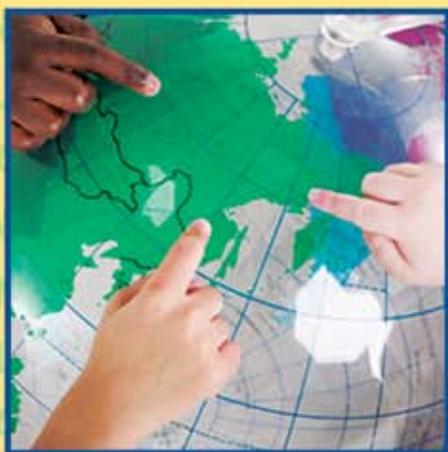


# Integrating Career Awareness into the ABE & ESOL Classroom



**MARTHA OESCH**  
TRAINING CONSULTANT

**CAROL BOWER**  
DIRECTOR OF NORTHEAST SABES  
AT NORTHERN ESSEX COMMUNITY COLLEGE





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# Handouts

All of the handouts are listed in the order that they appear in the curriculum lessons. You can download and save the handouts to your own computer so that you can modify and print them. To download a handout, go to the folder titled “Handouts” on the curriculum CD. Within the handout folder, you’ll find a sub folder for each section of the curriculum containing all of the handouts from that section.

## **Section I: The Cultural Context for Career Awareness**

Learning About Your Classmates: Who Did Which Job?  
How People Get Jobs

## **Section II: The Self-Exploration Process**

Career Planning Model  
Student Goal Scenarios  
Worksheet for Student Goal Scenarios  
Reading Guide for “Jesusita Navarro”  
Life Line Presentation Guide  
Things I Have Done  
Student Future Timeline  
Things I Like  
Skills Identification  
Things I Am Good At  
List of 246 Skills as Verbs  
Job Values Inventory  
Work Values Clarification  
Job Values Inventory Summary

## **Section III: Occupational Exploration**

Career Exploration on the Internet, A  
Career Exploration on the Internet, B  
Career Exploration on the Internet, C  
Finding Labor Market Information on the Internet  
Informational Interview Guide  
Informational Interview Log  
Workers’ Rights Vocabulary  
Discrimination and Equal Rights Protections  
Labor Unions

## **Section IV: Career Planning Skills**

Self-Sufficiency Standard Worksheet  
Types of Decision Making  
About Setting Goals  
Setting SMART Goals  
SMART Goal Worksheet  
Problem-Solving Worksheet  
Study Strategies by Learning Style  
College Awareness Assessment  
College Vocabulary 101  
Jeopardy Game Example  
Be a Smart Consumer of Education  
What are My Options?  
Private Occupational School Students  
Proprietary Schools  
Comparing Schools: What’s Important to You?  
Learning About the Admissions Process  
Learning About College Placement Tests  
Additional Information on Placement Testing  
Types of College Placement Tests  
Additional Information on Admissions  
Navigating College Websites: Online Scavenger Hunt  
Campus Map Checklist  
Campus Scavenger Hunt  
College Success Skills  
Don’t Take No for an Answer  
Needs Versus Wants Worksheet  
Spending Diary – Daily  
Spending Diary – Monthly Summary  
Identifying Your Income  
Monthly Expenses Worksheet  
Manage Your Credit Reports  
Career and Education Planning Worksheet

## **Appendix A: Lesson Planning**

Lesson Planning Template

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Sandra Darling, Librarian of the SABES Literacy Library at Boston SABES and the Adult Literacy Resource Institute of the University of Massachusetts Boston, compiled the Career Awareness Resources.

Many ABE and ESOL practitioners participated in focus groups that helped us better understand the needs of the field and develop a more responsive curriculum.

Sandy Goodman, Director of the New England College Transition Project, edited this version of the curriculum and contributed to the development and content of Section IV on Career Planning Skills.

The National College Transition Network (NCTN) shared materials from its College Transition Toolkit. Information about the College Transition Toolkit can be found at [www.collegetransition.org](http://www.collegetransition.org).

Initial funding for this project was provided to SABES by the Massachusetts Department of Education Adult and Community Learning Services. Additional lessons pertaining to college transitions in Section IV were funded jointly by the Massachusetts Department of Elementary and Secondary Education and the Nellie Mae Education Foundation. The design and printing of this edition were provided by the Nellie Mae Education Foundation.

## Foreword

It has been well-established that most jobs that pay family sustaining wages require some postsecondary education. This trend is expected to grow over the coming decades. In response, the National College Transition Network (NCTN) was founded at World Education to bridge the gap between what Adult Basic Education (ABE), Adult Secondary Education (ASE), GED, or English for Speakers of Other Languages (ESOL) programs traditionally offer and what most nontraditional learners need to succeed in postsecondary education.

One of the issues we hear repeatedly from adult education teachers, counselors, and administrators around the country is that they need more tools and training to help students think about and plan for life *beyond* the *GED* or *beyond* English proficiency. Adult learners' career awareness is typically informed by whatever exposure they have had to the world of work through personal experience, family, and friends. Often, this means they're not aware of nor encouraged to explore their own potential for upgrading their skills and moving out of entry-level, low-wage jobs. Adult educators should be equipped to teach learners how to find and interpret labor market research and investigate information about training and educational programs and requirements. In addition, educators can play a significant role by encouraging learners to explore, identify, and cultivate their own interests, skills, and work values, and aim for jobs that require greater skill and pay family sustaining wages.

When SABES, the System for Adult Basic Education Support (the Massachusetts ABE professional development organization), released the *Integrating Career Awareness into the ABE and ESOL Classroom (ICA)* curriculum guide, we recognized it as a valuable resource. The goal of the curriculum is to encourage all students, at all levels, to begin thinking about and articulating short- and long-term career, educational and life goals. It provides classroom-ready, flexible lessons, handouts, and online resources to prepare instructors and counselors to guide students through a supportive, realistic career awareness and planning process that encourages students to identify and tap their often unspoken dreams.

Because the focus of NCTN is on transitions to postsecondary education, we worked with SABES staff to expand the section on Career Planning Skills to include additional lessons and activities for students to research and navigate postsecondary programs that serve their career goals. However, it is important to emphasize that this curriculum was designed for ABE and intermediate level ESOL students as well as ASE/GED students. In the College Transition context, it can be seen as helping programs to grow their own future college transition students.

Before launching this curriculum nationally, we had the opportunity to pilot it in New England with funding from the Nellie Mae Education Foundation. The New England Career Awareness Pilot gave adult education instructors and counselors the opportunity to explore the career planning process using the *Integrating Career Awareness into the ABE and ESOL Classroom (ICA)* curriculum. Pilot activities included a daylong workshop to introduce the curriculum, followed by a six-week online course for instructors and counselors who wanted to delve more deeply into the curriculum and develop a plan for piloting the curriculum in their classroom and counseling activities.

In addition to testing the curriculum, we wanted to test a professional development model featuring a sustained process of study, planning, and implementation activities with the support of a group of peers and experts. In this case, the curriculum authors, Martha Oesch and Carol Bower, served as training facilitators and project advisors. Too often new materials, no matter how well received, end up sitting unused on practitioners' desks because they don't have adequate time to plan for integrating them into their curriculum. In this case, practitioners made a six-month commitment and were supported with a stipend so that they could devote time to planning and

integrating the material. We received valuable feedback from pilot participants that informed revisions and additions to this edition of the curriculum. The response to the curriculum and the online course has been extremely positive:

*The Career Awareness Curriculum is wonderful, and the course helped me to focus and appreciate how the lessons could be used in my classroom. The lesson planning activities were especially useful!*

*The course is 100% applicable to my work in adult education! It gave me access to up-to-date resources and equipped me to help my students move forward with a comprehensive career planning process.*

*This course was right on target. The content and facilitation were fabulous!*

Because New England practitioners have found the online course *Integrating Career Awareness* so valuable, NCTN will be launching it nationally in late 2009. The course prepares participants for implementing a sequence of career planning lessons in their classroom or counseling activities. The course also guides participants through a series of activities to help them gain familiarity with online and community resources used in the career planning lessons so that they can present these lessons to students with greater confidence and knowledge of the local context. For more information about the *Integrating Career Awareness* online professional development course or to order additional copies of this curriculum, write to [literacy@worlded.org](mailto:literacy@worlded.org). For more information about NCTN, see [www.collegetransition.org](http://www.collegetransition.org).

Sandy Goodman  
Director, New England College Transition Project  
National College Transition Network  
Boston, Massachusetts

# How to Use This Guide

## Who is this Guide for?

**D**esigned to be used by teachers and counselors in ASE, ABE, ESOL, and College Transition programs this curriculum helps students understand and act on the critical link between education and careers. If your program seeks to support students to make and reach career goals, this curriculum is for you. It will not only help motivate students to keep attending a specific class, but also to persist in pursuing their education over time.

## What is Career Awareness?

Career awareness is an essential life skill that allows people to become more self-reliant and able to cope with rapidly changing labor markets as well as maintain a healthy balance between work and life roles. By developing career awareness, students can play an active role in planning their careers. Career planning is itself a process of self-discovery that helps students identify what they are good at; understand how their skills, talents, and interests translate into work; and find the education and training they need to work in the existing job market. This career awareness curriculum will guide learners through a process that helps them set career goals, secure the educational services they need to pursue their goals, and thrive in the changing economy.

