying for scholarships, post-secondary institutions and employment.

Components of the portfolio include:

1. Cover Sheet
2. Table of Contents
3. Post-Secondary Education Research Project & Presentation
4. Financial Aid
5. Employment documents
6. Military Options
7. Employment Documents:
  - a. Letter of Application
  - b. Résumé
  - c. List of References
  - d. Interview Q&A
  - e. Follow-up Letter
8. Personal Finance

Name: \_\_\_\_\_ Hour: \_\_\_\_\_ Date: \_\_\_\_\_

**Portfolio Checklist**

BINDER: (5 pts. Each)

- \_\_\_\_\_ Cover Sheet
- \_\_\_\_\_ Table of Contents
- \_\_\_\_\_ Post-Secondary Education Research
- \_\_\_\_\_ Financial Aid
- \_\_\_\_\_ Military Options
- \_\_\_\_\_ Employment Documents:
  - \_\_\_\_\_ Letter of Application
  - \_\_\_\_\_ Résumé
  - \_\_\_\_\_ List of References
  - \_\_\_\_\_ Interview Q&A
  - \_\_\_\_\_ Follow-up Letter
- \_\_\_\_\_ Personal Finance
- \_\_\_\_\_ Total (55 possible points)

DIGITAL: (5 pts. Each)

- \_\_\_\_\_ Cover Sheet
- \_\_\_\_\_ Table of Contents
- \_\_\_\_\_ Post-Secondary Education Research
- \_\_\_\_\_ Financial Aid
- \_\_\_\_\_ Military Options
- \_\_\_\_\_ Employment Documents:
  - \_\_\_\_\_ Letter of Application
  - \_\_\_\_\_ Résumé
  - \_\_\_\_\_ List of References
  - \_\_\_\_\_ Interview Q&A
  - \_\_\_\_\_ Follow-up Letter
- \_\_\_\_\_ Personal Finance
- \_\_\_\_\_ Total (55 possible points)

**Lesson Title:** Reinforcing the Laws of Life

**Career Cluster:** All clusters

**Foundation Knowledge and Skills:** Employability, Ethics, Career Development, Critical Thinking, Problem Solving, Legal Responsibilities, Communication and Safety, Health & Environment

**Career Concepts:** Character Development

**Summary:** Students **use** the daily activities to improve Foundation Knowledge and Skills by reflecting on the Laws of Life and their role in academic and career success: attitude, preparation, trustworthiness, honesty, integrity, punctuality, etc.

**Course Objectives**

11. a. Learn the soft skills that are important for success in the workplace
11. b. Understand the difference between soft skills and job-specific skills
12. a. Identify soft skills that the individual currently possesses and the skills that need to be improved
12. b. Enhance soft skills as a student in the **EFC** classroom in preparation of using these skills in the workplace
12. c. Perform community service as a resource for developing soft skills and job-specific skills

**Lesson Objectives - Students will:**

- Respond to questions in bell ringer or blog format to develop and enhance their character traits
- Present their responses for class discussion
- Seek input from other students and the teacher in order to improve their responses
- Role play the interview process

**Time:** Daily or Periodically; first 5-10 minutes of each class period

**Required Materials:** Pencil/pens, notebook/blog, Questions displayed using PowerPoint/blog/other resource, *Soft Skills in the Workplace* & other DVDs related to soft skills & building character, [Soft Skills](#) PowerPoint (refer to Education for Careers Toolbox column in Lesson Idea Guide), [Soft Skills Quiz](#), U.S. Department of Labor Web site

**Optional Resources:** [Laws of Life](#) posters (refer to Education for Careers Toolbox column in Lesson Idea Guide), websites related to soft skills & character building, World of Teaching Web site – PowerPoints on character development ([www.worldofteaching.com](http://www.worldofteaching.com)), Man in the Mirror video at Youtube.com (<http://www.youtube.com/watch?v=iwu3D-Luo-E>); *Soft Skills The Competitive Edge* on the U.S. Department of Labor Web site <http://www.dol.gov/odep/pubs/fact/softskills.htm>

**Guest Presenters** (optional):

- Invite a local speaker or panel of speakers (preferably from a variety of career fields) to speak on the importance of soft skills in the workplace.
- Speakers should be knowledgeable about soft skills.
- Speakers should be able to discuss the difference between soft skills and job-specific skills.
- Suggestions for speakers: any professional, human resources personnel, etc.
- Speakers should be sent *Guest Speaker Information* from resources beginning on page 144.
- Optional activity: Videotape the guest presenter(s), with permission, to use throughout the year.

**Content and Teaching Strategies:**

**Anticipatory Set**

Show the students a DVD related to character building such as *Soft Skills in the Workplace*. Other relevant DVDs are available from Career Centers located throughout the state, the Louisiana State Library, or the East Baton Rouge Parish Public Library’s Career Center located at the River Center Branch. Ask your local public library about the Interlibrary Loan program. Have students complete activity sheets that accompany the DVDs if available. Discuss the importance of possessing character such as honesty, trustworthiness, etc. in any situation. (Optional Activity: students can respond to questions by blogging; refer to the suggested blog sites; the teacher should become familiar using the site and set up the site for student use prior to using this optional activity.)

**Lesson Components**

1. Discuss the importance of building character and the fact that everyone has one soft skill that they can improve on. Brainstorm different types of situations when they may have to rely on their character and soft skills.
  - a. Present [Soft Skills](#) PowerPoint.
  - b. Use the terms soft skills and transferrable skills intermittently so that students understand that they are the same and are necessary for success in any job.
  - c. After presenting the poem titled [The Man in the Glass](#), consider the following activity:
    1. As students are walking into the classroom, after you say “Good Morning,” hold up a mirror and have them say hello to themselves in the mirror.
    2. Once the bell rings, remind them about your presentation about soft/transferrable skills and the Laws of Life, and stress the importance of developing these skills for future success.
    3. Show them the You Tube video of Michael Jackson’s *Man in the Mirror* (<http://www.youtube.com/watch?v=iwu3D-Luo-E>)
2. Have students share their responses to the question of the day (bell ringer/blog/notebook/journal) with the class.
  - b. Explain that being aware of the types of situations that they may face will help them make the right decisions.
  - c. Stress that being prepared will help them with being comfortable in any situation in which they find themselves.
  - d. Discuss with students the importance of developing character and soft skills when seeking employment or when employed.
2. Seek input from other students.
  - a. Have students provide a situation in which they had to make an important decision and/or rely on their instinct to make a choice.
  - b. Have students provide alternative solutions to the decision or choice that was made, if appropriate.
3. Visit the U.S. Department of Labor Web site
  - a. Review the information presented on soft skills
  - b. Scroll down to **MonsterTRAK: Measure Your Soft Skills Smarts** <http://content.monstertrak.monster.com/resources/archive/jobhunt/softskills/> - This Web site contains a short self-assessment youth can use to rate their soft skills.



