

Curriculum in MCIS

Visual and Performing Arts



Montana Department of
LABOR & INDUSTRY

Visual and Performing Arts Curriculum in MCIS

This electronic pdf is based on the curriculum found inside of MCIS. To access the links listed under materials, log into MCIS using your administration or staff account.

The link can be found on the dashboard page of the admin or staff account page to the right under Quick Links. They can also be found on the footer of any page in MCIS.

Getting Started 8th and 9th Grade: 8 Worksheets

A Piece of the Puzzle
Career Cluster Mobiles
Career Self-Portrait
Design Your Own Interest Card Sort

Designing Me
I Have a Dream
Oak or Willow
Pyramid of Needs

Looking Deeper 10th and 11th Grade: 15 Worksheets

Career Self-Portrait
Careers Through Music
Change
Compare and Contrast Schools
Design Your Own Interest Card Sort
Designing Me
Education Research
I Have a Dream

Looking Inward
My Career Interests
My Work Values
Oak or Willow
Occupation and Preparation Research
Pyramid of Needs

Next Steps 12th Grade: 6 Worksheets

Compare Schools
I Have a Dream
In-Depth Occupational Research Project
My Graduation Plans
Oak or Willow
The Law at Work

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Activity	Getting Started 8th and 9th Grade	Looking Deeper 10th and 11th Grade	Next Steps 12th Grade
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Careers through Music	x		
Change	x	x	x
Compare and Contrast Schools			
Compare Schools			
Design Your Own Interest Card Sort	x	x	
Designing Me	x	x	
Education Research	x	x	
I Have a Dream	x	x	
In-Depth Occupational Research Project			
Looking Inward			
My Career Interests	x		
My Graduation Plans	x	x	
My Work Values		x	
Oak or Willow			x
Occupation and Preparation Research	x	x	
Pyramid of Needs			x
The Law at Work	x	x	

Theme and Level

Theme: Know Myself
Level: Getting Started

At a Glance

Students learn about the many components of self-awareness then complete the IDEAS assessment.
Time: 75 minutes.

Essential Questions

- What elements comprise career-related self-knowledge?
 - What are my interests?
 - How do my interests relate to occupational clusters?
-

Preparation

- Reserve computer lab with a computer projector enabled
 - Ensure lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Read Setting the Stage for Using Formal Career Assessment Instruments, found in Tools for Counselors and Teachers, under Guides and Instructional Notes
 - Enlarge the image on PowerPoint Slide 2 to 11" X 14" and print in color; paste onto cardboard or heavy card stock paper and cut into 25 puzzle pieces
 - Hide pieces of the puzzle throughout the room
 - Prepare space for assembling the pieces
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about the many pieces of self-awareness. Explain that self-awareness is key to quality career development.
2. Inform students that puzzle pieces are located throughout the room. These pieces, when assembled, create an image that depicts many aspects of career-related self-awareness. Explain that they will search for these puzzle pieces and assemble them to create an 11" X 14" puzzle. Remind students of any "off limits" areas, if applicable.

3. Show students the location for assembling the puzzle.
4. Tell students that they have ten minutes to locate all the pieces and assemble the puzzle.
5. Inform them that they may not talk during this part of the lesson. One student may hand a puzzle piece to another, but no one is allowed to take a piece from someone else.
6. Monitor students as they search for pieces and assemble the puzzle.
7. If necessary, help them locate pieces and assemble the puzzle. Make sure your communication is non-verbal.
8. Display the puzzle once it has been assembled.
9. Show PPT Slide 2. Ask students for comments about what they see.
10. Explain that making a decision about one's future career is somewhat like putting together a puzzle. Knowledge about oneself, in the areas shown on the puzzle, is essential to making sound career choices.
11. Explain each of the career-related self-knowledge areas depicted on Slide 2:
 - Abilities: Things you are able to do well. Achievement tests measure abilities.
 - Aptitudes: Things you are good at regardless of training, often called "your native gifts."
 - Skills: Behaviors you develop with practice because you have interests in them.
 - Interests: Activities that attract you.
 - Values: Things that are important to you.
 - Personality: Who you are in work-related terms. The Holland Personality Types are portrayed around the outside of the hexagram in this picture.
 - DTP Types: The world of work is often described in terms of activities related to data, things, or people.
12. Ask students to discuss what they noticed about themselves and each other as they worked to put the puzzle together.
13. Ask, "How do these behaviors help you know what someone's characteristics might be?" (For example, someone may be very competitive, someone else bored, another person reluctant to take part.)
14. Explain that how you behave while conducting your day-to-day activities, such as classroom assignments, tells you and others about who you are becoming.
15. Encourage students to pay attention to who they see themselves becoming.
16. Explain to students that the next activity they will complete is an interest inventory called the IDEAS assessment.
17. Explain that IDEAS will help them obtain one "piece of the puzzle" about themselves their interests.
18. Tell students that the test results will link to occupational clusters so they can see how their interests are connected to job areas.
19. Show PPT Slide 3. It contains sample IDEAS results. Review how to interpret this information: show students the CIS clusters, the Holland types, how to interpret the chart and how to link to related occupations and occupational information.
20. Instruct students to log into CIS and complete IDEAS. Ask them to save their results in their portfolios by clicking the Save button when they complete the assessment.
21. Ask students to enter their thoughts about their results when prompted as they save. Provide students with an example of a quality reflection, such as: "My interests are most related to artistic occupations, such as writer, dancer, actor. These results are consistent with how I see myself, as I am involved in our school theatre classes and plays, and I love to sing. I could see workings as a theatre teacher when I grow up."
22. Group students by interest cluster areas to further discuss results.
23. Encourage students to explore occupations within their high and medium interest areas.
24. (Note: Some students may have flat profiles; for example, all results in the low or low-medium area. This may indicate vocational immaturity or lack of broad exposure to various interest areas. Encourage these students to re-take IDEAS in a few years, when they likely will have had more career-related experiences.)

Variations and Accommodations

- Use another assessment instrument such as the Interest Profiler, the Self-Directed Search (SDS) or the Career Occupational Preference System (COPS) following this activity or in lieu of this activity, as many schools do not purchase IDEAS.

- Use the Pearson Publishing Reading-Free Interest Inventory for poor and non-readers.
 - Work one-on-one with any student needing special assistance.
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Assessment

Use the *A Piece of the Puzzle Scoring Guide* to evaluate student work.

Portfolio

Students enter personal and career-related learning in IDEAS by clicking Save.

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access

[A Piece of the Puzzle \(PPT\)](#)

[A Piece of the Puzzle Scoring Guide \(PDF\)](#)

[A Piece of the Puzzle Scoring Guide \(DOC\)](#)

Puzzle pieces as described in Preparation

Career Cluster Mobiles

Theme and Level

Theme: Research Options

Level: Getting Started

At a Glance

Students learn about and explore career clusters then create and share career cluster mobiles.

Time: 75 minutes.

Essential Questions

- What careers, clusters, and occupations interest me?
-

Preparation

- Reserve computer lab with projector
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with CIS Occupation Clusters, found in CIS Occupations under Cluster Index tab
 - Review PowerPoint presentation
 - Gather hangers, hooks, string, cards, art supplies for mobiles
 - *Optional:* Print sample table from Slide 8 as a worksheet if desired
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about career clusters and identify clusters and occupations of interest.
2. Show PPT Slide 2. Introduce the words "job", "occupation", "cluster", and "career." Discuss the meaning of each word with the class. (Definitions can be found on Slide 4.)
3. Ask for an example of a job and a related occupation from each student. Record these on the board. For example, a job would be a character animator for Entertainment Arts, and the occupation would be Cartoonist and Animator.
4. Show PPT Slide 3. Discuss with students the concept of a career. For example, compared with a job or occupation, a career is the combination of learning and work that a person pursues during their life. Refer again to the definitions. Discuss the sample career, which is Educator.