## Career Planning Model

This curriculum follows a career planning model that includes:

Self-exploration	Occupational Exploration	Career and Education Planning
<ul style="list-style-type: none"><li>• Skills</li><li>• Values</li><li>• Experience</li><li>• Interests</li><li>• Education</li></ul>	<ul style="list-style-type: none"><li>• Occupational and job profiles</li><li>• Informational interviews</li><li>• Career and job fairs</li><li>• Labor market information</li></ul>	<ul style="list-style-type: none"><li>• Decision making</li><li>• Goal setting</li><li>• College success skills</li><li>• Action planning</li></ul>

## A Flexible Curriculum

The curriculum covers the complete career planning process in depth so that learners can get the full range of skills and understanding that they need to pursue career goals. While the curriculum covers a large amount of material, there are many different ways you can adapt it to fit your classroom or program. For example, you can integrate the curriculum into a standard ABE/ESOL class, or you could use it as the basis for a course on career awareness. You can also use it in one-on-one counseling sessions or group counseling workshops. We encourage you to let learners' interests and needs guide your choices about which parts of the curriculum to use.

The language level of the lesson activities is designed to be accessible for an ESOL SPL 4–5. Depending on the language level and background of the students, a unit that might be completed in one session in some classrooms, may need more time in other classrooms. Because of this variability between the ABE and the ESOL classroom, we do not include time guidelines for the activities.

To give the curriculum maximum flexibility, we have designed the handouts so that you can use them as they are or modify them to meet the needs of your classroom. For example, you might want to add local information, include pictorial graphics to aid lower-level ESOL students, or break an activity into smaller steps. You will find Word versions of these documents in the folder labeled *Handouts*, which you can download and modify as you choose.

## The Curriculum Structure

The curriculum is divided into four sections:

- I The Cultural Context for Career Awareness
- II The Self-Exploration Process
- III Occupational Exploration
- IV Career and Education Planning Skills

Each section is divided into lessons. Each lesson outlines the Topic, Learning Objectives, Materials Needed, and Vocabulary. Some lessons may require a prior vocabulary-building lesson. At the end of each Lesson, we include *Extension Activities*, which are designed to provide additional ideas or material to cover the topic.

## Curriculum Standards

Each lesson is correlated with the Secretary's Commission on Achieving Necessary Skills (SCANS). These standards delineate transferable skills identified by employers as essential for entry-level jobs. As described by the US Department of Labor, these standards "formulate a new framework for workplace skills based on three components: The functional skills that describe what people actually do at work; the enabling skills, that is, the specific knowledge and procedures developed through the traditional teaching and learning activities of schools; and the scenario, a communication device to demonstrate the way in which work integrates these skills into a productive outcome." A copy of the SCANS competencies are in the Appendix. For more information, go to the website: <http://wdr.doleta.gov/SCANS/>.

Because this curriculum was originally developed for ABE and ESOL programs in Massachusetts, each lesson was correlated to the Massachusetts ABE and ESOL Curriculum Frameworks. While the Massachusetts Curriculum Frameworks themselves may not be relevant to programs in other states, the process of identifying and standardizing competencies and articulating the correlation to specific lessons and activities is. We have included the Massachusetts standards associated with each lesson in the Appendix in the hope that they will be helpful to the process of incorporating this curriculum into your larger curriculum. For a full copy of the Massachusetts Curriculum Frameworks, go to the website: [www.doe.mass.edu/acls/frameworks/](http://www.doe.mass.edu/acls/frameworks/).

## Career and Education Plan – Using the Portfolio

We strongly encourage teachers and counselors to assist students in developing a Career Planning portfolio using the activities and handouts in this guide as a starting place. Introduce the Career and Education Planning worksheet to students early in the process of implementing the curriculum. (You can find this worksheet in Section IV, Lesson 24, Career and Education Planning.) Explain to students that the Career and Education Plan is what they are working towards by doing activities from the curriculum. You can point out that they will be completing sections a little at a time as they participate in the career planning process in class. The worksheet notes what sections of the curriculum correspond to what sections of the Career and Education Plan. The Career and Education Plan worksheet is a guide they can take with them and revise it over time as they learn more about occupations and their interests. This worksheet, along with other handouts in the curriculum, can comprise a student's portfolio. The portfolio is a portable description of a student's skills, interests, and educational and occupational goals. The portfolio can serve as an effective tool for students as they advocate for themselves in both educational and occupational arenas.

## Lesson Planning Template

To help you plan which lessons to use from the curriculum, we have included a Lesson Planning Template, which you will find in Appendix A. The Template is a means to identify what lessons you will use and any modifications you plan to make, preparation needed for those lessons, and how the lessons tie into curriculum standards already in use in your program. Feedback from teachers and counselors who have taken the time to use the Lesson Planning Template is that it helped them better organize what they want to do and be better prepared to implement the curriculum. We have also included sample Lesson Planning Templates for ABE and ESOL classes in Appendix A.

## Lessons from the Field

Since the first edition of this curriculum was distributed, we have been fortunate to receive feedback from teachers and counselors participating in the New England Career Awareness pilot project. The response to the curriculum from teachers who tested the pilot version has been overwhelmingly positive. Teachers especially enjoy the curriculum's flexibility, which allows them to "do their own thing" in the classroom at the same time they feel supported by the "assortment of lessons using a range of learning strategies, excellent extension activities, and the overall structure which is easy to use."

One of the clearest lessons is that teachers and counselors working together as a team to implement the curriculum across a program is an effective strategy. Using the curriculum, teachers and counselors have found new and creative ways to work together in supporting students' progress toward career goals. While it takes substantial planning and coordination time to integrate lessons into the classroom and counseling activities, teachers and counselors report that it is time well spent. Counselors and programs report using the curriculum in one-on-one meetings with students, often as a follow-up to classroom career awareness activities.

Another strategy that these teachers and counselors recommended is to start with the section of the curriculum that is most engaging to your students and then work your way backward or forward to the lessons that will fill gaps in the planning process. This strategy seems especially effective when working with teens and young adults who may not see the relevance of career planning. Teachers working with this age group suggest starting with computer and internet related activities to engage the students in a medium they may know well. Another suggestion is to bring together teens, young adults, and older adults in intergenerational classrooms where the experience and wisdom of older adults helps overcome the younger students' reluctance to plan for the future.

What are the ways you might collaborate with other program staff to prepare for and/or deliver these lessons? In one program, language arts and computer skills instructors teamed up to work on the lessons involving use of the Internet. Another instructor set the groundwork for some of the lessons and the counselor followed up by scheduling individual appointments to help students complete self assessment and goal setting activities. Teachers in another program introduced a series of lessons tailored to their own class levels and jointly organized a series of program-wide career planning workshops and guest speakers for all of their students to attend together.

## A Note about Cultural Concepts for Teachers

While developing this curriculum, we held several focus groups with ABE and ESOL teachers. These teachers identified a strong need to have both teachers and students understand the cultural context for career awareness in the United States. This includes understanding how each person's worldview is influenced by cultural heritage and life experiences. Without this understanding and appreciation of differences, the teachers and students may not be able to fully engage with the curriculum in a way that meets students' needs. We strongly recommend that teachers read the article "Multicultural Career Education and Development" in the Appendix. This article provides a brief overview of the role of cultural identity in career development, summarizes techniques for multicultural career development, and addresses issues in a multicultural approach.



Section I  
**The Cultural Context  
for Career Awareness**

## LESSON 1

# Icebreaker: Who Did What?

### Learning Objective

To have students learn about the career experiences or ambitions of other students in their class

### Materials Needed

handout: "Learning About Your Classmates"

A week ahead of time, ask students to write the name of a job they did in their home country or that they have now in the U.S. If a student has never worked in his/her home country or in the U.S., ask the student to write a job that they would like to have. Or, interview students individually to ask and record the answer to this question.

Then make up a list of the job titles on the grid, "Learning About Your Classmates: Who Did Which Job?"

Students may want or need to use picture dictionaries.

### Vocabulary

career, job, basic job titles that students in class may have held (teacher, doctor, nurse, clerk, secretary, salesperson, farmer, mechanic, weaver, childcare provider, etc.)

### SCANS Competencies

Information: Acquires and evaluates information

Basic Skills: Listening; Speaking



## Instructions for Conducting the Activity

Tell the students that they are going to learn about each other by learning more about the jobs that students have currently, have had, or would like to have. Distribute the handout to each student. Only the job titles are filled in on the grid. This is a question-asking activity. Start with one student and have the others ask him/her "yes" or "no" questions about his/her job. Based on the answers, the rest of the students guess which job the student held or holds. Students fill in the grid as they go. Ask students to write down any other questions they might have about the job in the last column. For discussion, have students share their questions about the different jobs and see how many of them can be answered. Also, discuss the variety of jobs held or desired.

## Extension Activities

1. Pre- and post-activity lessons can focus on vocabulary building and modeling how to ask questions. This is especially helpful for ESOL classes.
2. The concepts presented can be revisited throughout a teaching cycle. For example, lessons can be spread out over a week or two, focusing on a different job each day.
3. You can target a grammar function relevant to ongoing work in the classroom. Decide which part of the chart will be used for asking questions. For example, either the job is left blank, or the names of students are left blank. Then provide a grammar lesson on the function identified and have the students practice writing a few questions. After this, you can use the chart for a communication activity. You can choose a section of the chart based on the level of the students. For example, a higher-level ESOL class can ask questions about the job, while a lower-level ESOL class can practice filling in the names of students by asking, "Were you a secretary?" or "Are you an artist?"
4. Have students look for feature articles in the paper about some of the jobs or look for help wanted ads.