- c. Scroll down to **Social Skills: Finding Friends and Persuading People**  
[http://www.addresources.org/article\\_social\\_skills\\_brown.php?menu\\_off=true](http://www.addresources.org/article_social_skills_brown.php?menu_off=true) - This document, geared to young people, provides useful strategies for developing the soft skills needed in the workplace.
4. Optional activity:
  - a. At the beginning of the school year (August) or the beginning of the second semester (around New Year’s Day – January) have students write down on a slip of paper a resolution for an improvement they will commit to in the school year or new year.
  - b. Students should sign their name on the paper slip (and draw a picture if they would like to).
  - c. String paper slips to a bamboo or other type of stick/pole (can be a tree branch or other item that does not require a purchase) and display in the classroom. (This activity is a custom of the Japanese observation of Tanabata - <http://gojapan.about.com/cs/japanesefestivals/a/tanabata.htm>).
  - d. Tell students throughout the semester to read their resolution as a reminder of their commitment to develop their character and practice the laws of life.
5. Optional Activity:
  - a. Highlight a particular character or soft skills each week.
  - b. Post the [Laws of Life](#) posters (refer to Education for Careers Toolbox column in Lesson Idea Guide) and point them out to the students; refer to the Web sites included on the posters.
  - c. Utilize websites related to soft skills & character building, World of Teaching Web site – PowerPoints on character development ([www.worldofteaching.com](http://www.worldofteaching.com))
6. Optional activity: Participate in the *Laws of Life* Contest.
  - a. Visit <http://www.lawsoflife.org/contest/> for additional information.
  - b. Considering sponsoring a contest within your classroom.
  - c. Assess the entries for grading purposes prior to submitting to the official contest.



### Lesson Closure

- Remind students the procedure for assessing their completion of and participation in the daily bell ringers.
- Reinforce the fact that everyone learns from each other, and participating in the discussion can help others when faced with decisions and choices.
- If using the Laws of Life posters, point the posters out to the students for future reference.

### Foundation Knowledge and Skills Connection:

The components of this lesson emphasize **Employability, Ethics, Career Development, Critical Thinking, Problem Solving, Legal Responsibilities, Communication, Safety/Health & Environment.**

- Have students connect the lesson with their own development of FKS by responding to a Bell ringer, writing a journal entry or blog, reflecting on one of the FKS used in this lesson.
- Students could choose a strength or weakness they wish to improve or enhance.



### Formative Assessment

The bell ringer/blog activity can be assessed for completion:

- Students turn in journal at the end of each week for review by the teacher.
- Teacher reviews blogs to determine if students completed all assigned questions.
- Teacher determines the procedure for assessment.

*Soft Skills* (Microsoft PowerPoint)

*Soft Skills Quiz*

and

*Laws of Life* Posters (Microsoft Publisher); (only the first two pages of this document are printed in the Supplemental Materials section; refer to the *Education for Careers* Toolbox column in Lesson Idea Guide for additional pages)

**Lesson Title:** Did You Know?

**Career Cluster:** All clusters

**Foundation Knowledge and Skills:** Employability & Career Development

**Career Concepts:** Job Seeking Skills, Resume Building

**Summary:** Students learn about job and volunteer opportunities.

**Course Objectives**

6. a. Identify resources that will provide information regarding post-secondary employment options including websites, One-Stop Centers, the Louisiana Career Planning Guide, etc.

**Lesson Objectives-Students will:**

- Learn about various job opportunities provided to them by the teacher
- Consider applying for one of the jobs or volunteer opportunities presented

**Time:** Periodically; first or last 5-10 minutes of each class period

**Required Materials:** Flyers about jobs (example: Lions Camp), and volunteer opportunities (example: Legislative Youth Advisory Council), bulletin board

**Optional Resources:** Post information in an Announcement section of a PowerPoint

**Guest Presenters** (optional): Representatives from Organizations advertising openings

**Content and Teaching Strategies:**

**Anticipatory Set**

Ask the students if they are currently employed and ask them to discuss their place of employment, how they found out about the job opening, how they pursued the job, etc. Also ask if any students are currently seeking employment or will look for a job during the holidays, summer, etc. or planning to participate in volunteer opportunities.

**Lesson Components**

- Discuss the importance of building their resume by encouraging the students to seek holiday or summer employment and/or participate in volunteer efforts.
  - Have students share their work and volunteer experiences with the class.
  - Stress that building their resume and grow both personally and professionally by getting involved will help them prepare for their future.
  - Discuss with students the importance of thinking about their future and preparing for it during high school.
  - Flyers can be obtained from the Guidance Office, posted on bulletin boards, etc.
  - Post the flyers on a classroom bulletin board.
- Participate in [Lemonade Day](#) (refer to the Lemonade Day lesson included in the *EFC I* curriculum)



***Lesson Closure***

Remind students that the flyers will be posted on the bulletin board for their future reference and to keep you informed of their progress if they plan to seek a job.

***Foundation Knowledge and Skills Connection:***

The components of this lesson emphasize **Employability and Career Development**.

Complete the follow activity to help students connect the lesson with their own development of FKS and the goals of the course:

- Have students connect the information with their own preparation of becoming employed and the FKS by writing a journal entry or blog, reflecting their future plans for employment.



***Formative Assessment***

This activity can be assessed for completion:

- Students turn in journal at the end of each week for review by the teacher.
- Teacher reviews blogs to determine if students completed all assigned questions.
- Teacher determines the procedure for assessment.

**Lesson Title:** Puzzlemania!

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Employability, Teamwork, Communication, Problem Solving and Critical Thinking

**Career Concepts:** Personal Development

**Summary:** Students apply soft skills to cooperative, collaborative activities.

**Course Objectives:**

**9. b.** Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

**Lesson Objectives- *Students will:***

- Work in groups to complete a puzzle
- Develop soft skills that enable them to be more employable

**Time:** One-50 minute class period

**Required Materials:** Several sets of the same puzzle, timer

**Optional Resources:** NA

**Guest Presenters:** NA

**Content and Teaching Strategies:**

***Anticipatory Set***

Brainstorm to identify different types of soft skills required for success in the workplace. Discuss ways that students can develop the soft skills identified.

***Lesson Components***

1. Discuss how building teamwork skills and how working together in a courteous manner, respecting those around you, etc. makes working more enjoyable and allows for success in the workplace.
  - a. Assign students to teams.
  - b. Instruct students to work together to complete the puzzle.
  - c. Time them (give them an approximate amount of time it should take to complete the puzzle).
2. Discuss the results.
  - a. Once all teams have completed their puzzle (or the time you set has passed), discuss what led the teams who finished in the least amount of time to be successful.



- b. Ask teams who took more time to complete the puzzle what they could have done differently to complete the puzzle in the allotted time.

**Lesson Closure**

Provide students with an overview of desired course outcomes. Talk about improving their employability by developing teamwork and communication skills. Discuss how putting puzzles together helps develop their critical thinking and problem solving skills.

**Foundation Knowledge and Skills Connection:** The components of this lesson emphasize Employability, Teamwork, Communication, Problem Solving and Critical Thinking.

Discuss how the activity(ies) connects the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



**Formative Assessment**

Students can be graded according to the time it took them to be completed and observation of teamwork & communication utilized as they completed the puzzle. Students may also use their student notebook or class blog to write a reaction about the activity and what they learned.

**Lesson Title:** Lessons from [Monday Morning Messages](#)

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Employability, Ethics, Problem Solving, Critical Thinking, Communication, Safety/Health/Environment

**Career Concepts:** Soft Skills

**Summary:** This resource utilizes the power of storytelling to teach morals and lessons.

**Course Objectives**

- 11. a. Learn the soft skills that are important for success in the workplace
- 12. a. Identify soft skills that the individual currently possesses and the skills that need to be improved
- 12. b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

**Lesson Objectives - Students will:**

- Read stories chosen by the teacher to illustrate a soft skill
- Complete activities related to the story
- Develop soft skills

**Time:** 30 minutes of each class period, periodically, ongoing

**Required Materials:**

- Selected stories from [Monday Morning Messages](#) (Carr, Tom. ***Monday Morning Messages 52 Stories to Motivate and Inspire Young People***. Chapin, SC: YouthLight, Inc., 2003. Print. (ISBN 1-889636-15-0)
- Activity documents related to the selected story
- Other items as mentioned in the activities

**Optional Resources:** NA

**Guest Presenters (optional):**

- Invite speakers who are interested in assisting students with developing soft skills required in the workplace.
- Retired teachers enjoy coming back to the classroom, and students enjoy having others teach them.