5. Show PPT Slide 4. Review the formal definitions of the terms introduced above.
 6. Ask students to define cluster.
 7. In pairs or small groups ask students to work out ways of grouping the list of occupations generated earlier into clusters on the basis of some similarities.
 8. Ask groups to share their clusters and the basis for them. Discuss.
 9. Show PPT Slides 5 and 6. Introduce students to the 16 clusters, which are based on similar functions or tasks done in those occupations.
 10. Show PPT Slide 7. Ask each student or pair of students to make a mobile for one cluster, with the cluster heading as a dominant piece and a minimum of eight occupations on the mobile. Ensure that each cluster is covered.
 11. Ask students to log into CIS using their personal usernames and passwords.
 12. Instruct students to research the relevant occupations by using CIS Occupations and then selecting the Clusters Index, rather than the default Titles Index.
 13. Display the mobiles and ask students to share information about their mobiles.
 14. Ask students to find the mobiles that interest them most and note the cluster names and a minimum of six occupations for further investigation.
 15. Ask student to create a table that compares six occupations of interest and write three sentences about what they learned from this experience.
 16. *Optional*: Use the sample table from Slide 8 as a worksheet if desired.
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Variations and Accommodations

- Mobiles can be made with drawings or as collages from magazines.
 - Display mobiles at a career event or parents' evening at which careers are the focus.
 - Run a competition for the best mobile on the basis of class votes or invited judges, such as a counselor.
 - Students needing special assistance should be paired with a helpful partner for the activity.
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Assessment

Use the *Career Cluster Mobiles Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** and **What career clusters interest you now?** text boxes in the Research Options section of Career Plan.

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
[Career Cluster Mobiles \(PPT\)](#)
[Career Cluster Mobiles Scoring Guide \(PDF\)](#)
[Career Cluster Mobiles Scoring Guide \(DOC\)](#)
Hangers, hooks, string, cards, art supplies

Career Self-Portrait

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students study the revealing aspects of portraits then create self-portraits and discuss them.

Time: 150 minutes (across three days).

Essential Questions

- Who am I becoming?
 - How does my self-portrait capture who I am becoming?
-

Preparation

- Reserve computer lab with computer projector enabled for Day One
 - Set up projector with classroom computer for Days Two and Three
 - Establish CIS portfolios before this lesson
 - Read *Setting the Stage for Using Formal Career Assessment Instruments* found in Tools for Counselors and Teachers under Guides and Instructional Notes if following activity with assessment
 - Print *Portrait Analysis Worksheet*, *My Self-Portrait Analysis Worksheet*, and *My Career Self-Portrait Analysis Worksheet*, one each per student
 - Gather art supplies
 - *Optional:* Select a portrait to use as a discussion example or use the PowerPoint example on Slide 2
 - *Optional:* Reserve computer lab for Day Three if following activity with career assessment
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Introduce the goal of this lesson: to learn more about who you are becoming by studying and completing a self-portrait. In addition, the class will examine one or more historical portraits and study how portraits contribute to our understanding of the

personalities, lives, and times of those who lived in the past. Explain that students will create their own self-portraits using the medium they choose. This self-portrait should indicate who they are and how they fit into their world.

2. Show (PPT) Slide 2, which is a portrait of John Quincy Adams. Ask students to discuss the following aspects of the portrait:
 - What is the setting?
 - What colors are used?
 - What is the person's pose?
 - What is the person wearing?
 - What are other components in the portrait?
 - How do these elements affect our understanding of the subject of the portrait?
3. Show (PPT) Slide 3. Distribute the *Portrait Analysis Worksheet*. Ask students to use art history books, the Internet, or other resources to find and select a historical portrait to study individually or in a small group. Instruct them to use the worksheet to record how each of the portraits' elements affect their impression of its subject.
4. Ask students to share their worksheet with a small group or the class.

Day 2

1. Show (PPT) Slide 4. Ask students to consider what they would like to convey in a portrait of themselves. Distribute the *My Self-Portrait Analysis Worksheets*, and suggest that they make notes about important aspects and elements of their self-portrait, using the worksheet as a guide.
2. Ask students to begin their portrait in class and assign the completion of the self-portrait as homework.
3. Remind students to complete the *My Self-Portrait Analysis Worksheet* upon finishing this assignment.

Day 3

1. Ask the students to share their finished self-portraits in small groups. Instruct groups to discuss what the different elements of each portrait convey to them. They should discuss how effectively each portrait conveyed what the individual was trying to communicate, using the following prompts:
 - What was effective?
 - What was not?
 - Consider how every element is important in conveying the whole idea.
2. Review the various career assessments that students will complete in school. Explain how assessments can be compared to portrait elements: each assessment contributes something to the whole picture.
3. Show (PPT) Slide 5. Hand out *My Career Self-Portrait Analysis Worksheet*. (If you will be using career assessments subsequent to this activity, ask students to use this worksheet to take notes on what they learned from the assessments. If not, ask students to save this worksheet and record what they learn when they complete the assessments later.)
4. Regardless of whether or not you are using a career assessment immediately, tell students that career assessments are only snapshots. They cannot capture all of the different aspects that make up who you are, just as the self-portrait captures only parts of you.
5. Remind students that they are the artists of their futures.
6. If using a career assessment immediately following this activity, introduce the assessment(s) the students will use next.

Variations and Accommodations

- Students could create videos rather than portraits of themselves in a media arts classroom.
- Students could create portraits in pairs.
- Work one-on-one with any student needing special assistance or pair student with a helpful group member.

Assessment

Use the *Career Self-Portrait Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests, preferences?** text box in the Know Myself section of Career Plan.

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
Classroom with computer, projector and CIS access for days two and three
[Career Self-Portrait \(PPT\)](#)
[Portrait Analysis Worksheet \(PDF\)](#)
[Portrait Analysis Worksheet \(DOC\)](#)
[My Self-Portrait Analysis Worksheet \(PDF\)](#)
[My Self-Portrait Analysis Worksheet \(DOC\)](#)
[My Career Self-Portrait Analysis Worksheet \(PDF\)](#)
[My Career Self-Portrait Analysis Worksheet \(DOC\)](#)
[Career Self-Portrait Scoring Guide \(PDF\)](#)
[Career Self-Portrait Scoring Guide \(DOC\)](#)
Art supplies
Optional: Sample portrait
Optional: Computer lab for Day Three

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students will use music to facilitate career development.

Time: 100 minutes (across two days).

Essential Questions

- What can I learn by studying the career path of a musician I admire?
-

Preparation

- Reserve computer lab with computer projector enabled
- Ensure classroom has sufficient open space for activity
- Establish CIS portfolios before this lesson
- Bring a CD or MP3 player
- Create a CD or MP3 file with some of the following classic songs about work to play as students enter room (you can download many of these for free from You Tube on the Internet):
 1. "9 to 5," Dolly Parton
 2. "Blue Collar Man," Styx
 3. "Bright Future in Sales," Fountains of Wayne
 4. "Career Opportunities," The Clash
 5. "Finest Worksong," R.E.M.
 6. "A Hard Day's Night," The Beatles
 7. "I've Been Working," Van Morrison
 8. "Jacqueline," Franz Ferdinand
 9. "Just Got Paid," ZZ Top
 10. "Luxury," The Rolling Stones
 11. "Maggie's Farm," Bob Dylan
 12. "Oney," Johnny Cash
 13. "She Works Hard for the Money," Donna Summer
 14. "Sixteen Tons," Merle Travis
 15. "Takin' Care of Business," BTO
 16. "Welcome to the Working Week," Elvis Costello
 17. "Working Class Hero," John Lennon
 18. "Work is a Four-Letter Word," by Cilla Black, performed by the Smiths

19. "Work, Work, Work (Pub Club Sleep)," The Rakes
 20. "Workin for a Livin," Huey Lewis and the News
 21. "Working for the Weekend," Loverboy
 22. "Working in the Highway," Bruce Springsteen
 23. "Working Man," Rush
 24. "Workingman's Blues #2," Bob Dylan
- Check the links below if needed, then create and hang posters with the names of the following musical genres around the room:
 - http://en.wikipedia.org/wiki/Special:Search/List_of_musical_movements_Classical
 - http://en.wikipedia.org/wiki/Special:Search/List_of_blues_genres_Blues
 - http://en.wikipedia.org/wiki/Country_music
 - http://en.wikipedia.org/wiki/Country_folk
 - http://en.wikipedia.org/wiki/Heavy_metal_music
 - http://en.wikipedia.org/wiki/Hip_hop
 - <http://en.wikipedia.org/wiki/Jazz>
 - http://en.wikipedia.org/wiki/Rock_music

These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Play the CD or MP3 file with songs about work that you created as students enter the room.
2. Ask students if they noted a theme among these songs.
3. Show PPT Slide 2. Ask students to share a song that "moves" them. This should be a song that has an emotional impact on them and not one that they just appreciate for the beat or because of the band who plays it.
4. Allow several students to share their chosen songs.
5. Facilitate a discussion around why and how this song moves the student. This will reveal much about their personality, values, interests, and passion.
6. Divide the class into small groups and continue this discussion.
7. Show PPT Slide 3. Ask students to note, in a quick write paragraph, any career-related reflectionsthings about their interests, personality, values that surfaced in this discussion.
8. Direct student attention to the musical genre posters hanging around the room.
9. Ask students to stand next to the poster of their most preferred genre.
10. Show PPT Slide 4. Ask each genre group to brainstorm a list of characteristics that people who listen to that genre might have, recording all the things that would describe people who listen to that genre.
11. Show PPT Slide 5. After their discussion, point out that by identifying these characteristics, they might also be describing themselves, as they are part of the group that listens to this music.
12. Show PPT Slide 6. Assign another quick write paragraph, asking students to note career-related reflections and any similarities between the descriptions and reflections from the first exercise.
13. Collect these quick writes.
14. Show PPT Slide 7. Assign students to research the career path of their favorite musician and prepare to share information about this musician's career history at your next class meeting.
15. Request a minimum one-page paper.