## LESSON 2

# Looking at How We Get Jobs

### Learning Objective

To identify and explore student's awareness of self and culture in relation to career exploration

### Materials Needed

Alta Language Builder: Occupation Cards or magazines to cut up  
handout: "How People Get Jobs"

### Vocabulary

culture, career exploration, want ads, interviews, college, university, word-of-mouth, job application, resume, skills, training

### SCANS Competencies

Systems: Understands systems

Information: Interprets and communicates information

Basic Skills: Listening



## Instructions for Conducting the Activity

Note: ESOL teachers will need to focus on vocabulary building as a pre-activity lesson.

Tell students they are going to learn more about each other and themselves by looking at the different types of jobs people have had in their home country or the US. ESOL teachers can post lists of vocabulary around the room to facilitate the activity.

Spread around the Language Builder Occupation Cards and ask students to identify 2–3 jobs that friends and family had/have in their home country or in the US. If not using the Occupation Cards, have magazines for students to look through and cut out pictures of people doing these jobs. Or, students can draw a picture of a job on blank paper.

Once each student has identified 2–3 jobs, go around and ask them to name the jobs while the teacher writes the job titles on the board. Note next to each job which countries these are in.

Below are follow-up questions to ask and record responses (could have different pieces of paper for each job or have columns so it makes it easier to compare the answers).

You can focus on one or both groups of questions depending on the level of the class.

An alternative method for the ESOL classroom is to have students pair up and practice asking and answering the questions below instead of having a large group discussion.

### Getting a job

*How do people get jobs in your home country and/or in the US?*

- Is it by word-of-mouth?
- Referrals by relatives or friends?
- Apply through the paper? Apply online?
- Does the government tell you what job you can have?
- Do you have to fill out an application? Do you need a resume?
- Do you have to have an interview?

## Education and Training

*What kind of education or training (if any) is needed for these jobs?*

- Do you have to be a high school graduate?
- Do you need education beyond high school? How much?
- Do you have to have a certificate or degree?

Wrap up this discussion by pointing out the differences and similarities of answers for different countries. Emphasize that the students come with unique experiences and understandings of how people get jobs. Explain that the class will be looking at these jobs in another lesson.

## Extension Activities

1. In an ESOL class, you can ask students what they know about how people in the US get the same type of jobs, the education and training needed, and how to access the education and training. This can be a way to identify gaps or misperceptions in students' knowledge of how the US labor market works. Other lessons can then be planned around these gaps.
2. Distribute the survey, "How People Get Jobs" and ask students to interview 5–9 people about how they got their job and to record the information by putting check marks in the boxes. If the group is hesitant about interviewing, the teacher can role-play an interview. The homework activity below helps students, both ESOL and ABE, identify how people get jobs in the US.
2. As a follow-up to the homework, have students report back on what they learned in their interviews as to the ways people got jobs and then combine the information to make a list of all the ways people reported getting a job and noting how many reported each. Discuss things from the list the participants can use to help get a job, for instance, filing an application and then calling to check on it; and which might only be available to a few people, like knowing about a position from a family member.

*Based on an activity from "Personal Management: An Integrated Curriculum," Patti McLaughlin, Curriculum Developer, Adult Basic and Literacy Educators Network of Washington, 1993.*

## How People Get Jobs

How did you get your job?								What kind of education or training did you need?				
Name and Country	Job	Word of Mouth?	Referrals from friends or relatives?	Apply by paper or on-line?	The government told you?	Did you have to fill out an application? Resume?	Did you have an interview?	High school graduate or GED?	Skills training or certificate program?	AA Degree?	BA/BS Degree?	Graduate degree?

## LESSON 3

# Job Qualifications

### Learning Objective

To set the stage for an understanding that all jobs have requirements and that there are some barriers to jobs that are systemic such as institutionalized racism, sexism, and classism

### Materials Needed

Alta Language Builder: Occupation Cards or magazines to cut up, examples of help wanted ads from the newspaper or Internet.

### Vocabulary

job qualifications, barriers, systemic, job application, resume, skills, training, job advancement, discrimination, racism, sexism, classism, wage/rate of pay, networking, institutionalized

### SCANS Competencies

Interpersonal: Participates as a member of a team; Negotiates  
Information: Organizes and maintains information



## Instructions for Conducting the Activity

Choose 2–3 of the occupations identified by students in the previous lesson and list each on a separate piece of flipchart paper and post. Explain to students that in the last lesson they learned about the many different ways that people find and get jobs. All jobs require that the person doing the job have certain qualifications or skills. Start with one of the occupations posted and ask the class to brainstorm the qualifications or skills needed for the job and record the answers on the flipchart paper. Repeat this for the other occupations posted to help students understand the concept of what is meant by qualifications. Explain that all jobs have such qualifications. These qualifications help employers “screen” applications and resumes for those people who, at a minimum, have these skills.

### For discussion, ask students:

*What happens if you apply for a job and you don't have those qualifications or skills?*

- You may not get called for an interview.
- If you are interviewed, the employer may discover that you don't have the skills and so not hire you.
- The employer may ask you why you applied for the job knowing you didn't have the skills.

Explain that some things that help you to get a job are *within your control*. However, there are other things that can be barriers to getting a job that are not within your control. Distribute to students a list of the following factors that are in a mixed order.

### Factors within your control:

- Getting the education and training needed
- Having previous work experience with transferable skills that you can talk about
- Talking to others who are in similar jobs to learn more about the required skills
- Having complete and accurate job applications and resumes
- Showing up on time for interviews
- Sending thank-you letters

- Having a positive attitude
- Having good references

**Factors not within your control:**

- Age (Some employers don't want to hire youth or older workers.)
- Weight (May not want to hire large people.)
- Race/ethnicity (May want to hire employees of a particular race or ethnicity.)
- Gender (May want to hire only men or women.)

(For ESOL classes, allow the students time with dictionaries in small groups to look up words they don't know or time to ask the teacher questions about the meanings.) Then, either up on the board in one large group, or individually at tables, students categorize which factors are within one's control and which are not. Students can either write them in the correct list or the teacher can prepare sentence strips ahead of time and students can manipulate them into the correct place. As the class shares its answers to what factors are or are not in one's control, the topics of discrimination and prejudice will arise.

**Extension Activities**

1. Use a word mapping activity to help students understand the difference between prejudice and discrimination, as it is legally defined. Prejudice refers to preconceived negative beliefs, attitudes, or feelings. Discrimination refers to actions or behaviors that may be based on prejudices. Discrimination is illegal in many cases, but prejudice is not.

"Key words" are a way to help students brainstorm their thoughts, feelings, and experiences about something. This activity invites students to share their experiences of unfair treatment, and to understand the difference between prejudice and discrimination. To begin, write the word "prejudice" on the blackboard and ask students to offer their reactions. It may look like this:

violence    racism    no good reasons    bad ideas    fear  
prejudice against Blacks, immigrants, Arabs, Jews, low-income, etc.  
getting worse    attitudes from home, TV, society

Then do the same using the word "discrimination," understanding that the maps may overlap quite a bit. The students' understanding of what discrimination is may not be correct, but that is for them to discover as they read about and discuss discrimination.

affirmative action    at work    discrimination  
keeping people down    illegal    prejudice – bad attitudes  
the same everywhere

Then discuss the two word maps. How are the two the same? Different?

2. Another follow-up activity is to have students tell their stories. In small groups, give students the opportunity to talk about their experiences with prejudice and discrimination. Which one was it? Why did it happen? As they report back to the larger group, the teacher lists experiences (briefly) on the board. A variation is to have students write in journals about a time they have experienced prejudice or discrimination.

*Adapted from "A Curriculum Packet about Immigration-Related Job Discrimination," Andrea Nash and Peggy Wright, Massachusetts Immigrant and Refugee Advocacy Coalition and the Office of Special Counsel, October 1991.*

## LESSON 4

# What Do You Think?

*We recommend that this lesson not be done as a stand-alone. It works best when done in sequence with Section I, Lessons 1–3.*

### Learning Objective

To identify and explore students' awareness of self and one's own culture, racism, sexism, economic status, and individual differences as they relate to career exploration

### Materials Needed

Alta Language Builder: Occupation Cards or magazines to cut up

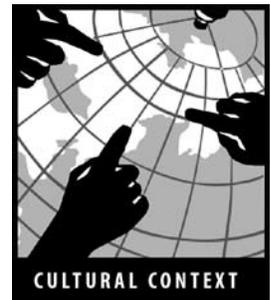
### Vocabulary

culture, career exploration, want ads, interviews, college, university, word-of-mouth, job application, resume, skills, training, job advancement, discrimination, racism, sexism, wage/rate of pay, networking, qualifications

### SCANS Competencies

Personal Qualities: Integrity/Honesty; Self-esteem

Basic Skills: Speaking



## Instructions for Conducting the Activity

This activity encourages people to identify and discuss their beliefs. It prepares the students to learn more about discrimination at work by exploring their own attitudes about the role of immigrants in the workforce. You, the teacher, should participate, too, taking the same risks in sharing as the students.