**Content and Teaching Strategies:**

**Anticipatory Set**

- Tell students that every once in a while the class will read two-page stories that each have a lesson to learn.
- Refer to the bell ringer/blog assignment to respond to the story/activity related to the previously mentioned story.

**Lesson Components**

1. Discuss the use of storytelling as a means of building character. Ask students to recall a favorite book or story from their childhood and why it meant so much to them.
  - a. “Tell” the story, let students take turns reading the story or have them read the story silently.
  - b. Identify the moral or lesson and discuss the story.
2. Complete the accompanying activity.
3. Lessons can be coordinated with the Laws of Life characteristic/soft skill being highlighted for the week.



**Lesson Closure**

- Ask students to identify which soft skills/FKS relates to the story.
- Throughout the week refer to the “message” that was delivered in the story.

**Foundation Knowledge and Skills Connection**

The components of these lessons emphasize **Employability, Ethics, Problem Solving, Critical Thinking, Communication, Safety/Health/Environment.**

Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Answer a question included in the day’s bell ringer or blog activity related to the story’s moral.
- Post the message in a place where it can easily be seen in the classroom.

**Formative Assessment**

A bell ringer/blog activity can be assessed for completion:

- Students turn in journal at the end of each week for review by the teacher.
- Teacher reviews blogs to determine if students completed all assigned questions.
- Teacher determines the procedure for assessment.



**Lesson Title:** Resources in Your Own Backyard & Under Your Own Roof

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** Career Development, Systems, Communication

**Career Concepts:** People as Sources

**Summary:** Ideas for activities called *Walking Tours*, *Tours du Jour*, mini-field trips, faculty/staff guest speakers, and student guest speakers that are available in and around the school which provide students with unique experiences that will help them consider various careers.

**Course Objectives**

6. a. Identify resources that will provide information regarding post-secondary employment options including websites, One-Stop Centers, the Louisiana Career Planning Guide, etc.
12. b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace
12. c. Perform community service as a resource for developing soft skills and job-specific skills

**Lesson Objectives - Students will:**

- Participate in field trips to learn more about possible careers in the sixteen career clusters
- Listen to guest speakers to learn about careers and school programs that prepare students for particular careers
- Visit classes, other than core courses, that are offered by their school in preparation of careers

**Time:** Amount of time will vary depending on activity planned

**Required Materials:** Parent Information Letter following this lesson, Parent Permission to Participate Forms (obtain from school or school board office), Faculty & Staff Letters following this lesson

**Optional Resources:** NA

**Guest Presenters:**

- Invite community members to speak on the different jobs.
- Speakers should be knowledgeable about setting goals.
- Speakers should be sent Guest Speaker Information from resources beginning on page 144.
- Optional activity: Videotape the guest presenters, with permission, to use throughout the year.
- Evaluation: Students should complete an evaluation of the speaker. Share the results with the class and speaker.

**Content and Teaching Strategies:**

**Anticipatory Set**

Often there are resources available to us and we don't even realize it. Tell students about the various field trips they will be taking throughout the semester to learn about the different career. After reviewing this lesson, decide on what you are able to do and excite the students about taking advantage of all the resources right under their school roof and around the school that will provide them with experiences that are not normally made available to them in the classroom.



**Lesson Components**

- 1) Plan mini-field trips within the school.
  - a. EFC classes visit classes other than core courses, related to the various careers.
  - b. Students learn about the programs and courses related to careers that are offered at their school (keep in mind that all courses prepare students for careers).
- 2) Organize guest speakers.
  - a. Guest Speakers: Faculty and staff who have worked in jobs outside of education are asked to serve as guest speakers in our classes. This is very beneficial to the students as they consider the career that they plan to pursue.
  - b. Student Guest Speakers: Students serve as guest speakers to present information about the various programs. This works well if there is not a particular course that isn't taught at the same hours as the EFC I classes.
  - c. Community Guest Speakers: Invite persons from outside the school to speak to the classes..
- 3) Utilize Walking Tours & Tours du Jour.
  - a. Check for businesses located around the school.
  - b. If businesses are accessible, plan *Walking Tours* in which the class visits businesses periodically
  - c. Plan Tours du Jour according to the availability of transportation and businesses willing to schedule short tours.

**Lesson Closure**

Have students complete an evaluation on the activity in which they participated. Discuss the activity and evaluation results with the class. Stress the importance of their input for future planning for activities of this nature.

**Foundation Knowledge and Skills Connection:**

The components of this lesson emphasize **Career Development, Systems, and Communication**.

Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Complete a bell ringer/blog which provides the students' opinions and evaluation of the activity.
- Bell ringer/blog question should relate to connecting the lesson with their development of FKS.



**Formative Assessment**

- Students should turn in completed evaluations for grading of activity and evaluation participation.

## From the Desk of \_\_\_\_\_

TO: *Education for Careers I (EFC I)* Parents

FROM: \_\_\_\_\_

DATE: \_\_\_\_\_

RE: WHO? Education for Careers Students  
WHAT? Walking Tours & Field Trips  
WHEN? Ongoing – January – April  
WHERE? Town/city name (insert your town’s name here)

My Education for Careers classes will be participating in several visits to businesses in the community, and I’d like your permission for your child to participate.

The *Walking Tours* will consist of my students and me visiting a business within walking distance from XYZ High School once each month (second Friday of each month – January \_\_\_\_, February \_\_\_\_, March \_\_\_\_ & April \_\_\_\_ - weather permitting: alternate date will be the following Monday) to learn about the careers related to that business. Utilizing these community resources near the school will allow us to conduct a business visit during class time thereby avoiding the students missing any other classes.

We will also participate in *Tour du Jour*, field trips within the community once each month (fourth Friday of each month – January \_\_\_\_, February \_\_\_\_ & March \_\_\_\_ ) to learn about careers related to the career cluster we are studying. These trips will also take place during class time only so that the students do not miss any other classes they are taking.

Grades and classroom behavior will be considered when taking these trips. Only students who have a letter grade of A, B or C with appropriate behavior in the EFC classroom will be allowed to attend.

Please complete and return the form on the backside of this letter by Friday, January \_\_ so that your child will be able to participate. Your signature on this form gives permission for your child to participate in all the activities scheduled for January \_\_\_\_\_, February \_\_\_\_\_, March \_\_\_\_\_, and April \_\_\_\_\_.

•

For additional information, contact \_\_\_\_\_ at \_\_\_\_\_.  
Your support is appreciated.

From the Desk of \_\_\_\_\_

TO: XYZ High School Faculty & Staff

FROM: \_\_\_\_\_

DATE:

RE: Mini-field Trips, Guest Speakers, Student Guest Speakers

This memo is to request your participation and support of several activities of the Education for Careers classes including mini-field trips, faculty/staff guest speakers, and student guest speakers.

Mini-field Trips: Our classes would like to visit classes related to the career clusters that we are covering in class. Last semester this activity was so successful and we would like to continue to provide these mini-field trips to the students. Below is a schedule of the dates when will be covering the clusters. I will contact you by email to schedule these visits.

Guest Speakers: Faculty and staff who have worked in jobs outside of education are asked to serve as guest speakers in our classes. This will take only a few minutes out of your schedule and will be beneficial to the students as they consider the career that they plan to pursue. If you are interested in serving as a guest speaker, please contact me at \_\_\_\_\_.