Day 2

1. Ask students to share their musical hero.
2. Show PPT Slide 8. Discuss the career paths of these musicians. Were they planned? Serendipitous? Struggling? How might these musicians' lives have been easier?

Variations and Accommodations

- Ask each student to bring a song by their favorite musician to class and prepare to explain why that song is important to them.
 - For students who have not developed musical interests, play music and ask them to identify which of the presented styles interests them most.
 - Use artists instead of musicians for an art class.
 - Work on-on-one with any student needing special assistance or pair student with helpful group members.
-

Assessment

Use the *Careers through Music Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the *What do you know about yourself, your characteristics, interests and preferences?* text box within the Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access
[Careers through Music \(PPT\)](#)
[Careers through Music Scoring Guide \(PDF\)](#)
[Careers through Music Scoring Guide \(DOC\)](#)
CD or MP3 player
CD or MP3 file with songs about work

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Change

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students define and identify changes in their lives and explore issues related to these changes.

Students examine the impact of change upon themselves and upon career fields of interest.

Time: 100 minutes (across two days).

Essential Questions

- How do I manage change?
 - What are some of the impacts of change on an environment and upon the people within the environment?
 - How can I manage change more effectively?
 - How might change affect my future?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Before the lesson, or first thing in the morning, dramatically modify the classroom environment, making obvious changes in furniture, equipment, and even temperature and lighting if possible, in order to create a different work setting for the day
 - Be prepared with strategies to manage the time when students first enter the classroom and are unsure of how to cope with these environmental changes
 - *Optional:* If your students find it difficult to identify strategies for coping with or managing change, you may find the activity Relax and Enjoy Life and its relaxation exercise useful, or ask the school counselor for other resources
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Play Michael Jackson's "Man in the Mirror" as students enter the

classroom. Tell students that the goal of this lesson is for them to learn about the impact of change on their lives. Ask students to note the classroom changes and their personal reactions to these changes.

2. Show PPT Slide 2. Ask students to list each of the changes they noticed on a sheet of paper.
3. Divide the class into small groups, one for each change.
4. Ask groups to discuss and note people's reactions either each person's own reactions or the reactions of others to the change they were assigned.
5. Instruct groups to appoint a speaker to report their findings to the whole class.
6. Show PPT Slide 3. Ask students how the changes affected their classroom work patterns and their behaviors.
7. Show PPT Slide 4. Ask groups to identify other changes that resulted from changes in their environments. Share group findings with the whole class.
8. Show PPT Slide 5. Brainstorm important factors associated with managing change in a positive and productive way and list them on the board.
9. Show PPT Slide 6. Ask students to write three sentences in which they reflect upon how they cope with or manage change in their lives.
10. Collect this writing.
11. Assign students, individually, in pairs, or in groups of three, to conduct a research project to investigate change related to a broad career field of interest and prepare to present their research to the full class. For example, they could research change in the natural world, the human body, technology, or society. Topics will vary with interests or subject area.
12. Provide students with a time frame, presentation requirements, and information about resources.
13. Show PPT Slide 7. Discuss how to cope with change, as presented on the slide.

Day 2

1. Ask students to present their findings with the rest of the class.
 2. Assign students to create a presentation video, oral, written, or in the form of a song about how they cope with change and prepare to share this in a subsequent class.
-

Variations and Accommodations

- Assign students to put the room back in its original arrangement, and discuss which arrangement they liked best, and why they preferred it.
 - Ask students to write a major report or develop a play about change depending upon the subject area and how it affects them, how they manage it, or how they hope to handle change better in the future.
 - Students needing special assistance should be paired with a helpful partner or group member for the activity.
-

Assessment

Use the Change Scoring Guide to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with a projector and CIS access

[Change \(PPT\)](#)

[Change Scoring Guide \(PDF\)](#)

[Change Scoring Guide \(DOC\)](#)

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Compare and Contrast Schools

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students research three post-secondary schools that interest them then design a brochure for the school and program of study that most interests them.

Time: 125 minutes.

Essential Questions

- What's most important to me in a post-secondary school?
 - What school best matches criterion of importance to me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Coordinate student access to resources necessary for the activity (for example, use of high school career center for college catalogs and guides to colleges)
 - Establish CIS portfolios before this lesson
 - Print *Compare and Contrast Schools Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them learn to be smart college shoppers.
2. Show PPT Slide 2. Explain to students that the choice of a post-secondary school is as important as the choice of a career goal, and this lesson will help them learn to use a process of comparing schools.
3. Tell students: "The college you attend must offer what you want to learn in an environment that is conducive to your learning. Post-secondary schools are very different than high schools, typically with many choices, considerations, and opportunities to explore."
4. Show PPT Slide 3. Explain that, in this activity, they will be gathering, analyzing, evaluating and summarizing information on three colleges or technical schools of their choice.

5. Ask students to log into CIS using their personal usernames and passwords.
 6. Show students how to access post-secondary school information using CIS U.S. Colleges & Universities files (and State Colleges, if available) and Undergraduate School Sort (found in either Colleges component).
 7. Ask student to print information on these colleges or technical schools. The printouts should include information from the following topics: General Information, Schedules and Policies, Admissions, and Costs and Financial Aid, as well as program information relevant to the student.
 8. If you have access to other resources, tell students that additional information is available in college catalogs, guides to colleges, and on the Internet.
 9. If information is gathered primarily from the Internet, ask students to obtain a copy of the current college catalog for at least one of these schools. They may be able to borrow one from the career center at your high school or, if time permits, write to the school requesting one. Alternately, students can identify where a reference copy is available.
 10. Show PPT Slide 4. Distribute the *Compare and Contrast Worksheets* and ask students to summarize the information they gather on these worksheets.
 11. Explain that they may acquire a lot of information about programs of study that they can summarize by using cluster headings, or from which they can select a range, including those which interest them.
 12. Show PPT Slide 5. Ask students to individually design a promotional brochure, video or audio presentation for a post-secondary school of particular interest to them. The resulting material should feature factors that made the school appealing to them and persuade others to attend. Encourage students to use graphics, illustrations, and computer art and design.
 13. Display the brochures, videos or audio presentations upon completion, and allow time for students to review them.
-

Variations and Accommodations

- Invite high school counselors, career center staff, university or community college liaisons or admissions staff to talk with students about further education and training opportunities. Ask the speakers to talk about how to research programs of study and the best ways to prepare for further education and training.
 - Use the brochures at a career event or parents' evening with a career theme.
 - Arrange for students to present their brochures and speak about them to another class.
 - Work one-on-one with any student needing special assistance or assign students to work in pairs or groups on this activity to assist any students with special needs.
-

Assessment

Use the *Compare and Contrast Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your educational plans after high school?** text box within the Make Plans, Education Plans section of Career Plan.

Materials

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[Compare and Contrast Schools \(PPT\)](#)

[Compare and Contrast Schools Worksheet \(PDF\)](#)

[Compare and Contrast Schools Worksheet \(DOC\)](#)

[Compare and Contrast Schools Scoring Guide \(PDF\)](#)

[Compare and Contrast Schools Scoring Guide \(DOC\)](#)

Optional: College catalogs and guides to colleges

Compare Schools

Theme and Level

Theme: Research Options

Level: Next Steps

At a Glance

Students conduct interviews to learn first-hand about schools of interest.

Time: 75 minutes, across two days.