To begin, put sheets of paper labeled “Disagree” and “Not Sure” in various parts of the room. The teacher reads (or writes on the board) a statement from the list below. Everyone moves toward the card that represents his/her response to the statement, literally “taking a stand” as they commit to a position. At least one person representing each position is invited to state his/her opinion, prompting discussion and possible reshuffling as people change their minds or modify their views. Students can add further statements to the list.

### Statements:

1. It's fair to hire only people who speak English.
2. Employers like to hire immigrants.
3. Immigrants take jobs away from native-born Americans.
4. It's fair to give jobs to native-born Americans first.
5. Add your own: \_\_\_\_\_

### Extension Activities

1. This activity is good for students who are working. As in Section I, Lesson 3, choose 5–7 of the occupations identified by students and list each on a separate piece of flipchart paper and post. In an ESOL class, try to choose at least one occupation from each country represented in the classroom. Explain to students that they will have a chance to learn about the many different ways that people find and get jobs in different countries, to learn that all jobs have skill qualifications, and that sometimes there are barriers to jobs that students cannot control.

In this lesson, the students are going to explore further some of the barriers to getting jobs, which they may have already experienced or which they may experience.

**Point to one of the occupations and ask the student(s) who identified that occupation to answer the following questions about the occupation. Record the answers on the flipchart paper:**

- Can both men and women get these jobs? All ethnicities/races? Physical ability? Rich/poor?
- Are there certain jobs that only some people are allowed to do/apply for? Why?
- How do you move up or advance in the occupation? How do you find another job?
- What are the wages of these jobs? Are both men and women paid the same?

Record responses for all the occupations. Identify instances of racism, sexism, or other forms of discrimination in employment. Note that these forms of discrimination limit career choices. Point out that discrimination exists when applying for jobs in the US.

Turn the discussion to what jobs are like in the United States.

**Facilitate a discussion by asking the following questions and recording responses:**

*If the students are already working:*

- What kind of jobs do the students have?
- How did they get these jobs?
- How is getting a job/doing a job search similar or different than in their home country?

*If the students are not working:*

- What kind of jobs do their friends and family have here in the United States?
- How did they get these jobs?
- How long did it take to get these jobs?
- What kinds of skills are needed for these jobs?

*Do the students think there are some jobs in the US that only some people are allowed to do/apply for? (men/women, black/white, English speaking/non-English-speaking, rich/poor, etc.). What are those jobs and why do they think only some people can apply?*

- Have they or a relative had an experience of being turned away or discouraged from applying for a job?

Record responses on the board. Note the differences and similarities between jobs in the United States and in their home countries.

2. Facilitate a discussion about job discrimination using the following questions as a guide:

- Have you ever been turned down for a job? Why do you think you were?
- What are some reasons people can't get jobs even when jobs are available?

List all the reasons people mention and then list possible solutions. Keep the tone positive and realistic. End the discussion by talking about changing what you can, but not being defeated by what can't be changed.

For more resources on addressing job discrimination, see "A Curriculum Packet About Immigration-Related Job Discrimination," Andrea Nash and Peggy Wright, Massachusetts Immigrant and Refugee Advocacy Coalition and the Office of Special Counsel, October 1991.

## LESSON 5

# The Influence of Family and Friends

### Learning Objective

To identify and explore students' awareness of the influence of family and friends

### Materials Needed

Alta Language Builder: Occupation Cards or magazines to cut up

### Vocabulary

advise, advice, guidance, influence, names of family members (wife, husband, boyfriend, girlfriend, mother, father, father-in-law, uncle, aunt, etc.), friend, co-worker, colleague, priest, minister, pastor, imam, teacher, rabbi, doctor, working "under the table"

### SCANS Competencies

Information: Interprets and communicates information

Systems: Understands systems

Thinking: Reasoning



## Instructions for Conducting the Activity

In this activity, you will model a "family job tree" to help students identify the influences in their lives. First, draw a job tree of your own family on the board. It can be real or fictitious. An example might be:

My Family's Job Tree

Father: truck driver    Mom: Safeway checker    Grandfather: coal miner    Uncle: unemployed

Step-Brother: construction worker & "works under the table" making cabinets for friends

Me: \_\_\_\_\_

Ask the students to draw their own "family job trees." The tree may include mother, father, step-relatives, foster relatives, aunts, uncles, grandparents and other people who have had a significant impact on their lives. Then lead a discussion using the questions below:

- What are the major jobs that members of your family have had?
- What kinds of jobs did most of the men have?
- What kinds of jobs did the women have?
- How have technological changes affected jobs?
- How did your family's jobs shape their lifestyles and values?
- What education, skills, or qualities are necessary for these jobs?
- Have members in your family encouraged you in any way to learn about their jobs, or go into the field that they are in? How? Give specific examples.
- Is there a job pattern in your family?
- If you can talk to some of your relatives, ask them what they would have really wanted to do with their lives if they had had the opportunity to do so. What else would you ask them?
- In general, how do careers of family members affect career choices?
- Include your children in the job tree. How can the job tree change?

## Extension Activity

Ask the students to circle members in the family whom they go to for help. For example, the teacher can start by asking “Who do you talk to when your child is sick” or “Who do you talk to if you have a conflict with a friend?” Then ask each student to remember or think about who he or she talked to (or would talk to) in making employment decisions.

- Who did you talk to?
- Why did you choose that person(s)?
- What advice did the person(s) give you?
- Did you follow the advice? Why or why not?

Note that there is no right person to talk to—it depends on your background and circumstances. Wrap-up the lesson by pointing out that we all seek advice and are influenced by family and friends. It is important to be aware of those influences and how they can both help and hinder us as we explore careers.

*Adapted from “Personal Management: An Integrated Curriculum,” Patti McLaughlin, Curriculum Developer, Adult Basic and Literacy Educators Network of Washington, 1993.*



## Section II

# The Self-Exploration Process

## LESSON 1

# The Career Planning Process

### Learning Objective

To understand what the career planning process is and that it can facilitate the attainment of educational and career goals

### Materials Needed

handout: "Career Planning Model"

### Vocabulary

laid-off, job security, career, job

### SCANS Competencies

Basic Skills: Listening; Speaking

Thinking: Seeing things in the mind's eye



## Instructions for Conducting the Activity

The goal of this lesson is to set the stage for understanding what career planning is and why it is critical to students' ability to reach their educational and career goals.

### Brainstorm the answers to the following questions:

*How many times will most people (in the US) change jobs in their lifetime?*

- 25 times

*Can workers in the U.S. today get laid-off through no fault of their own?*

- Yes

*Is there job security today?*

- Not necessarily, but there are steps you can take that lead to more job security, like continuing to learn new skills.

*What do employers look at when deciding to hire new employees?*

- Skills and experience

Explain that because of all these factors, career planning is an important life skill and it helps students identify the education needed to reach their career goals.

To help students understand the difference between a job and a career, brainstorm what they think is meant by both. Record answers on the board. Summarize the definitions as:

Job = the work position that you have at any point in time

Career = the path of your jobs over time

Point out that the goal is to think about your career and not just the next job. Students can do this by creating a map of where they are going.

**Some examples of careers are:**

1. Certified Nursing Assistant (CNA) – Surgical Technologist – Nurse

The career path is in the health care field.

2. Secretary – Administrative Assistant – Manager

This career path could be within many different fields.

3. Teacher – Social Worker – Consultant

This career path focuses on jobs that use similar skills but in different fields.

**Next ask students to brainstorm what they think is meant by career planning. Write these on the board. Then, using students' ideas, summarize with the following points:**

*What is career planning?*

- Identifying what you are good at
- How your skills, talents, values, and interests translate into work
- Matching your skills, etc., to existing jobs
- Matching your career goal to your financial needs
- It is a process
- Need it to make good decisions
- By doing career planning you can find good answers that meet your needs on your schedule

Post the "Career Planning Model" diagram on an overhead or distribute copies.

Explain that career planning is an iterative process and is lifelong.

Depending on the needs and interest of the class, you can further break down the sections of the process and ask students to decide which parts of the career planning process they are most interested in learning about. This can guide you in how best to engage students with the curriculum.

**Self-exploration looks at:**

- Skills
- Values
- Experience
- Interests
- Education

**Occupational Exploration looks at:**

- Occupational/job profiles
- Informational interviews
- Career/job fairs
- Labor market information

**Educational and Career Planning looks at:**

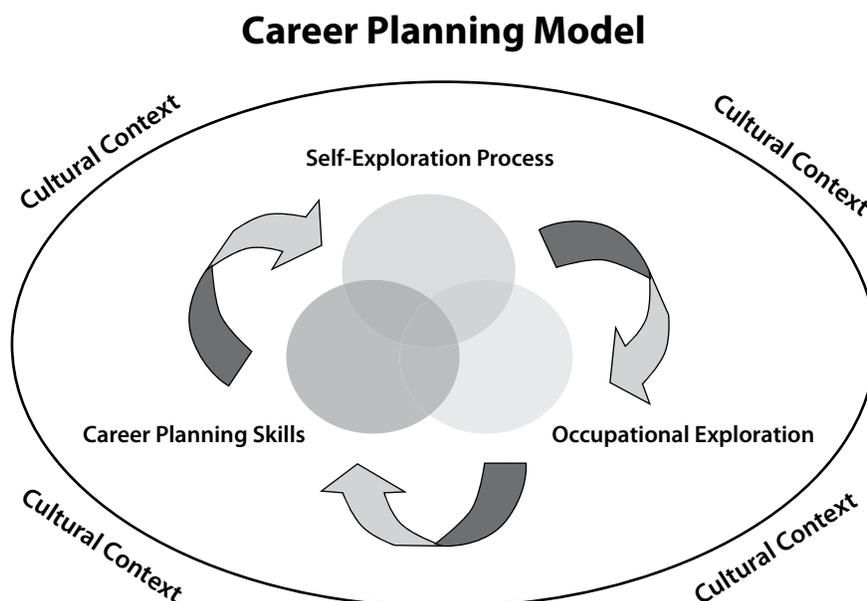
- Decision making
- Goal setting
- Problem Solving
- Action Planning

You can also post the three categories on big sheets of paper and give students index cards with the bullet points and have students put index cards under the correct heading. Leave these big sheets up in the classroom and when the other lessons in the curriculum are presented, refer to them and identify the part of career planning that the lesson addresses.