Student Guest Speakers: Last semester we had several students serve as guest speakers to present information about the XYZ High School JROTC program. If one of your students is invited to serve as a guest speaker, please support this worthwhile activity by allowing those students to visit our classes during class time.

For additional information, please contact me. Your support is appreciated.

Semester Schedule

January	.....	Agriculture, Food & Natural Resources Career Cluster (CC)
January	.....	Arts, A/V Technology & Communications
January	.....	CC Architecture & Construction CC
February	.....	Business Management & Administration CC
February	.....	Education & Training CC
February	.....	Finance CC
February	.....	Government & Public Administration CC
March	.....	Information Technology CC
March	.....	Hospitality & Tourism CC
March	.....	Human Services CC
March	.....	Health Science CC
April	.....	Law, Public Safety, Corrections & Security CC
April	.....	Manufacturing CC
April	.....	Marketing CC
May	.....	Science Technology, Engineering & Mathematics CC
May	.....	Transportation, Distribution & Logistics CC
May	.....	Exam Review
May	.....	Semester Exams

**Lesson Title:** Yahoo Articles

**Career Cluster:** All Clusters

**Foundation Knowledge and Skills:** All FKS

**Career Concepts:** Career Exploration

**Summary:** Students read, evaluate and respond to articles or multi-media presentations that reinforce curriculum concepts and Foundation Knowledge and Skills

**Course Objectives:**

1. b. Identify & use resources that will provide information regarding post-secondary school options including websites, the Louisiana Career Planning Guide, etc.
2. c. Use available resources to research grants, Federal Direct Student Loans, scholarships and other financial aid options
3. a. Identify & use resources that will provide information regarding other financial aid options for post-secondary school options including websites, the Louisiana Career Planning Guide, etc.
6. a. Identify & use resources that will provide information regarding post-secondary employment options including websites, One-Stop Centers, the Louisiana Career Planning Guide, etc.
8. a. Identify & use resources that will provide information regarding post-secondary personal finance including websites, the Louisiana Career Planning Guide, etc.
12. b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

**Lesson Objectives- Students will:**

- Read articles related to curriculum concepts
- Discuss the concepts and how they relate to their future

**Time:** Periodically-as needed

**Required Materials:** Articles posted on Yahoo (access videos at <http://financiallyfit.yahoo.com/finance/index>), GISTing directions, Jigsaw directions

**Optional Resources:** Literacy Strategies at <http://www.litandlearn.lpb.org/strategies.html>, Bell ringers, Videos posted on Yahoo (access videos at <http://financiallyfit.yahoo.com/finance/index>),

**Guest Presenters:** NA

**Content and Teaching Strategies:**

**Anticipatory Set**

Tell students that as you were “surfing” the net, you came across an article (or video) that made you think about them. Relate the article to information that they need to now for their future.

**Lesson Components**

1. Obtain interesting articles.
  - a. Go to [www.yahoo.com](http://www.yahoo.com).
  - b. Look for articles related to business, careers, investing, etc.
  - c. Email the article to yourself.
  - d. Create a folder in your email account titled "Articles."
  - e. Save the emailed articles in the folder.
2. Present the article to the class.
  - a. Show the article to the class on the classroom LDC projector or copy a class set of the article(s) for use by all of your classes.
  - b. Peak their interest by reading the title and asking them to predict what information they think the article or video is about.
  - c. Read the article or have the students take turns reading a paragraph from the article.
  - d. Stop at the end of each article to discuss the information.
3. Optional activity:
  - a. Have the students read the article on their own.
  - b. As they read, the students can use the Gisting Literacy Strategy or in groups use the Jigsaw Literacy Strategies to summarize the article.
  - c. Students share their Gisting or Jigsaws with the class and discuss the article.
4. Optional activity
  - a. Access the *Financially Fit* videos at <http://financiallyfit.yahoo.com/finance/index>.
  - b. Preview the videos before showing to the class.
  - c. Develop questions for discussion as videos are being previewed.
  - d. Students watch video and discuss concepts present.
4. Bell ringer
  - a. A question related to the article can be utilized as a Bell ringer.
  - b. Students can also blog about the ideas presented in the articles.



**Lesson Closure**

Ask several students to identify how they will use the information they learned from the article. Brainstorm additional ways that students can use the information learned.

**Foundation Knowledge and Skills Connection:** The components of this lesson emphasize all FKS.

Discuss how the activity(ies) connects the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



**Formative Assessment**

The students' GISTing or Jigsaws can be assessed for completion and accuracy. Students may also use their student notebook/blog to write a reaction about the article.

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## YAHOO! Article

### 8 Steps to Get Your Financial Life in Order

Do you have "frugal fatigue?" You're not alone. Pinching pennies becomes exhausting, year after year. You dream of breaking free and buying everything in sight.

But tiresome as budgets are, consumers haven't quit them yet. You threw some money around in December, when credit card use bumped up for the first time since the 2008 financial collapse. Then remorse set in. Consumers slashed their credit-card spending in January by 6.4 percent at an annualized rate, the Federal Reserve reported this week.

That fits with what the [National Foundation for Credit Counseling](#) is seeing on the ground. In a recent NFCC survey, two-thirds of consumers said that they're sick of having to question every dollar they spend, but have no choice. [Incomes are virtually flat](#), employers aren't calling the long-term jobless back to work, and the cost of critical purchases such as health insurance and gasoline are leaping up. Only 5 percent of the people questioned said that they couldn't stand to keep living under fiscal restraint, and intended to spend more. About 8 percent said they didn't need to be particularly frugal. They hadn't cut spending and were doing fine.

The rest -- about 20 percent of the consumers -- overcame their frugality stress in the old fashioned way: they changed their lifestyles so they could live comfortably within the incomes they had. They found this new life so positive that they said they'd never go back, reports Gail Cunningham, a spokesperson for NFCC.

If you're sure that your financial troubles are temporary, it pays to pinch the pennies until the dollars start rolling back in. But the story is different if you see little hope of raising your income by enough to make your current expenses each to cover. Emotionally, making big changes is hard to do. But the faster you reinvent your life, the more money you'll have in your pocket and the sooner you'll be able to save again.

Your two largest expenses are probably your home and your consumer debt (plus health insurance, if you're not on a company plan). Your first step is to quit adding to debt -- put your credit cards on deep freeze and pay bills with cash or a debit card. Then follow these steps:

**1. If you live in an apartment, check comparable rents in your neighborhood.**

They've dropped in many parts of the country. If you find that you're paying more than the market requires, show your landlord proof and ask for a rent reduction. If the answer is no, move.

**2. If you own a home and it's salable, sell.**

Put any net gain into savings and investments, and find an apartment to rent. You'll be saving the high cost of maintaining a house, as well as tax and insurance bills.

Don't hold onto a house because you think you "need" the mortgage interest deduction. Financially, you're far better off without it. As an example, say that you're paying \$1,000 in interest, in the 25 percent tax bracket. The taxpayers cover \$250, leaving \$750 as your net cost. Now imagine that you have no mortgage and \$1,000 in income. You'll pay \$250 in taxes, leaving you with \$750 in your checking account. Losing the mortgage gives you more money to spend.

**3. Restructure your credit card debt.**

Move some of it to a new card with a zero-rate promotional offer. Don't use that card for purchases right away. Instead, concentrate on repaying this debt within the promotional period. You might also move debt from a high-rate card to one that's charging a lower rate.

**4. Start a debt-repayment avalanche.**

Get the latest bill for each of your credit cards, to see which one is charging you the highest rate (some cards have two rates, one higher than the other). Pay the minimum on the lower-rate cards and put all the rest of the money toward knocking off the high-rate debt. When that card is clean, move on to the next one.