Essential Questions

- What can I learn about school of interest by talking with school representatives?
-

Preparation

- Secure computer lab with PC projector and CIS access
 - Find a college, community college or proprietary school representative who is willing to visit your classroom and be interviewed by you to demonstrate informational interview.
 - Make copies of the *Compare Schools Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to become more decisive about schools by conducting research and interviewing individuals working in these schools.
2. Introduce a sample interviewee to the class and conduct the sample school interview.
3. Allow students to ask questions of the presenter.
4. Allow 20 minutes for this activity.
5. Show PPT Slide 2. Tell students that face-to-face and telephone interviewing are important and useful adjuncts to career information. They provide "real life" perspective on the school that is hard to achieve away from the school setting, and sometimes the interviewee shares unique attributes and stories about the school that CIS and other sources may not provide.
6. Show PPT Slide 3. Distribute the *Compare Schools Worksheet*, explain the assignment and review the instructions.
7. Tell students that this activity will help them learn detailed information about the schools they are presently considering and hopefully begin to prioritize these schools.

8. Begin the worksheet completion in class; using CIS, walk students through the comparison process for three schools.
 9. After 15 minutes, break students into pairs to discuss what they have learned using CIS for five minutes.
 10. Assign worksheet completion as a homework assignment. Tell students that, ideally, they would meet school representatives face-to-face to complete this assignment, however, given that some of the schools they are considering may be in remote communities, it could prove impossible to meet all three representatives.
 11. Instruct students to call those they cannot visit face-to-face,
 12. Provide students a time frame to complete the remainder of the worksheet and interviews.
 13. Inform students that they will create either a written or an oral presentation of their findings.
 14. Show PPT Slide 4. On a subsequent day, upon completion of the worksheets and interviews, lead a class discussion about these interviews. Be sure to discuss:
 - How were these schools different than you expected?
 - What was your most surprising finding?
 - How did this project influence your consideration of these schools?
 15. Show PPT Slide 5. Have students post thoughtful reflections detailing what they learned about themselves in their CIS portfolios, in the Next Steps: Research Options section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Worksheet could be completed by phone in class, given adequate quiet spaces for calling.
 - Post the completed worksheets around the classroom for all students to view. Attach pictures of the individuals interviewed or the schools.
 - This assignment could be distributed at the end of junior year, so students would have the summer to gather the data as they conduct college visits. Steps 14 and 15 would then occur early senior year.
-

Assessment

Use the *Compare Schools Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Next Steps: Research Options section of Career Plan. The **What training programs and schools interest you now?** text box needs to be completed.

Materials

Computer lab with a projector and CIS access

[compare Schools \(PPT\)](#)

[Compare Schools Scoring Guide \(PDF\)](#)

[Compare Schools Scoring Guide \(DOC\)](#)

[Compare Schools \(PDF\)](#)

[Compare Schools \(DOC\)](#)

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Design Your Own Interest Card Sort

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students create sortable cards to represent interests, hobbies and leisure activities that they enjoy, then identify and discuss how each of these fulfills specific needs or develops specific skills.

Time: 100 minutes (across two days).

Essential Questions

- What are my interests and how do these interests relate to who I am becoming?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Print *My Interests Worksheet*, one per student
 - Photocopy the interest card sorts created by students in session one before the second session
 - Gather poster board, felt pens, scissors, and magazines, computer graphics or drawings if desired
 - *Optional:* Make a sample interest card or project a sample card on PowerPoint slide
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students the goal of this lesson, which is to make a card game based on interests to help them explore their career interests.
2. Show PPT Slides 2-6. Discuss the terms interests, hobbies, leisure activities, and skills. Ask students how these terms relate to one another. (See the PowerPoint presentation for definitions.)
3. Compile a list of interests from the class and record them on the board. Aim for 50 to 60

interests.

4. Show PPT Slide 7. Explain to the class that they are to create an interest card sort. Demonstrate sample cards from previous years.
5. Tell them that each student will make one or two cards illustrating an interest area; for example, a picture of a racquet for the interest area of racquet sports tennis, racquet ball, badminton.
6. Discuss with the class the format you would like them to use words, drawings, computer graphics, magazine clippings, or a combination of these.
7. Tell students that they will use the interest card sort created by their cards as a way to conduct an informal career assessment. (You could use their cards with future classes as well.) Students will sort the cards according to how much the topic interests them.
8. Assign two or more items from the interest list to each student, and ask one student to create three sorting category cards ("Yes", "No", "Maybe" or similar wording). Distribute blank cards for students to use.
9. Collect the cards and photocopy enough sets for students to use individually or in groups.
10. Remember to keep some blank cards available for students who make errors or otherwise need extra cards.

Day 2

1. Give each student or group a copy of the interest card sort to use and a pair of scissors to cut out the cards. Explain that they will sort the cards into three piles ("Yes", "No", "Maybe") on the basis of whether they like to do the activity on the card or not, and if it interests them. They should aim to have at least 10 cards in their "Yes" pile. (Instruct students who have an interest that is not covered by the cards to write it on a blank card and add it to the "Yes" pile.)
2. Ask students to review their sort and move some cards if necessary. The "Yes" pile should then be prioritized according to their favorites and recorded as a list on the *My Interests Worksheet*, to be handed out later. Students will do the same for "Maybe" and note the top three.
3. Discuss why people choose certain activities (for example, family activity, learned at a camp), which needs these interest areas fulfill for the students (for example, creative expression, fitness, relaxation, challenge, meeting new people) and the benefits or skills gained by participating in interest areas (for example, new friendships, keyboarding skills).
4. Show PPT Slide 8. Distribute the *My Interests Worksheet* and ask students to complete it.
5. Divide the class into small groups and ask them to discuss the results of their worksheets: the skills they gained, the needs that the activity identified, and why they choose specific interests.
6. Encourage students to explore CIS Occupations to identify occupations that use these interests and skills.

Variations and Accommodations

- Create a picture-and-word interest card sort. Laminate some sets for students to take to an elementary class and work with students there on a one-to-one basis, explaining how to sort and assisting the students in recording their responses.
- Laminate several sets of the interest card sort for use with other groups or classes in the school. Students can explain their use to another teacher and other students.
- Students who have completed the *My Interests Worksheet* can work in pairs or small groups using CIS to find examples of the skills developed from the list of hobbies and leisure activities and ways they could be used in the workplace.
- Work one-on-one with any student needing special assistance or pair student with a helpful group member.

Assessment

Use the *Design Your Own Interest Card Sort Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests and preferences?** text box in the Know Myself section of Career Plan.

Materials

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[Design Your Own Interest Card Sort \(PPT\)](#)

[My Interests Worksheet \(PDF\)](#)

[My Interests Worksheet \(DOC\)](#)

[Design Your Own Interest Card Sort Scoring Guide \(PDF\)](#)

[Design Your Own Interest Card Sort Scoring Guide \(DOC\)](#)

Poster board cut into 60-70 playing card size pieces (number will vary with class size)

Felt pens

Scissors

Optional: Magazines, computer graphics or drawings

Optional: Sample interest card

Designing Me

Theme and Level

Theme: Know Myself, Set Goals

Level: Getting Started, Looking Deeper

At a Glance

Students complete statements about themselves, which they use in conjunction with a chosen media to create depictions of themselves. They also identify some short-term goals from these depictions.

Time: 100 minutes (across two days).

Essential Questions

- Who am I becoming?
 - What goals will help me become who I want to be?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Designing Me Worksheet*, one per student
 - Obtain a pattern, blueprint, or schematic with visuals showing stages of construction
 - *Optional:* Prepare or obtain samples of designs to use instead of Slide 5
 - *Optional:* Gather materials for working on the designs in class (paper, magazines for cutting, markers, glue, paste, scissors, etc.)
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is to help students become more aware of and then portray artistically who they are becoming.
2. Show PPT Slide 2. Introduce students to the activity by explaining that each individual is unique. Lead a discussion about the fact that each person develops a singular approach to life.
3. Show PPT Slide 3. Distribute the *Designing Me Worksheets*, explaining how to complete them. Tell students to complete the worksheet alone, and not to ask other students for input. This worksheet is meant to be private; no one except the teacher will see the results. Advise students

- to focus on non-physical aspects.
4. Allow time for students to complete the worksheets.
 5. Show PPT Slide 4. Inform students that they will use the information from the *Designing Me Worksheets* to create a depiction of themselves in the past, present, and future.
 6. Tell them that they will be asked to explain their project.
 7. Give them any guidelines for media that you have decided upon.
 8. Show PPT Slide 5. Discuss this sample design.
 9. Lead a discussion about how a design or plan becomes a reality.
 10. Display a pattern, blueprint, or schematic and follow it, with visuals, through progressive stages of construction until the end product is seen. Note students' comments about this process on the board.
 11. Tell students the due date for the assignment.
 12. Plan to collect these designs on the due date and display them during the following week.
 13. Advise students that they should come prepared to make a three-five minute presentation on their designs.