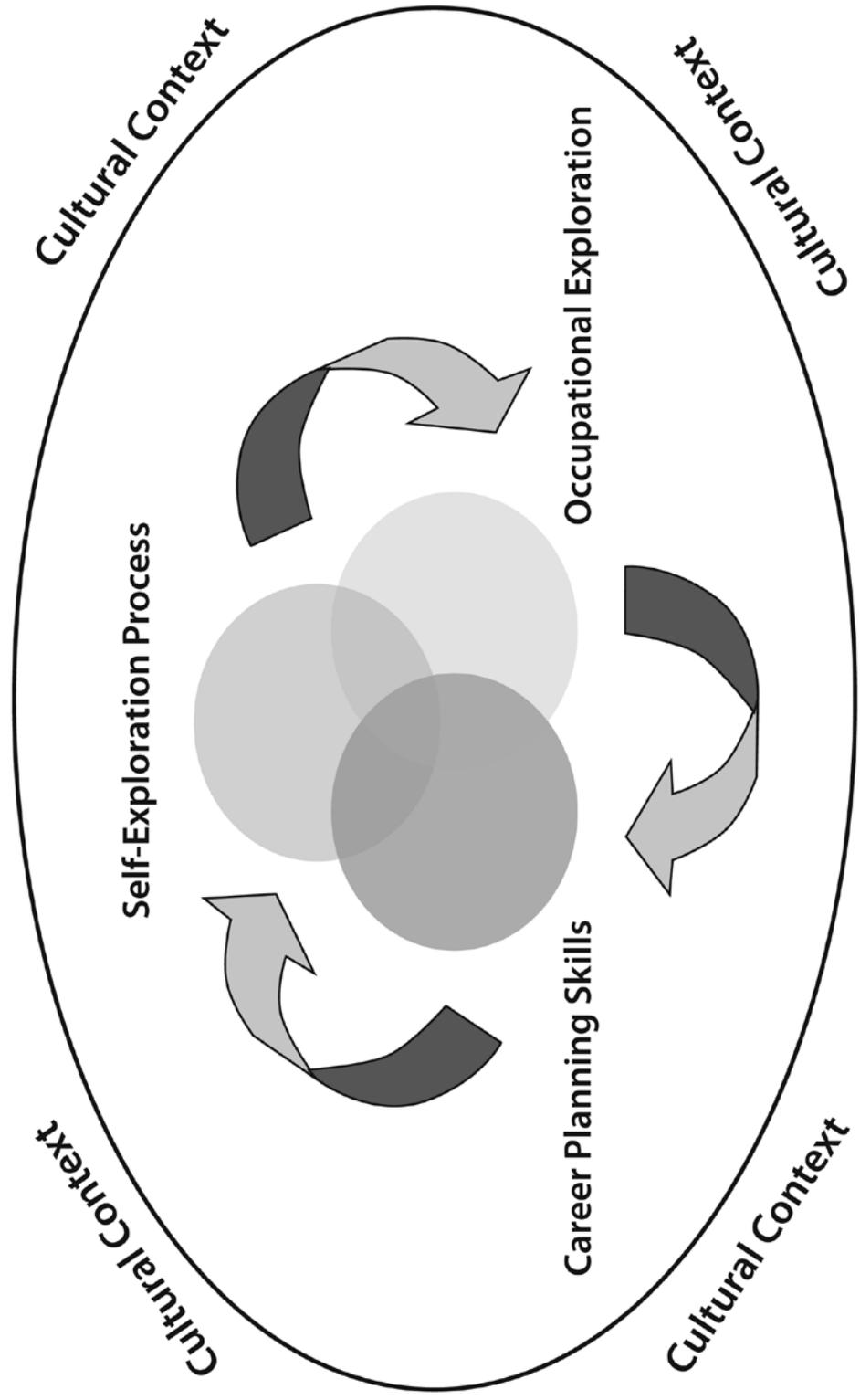
**Extension Activity**

For students with previous work experience, ask them to make a list of the jobs they have had and two jobs they would like to have. Then have students pair up and share the lists. Have students talk about any similarities in the jobs they have held and those they would like to have.

For students with limited or no previous work experience, ask them to make a list of at least three jobs they would be interested in having. Pair up students to share the lists. Ask them to talk about any similarities among the jobs they have chosen. Are there any jobs that they might need to have first to gain the experience for those jobs?



# Career Planning Model



## LESSON 2

# Identifying Hopes and Dreams

### Learning Objective

To help students begin to talk about the hopes and dreams they have for their lives as the starting point for career exploration

### Materials Needed

access to music player and song “Fast Car” by Tracy Chapman  
lyrics can be found online [www.elyrics.net/read/t/tracy-chapman-lyrics/fast-car-lyrics.html](http://www.elyrics.net/read/t/tracy-chapman-lyrics/fast-car-lyrics.html)

### Vocabulary

cruising, checkout girl, promoted, suburbs, convenience store, hopes, dreams

### SCANS Competencies

Basic Skills: Listening; Reading

Information: Interprets and communicates information



## Instructions for Conducting the Activity

Distribute the lyrics to the song “Fast Car” by Tracy Chapman and play the song for students to listen to and follow along. You can point out that Tracy Chapman is from Boston and that she was once homeless and began playing music on the streets in Harvard Square.

Facilitate a discussion about what is going on in the song and what hopes and dreams are described. Record key phrases and words on the board:

1. Look at the title. What do you think the song is about? What do people use cars for?
2. In the beginning of the song, where is she working? How does she feel about her life? Can you describe her?
3. What is her plan? Who do you think she is making plans with? Where does she want to go?
4. Why did she quit school? What was the problem? Do you think she should have quit school? If you knew her then, what would you have said to her? Why?
5. When does she have the feeling that she “can be someone”? Why do you think she has this feeling? Do you ever have this feeling? If so, when?
6. What happens after they move to the city? Does she get a job? What is her job? Does the person she goes with get a job? Where do they live? Does she still have plans? Is she still hopeful?
7. At the end of the song, what is going on? Is she happy? Is she hopeful? What do you think she should do? If you were her friend, what would you say to her?

Another set of questions might be:

1. What does the singer want? What are her hopes and dreams?
2. What does she think it will take to realize her hopes and dreams?
3. What steps has she taken to reach her dreams?
4. What kind of jobs has she had or is she planning to get?
5. What gets in the way of her hopes and dreams?
  - lack of job, no HS degree, alcoholic father, mother who left, low-paying job, homelessness

Then guide the discussion to the hopes and dreams of the students. Ask the following:

1. Think about your own life. What kind of song would you write about your life?
2. What would be the title of that song?

Wrap-up discussion focuses on the relevance of this song and discussion to career exploration:

1. It is important to know yourself—what you want and need
2. Having hopes and dreams gives us something to work toward
3. Everybody faces obstacles, whether big or small
4. There are ways to address the obstacles by breaking them down into small steps

### **Extension Activity**

Ask students to write down two dreams/hopes they have. Once all students have done that, ask each student to share one of the dreams/hopes and record that on the board. Then ask each student to name at least one obstacle that gets in the way of that dream and record that. Examples of obstacles might include working as a housekeeper at night, children, limited English proficiency, and family disapproval.

Then have the students brainstorm about how those obstacles might be overcome and record those. This might include small steps that can be taken now. For example, taking English classes is a step toward being better prepared to apply for a higher paying job. Another example might be having a family or community elder who supports your dreams talk with members of your family who do not approve. Other examples might include talking to a supervisor about other job opportunities at work.

*Adapted from the Jamaica Plain Adult Learning Program.*

## LESSON 3

# Introduction to Goal Setting

### Learning Objective

To help students begin to understand the importance of setting goals to reach their dreams

### Materials Needed

handouts: "Student Goal Scenarios" and "Worksheet for Student Goal Scenarios"  
Newsprint

### Vocabulary

road map, motivational

### SCANS Competencies

Basic Skills: Listening; Writing  
Information: Interprets and communicates information



## Instructions for Conducting the Activity

Brainstorm with students the different words we use to talk about what we want to do in the future such as:

- dreams
- hopes
- wishes
- wants
- goals
- aspirations

Provide students with copies of the handouts: "Student Goal Scenarios" and "Worksheet for Student Goal Scenarios." Choose some scenarios to read aloud in class while students read along. Have students look at the goal scenarios, individually or in pairs, and answer this question about each scenario: "what are the writer's goals for this year?" Students can break out each of the goals and record them on the worksheet.