Some people prefer to start by repaying the card with the smallest debt, even if its interest rate is low, for the pure pleasure of eliminating an annoying bill. Do whatever works. But you'll get the most bang for the buck by tackling the high-rate card first.

**5. If you have savings, put all but a token amount against credit card debt.**

Keep only \$500 or \$1,000 for unforeseen expenses. Consumers often don't realize the enormous return on investment they get from cleaning up their credit cards. For example, say that you're paying interest at a rate of 18 percent. Every payment you make against that debt gives you a guaranteed 18 percent return on your money. If you're paying a penalty interest rate of 24 percent, every payment equals a 24 percent investment gain. Where else could you get a yield like that, and totally safe?

**6. If you have money in a 401(k) retirement plan and your job is safe, consider borrowing against it.**

In theory, I consider these plans inviolable -- never to be touched. In practice, it makes sense to use them if they can help you rightsize your life. The transaction will look like this:

You'll borrow from the plan at 1 to 3 percentage points over the bank prime rate, which is currently 3.25 percent. So the loan might cost you 5.25 percent. You'll repay credit card debt at 18.25 percent, for a 13 percent gain. Typically, you'll have to repay the 401(k) loan over five years, with the payments deducted from your paycheck automatically. The interest you pay goes right back into your account, so you're paying it to yourself.

There are two financial downsides. First, you're repaying the loan with after-tax dollars. When you eventually take money out of the 401(k), those dollars are taxed again. But you're probably still ahead, thanks to the savings on your credit card bills. Second, you'll lose any appreciation that would have accrued to the money you borrowed. You can minimize this risk, however, by arranging to borrow against only the bond portion of your plan, leaving the stock portion exposed to any gains.

If you leave your job, and part of the loan is still outstanding, you'll have to repay it right away, in full. If you can't, the remaining loan will be treated as a withdrawal. You'll own income taxes on the money and a 10 percent penalty if you're younger than 59 1/2. So this loan is for someone who is pretty sure that his or her job is safe.

**7. If you're one of the lucky 78 percent of homeowners who have equity, you could -- potentially -- pay off your credit card debt with a new home equity loan.**

But the argument isn't as compelling as it is for loans against 401(k)s. Ideally, you're aiming for a paid-up home when you retire. That will cut your cost of living, give you access to a reverse mortgage for extra cash, and provide money needed for long-term care. A home equity loan might make that impossible.

**8. If you don't have health insurance, any major illness could put you into bankruptcy.**

Try for a high-deductible policy, or see if you (or your kids) qualify for Medicaid or the children's program, [Schip](#). If insurance companies won't take you because of a medical condition, try for a place in the high-risk pools set up by the new health reform act. We're a long way from equal access to medical care, let alone care at an affordable price. But if you cut other expenses, you just might be able to afford good health.

This article is part of a series related to being [Financially Fit](#).

"8 Steps to Get your Financial Life in Order." *Financially Fit Saving Smart and Living Well*. Yahoo. 2008. 2011. Web. 5 June 2011. <<http://financiallyfit.yahoo.com/finance/article-112321-8882-5-8-steps-to-get-your-financial-life-in-order>>.

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**GISTing**  
 Literacy Strategy

- GISTing is a summarizing technique, allowing students to summarize ideas with supporting details.
- The ability to summarize is perhaps the most important sub skill involved in comprehension (Caccamise & Snyder, 2005; Friend, 2000).
- Students are required to limit the GIST of a paragraph to a set number of words.
- By limiting the total number of words students can use, this approach to summarizing forces them to think about only the most important information in a paragraph, which is the essence of comprehension (Brown & Day, 1983).
  
- Choose passages with 2 to 4 relatively short paragraphs of no more than 3 to 5 sentences.
- Establish a limited number of spaces to represent the total number of words of the GIST, say 10-15. (Definitely, no more than 20.)
- Write a GIST for each paragraph.
- Combine all GISTs into a single GIST that summarizes the most important points or main idea of the passage in 10-15 words or less.
  - Identify the most important “who” or “what”
  - Tell what’s important about the “who” or “what”

■ Paragraph 1

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

■ Paragraph 2

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

■ Paragraph 3

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

■ Paragraphs 1-3

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

“Incorporating Literacy Strategies into the ZCSD Curriculum.” 2010. *Microsoft PowerPoint* file.

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### *Jigsaw*

#### Literacy Strategies

The *Jigsaw* strategy (Aronson, 1978) is designed for cooperative learning. The idea is analogous to a jigsaw puzzle in that “pieces” or topics of study are researched and learned by students within groups and then put together in the form of peer teaching between groups. Students work in groups of three to six to become experts on a particular topic which is based on an overall theme or unit of study. The group members are charged with learning everything they can about their assigned topics. Each group member participates in the research efforts and becomes an “expert” on his or her particular topic. The students then leave their groups to join “expert groups” to teach about their assigned pieces of the puzzle. Then, the original group comes back together to teach each other what they have learned. Each student listens and takes notes, and at the end of the unit, is accountable for the information shared throughout the class.

Instructional technology can easily be incorporated into the jigsaw strategy. Research can be accomplished via the internet on-line encyclopedias. Presentations can be developed with various software packages and enhanced with video camera pictures, student voices, music, and moving illustrations from other sources in to the presentations.

**Note:** *The teacher’s preparation and planning is key the success of this project. It can be set up for a couple of days or a couple of weeks, depending on the nature of the topic, the students who will be conducting the research, and the extent of the research that is involved.*

#### **How to set it up:**

1. Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher.
2. Members of the teams with the same topic meet together in an expert group with a variety of resource materials and texts available to explore their topic. Also, a single reading from the textbook or another source could be used to complete the assignment.
3. The students prepare how they will teach the information to others.
4. Everyone returns to their jigsaw teams to teach what they learned to the other members.
5. Team members listen and take notes as their classmate teaches them.
6. All students are given a quiz or exam on the overall topic which has been taught in sections within each jigsaw group.

“Literacy Strategies.” *Literacy & Learning Reading in the Content Areas*. Southeastern Louisiana University & LPB. 5 June 2011. <[http://www.litandlearn.lpb.org/strategies/strat\\_jigsaw.pdf](http://www.litandlearn.lpb.org/strategies/strat_jigsaw.pdf)>.

For information on additional literacy strategies, go to:  
<http://www.litandlearn.lpb.org/strategies.html>.

**Lesson Title:** Lemonade Day

**Career Cluster:** Arts, Business Management & Administration, Finance, Marketing

**Foundation Knowledge and Skills:** Employability, Systems, Teamwork, Career Development, Problem Solving, Critical Thinking & Communication

**Career Concepts:** Personal & Professional Development

**Summary:** Students **create and implement** a business plan to operate a lemonade stand whose profits are donated to designated charity.

**Course Objectives:**

12. c. Perform community service as a resource for developing soft skills and job-specific skills

**Lesson Objectives- Students will:**

- Develop a plan of action to participate in Lemonade Day
- Complete the steps required to participate in Lemonade Day

**Time:** Two 50-minute class periods

**Required Materials:** Lemonade Day planning packet ([www.lemonadeday.org](http://www.lemonadeday.org)), *Lemonade Day* PowerPoint (refer to Education for Careers Toolbox column in Lesson Idea Guide), *LD Business Plan*, *Parent Letter* (following this lesson), Parent Permission Form (check with your school for this form), digital still & video cameras

**Optional Resources:** *Running for My Life* by Warrick Dunn (or other books related to stories about community service that are available in the school library or other organization)

**Guest Presenters:** (optional)

- Invite a local speaker to speak on the importance of community service.
- Speakers should be knowledgeable about community service/volunteer opportunities.
- Suggestions for speakers: Representative from the local Chamber of Commerce, Rotary Club, Lions Club, hospital or any organization that utilizes volunteers
- Speakers should be sent Guest Speaker Information from resources beginning on page 144.
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

**Content and Teaching Strategies:**

**Anticipatory Set**

Discuss with the students that one way to build their resume is to participate in community service and volunteer activities. Tell them about the Lemonade Day program, the organizations and businesses involved in this program, and the benefits of participating in a service project such as this.