Day 2

1. Display students' projects without names. Ask the class to view them and consider which belongs to whom.
 2. Place a comments sheet below each design. Tell students to note any questions or respectful comments that they have on these sheets.
 3. Ask students to make presentations and answer questions and address comments about their designs.
 4. Explain to students that the way we "design" our lives to achieve what we want is to set goals for ourselves.
 5. Show PPT Slide 6. Discuss the definition of a goal.
 6. Ask students to select three aspects of their designs in which to set at least one short-term goal and identify the steps needed to achieve it.
 7. Ask students to prepare a written explanation of their reasons for choosing these goals and their plans for reaching them.
-

Variations and Accommodations

- Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Designing Me Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What do you know about yourself - your characteristics, interests and preferences?**
text box in Know Myself
- **Write the goal you set, whether personal, academic, or career,** in the appropriate text box
in Set Goals

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Materials

Classroom with computer and projector with CIS access

[Designing Me \(PPT\)](#)

[Designing Me Worksheet \(PDF\)](#)

[Designing Me Worksheet \(DOC\)](#)

[Designing Me Scoring Guide \(PDF\)](#)

[Designing Me Scoring Guide \(DOC\)](#)

Pattern, blueprint, or schematic with visuals showing stages of construction

Optional: Samples of designs

Optional: Paper, magazines for cutting, markers, glue, paste, scissors

Theme and Level

Theme: Research Options

Level: Looking Deeper

At a Glance

Students research the preparation requirements for occupations of interest.

Time: 75 minutes.

Essential Questions

- What are the preparation requirements of occupations that interest me?
-

Preparation

- Arrange for two to three college representatives to attend the first 30 minutes of class
 - Secure computer lab with computer projector enabled with CIS access
 - Make copies of the *Education Research Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to familiarize them with the programs, schools, and entrance requirements associated with careers that interest them.
2. Introduce the speakers. Tell students that these speakers will discuss their schools' admission requirements and programs, and students will be free to ask questions at the conclusion of their presentations. Upon completion of this presentation, students will have an enlightened awareness of the similarities and differences among admissions requirements and academics at two higher education institutions.
3. Provide 30-40 minutes for the school representatives' combined presentation, encouraging student questions and discussion.
4. Tell students that the remainder of this lesson will involve investigating six programs of study and potentially twelve schools they might consider in a table that explores the similarities and differences of the preparation requirements. Upon completion of this activity, students will be able to compare graphically the contrast the options for formal preparation requirements for three occupations.

5. Show PPT Slide 2. Distribute the *Education Research Worksheet* and review the instructions. Instruct students carefully select their occupations of interest for this exercise. Demonstrate the compare feature in CIS Schools.
 6. Provide 25 minutes for this process.
 7. Show PPT Slide 3. Discuss student findings.
 - What surprised you?
 - What did you learn about admission requirements at schools that interest you?
 - What new high school courses might you consider taking?
 - What did you learn about yourself?
 8. Show PPT Slide 4. Ask students to answer the questions on the slide, repeated on the bottom of the *Education Research Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Research Options section of Career Plan.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - To shorten the time required, you could assign students to complete the worksheet as a homework assignment.
 - Students could make illustrations about these six programs or the schools and their admission requirements to hang in the classroom.
-

Assessment

Use the *Education Research Worksheet* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Looking Deeper: Research Options section of Career Plan. The following boxes need to be completed: ***What are the preparation requirements of occupations that interest you?*** and ***What occupations interest you now?***

Materials

Computer lab with a projector and CIS access
[Education Research\(PPT\)](#)
[Education Research Scoring Guide \(PDF\)](#)
[Education Research Scoring Guide \(DOC\)](#)
[Education Research\(PDF\)](#)
[Education Research\(DOC\)](#)

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Theme and Level

Theme: Set Goals

Level: Getting Started, Looking Deeper, Next Steps

At a Glance

Students develop videos depicting their career dreams and goals.

Time: 200 minutes (can vary across several days).

Essential Questions

- How can I capture what my dream career looks like?
-

Preparation

- Consider conducting this lesson near Martin Luther King, Jr. Day
 - Reserve computer lab with Windows Movie Maker, Mac Design or other movie production software, and computer projector enabled
 - Establish CIS portfolios before this lesson
 - Use either the Interest Profiler or IDEAS assessment and interpret the assessment prior to this lesson
 - Print the *Career Video Evaluation Worksheet*, several per student
 - Find YouTube or other video footage of Martin Luther King, Jr. reciting his "I Have a Dream" speech
 - Search YouTube for videos of people describing their dream careers; search "my dream career"
 - Note: YouTube is not available in all schools
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to create a video that artistically depicts their career dreams.
2. Tell students that the resulting videos could be used to accompany college and scholarship applications.
3. Watch bits of Martin Luther King, Jr.'s "I Have a Dream" speech on YouTube or another Internet

site.

4. Ask student why they think so much of his dream materialized.
5. Show PPT Slide 2. Talk to students about the power of having dreams and sharing those dreams.
6. Show a few YouTube career dream videos.
7. Show PPT Slide 3. Discuss and evaluate the videos as a class, using the evaluation topics on the slide.
8. Remind students of the career assessments that they recently completed; these should have provided fodder for their own career dreams.
9. Ask students to review their earlier assessment results and saved reflections if needed.
10. Describe the assignment. Tell students that they are to create a one to two minute video depicting their career dream. Explain that producing this video should help them clarify their dreams as well as communicate their dreams to others.
11. Explain that after these videos are completed, the class will select seven videos based upon what is important to them, and these will be shown in an assembly for younger students.
12. Explain that those students whose videos were *not* selected will help design and lead the assembly.
13. Show PPT Slide 4. Review the Dream Career Video teacher's evaluation criteria; ask students if they have any questions, then answer them.
14. Explain that, in addition to being evaluated by their teacher, they will score themselves. Distribute the *Career Video Evaluation Worksheets*, several per student. These are the evaluation sheets that students will use to evaluate one another. Review each of the evaluation areas on the worksheet.
15. Tell students the amount of class time you will designate for working on these videos. For those students who do not have their own digital cameras or video equipment, reserve this equipment from the school for any work required outside of class.
16. Ask the students to consider what they would like to convey in their "I Have a Dream" videos. Suggest that they take some notes about important aspects and elements of this video, using CIS and other resources, such as the library or Internet.
17. Ask students to begin identifying content areas in class, and assign a completion date for the videos.

Subsequent Days

1. Spend several class periods assisting students with content, timelines, storyboards and videos.
2. When videos are complete, ask the students to share their videos with the entire class, and ask students to evaluate one another using the *Career Video Evaluation Worksheets*.
3. Show PPT Slide 5. Ask the class to discuss these videos and be sure to consider:
 - What was effective?
 - What was not?
 - What elements are most important in conveying the whole idea?
4. Show PPT Slide 6. As a class, create a plan to share the videos with younger students in an assembly. Using slide 6, work with students to determine:
 - Which videos to share in assembly (You could use the results of students scoring of these videos)
 - Content and focus of assembly
 - Who will present what elements?
5. Those students whose videos will be aired should assist with technical elements on the day of the assembly.
6. Remind students that they are the directors of their futures.

Variations and Accommodations

- Consider publishing videos on DVD for students and their parents or guardians.
 - Any student needing assistance could be paired with another student for this substantive project.
-

Assessment

Use the *I Have a Dream Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your career goals?** text box in the Set Goals section of Career Plan.

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with video production software, projector and access to CIS

[I Have a Dream \(PPT\)](#)

[Career Video Evaluation Worksheet \(PDF\)](#)

[Career Video Evaluation Worksheet \(DOC\)](#)

[I Have a Dream Scoring Guide \(PDF\)](#)

[I Have a Dream Scoring Guide \(DOC\)](#)

In-Depth Occupational Research Project

Theme and Level

Theme: Research Options

Level: Next Steps

At a Glance

Students conduct informational interviews to learn about occupations first-hand.

Time: 75 minutes, across two days.