Then ask students to write down short answers to the following questions:

- What were some dreams or hopes that I had for my life when I was a child?
- What hopes or dreams did I have about my career when I was younger?
- What hopes or dreams do I have for my life now?
- What hopes or dreams do I have for my career now?
- What do I need to do to reach my dreams?
- Where do I see myself in five years?

Students can share their answers in pairs or in a large group.

Then, as a class, brainstorm reasons why it is important to have goals. Some answers might include:

- something to work toward
- need a road map
- motivational
- need something concrete

Explain that when we can see clearly what our goals are, then it is more likely that we will achieve them. You need to start with a goal in mind. Having a plan helps you to get to where you want to go. It is important to remember that goals are not set in stone. Goals may change over time as we change.

Please note that setting and writing goals is covered again and in more depth in Section IV, Lesson 5.

### **Extension Activity**

Have students practice writing goals through journals or prompts. Use a selection of those goals to illustrate the process of setting realistic goals and to inspire other students to write their own goals.

## Student Goal Scenarios

1. Farouk moved here from Pakistan two years ago. His English is so-so. He has a good job and he saved some money. He doesn't want to live in an apartment anymore. He is thinking about buying a house but he doesn't understand the financial systems in the United States very well. He also doesn't understand the culture of Americans so he doesn't have many friends. What are his goals for this year?
2. Min Wei is from China. She is at school to learn English. She is 65 years old and she went to the doctor. She is not healthy right now. She smokes because she is very stressed about her new life in the United States. She is also very lonely in the United States. She needs to meet friends and find a place to go for recreation. Her friend goes to the library but Min doesn't have a library card. She knows some people go to community events but she is shy and afraid. What are her goals this year?
3. Luis moved here from the Dominican Republic five years ago. He speaks English but wants to learn more. He works now, but he doesn't make much money. He needs to find a new job. He knows he could get a better job if he used computers, but he doesn't know about computers. Luis knows that he can be a citizen of the United States now because he has lived here for five years. What are his goals this year?
4. Blanca is from Ecuador. She moved here a year ago. She is studying English. She has two kids, and they are in elementary school. They need help with homework, but she isn't sure she is smart enough to help them. She didn't finish high school so she doesn't have a diploma or GED. She wants to get her GED. She is also tired of taking the bus to pick up her children and she has a car but not a license. What are her goals for this year?
5. Nubar has many goals for the future. Some of his goals will take a long time, even if he works hard. He will study every day to get his GED. In about three years, he wants to start college to become a computer technician some day. He and his girlfriend want to get married and have children sometime in the future. He will need a good job so he can help his family. What are his goals for this year?

*Adapted and used with permission from the Lawrence Public Schools Adult Learning Center*

## Worksheet for Student Goal Scenarios

Name	Country	Goal #1	Goal #2	Goal #3	Goal #4	Obstacles	Is it possible in one year?
Farouk	Pakistan	Improve his English	Buy a house	Learn more about financial management.	Learn about U.S. culture	Time, friends to help him, no family here	Yes, if he works hard.
Min							
Luis							
Blanca							

## LESSON 4

# We All Have Transferable Skills

### Learning Objective

To aid students in identifying their own transferable skills

### Materials Needed

Copy of the chapter from Book Five of *Working: People Talk About What They Do All Day and How They Feel About What They Do*, by Studs Terkel (1974). The excerpt is called "Just a Housewife: Jesusita Navarro" (not included in curriculum)  
Handout: "Reading Guide for Jesusita Navarro"

### Vocabulary

housewife, settlement house, social worker, charity, welfare, transferable skills

### SCANS Competencies

Basic Skills: Reading

Information: Acquire and evaluate information

Thinking Skills: Creative thinking



### Instructions for Conducting the Activity

This lesson is based on a reading from *Working: People Talk About What They Do All Day and How They Feel About What They Do*, by Studs Terkel (available through various publishers). The particular story we recommend for this lesson is about a woman who is "just a housewife". It underscores the notion that regardless of whether or not we are paid for our work, all of us have and use many skills in our daily lives. You can view partial excerpts from the book, including the section called "Just a Housewife" at [http://books.google.com/books?id=2nKj42A\\_W5kC&dq=Working,+Studs+Terkel&printsec=frontcover&source=bl&ots=u0BH0QiFub&sig=-#PPR25,M1](http://books.google.com/books?id=2nKj42A_W5kC&dq=Working,+Studs+Terkel&printsec=frontcover&source=bl&ots=u0BH0QiFub&sig=-#PPR25,M1). It may also be available at your local library or bookstore.

A few days before this lesson, distribute "Just a Housewife" by Jesusita Navarro to read for homework. For lower-level ESOL students, also distribute the worksheet that guides students in their reading of the article. For all students, review the vocabulary words when you hand out the homework. (An alternative, especially for ESOL students, is to read the article out loud together in class.)

For this lesson, have the lower-level ESOL students bring their worksheets to class for reference. Review the answers to the worksheet to check for overall comprehension of the reading.

### The title of the reading is "Just a Housewife." Guiding questions:

1. What do you think the author means by "just a housewife"? What does a housewife do?
2. Does a housewife do "work"?
3. Ask students to brainstorm a list of the skills that Jesusita has. These might include:
  - Managing her time
  - Organizing activities and people
  - Taking care of children and/or elderly parents
  - Cleaning
  - Running a household
  - Staying within a budget
  - Helping people make decisions

- Listening to people
- Knowing how to find resources

4. *What are some of the things that you do that you don't get paid for?*

- This might include organizing a bake sale at your child's school, coaching a sports team, teaching at your place of worship, planning a birthday party, etc.
- Note that these are called "transferable skills" – skills that can be used in many different situations, whether for paid work or not.
- Many people think that if they aren't being paid, then the skills they use in their daily lives (home/community/school) don't count as "real" skills.
- ESOL students can refer to question #10 of the "Reading Guide" for their responses.

List on the board the things that students do but don't get paid for. Identify the skills associated with the activity/responsibility.

If they do paid work, ask them to identify the skills they use in their paid work. If they do not have paid work, ask them to identify what skills they might like to use in a job.

### **Extension Activity**

Have students take the skills identified above and ask them to make a list of at least five jobs that use the skills identified. Have students pair up and share their lists of skills and possible jobs that use those skills. Have the students help each other think of other jobs that might use those skills.

*Adapted from the Jamaica Plain Adult Learning Program.*

## Reading Guide for “Jesusita Novarro”

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

1. What is the first thing that Jesusita does in the morning?

---

2. What does she do in the afternoon?

---

3. One of Jesusita’s goals is to:

- a. lose weight
- b. wear fancy earrings
- c. get off welfare

4. The head of the settlement house wants Jesusita to:

- a. take a social worker’s job
- b. go to the hospital
- c. stay on welfare

5. Jesusita says, “Why do they say it’s charity?”

Charity is:

- a. getting paid for work
- b. getting something for nothing
- c. hard work

6. How does Jesusita get treated at the hospital?

---

7. Jesusita

- a. has a paid job
- b. is a mother on welfare
- c. has a husband with a paid job

8. Jesusita used to think that she wasn't "really good for anything." What made her change her mind?

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9. "There are mothers that work eleven, twelve hours a day. We get up at night, a baby vomits, you have to be calling a doctor, you have to be changing the baby. When do you get a break, really? You don't. This is an all-around job, day and night. Why do they say it's charity? We're not working for our money? I am working for this check. It is not charity."

Do you agree with this statement? Explain why or why not.

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10. Describe some of the things that you do that you don't get paid for.

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11. Jesusita says, "I'm hungry for knowledge. I want to do something. I'm searching for something. I don't know what it is."

Finish the sentences with your own words:

I'm hungry for \_\_\_\_\_

I'm searching for \_\_\_\_\_

## LESSON 5, PART 1

# Making a Life Line

### Learning Objective

To help students appreciate the range and nature of influences on their educational and career development and to demonstrate how career-related experiences are interwoven with other (e.g., personal, social, family, and cultural) aspects of their lives

### Materials Needed

Rolls of cash register tape for each student or newsprint sheets, colored markers, handout: "Life Line Presentation Guide"

### Vocabulary

influence, timeline, career, cultural, life line

### SCANS Competencies

Personal Qualities: Self-esteem

Basic Skills: Speaking

Information: Organizes and maintains information



## Instructions for Conducting the Activity

Before asking the students to create the Life Line, which is a timeline of events in their lives, you should demonstrate how to create one by walking students through the process as you complete your own life line. Once you have done this, distribute a segment of cash register tape or newsprint to each student. Ask students to record important events in their life and things they have done. Ask them to put the date below each event/thing. Encourage students to use whatever colored markers they would like in constructing their timeline. Tell students that they might record a single event, an ongoing experience, person, thought, or plan.

Ask students to select one event on their timeline that they would like to talk about. Lead students through a review of the "WH" question words:

**What** is the event? \_\_\_\_\_

**When** did it happen? \_\_\_\_\_

**Where** did it happen? \_\_\_\_\_

**Who** was there? \_\_\_\_\_

**Why** is it important to you? \_\_\_\_\_

You can model this process by selecting one of your own life events and talking about it using the "WH" words. You can either write the "WH" words on the board and/or distribute the "Life Line Presentation Guide" handout for students to make some notes about their event for a presentation. Each student then does a five-minute presentation about his/her identified timeline event.