**Lesson Components**

1. Describe the project.
  - a. Have a discussion with students about the step-by-step plan that is required to participate in this project.

- b. Present the [Lemonade Day](#) PowerPoint using the Lemonade Day Caring Adult Guide and Entrepreneur Workbook (obtain from the Web site) references for questions to ask and planning/decisions that need to be made.
  - c. Complete each step and assign/have students volunteer for responsibilities.
  - d. Have a student type the steps and responsibilities using the Microsoft Publisher document titled [LD Business Plan](#).
  - e. Print the Business Plan and have students sign the Commitment statement.
2. Monitoring & Check-up:
- a. Ask the students aloud or through the class blog about their progress related to their project responsibilities.
  - b. Provide help and class discussions for those students who may require assistance.
3. Optional Activity:
- a. Students contact local newspaper or television stations for publicity.
  - b. Students write articles for inclusion in the school, district and/or local newspapers or Web sites.
3. Optional Activity:
- a. This activity can be used prior to starting the *Lemonade Day* lesson or introduced once the project is started.
  - b. Students will learn more about providing community service and the importance of volunteering by reading about the Warrick Dunn Family Foundation and the Foundation's project called *Homes for the Holidays*.
  - c. Discussion can take place after each chapter is read and questions about each chapter can be asked as Bell ringers or on the class blog.

### **Lesson Closure**

Provide students with an overview of desired course outcomes. Students should make a commitment to the project by signing the Business Plan.

**Foundation Knowledge and Skills Connection:** The components of this lesson emphasize **Employability, Systems, Teamwork, Career Development, Problem Solving, Critical Thinking & Communication**.

Discuss how the activity(ies) connects the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



### **Formative Assessment**

Each student can be assessed for completion of their assigned activities using the checklist provided in the Business Plan. Students may also use their student notebook/class blog to write a reaction about participating in this project.

**Lemonade Day (MS PowerPoint)**  
**&**  
**LD Business Plan (MS Publisher)**  
**Refer to the Education for Careers Toolbox column in Lesson Idea Guide**

From the Desk of \_\_\_\_\_

TO: Parents/Guardians of v \_\_\_\_\_ EFC Class

FROM: \_\_\_\_\_, \_\_\_\_\_ Teacher  
\_\_\_\_\_ High School

DATE:

RE: Lemonade Day

Our class will participate in a community service project called Lemonade Day on \_\_\_\_\_, and your permission is needed for your child to participate.

Each year Raising Cane's and other businesses sponsor this activity in which students run a lemonade stand for several hours on a specific date to learn about operating a business as well as giving back to their community through volunteer work. All profits from the sale of lemonade will be donated to a local charity.

This is a wonderful opportunity for your child to learn business concepts, provide community service, help an area organization that provides for people who are in need, and is a wonderful résumé builder.

Please sign the reverse side of this letter and have your child return the form to me. Your support and permission are appreciated.

## Guest Speaker Resources

### Possible Guest Speaker Questions

Why did you choose the career in which you are currently working?

What personal characteristics, skills and abilities are necessary for your career?

How did you prepare for your career?

Did anyone influence you in choosing your career? If so, who and why?

What do you like best and least about working in your career?

What is your work schedule?

What is an average day like for you?

Do you work overtime?

Do you have to bring work home? If so, please explain.

What are the opportunities in your company?

Did you always work in this career area? If not, please tell us about your previous experiences.

Will you still be working in this career ten years from now?

Do you have any advice for us related to choosing a career?

Additional questions:

**Source:**

“Activity 1-D: Guest Speaker Questions.” *Investigating Your Career*. Second edition. Mason, OH: South-Western Cengage Learning, 2011.

---

Name: \_\_\_\_\_ Hour: \_\_\_\_\_ Date: \_\_\_\_\_

Guest Speaker's Name: \_\_\_\_\_

### Guest Speaker Notes

1. Why did you choose the career in which you are currently working?
2. What personal characteristics, skills and abilities are necessary for your career?
3. How did you prepare for your career?
4. Did anyone influence you in choosing your career? If so, who and why?
5. What do you like best and least about working in your career?
6. What is your work schedule?
7. What is an average day like for you?
8. Do you work overtime?
9. Do you have to bring work home? If so, please explain.
10. What are the opportunities in your company?
11. Did you always work in this career area? If not, please tell us about your previous experiences.
12. Will you still be working in this career ten years from now?
13. Do you have any advice for us related to choosing a career?

Additional questions:

**Source:**

“Activity 1-D: Guest Speaker Questions.” *Investigating Your Career*. Second edition. Mason, OH: South-Western Cengage Learning, 2011.

Guest Speaker Information

**Sample Letter or Email for Guest Speakers**

Thank you for agreeing to speak to my Education For Careers class about... Your visit will assist students with the choices they will have to make for their futures.

Please talk to the class about...Our class has # 11<sup>th</sup> grade students and meets from 8:11-9:15 a.m. in Room A105. Please check in at the front office upon your arrival. Enclosed is a sample outline to provide you with some ideas in which you can talk. If you have audio visual requirements, please let me know in advance.

If you need additional information, please contact me at [jdoe@yahoo.com](mailto:jdoe@yahoo.com) or (225) 555-5555. We look forward to your visit.

**Suggested Topics**

- Tell students about your career and how/why you got into it.
- Suggest ways for students to find careers that fits their interests and abilities.
- Tell about your yourself, how you got into the kind of work that you perform, when you realized that was what you wanted to do for a living, anyone who helped you decide on your career, other jobs you've had, etc.
- Tell about how you prepared for your job, training you recommend for someone in this field, years of education, what the job is like, a typical day, what you spend your time doing at work, the work environment, typical salary/wages, work hours, abilities that help you at work, what you like most and least about your job, etc.
- Provide advice for preparing for this job, the future of the job, and how to get more information.
- Tell if you or someone you know is interested in counseling students for this type of work.

**Source:**

*Guidelines for Career Guest Speakers.* Web. 5 June 2011. < [http://www.engineering-ed.org/common/guidelines\\_for\\_career\\_guest\\_spea.htm](http://www.engineering-ed.org/common/guidelines_for_career_guest_spea.htm) >.

## Skype in the Classroom

Skype in the classroom is a free community to help teachers everywhere use Skype to help their students learn. It's a place for teachers to connect with each other, find partner classes and share inspiration. This is a global initiative that was created in response to the growing number of teachers using Skype in their classrooms. Visit the Web site to learn more.

Go to <http://education.skype.com/about> to watch videos on how to get started.

Skype with teachers, business people, etc. within your school, city, state or anywhere in the world. This requires a computer with a built-in Web cam or Web cams can be purchased for a reasonable price.

1. Go to <http://education.skype.com/>
2. Click on "Don't have a Skype account? Get one now" under "Join now with your Skype account."
3. Click Join Skype at the top right corner.
4. Complete the personal information including your user name and password.
5. Download Skype onto the computer that will be used for the Skyping session.
6. Communicate with the person who will be Skyped into the classroom to set up a Skype account/download Skype onto their computer and a date and time to communicate over the computer.