Essential Questions

- What can the workplaces teach me about the occupations I am considering?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Find a person with a unique career who is willing to visit your classroom and allow you to interview him or her in a demonstration informational interview.
 - Make copies of the *In-depth Occupational Research Project Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to crystallize occupations of interest by interviewing individuals working in these occupations.
2. Introduce sample interviewee to the class.
3. Conduct sample informational interview.
4. Allow students to ask the presenter questions.
5. Allow 25 minutes for this activity.
6. Show PPT Slide 2. Tell students that informational interviewing is an important and useful adjunct to the formal career information they have used to date. It provides that "real life" perspective on the occupation that is hard to get out of the occupation setting, and sometimes the interviewee shares unique qualities of the occupation that CIS and other sources may not address.

7. Show PPT Slide 3. Distribute the *In-depth Occupational Research Project Worksheet* and review the instructions.
 8. Tell students that this activity will help them learn some unique information about the occupations they are presently considering.
 9. Assign the worksheet completion as a homework assignment. Tell students that they are to meet face-to-face with the individual they select if possible and students should consult with you if this seems impossible to achieve. (Make alternative arrangements for occupations that do not exist in your community.)
 10. Show PPT Slide 4. Demonstrate where the informational interview questions are in CIS.
 11. Assign students to use CIS now to select their six questions and write these on the table on their worksheets where indicated.
 12. Provide 10 minutes for this activity.
 13. Show PPT Slide 5. Ask students to break into triads and share their six questions and discuss any questions they may have about the interviews.
 14. Ask students to report their ideas and questions to the full class. Discuss these.
 15. Show PPT Slide 6. On a subsequent day, after students conduct their interviews, lead a class discussion about these interviews. Be sure to discuss:
 - How were the occupations different from you expected?
 - What was the biggest surprise in the work setting?
 - How did this influence your consideration of this occupation?
 16. Show PPT Slide 7. Have students post thoughtful reflections about what they learned about themselves in their CIS portfolios, in the Next Steps: Research Options section of Career Plan.
-

Variations and Accommodations

- Pair students needing special assistance with a helpful class member for this activity.
 - Worksheet could be completed by phone in class, given adequate quiet spaces for calling.
 - Post the completed worksheets around the classroom for all students to view. Attach pictures of the individuals interviewed or the occupation.
 - Class could select six professional to come to class for informational interviews, from among occupations of common interest to students in the class.
-

Assessment

Use the *In-depth Occupational Research Project Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Research Options section of Career Plan. The following boxes need to be completed:

What occupations interest you now? and ***What are the preparation requirements for occupations that interest you now?***

Materials

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[In-depth Occupational Research Project \(PPT\)](#)

[In-depth Occupational Research Project Scoring Guide \(PDF\)](#)

[In-depth Occupational Research Project Scoring Guide \(DOC\)](#)

[In-depth Occupational Research Project \(PDF\)](#)

[In-depth Occupational Research Project \(DOC\)](#)

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students gain perspectives on who they are becoming by reflect on their earlier life stages.

Time: 50 minutes.

Essential Questions

- How have the things I have done shaped who I am becoming?
-

Preparation

- Secure computer lab with computer projector enabled with CIS access
 - Make copies of the *Looking Inward Worksheet*, one per student
 - Before teaching this lesson, have students bring a picture of themselves from pre-school or elementary school. Scan one picture of each student from his/her early years and make a photo collage to insert into the CIS PowerPoint Looking Inward presentation as slide 2 (This could take 2-3 slides to include all students, depending upon class size). You will use this slide(s) in the first part of the activity.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand who they are becoming by looking at their past.
2. Show PPT Slide 2. Show your student collage to the class. Have students guess who is whom. When a student is guessed correctly, ask him or her to share something they remember about this period of his/her life. Continue until each student has had a chance to share a childhood memory.
3. Show PPT Slide 3. Distribute the Looking Inward worksheet and review the instructions with students. Encourage students to answer carefully the items on the worksheet. Also tell students that they may use CIS occupation information to help them answer the last row of items.
4. Show PPT Slide 4. Divide the class into groups of four. Have students share their completed worksheet tables.

5. Show PPT Slide 5. Ask students to answer the questions on page 2 of the Looking Inward worksheet.
 6. Show PPT Slide 6. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Know Myself section.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this lesson.
 - Students could complete the worksheet as a homework activity to either shorten the lesson or in order to use class time for learning.
 - Students could attach drawings or photos of themselves to the worksheet page 1 table and these could be hung in the classroom for a period of time.
-

Assessment

Use the *Looking Inward Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Getting Started: Know Myself section of Career Plan. The following box needs to be completed: **What do you know about yourself your characteristics, interests, and preferences?**

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector with CIS access
[Looking Inward \(PPT\)](#)
[Looking Inward Scoring Guide \(PDF\)](#)
[Looking Inward Scoring Guide \(DOC\)](#)
[Looking Inward \(PDF\)](#)
[Looking Inward \(DOC\)](#)

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students use the Interest Profiler to gain perspectives on their interests and occupations that use these.

Time: 50 minutes.

Essential Questions

- What are my interests?
 - What occupations use these values?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *My Work Values Worksheet*, one per student
 - Go to You Tube and search using, "What do you like to do in your free time?" Locate and bookmark three or four short videos that capture diverse activities. Make sure one video is about time wasting by teens. You will use these in step 2 of this lesson.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand their interests and occupations that use these interests.
2. Show students the You Tube clips you bookmarked.
3. Ask students what they like to do in their free time, encourage a class discussion.
4. Tell students that how they spend their free time reveals a lot about their interests, and interests are one important key to finding a satisfying career. If your job uses and develops your interests then you are likely to enjoy your work.
5. Show PPT Slide 2. Tell students that they will complete the Interest Profiler in this lesson. The Interest Profiler lists 180 interests and asks you to assess quickly whether you would like, dislike or feel unsure about your interest in doing this activity.
6. Show PPT Slide 3. Distribute the *My Career Interests Worksheet* and review the instructions.

Instruct students to:

- Log into their CIS portfolios
- Use the Interest Profiler
- Save their results
- Research resulting occupations of interest
- Post their reflections

7. Provide 20-25 minutes for this process.

8. Show PPT Slide 4. Ask students to answer the questions on the slide, repeated on the bottom of the *My Career Interests Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper : Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Lesson could be completed in Spanish to build language skills.
 - To shorten the time required, you could skip the video clips, perhaps ask students to watch some You Tube videos on this theme before class.
 - Students could discuss career interests with a parent/guardian as a lesson precursor.
 - Students could make illustrations about their interests to hang in class.
-

Assessment

Use the *My Career Interests Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Know Myself section of Career Plan. The following boxes need to be completed: ***What did you learn about yourself from the career assessment (Work Importance Locator) you used?*** and ***What occupations interest you now?***

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access

Bookmarked You Tube videos

[My Career Interests\(PPT\)](#)

[My Career Interests Scoring Guide \(PDF\)](#)

[My Career Interests Scoring Guide \(DOC\)](#)

[My Career Interests \(PDF\)](#)

[My Career Interests \(DOC\)](#)

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students update action plans and course plans and identify obstacles and supports.

Time: 50 minutes.

Essential Questions

- What do I need to do now to achieve my goals?
 - What courses should I plan for my senior year?
 - What are my obstacles to success?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Print copies of student Career Plan reflections using CIS Administration Tools:
 1. If you have not yet done so, create a CIS Group for this class of students
 2. Select Group Report under the Reports header
 3. Select your class as the Group
 4. Select Career Plan for the type of report
 5. Select Detailed Report for the type
 6. Select Print for the output
 7. Cut into individual pages
 - Note: students could print these career plans themselves in class. This will take 10-15 minutes of class time.
 - Make copies of *My Graduation Plans Worksheet*, one per student.
-

Steps

DAY 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to update both their course and action plans and consider new obstacles to and supports for their

success.