As the presentations progress, you can reflect on the commonalities and differences among the significant events/influences or on the categories of influences that seem to be occurring with regularity (e.g., family members, adult role models, chance events).

After each student has done their presentation, post the timelines on the wall and have the students walk around and read them.

### **Extension Activity**

Have students divide into small groups. Ask students to talk about what they learned from their life lines and how this information might influence their next steps in a job or career.

*Adapted from "Experiential Activities for Teaching Career Counseling Classes and for Facilitating Career Groups, Volume One," National Career Development Association, 2000.*

## Life Line Presentation Guide

Identify one event on your timeline and answer the following questions about it:

**What** is the event?

---

**When** did it happen?

---

**Where** did it happen?

---

**Who** was there?

---

**Why** is it important to you?

---

---

---

## LESSON 5, PART 2

# Things I Have Done

### Learning Objective

To help students identify transferable skills

### Materials Needed

Student Life Lines (already completed in Section II, Lesson 5, Part 1),  
handouts: “Things I Have Done” and “Student Future Timeline,” post-it notes, newsprint

### Vocabulary

influence, timeline, career

### SCANS Competencies

Thinking Skills: Reasoning; Creative thinking  
Basic Skills: Reading



## Instructions for Conducting the Activity

Note: For this activity, students need to have already completed a life line (Section II, Lesson 5, Part 1).

Ask the students to take out their life lines. Ask the students to refer to (or add in) the event, “Start attending English/GED class.” Distribute the “Things I Have Done” handout. Review the checklist as a group, and then ask students to identify what things on the list they did in order to begin attending English or GED class. Record the answers on the board. Then ask students to select another event on their life lines. Distribute post-it notes. Using the handout as a guide, ask them to identify 4–5 “Things I Have Done” that relate to the new event. Have them write those on a post-it note and attach it to the new event. Have students share with a partner.

Next, ask the students to write in three “hopes, dreams, or plans” on the future part of their life line. Then return to the “Things I Have Done” handout and ask them to write on a post-it note a list of some of the skills they can use to reach their future “hopes, dreams, or plans.” Have the students attach the post-it note to the future part of their life lines, and again, ask the students to share with a partner.

The students can complete the worksheet “Student Future Timeline” the following day to reinforce this lesson.

## Extension Activity

Ask each student to choose one event on his/her life line. Students then work in pairs to “tell a story” about the event each chose. The Telling student describes what the event was and what s/he did to make the event happen or as a result of the event. The Listening student writes down a list of steps taken by the student. Then together the two students review the steps written down and identify the skills used to do each step. The students can refer to the skills listed in the “Things I Have Done” handout.

The students then come back together as a large group. Ask each student to complete the “Future Timeline.” Then ask each student to name out loud one of his/her future employment goals/events. Finally, ask the student which skills identified in the pairs activity can be used to help accomplish the goal or get to the event.

## Things I Have Done

### Working With People

- Take care of a sick relative
- Give medicine to a child
- Care for child who is disabled
- Help at a school event
- Make phone calls
- Visit friends and family in nursing homes
- Visit new places
- Take care of my children or other people's children
- Teach or coach a sport
- Organize parties for family or friends
- Teach at my place of worship
- Help children with their homework
- Participate in events in my community
- Volunteer at a library
- Work with other parents in the schools
- Go on field trips for teens and help out
- Play music or dance for others
- Other \_\_\_\_\_

### Working With Data

- Write checks and balance a checkbook
- Do a budget for my family
- Record money for a club or group
- Handle the money/finances for a small business
- Read a map
- Follow directions
- Read a flyer or poster
- Apply for a loan or credit
- Fill out forms and applications
- Make airline arrangements
- File papers
- Enter data onto a computer
- Select and price items to be purchased by a group
- Maintain sales records for an organization's store or sale
- Choose colors for sewing, crafts, decorating projects
- Other types of working with data

### Working With Things

- Take care of plants, garden, farm
- Cooking
- Do housecleaning at home
- Flower arranging
- Care for animals
- Type, filing, office work for an organization
- Use a computer
- Take photographs
- Operate stereo equipment
- Build furniture
- Repair equipment, repair appliances
- Operate equipment (lawnmowers, saws, forklifts)
- Use tools
- Drive buses, vans, taxis
- Prepare meals for large groups
- Build things
- Cut down trees
- Give haircuts, or do hair styling
- Take care of cars
- Other \_\_\_\_\_

## Student Future Timeline

Name: \_\_\_\_\_

### Future Timeline



**Directions:**

- Think of educational and employment goals that you would like to accomplish in the next 5 years and put them on this timeline.
- What skills can you use to accomplish your goals?

Skills I can use to accomplish my goals:

Skill	Where or how I've used it before

## LESSON 6

# Things I Like

### Learning Objective

To help students find out about their interests and talents and how to use that information to guide educational and career decisions

### Materials Needed

handout: "Things I Like"

### Vocabulary

interests, hobbies, recreation

### SCANS Competencies

Basic Skills: Writing; Speaking

Personal Qualities: Sociability



## Instructions for Conducting the Activity

Tell students that in order to figure out what career they would like to pursue they can start by thinking about what they like to do and are good at. This exercise will give them an opportunity to learn more about themselves.

Distribute the "Things I Like" handout and have students write down the first things that come to mind on the list. Once all students have completed their lists, have students interview one another in pairs or small groups, using the questions from the handout. For ESOL students, the teacher can model how to ask and answer the questions using the handout.

*This activity is from "Getting There: A Curriculum for People Moving into Employment," The Center for Literacy Studies, The University of Tennessee, Knoxville, 1996.*

## Extension Activity

Have students write a paragraph:

- describing their hobbies
- identifying at least 5 skills they use by doing the hobby
- identifying at least two jobs that use these skills

## Things I Like

1. My hobbies are

---

2. When I have free time, I like to

---

3. The most interesting section of the newspaper is

---

4. On my day off from work or school, I like to

---

5. My favorite thing to read is

---

6. My favorite type of television program is

---

7. My favorite recreation is

---

8. In conversation, I like to talk about

---

9. My favorite subjects in school were

---

*Adapted from "Getting There: A Curriculum for People Moving into Employment," The Center for Literacy Studies, The University of Tennessee, Knoxville, 1996*

## LESSON 7

# Identifying Skills

### Learning Objective

To help students learn about skill categories and to identify their own skills

### Materials Needed

handout: "Skills Identification" and index cards

### Vocabulary

communication, self-management, management, technical

### SCANS Competencies

Interpersonal: Participates as a member of a team

Thinking Skills: Problem solving

Information: Organizes and maintains information



### Instructions for Conducting the Activity

This is a manipulative activity. Before class, make copies of the "Skills Identification" handout and cut the list of skills into strips. Have a complete set of cut-up skills strips for each pair or group of students. Write up one set of the seven skill categories on index cards for each group. Explain that knowing what skills are and being able to identify one's own skills is essential for deciding on a career choice or finding a new career. Write the seven categories of skills on the board and briefly explain what they are:

- Communication skills
- Number skills
- Technical skills
- Business skills
- Management and Self-Management skills
- Creative/Artistic skills
- People skills

Divide the class into pairs or groups and explain that each group will be given a pile of skills on strips of paper and a set of index cards with the six skill categories. The groups are to put the strips into the correct skill category. ESOL students will need ample time, teacher support, and bilingual dictionaries.

Once all groups have completed the task, review the categories and the skills in each. Ask students to name some jobs that they think require the skills in the different categories.

### Extension Activity

Distribute the "Skills Identification" handout to students and ask students to check those skills they believe they have. Have a group discussion using the following questions:

- Do you have skills in more than one area?
- In which category do you have the most skills?
- What are the skills needed for the jobs that you are interested in?
- Do the skills you have match the skills needed for those jobs?
- Are there some skills that you would like to have but don't have right now?
- What education and/or training might you need to develop those skills?