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## Sources & Resources

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### DVDs that Supplement Lessons

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### Movies Related to Character Development

*From Homeless to Harvard: The Liz Carson Story* - Based on real-life events, this drama tells the inspiring story of Liz Murray (Thora Birch), a homeless teen forced to care for herself and live on the streets when her parents lose their battle with drug addiction. Determined to find a better future for herself, Murray goes back to high school and manages to get her diploma, capping off her achievements by winning a scholarship to prestigious Harvard University. (Refer to *From Homeless to Harvard* in the **Movie Resources** folder for questions related to the movie.) Rating: Not Rated

*Gifted Hands: The Ben Carson Story* - While pursuing his career, Carson encountered prejudice, negative peer pressure, and politics in getting a job. His sense of humor, faith in God, patience, and his belief in the work ethic come through without preaching. (Refer to *Gifted Hands* in the **Movie Resources** folder for questions related to the movie.)

*Radio* - Football coach Harold Jones (Harris) befriends Radio (Gooding), a mentally-challenged man who becomes a student at T.L. Hanna High School in Anderson, South Carolina. Their friendship extends over several decades, where Radio transforms from a shy, tormented man into an inspiration to his community. Rating: PG

### Funding for Class Projects

#### DONATIONS

Donors Choose (Online charity)

[www.donorschoose.org](http://www.donorschoose.org)

Post classroom project requests; potential donors browse the projects & select ones they find inspiring, then donate to them in any amount; when a project reaches its funding goal, materials are delivered to the school

ClassWish

<http://classwish.org>

Create a “wish list” of supplies needed for the classroom on the website; parents, alumni & other supporters can use a search tool on the site to find a school, see what their needs are, then make a contribution to provide funds

National Teacher Registry

[www.nationalteacherregistry.com](http://www.nationalteacherregistry.com)

Create individual registries (similar to a wedding registry), schools add a National Teacher Registry link to their website to provide information to parents & supporters; products available from the registry include books, multimedia, lab equipment & supplies, & safety equipment

GRANTS & AWARDS

ING Unsung Heroes Grant

<http://ing.us/about-ing/citizenship/childrens-education/ing-unsung-heroes>

Grants for projects already initiated; \$2,000 grant awarded to 100 finalists each year; three top winners also awarded \$25,000-1<sup>st</sup> place, \$10,000-2<sup>nd</sup> place, and \$5,000-3<sup>rd</sup> place

Biotechnology Industry Organization (share this information with your school’s science teachers)

[www.whatcanbiotechdoforyou.com](http://www.whatcanbiotechdoforyou.com)

Sponsors a project called “What Can Biotech Do For You?;” teachers list their needs on the Web site; each month a donation of \$250 is made to a classroom

Lemelson-MIT InvenTeams High School Invention Grant

<http://web.mit.edu/inventteams>

For science, math & technology teachers (share this information with teachers at your school); rewards teams of teachers & students who invent technological solutions to real-world problems

Government Grants

[grants.gov](http://grants.gov)

U.S. Government’s central clearinghouse for information on more than 1,000 grant programs; provides access to approximately \$500 billion in annual awards

Grant Gopher

[www.grantgopher.com](http://www.grantgopher.com)

Search for grants available to nonprofit organizations by state; information about new grants; access the education section for grants categorized by elementary, secondary, classrooms, teachers, and technology; includes articles & news stories

OTHER FUNDING RESOURCES

Teachers Network

<http://teachersnetwork.org>

Source:

Reese, Susan. “Funding Classroom Projects.” Techniques. Association for Career and Technical Education. March 2011, pgs. 8-9.

### Team-Building Activities

<http://teambuildingactivities.net/>  
<http://www.teambuildingportal.com/games>  
<http://wilderdom.com/games/InitiativeGames.html>

### Testing

Ask counseling office for a list of local and state testing dates and check Test Prep in Louisiana Connect for national testing dates.

- ACT- a national college admissions examination that consists of subject area tests in English, math, reading and science; results are accepted by all 4-year colleges and universities in the U.S.
- AP Exams-tests that give 12<sup>th</sup> graders the opportunity to earn credit at most of the nation's colleges and universities (courses include Biology, Chemistry, Calculus, English Literature & Composition, Music Theory, Physics, U.S. History, World History)
- ASVAB-a series of tests and an interest inventory developed by the Department of Defense to help 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders predict future academic and occupational success in both military and civilian occupations
- End of Course-a standardized test given at the end of the school year to students enrolled in various courses; obtain information on the specific courses to be tested on the Louisiana Department of Education website ([www.  
http://www.doe.state.la.us/testing/](http://www.doe.state.la.us/testing/))
- PSAT-a practice test for the SAT that gives 11<sup>th</sup> graders a chance to enter National Merit Scholarship Corporation scholarship programs; measures critical reading skills, math problem-solving skills and writing skills
- "Plan"- a comprehensive guidance resource that helps 10<sup>th</sup> graders measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years
- SAT – a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math — subjects that are taught every day in high school classrooms. Most students take the SAT during their junior or senior year of high school, and almost all colleges and universities use the SAT to make admission decisions.
- WorkKeys - a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce.

Testing Services Websites:

- ACT – [www.actstudent.org](http://www.actstudent.org) or [www.act.org](http://www.act.org)
- College Board (SAT, PSAT, AP exams) – [www.collegeboard.com](http://www.collegeboard.com)
- GMAT – [www.mba.com/mba/taketheGMAT](http://www.mba.com/mba/taketheGMAT)
- GRE – [www.gre.org](http://www.gre.org)
- Princeton Review – [www.princetonreview.com/home.asp](http://www.princetonreview.com/home.asp)
- SAT – <http://www.collegeboard.org/>
- WorkKeys - <http://act.org/workkeys/>

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## Supplemental Resources

(Hyperlinks on following pages were active when document was uploaded July 2013)

### Web Resources

Web-Chops

[www.web-chops.com](http://www.web-chops.com)

- A site that lets you clip content from the Web & organize it into your own custom topic page including text, video clips, audio, flash applications & forms
- Easy to use: download the toolbar for Internet Explorer, copy a portion of the page, save it & position it on your topic page
- Create pages on a particular subject that are public, friends only or private
- Helps to avoid irrelevant material, advertising or inappropriate content

Timetoast

[www.timetoast.com](http://www.timetoast.com)

- Teachers & students can create interactive timelines
- Users can add individual events & timespans complete with links & images
- Share timelines on social networks, embed timelines, email timelines & subscribe via RSS to timelines
- Free & easy to use

Source:

“e-connect.” Techniques. Association for Career and Technical Education. March 2011, pg. 60.