2. Show PPT Slide 2. Ask students "Have your post-secondary plans changed? Do you know where you are going and what you are doing when you graduate? Invite students to share their plans and how they arrived at the changed ideas.
 3. Tell students, "You are more likely to get where you want to go with a plan. This activity will draft your post-secondary plans." Explain that plans often need to change, and thinking through the details of this helps assure that you stay on track to achieve your goals. Inform students that it can be scary looking at your future, which will change dramatically once you graduate.
 4. If you did not already print the students Career Plan reflections, tell students to log in to their My Portfolio, link to Career Plan and click Print from the Menu Bar to review their career planning reflections to date.
 5. Show PPT Slide 3. Distribute the lesson worksheets.
 6. Show PPT Slide 4. Review the instruction for completing the long-term and short-term plans:
 - Review your Career Plan reflections and goals, and
 - Update your long-term and short-term plans with results and changes needed.
 7. Provide students 10-15 minutes for this activity; encourage students to use CIS Occupations, Programs of Study and Schools information as needed.
 8. Ask students to volunteer to share their plans.
 9. Ask students to break into pairs and work together to list the obstacles they face, generate ideas for overcoming these, and identify supportive people who will assist them.
 10. Provide ten minutes for this activity.
 11. Ask for volunteers to share with the class their obstacles, strategies and supports.
 12. Remind students that their families will continue to provide important support, even when they live far away from home.
 13. By demonstration, review how to update the CIS Course Planner for the senior year.
 14. Walk around the room and assist students as they update their course plans with the CIS Course Planner.
 15. Show PPT Slide 5. Ask students to summarize their changed plans in the text box at the bottom of page 3, then ask students to transfer this learning to their CIS portfolios in the Next Steps: Make Plans, Action Plans and Supports section of Career Plan..
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Variations and Accommodations

- Put students who need extra assistance in pairs while completing these activities.
 - Course Plan could be drafted with a teacher, advisor, or family member outside of class and then plan drafts could be reviewed in class.
 - A school counselor could come to class and lead this planning activity.
 - Students could graphically portray their plans in an art class.
-

Assessment

Use the *My Graduation Plans Scoring Guide* to evaluate student work.

Portfolio

Students enter their learning reflections in text box within the Next Steps: Make Plans, My Action Plans and Supports section of Career Plan. The following box needs to be completed: **What is your action plan for this year?**

Materials

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

Students' Career Plan Report printouts

[My Graduation Plans \(PPT\)](#)

[My Graduation Plans Scoring Guide \(PDF\)](#)

[My Graduation Plans Scoring Guide \(DOC\)](#)

[My Graduation Plans \(PDF\)](#)

[My Graduation Plans \(DOC\)](#)

My Work Values

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students gain perspectives on their work values and occupations that use these by playing a game and using the Work Importance Locator.

Time: 50-75 minutes.

Essential Questions

- What are my work values?
 - What occupations use these values?
-

Preparation

- Secure computer lab with PC projector and CIS access
 - Make copies of the *My Work Values Worksheet*, one per student
 - Make copies of the *Work Importance Locator Cards*, one set per each two students
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand their values as they relate to work and occupations that use these values.
2. Ask students to stand. Tell them that you are going to play a game where they must make a forced choice between two work values.
3. Show PPT Slides 2-4. Instruct students to choose one of these work values and go to the value's associated corner in the room, as indicated on the slide. After students migrate to their corners, have them discuss why they selected their choice, then show each of the next two slides and repeat this process.
4. Show PPT Slide 5. Explain that the Work Importance Locator assessment uses the same work values that the activity just used with some additional work values. To familiarize them with all of the values, they will now sort the work values cards. Divide the class into pairs and distribute the cards to these pairs of students. Instruct students to take turns sorting the cards and discussing their work values preferences.

5. Show PPT Slide 6. Show the Work Importance Locator sorting page in CIS. Demonstrate how to place the cards electronically. Distribute the *My Work Values Worksheet* and review the instructions. Instruct students to log into their CIS portfolios then use the Work Importance Locator, saving their results and their reflections.
 6. Show PPT Slide 7. Ask students to answer the questions on the slide, repeated on the bottom of the *My Work Values Worksheet*. Next have students post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Know Myself section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Lesson could be completed in Spanish to build language skills.
 - To shorten the time required, you could skip the card-sorting portion of the activity, as students learn about work values in the cursory activity.
 - Students could sort the cards as a homework activity, but you would need to make one deck of cards per student. This would provide an opportunity for parental input.
 - Students could discuss work values with a parent/guardian as a lesson precursor.
 - Students could make illustrations of their work values to hang in class.
-

Assessment

Use the *My Work Values Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections describing what they learned in the text boxes within the Getting Started: Know Myself section of Career Plan. The following boxes need to be completed: **What did you learn about yourself from the career assessment (Work Importance Locator) you used?** and **What occupations interest you now?**

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access

Work Importance Locator cards

[My Work Values\(PPT\)](#)

[My Work Values Scoring Guide \(PDF\)](#)

[My Work Values Scoring Guide \(DOC\)](#)

[Work Importance Locator Cards \(PDF\)](#)

[Work Importance Locator Cards \(DOC\)](#)

[My Work Values \(PDF\)](#)

[My Work Values \(DOC\)](#)

Oak or Willow

Theme and Level

Themes: Know Myself

Levels: Getting Started, Looking Deeper, Next Steps

At a Glance

Students practice decision-making in a forced choice exercise then analyze their decision-making styles.

Time: 50 minutes.

Essential Questions

- What do I value?
 - How do I make choices and decisions?
-

Preparation

- Set up projector with classroom computer
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to become more aware of their values and how they make choices and decisions.
2. Ask students to move to an open area of the room.
3. Explain that you will be giving them a forced choice between two alternatives and that they will indicate their choice by moving to one side of the room or the other.
4. Inform students that they may not stay in the middle; they must choose the side of the room they feel is more like them.
5. As you articulate the choices, point first to one side of the room as you name the first choice, then the other side of the room as you give the second choice.
6. Show PPT Slides 2-6. Introduce the forced choices:
 - Are you more like a shopping bag or a briefcase?
 - Would you rather fix a car or race a car?
 - Would you rather lead or follow?

- Are you more like an oak or a willow tree?
 - Would you rather play poker or hearts?
7. After students choose sides on a question, ask them to talk to the person next to them about why they made that choice.
 8. After a few minutes, stop the discussion and ask a few students on each side of the room to share their reasons.
 9. Repeat the five choices above, this time asking students to return to the open area where they started before posing another question and asking them to choose again.
 10. Ask students to return to their seats and discuss what they learned about their values and decision-making styles in small groups of four-five.
 11. Show PPT Slide 7. Ask for a show of hands regarding the following questions:
 - Who found it easy to quickly make a decision?
 - Who would have liked more information and time?
 - Who wanted to move to be with friends versus listen to their hearts?
 12. Some students realize that they need more information before they can decide, while others will be more comfortable deciding impulsively. Students sometimes say they became more aware of how important freedom or structure was to them.
 13. Ask students to report discussions to the whole class after seven minutes.
 14. Show PPT Slide 8. Discuss with the class how values and decision-making styles evolve as personal growth and development occur.
 15. Show PPT Slide 9. Ask students to spend ten minutes writing a paragraph titled "My Values and Decision-Making Style," describing what they learned about their values and decision-making style from this activity.
 16. Collect paragraphs from students.
-

Variations and Accommodations

- Use other choices for younger students (for example, "Would you rather build Lego structures or run in a race?").
 - Use one or more of the CIS Occupation Sort attributes as examples of choices one must make.
 - Organize an activity that requires students to generate more options or alternatives, increasing the complexity of decision-making (for example, ways to reduce the amount of litter around school, a shopping complex, or a town center; ways to make computers in school more accessible to students; ways to improve the school grounds).
 - Offer two solutions to a problem as starter ideas. Divide class into small groups and give each group a piece of chart paper. Tell them to choose one of the solutions or create one of their own. Ask them to list all the reasons they can think of in favor of their solution. Tell students that each group has to sell its solutions to the class. Give groups ten minutes to devise a presentation of no more than two minutes. Groups present their solutions. Ask students to vote individually for the best presentation and the best solution.
 - Discuss the effect of marketing and persuasive techniques on our decision-making processes.
 - Use the Work Importance Locator assessment so students can experience a way to prioritize one choice over another.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Oak or Willow Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself your characteristics, interests and preferences?** text box in the Know Myself section of Career Plan.

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access

[Oak or Willow \(PPT\)](#)

[Oak or Willow Scoring Guide \(PDF\)](#)

[Oak or Willow Scoring Guide \(DOC\)](#)

Occupation and Preparation Research

Theme and Level

Theme: Research Options

Level: Looking Deeper

At a Glance

Students research the preparation requirements for occupations of interest.

Time: 50 minutes.

Essential Questions

- What are the preparation requirements of occupations that interest me?
-

Preparation

- Secure computer lab with computer projector enabled
 - Make copies of the *Occupation and Preparation Research* worksheet, one per student
 -
-

Steps

1. Show PowerPoint Slide 1. Tell students that the goal of this lesson is to familiarize them with the preparation requirements of occupations of interest.
2. Ask students, "Have you ever had a hard time making a decision? If so, what made it hard?" (If no one mentions the following, be sure to note that decisions complicate when numerous variables exist to sort through, such as in selecting a career or occupation.)
3. Tell students that this lesson will involve looking at six occupations they might consider in a table that explores these occupations' characteristics and preparation requirements. Upon completion of this activity, students will be able to compare graphically the occupations on key factors.
4. Show Slide 2. Distribute the *Occupation and Preparation Research* worksheet and review the instructions. Instruct students to read and review the occupational information before noting key factors on their tables. Demonstrate the Compare feature in CIS Occupations.
5. Provide 30 minutes for this process.
6. Show Slide 3. Discuss student findings.
 - What surprised you?

- What did you learn about how to prepare for these occupations?
 - What new high school courses might you consider taking?
 - What did you learn about yourself?
7. Show Slide 4. Ask students to answer the questions on the slide, repeated on the bottom of the *Occupation and Preparation Research* worksheet, and post meaningful reflections about what they learned about themselves in their CIS portfolios, in the Looking Deeper Research Options section.
-

Variations and Accommodations

Students needing special assistance should be partnered with a helpful class member for this activity. To shorten the time required, you could assign students to complete the worksheet as a homework assignment. Students could make illustrations about these six occupations and their key characteristics to hang in the classroom.

Assessment

Use the *Occupation and Preparation Research* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the ***Looking Deeper: Research Options*** section of ***Career Plan***. The following boxes need to be completed: **What are the preparation requirements of occupations that interest you?** and **What occupations interest you now?**

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector
[Occupation Preparation and Research \(PPT\)](#)
[Occupation Preparation and Research Scoring Guide \(PDF\)](#)
[Occupation Preparation and Research Scoring Guide \(DOC\)](#)
[Occupation Preparation and Research \(PDF\)](#)
[Occupation Preparation and Research \(DOC\)](#)

Theme and Level

Theme: Set Goals

Level: Getting Started, Looking Deeper

At a Glance

Students learn about and discuss Maslow's concepts of wants and needs then apply these to their own lives.

Time: 50 minutes.

Essential Questions

- Where am I on Maslow's hierarchy of needs?
 - What personal goals do I have to help me move forward in my life?
-

Preparation

- Set up computer projector and audio system with classroom computer
 - Establish CIS portfolios before this lesson
 - Review Maslow's hierarchy of needs theory; see this Internet site: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/maslow.htm>
 - Print *Maslow's Hierarchy Worksheet*, one per student
 - Obtain a sound recording of the Rolling Stones' "You Can't Always Get What You Want" you can show a video of the Rolling Stones performing this song on several You Tube pages or find other peoples' recordings of this song on You Tube as well
 - (Note: Youtube may not be available in all schools)
-

Steps

1. Show PowerPoint (PPT) Slide 1 and introduce the goal of this lesson, which is to learn about personal wants and needs and apply these to goal setting.
2. Show PPT Slide 2. Click the title on this slide, and it will play the song, "You Can't Always Get What You Want." Ask students to consider the statement: "You can't always get what you want, but if you try sometimes you just might find, you get what you need."
3. Facilitate a discussion about what the statement means, and record students' answers.
4. Show PPT Slide 3, which is Maslow's Hierarchy. Explain to students that Dr. Abraham Maslow

was a noted authority who studied human behavior. Tell them that according to Maslow's theory, people begin at the bottom of the ladder and move up step by step as their needs are met. Answer any questions.

5. Describe the theory that individuals can slide down a level or two due to changing circumstances in their lives. Ask for discussion about what some of these circumstances might be. If students do not bring it up, be sure to mention such things such as starting college, beginning a career, and having a family.
 6. Mention the idea that individuals who reach the top may set new priorities and goals and consequently move back a number of steps. Discuss this idea.
 7. Ask students to consider where they are, individually, in the hierarchy. Tell them to think about why they place themselves where they do.
 8. Ask for volunteers to share their thoughts.
 9. Show PPT Slide 4. Tell students that you can portray Maslow's theory in various ways.
 10. Show PPT Slide 5. Assign students to create their own hierarchy of needs with a visual representation that is meaningful to them. Tell students that this assignment requires them to identify what they can do right now to progress up the hierarchy, and to identify goals that will help them move forward at various stages of their lives.
 11. Distribute the *Maslow's Hierarchy Worksheets* for students to use as a reference as they create their own structure.
-

Variations and Accommodations

- Assign students to work in groups to discuss the hierarchy and develop their structure.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Pyramid of Needs Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your personal goals?** text box within the Set Goals section of Career Plan.

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Materials

Classroom with computer, projector, CIS access and audio system

[Pyramid of Needs \(PPT\)](#)

[Maslow's Hierarchy Worksheet \(PDF\)](#)

[Maslow's Hierarchy Worksheet \(DOC\)](#)

[Pyramid of Needs Scoring Guide \(PDF\)](#)

[Pyramid of Needs Scoring Guide \(DOC\)](#)

Theme and Level

Theme: Make Plans

Level: Looking Deeper, Next Steps

At a Glance

Students investigate and summarize labor laws as they apply to minors.

Time: 75 minutes.

Essential Questions

- What are the labor laws that apply to me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with and gather labor law information found in the following places:
 - CIS Job Search under the Resources and Tips heading
 - Handy Reference Guide to the Fair Labor Standards Act: http://www.osha.gov/pls/epub/wageindex.download?p_file=F16163/HRG%202007%20FINAL.PDF
 - Information on obtaining a Social Security Card: http://ssa-custhelp.ssa.gov/app/answers/detail/a_id/251
 - Employment offices and Union offices
 - Your school's counselor or social studies teacher may be able to assist you in locating a local contact for more information
 - Bring chart paper and paper for brochures
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about labor laws as they affect teens.
2. Explain to students that they will achieve this goal by compiling a brochure with labor law information for others to use.
3. Show PPT Slide 2 and ask students:
 - What is our state's minimum wage?

- Is the minimum wage different for individuals under the age of 18?
 - Are people that work for tips also paid minimum wage in addition to their tips?
 - Are individuals under the age of 18 allowed to work with machines or knives?
 - What is the maximum number of hours a minor can work per week?
 - Who regulates the workplace so that young people, under the age of 18, receive the correct rate of pay and have limits on the hours they can be required to work?
 - What other aspects of working conditions are covered by federal and state legislation?
4. Record students' ideas on the board. Augment their ideas if necessary.
 5. Ask students to identify the topics their brochures should cover and review likely sources of information about these topics. Possible topics include employers, employees, unions, social security number, income tax, wages, deductions, hours, working conditions, and explanations of terms.
 6. Create charts for each of the main topics that students identified above.
 7. Divide students into small groups and assign each group a topic, ensuring that all topics are covered.
 8. Show PPT Slide 3. Show students where to find Labor Law information within Job Search by clicking the Labor Laws link on the left navigation bar in Job Search. Encourage students to use this resource in their research.
 9. Allow students to work together to compile information about their topics. The information students find should be recorded on the chart with their initials and the source of information.
 10. Allow time for students to circulate and read the other topic charts and then initiate a class discussion about each topic. Clarify any information that is ambiguous.
 11. Assign students to work individually to create labor law brochures, making these professional looking so that other young people can benefit from them.
 12. Explain the size and format requirements and timeframes.
 13. Students may need homework time to complete this assignment.
 14. Upon completion, ask local labor lawyers to review these brochures and provide feedback to students about their work.
-

Variations and Accommodations

- Use desktop publishing software for this project in a business or art classroom environment.
 - Pose a series of key questions and ask students to research the answers. Suggest that the brochures have a question and answer format.
 - Brochures could be mailed to staff of human resources offices in local businesses with a request for feedback.
 - Take the brochures to a younger classroom and ask your students to teach the younger students about labor laws.
 - Invite a guest speaker to talk and answer questions about the labor laws.
 - Invite a state labor specialist to speak and view the brochures.
 - Students could write a short skit on the topic "First Day at Work" about a young worker learning about their rights and obligations as an employee.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member.
-

Assessment

Use *The Law at Work Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **Exploration/Job Shadowing?** text box in the Make Plans, Experiential Learning Plans section of Career Plan.

Materials

These links are not accessible in the pdf version. They can be found by logging into the MCIS System.

Computer lab with projector and CIS access

[The Law at Work \(PPT\)](#)

[The Law at Work Scoring Guide \(PDF\)](#)

[The Law at Work Scoring Guide \(DOC\)](#)

Information about federal and state labor laws, especially child labor laws

Chart paper

Paper