ZOHO

[www.zoho.com](http://www.zoho.com)

Free online productivity applications (word processor, spreadsheet, database, presentation, document manager, organizer, notebook, wiki, project planner, email application); can retrieve & work on documents anywhere you have an Internet connection without the need to buy or download software

### Important Web Sites

- <https://www.louisianaconnect.org/>
- [www.osfa.state.la.us](http://www.osfa.state.la.us)
- [www.careercompassla.org](http://www.careercompassla.org)
- [www.askLela.org](http://www.askLela.org)

## Other Resources

### Advance Program for Young Scholars

Northwestern State University

- Three-week residential program offering a challenging & rewarding curriculum for gifted & talented students entering grades 8-12
- Tuition is \$2,000

<http://advance.nsula.edu>

(318) 357-4500

### A-HEC of a Summer

- Health careers volunteer program for high school students interested in pursuing a health care career & have at least a 2.0 grade point average
- 15 days during the month of June

[www.clahec.org](http://www.clahec.org) - (318) 443-2855; (225) 757-9845

### BREC (Recreation and Park Commission for the Parish of East Baton Rouge)

- Summer employment
- Check your local listings for similar organizations offering employment opportunities for teens

[brec.org/jobs](http://brec.org/jobs)

(225) 273-6430

### E Federal Credit Union

“Get a Start” Loan

- Low-rate loan designed for young adults ages 17-23
- \$2,000 maximum amount , 12-month repayment term & 7.00% APR

Getting Ready for College Workshop

- Free, fun & interactive seminar for future college students (and their parents)
- Usually held in April

[efedcu.org](http://efedcu.org) - (225) 214-6800

### Federal Student Aid

[www.studentaid.ed.gov](http://www.studentaid.ed.gov)

800-433-3243

### Girls Going Places Entrepreneurship Award Program

Guardian Life Insurance Company

Designed to reward enterprising & community-minded girls ages 12 to 18

Prizes awarded from \$1,000-\$10,000

[www.GirlsGoingPlaces.com](http://www.GirlsGoingPlaces.com)

Junior Achievement

- Job shadowing opportunities
- Multiple programs that support the EFC classroom

[www.ja.org](http://www.ja.org)

Legislative Youth Advisory Council

Louisiana Commission on Civic Education

- Opportunities for students interested in the Law and Public Administration and Government clusters
- High school students serve as a member of the Louisiana Legislative Youth Advisory Council
- Two student members appointed from each of the seven congressional districts and up to seven additional youth may serve as members to represent a school-sponsored or community service club or organization which has a civic mission

<http://civiced.louisiana.gov>

(225) 342-6145

Lela

- Free college counseling, College Goal Sunday, & information on ACT & SAT test dates & registration deadlines, college fairs, scholarships, contests, & other important dates & events

[www.asklela.org](http://www.asklela.org) - 800-228-4755

Lions Camp

Summer Jobs

- Ten A\$500 scholarships awarded at the end of camp to college & college-bound students

[www.lionscamp.org](http://www.lionscamp.org)

800-348-6567

Northwestern State University

Honors Program

- Offered in the following departments: Business, Biology, Creative & Performing Arts, Psychology and Nursing & Allied Health
- ACT Composite minimum of 25 or SAT Composite (V+M) of 1130
- State of Louisiana Regents' Core Curriculum minimum grade point average of 3.20

<http://admissions.nsula.edu>

(318) 357-4078

SAT Checklist

- See Attachment? for an example of a sheet provided to students
- <http://sat.collegeboard.com/register/sat-test-day-checklist>

Scholarships

[www.lasfaa.org](http://www.lasfaa.org)

Summer High Ability Program

Grambling State University

- Earn college credits
- Experience college life
- Cost - \$750
- [collierc@gram.edu](mailto:collierc@gram.edu) - (318) 274-2556

TOPS Core Curriculum for the Opportunity, Performance and Honors Awards - [www.osfa.la.gov](http://www.osfa.la.gov)

## IDEAS FOR MODIFYING LESSONS WITHOUT USING COMPUTERS

Career Cartoons – individual or groups of two

- Draw a short cartoon of at least three panels)
- Storyline must include:
  - Career
  - Description
  - Education Requirements
  - Income
  - Skills
  - High School Subjects

Source: [How To: Career Development Activities](#). Madison, Wisconsin: Center on Education and Work, 2008.

Logo – students studying the same career can may together

- Create a logo for the career you researched
- Use research findings to guide
- Consider the image you are trying to convey about your career

Source: [How To: Career Development Activities](#). Madison, Wisconsin: Center on Education and Work, 2008.

Classifieds

- Locate 3 ads related to the career researched
- Study ads to find out:
  - Location
  - Salary
  - Skills
  - Requirements
- Select one ad & apply for the job; be prepared to tell why you chose that particular job listing

Source: [How To: Career Development Activities](#). Madison, Wisconsin: Center on Education and Work, 2008.

Salary & Education

- Select three careers considering
- Determine education level required for the career
- Find out the salary range
- Be prepared to discuss how this information has influenced you

Source: [How To: Career Development Activities](#). Madison, Wisconsin: Center on Education and Work, 2008.

#### Personal Collage

- Complete personal assessments that identify:
  - What you like to do
  - What you value
  - Your personality
- Develop a collage identifying that information
- Present to the class
- Be prepared to tell how this information helps you with deciding on a career

Source: [How To: Career Development Activities](#). Madison, Wisconsin: Center on Education and Work, 2008.

#### Scavenger Hunt:

- List skills needed in the workplace
- Look for other students in the class who possess those skills
- Identify careers that would be appropriate for each student
- Identify how students also use those skills in school

Source: [How To: Career Development Activities](#). Madison, Wisconsin: Center on Education and Work, 2008.

#### Business Card:

- Create a business card for themselves in the career those chose in the Classifieds activity
- Tell why you chose that career

Source: [How To: Career Development Activities](#). Madison, Wisconsin: Center on Education and Work, 2008.

#### Phone book:

- Use the phone book to determine the types of businesses located in your area
- If your career is not well represented, find out if it would be beneficial to start a business related to that career
- If your career is well represented, contact a business to determine openings, etc.; ask:
  - Job titles
  - Descriptions
  - Number of people employed, etc.

Source: [How To: Career Development Activities](#). Madison, Wisconsin: Center on Education and Work, 2008.

Job Growth & Decline:

- Use information from the U.S. Department of Labor, Bureau of Labor Statistics to find out about job growth and decline for the career they are considering
- Determine if the career is expected to grow or decline

Source: How To: Career Development Activities. Madison, Wisconsin: Center on Education and Work, 2008.

Education & Income:

- Activity to see the affect education has on the level of salary
- What salaries go with different levels of income

Source: How To: Career Development Activities. Madison, Wisconsin: Center on Education and Work, 2008.

SCANS Workplace Competencies

- Read the Report Summary
- Discuss
- Determine which apply to the career chosen by each student
- Relate to other activities (need to develop this)

Source: How To: Career Development Activities. Madison, Wisconsin: Center on Education and Work, 2008.

Careers in Your Family

- Find out more information about family members included in the Family Career Tree activity
- Name of company work for, responsibilities, hours, skills, equipment, likes & dislikes, training & education, school subjects

Source: How To: Career Development Activities. Madison, Wisconsin: Center on Education and Work, 2008.

Charades:

- Use SCANS competencies

Source: How To: Career Development Activities. Madison, Wisconsin: Center on Education and Work, 2008.

Junior Achievement – <http://ja.org>

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**Supplemental Materials Located in *Education for Careers*  
*Toolbox* column in *Lesson Idea Guide***

Career Clusters Interest Survey (PDF)  
FAO (MS PowerPoint)  
Goal Lesson (MS PowerPoint)  
Know Where YOU Are Going (MS PowerPoint)  
Laws of Life Posters (MS Publisher) (only the first two pages are printed in the Supplemental Materials section; refer to the Education for Careers Toolbox column in Lesson Idea Guide for additional pages)  
LD Business Plan (MS Publisher)  
Lemonade Day (MS PowerPoint)  
Military (MS PowerPoint)  
Mission Statement (MS PowerPoint)  
MS Commitment Shell (MS Publisher)  
OFAO (MS PowerPoint)  
Penny Facts (MS PowerPoint)  
PEO (MS PowerPoint)  
Personal Finance (MS PowerPoint)  
PostSecondary Employment (MS PowerPoint)  
Scholarship List (16 pages included in Supplemental Materials section; see Scholarships in Louisiana Connect)  
Seeking Employment (MS PowerPoint)  
Soft Skills (MS PowerPoint)