## Skills Identification

### Communication Skills

- reading and following directions
- putting things in alphabetical order
- comparing or cross-checking two lists
- filling out forms
- writing letters and memos correctly
- reading and understanding policies and memos
- writing reports
- speaking to people you don't know
- speaking English *and* another Language
- taking notes while someone speaks
- finding information (getting what you need to know out of the phonebook, a dictionary, the library, etc.)
- using a map
- reading bus, train, and plane schedules
- explaining things to other people
- know when to ask for help or more explanation

### Number Skills

- doing arithmetic correctly
- using percentages and decimals
- using a calculator
- rounding off numbers
- typing/keyboarding
- calculating hours worked, money owed, etc.
- estimating costs and/or time needed to complete a job
- using a database program on a computer

### Technical Skills

- making, fixing, and repairing things
- operating machinery
- installing things
- building things
- gardening, landscaping, and farming

### Business Skills

- operating a computer
- using a business telephone
- filing, sorting, and classifying information
- balancing checkbooks
- working with budgets
- setting up and closing out a cash register

### Management and Self-Management Skills

- being patient with others
- keeping a cheerful attitude
- getting interested/excited about the task at hand
- offering to help when it's needed
- knowing how to take directions
- motivating myself to do what needs to get done
- helping motivate others to get the job done
- prioritizing tasks so that the larger goal is met on time
- following the rules
- presenting a neat and professional image
- checking your own work
- working hard without complaining
- using courtesy when dealing with others
- seeking help when needed
- being eager to learn
- speaking up for yourself
- solving problems in a cooperative way

**Creative/Artistic**

- artistic
- drawing
- expressing
- performing
- presenting artistic ideas
- dancing, body movement
- visualizing shapes
- designing
- model making
- making handicrafts
- writing poetry
- illustrating, sketching
- doing photography
- mechanical drawing

**People Skills**

- caring for children responsibly
- caring for the sick and elderly
- showing warmth and caring
- calming people down
- helping people complete a task
- teaching someone how to do something
- knowing how to get along with different people/personalities
- leading groups or activities

## LESSON 8

# Things I Am Good At

### Learning Objective

To help students identify their interests and talents and how to use that information to guide educational and career decisions

### Materials Needed

handouts: “Things I Am Good At,” “Skills Identification,” and “List of 246 Verbs” (optional)

### Vocabulary

interests, talents, organize, fix, how to do, show someone, know how to make

### SCANS Competencies

Basic Skills: Writing

Thinking Skills: Reasoning; Creative thinking



## Instructions for Conducting the Activity

Distribute the “Things I am Good At” handout. Ask each student to think about and write down answers on the chart to the items listed. Students can refer to their “Skills Identification” handout for listing skills used. Once students have completed the chart, then have them form small groups to share what they have written.

For ESOL students, you can model how to complete the handout on an overhead or on the board so that students understand what the objective is. Then pass out the first handout for students to do.

## Extension Activity

Have students do a “Demonstration Presentation.” Ask students to select one of the three “things I could show someone else how to do.” Have each student prepare and deliver a presentation for the class. Following each presentation, ask the other students to name the skills used in doing the presentation.

# Things I Am Good At

Think about and write down in the chart:

at least 3 things I have made _____ _____ _____	skills I used
at least 3 things I have organized _____ _____ _____	skills I used
at least 3 things I have fixed _____ _____ _____	skills I used
at least 3 things I know how to do _____ _____ _____	skills I used
at least 3 things I could show someone else how to do _____ _____ _____	skills I used

## List of 246 Skills as Verbs

achieving	acting	adapting	addressing	administering
advising	analyzing	anticipating	arbitrating	arranging
ascertaining	assembling	assessing	attaining	auditing
budgeting	building	calculating	charting	checking
classifying	coaching	collecting	communicating	compiling
completing	composing	computing	conceptualizing	conducting
conserving	consolidating	constructing	controlling	coordinating
coping	counseling	creating	deciding	defining
delivering	designing	detailing	detecting	determining
developing	devising	diagnosing	digging	directing
discovering	dispensing	displaying	drawing	dissecting
distributing	diverting	dramatizing	enforcing	driving
editing	eliminating	empathizing	expanding	establishing
estimating	evaluating	examining	filing	experimenting
explaining	expressing	extracting	founding	financing
fixing	following	formulating	guiding	gathering
generating	getting	giving	hypothesizing	handling
illustrating	heading	helping	improving	identifying
increasing	imagining	implementing	initiating	improvising
inspecting	influencing	informing	instituting	innovating
integrating	inspiring	installing	intuiting	instructing
inventorying	interpreting	interviewing	keeping	inventing
learning	investigating	judging	listening	leading
maintaining	lecturing	lifting	manipulating	logging
meeting	making	managing	modeling	mediating
motivating	memorizing	mentoring	observing	monitoring
offering	navigating	negotiating	organizing	obtaining
overseeing	operating	ordering	performing	originating
photographing	painting	perceiving	playing	persuading
preparing	piloting	planning	printing	predicting
processing	prescribing	presenting	projecting	problem solving
proofreading	producing	programming	publicizing	promoting
questioning	protecting	providing	realizing	purchasing
receiving	raising	reading	recording	reasoning
reducing	recommending	reconciling	relating	recruiting
rendering	referring	rehabilitating	representing	remembering
resolving	repairing	reporting	retrieving	researching
risking	responding	restoring	selling	reviewing
separating	scheduling	selecting	setting-up	sensing
shaping	serving	setting	singing	sewing
solving	sharing	showing	studying	sketching
supervising	sorting	speaking	synergizing	summarizing
systematizing	supplying	symbolizing	teaching	synthesizing
telling	taking	talking	training	team-building
translating	instructions	testing	trouble-shooting	transcribing
typing	tending	treating	understudying	tutoring
unifying	traveling	understanding	using	undertaking
verbalizing	umpiring	upgrading	winning	utilizing
writing	uniting	weighing		working
	washing			

A List of 246 Skills as Verbs • Section II: The Self-Exploration Process, Lesson 8 • Page 1

## LESSON 9

# Skills Auction

### Learning Objective

To help students determine the skills they most value

### Materials Needed

Index cards with skills glued to them, packages of fake money

### Vocabulary

skills, job duties, interests

### SCANS Competencies

Resources: Money

Personal Qualities: Self-management

Thinking Skills: Decision making



## Instructions for Conducting the Activity

Review the students' "Skills Identification" sheets from Section II, Lesson 7. Using only the skills they have identified, cut up the skills and glue each one separately to an index card.

Put fake money in bundles of \$100 for every student.

Return the "Skills Identification" sheets to each student. Ask students to review their lists and to identify the five skills they think they are best at. Have students prioritize the five skills by putting the numbers 1–5 next to those skills, with #1 being the top skill.

Tell the students that you are going to have an auction of skills. Review what an auction is and how it works. Remind students that they will not be able to buy all the skills they have marked, so the point is for them to try and buy the skills that are most important to them or that they think they are best at. By having this auction, students will have an opportunity to bid on skills that you will read off. The goal is for students to begin to prioritize their skills and to have an opportunity to feel proud of the skills they have and to recognize how much they "value" those skills.

Explain that you will be reading a skill out loud and that each student has the opportunity to "bid" on that skill. Students may be interested in some skills but not others. Some skills may be desired by many students. You will "sell" the skill to the highest bidder or buyer. Start with some easy to understand skills. Call out each skill and let students bid. You may have to prompt them. Once the bidding stops, give the highest bidder the index card with the skill on it and collect the money. Keep going until all the skills are "sold." Some skills may end up not being of interest to students or they may have run out of money.

When the bidding ends, go around the room and have each student share the skill(s) that s/he bought and tell about how they use that skill in their job/life.

## Extension Activities

1. A variation of the auction is a "bartering scavenger hunt" for skills. The goal is for students to barter with other students for the skills that they most want to have. Choose skills from the "Skills Identification" list that the teacher knows are of interest to the students. Write, or cut up and tape, each skill on an index card. Identify enough skills so that each student can have three index cards. Randomly distribute three index cards to each student. Explain that each student has different skills on the index cards. Students must walk around and find students with skills they would like to have. The students then barter one skill for another. The goal is to try and get the three skills you would most like to have (or the three skills you do have). Put a time limit on the bartering. When it is done, have a group discussion:

- Were you able to get the skills you most wanted?
  - Were some skills more in demand than others?
  - If you could not get the skills you most wanted, how did you decide what other skills to barter for? (This question can lead to a discussion of transferable skills.)
2. Have students pick three skills that they would like to have but do not. Have them prioritize those skills and write a paragraph about why they chose those skills.

## LESSON 10

# Identifying Job Values

### Learning Objective

To help students identify what job values are and their importance in choosing a career

### Materials Needed

handouts: “Job Values Inventory” and “Work Values Clarification”

### Vocabulary

values, rank or prioritize, compatible, benefits, salary, job security, working conditions, environment, organization, promotion/advancement, prestige, respect, value system

### SCANS Competencies

Basic skills: Speaking

Thinking skills: Decision making

Information: Acquires and evaluates information



## Instructions for Conducting the Activity

Explain to students that as part of the career awareness process, they have had an opportunity to identify skills they have. Another step in the career awareness process is identifying what they value in a job. Their personal value system – the things in life they find most important that influence and direct their lives – contributes to their job selection.

### Group brainstorm:

Ask students to name things that are important to them in a job. Record the list on the board. Ask students to say why the things are important to them.

### Guiding questions include:

- What is more important to you – a good salary or work hours that meet your needs?
- Is it important to you to move up or advance in your job?
- Does it matter where your work is located? In your neighborhood? Accessible by public transportation? Not more than a one-hour commute?
- How important is it that you get along with your coworkers? Supervisors? Customers?
- Do you need health benefits? Insurance?
- Do you want a job that will last for a long time? One that is not likely to have lay-offs?
- If there are students who are employed, ask them if their values are different today than when they first started working? For instance, was money the #1 value to begin with and now is it health benefits?

After the students have discussed this, distribute the “Job Values Inventory” handout. Review the checklist and what each item means. Relate the items back to the list they developed on the board.

In class, or for homework, ask each student to rank the items from 1 to 12 with 1 being most important and 12 the least important. Have them bring it to class the next day for another job values lesson.

### **Extension Activity**

This work values clarification activity helps students look at the influences on their own values. Explain that a value is an idea or thing that we believe is important and will benefit our life. We learn values when we are young children and gradually expand and apply them to our lives as we get older.

Distribute the “Work Values Clarification” handout and have students answer the questions on their own. Then either compile a group list on the board or have students pair up to share their answers.

*From “Personal Management: An Integrated Curriculum,” Patti McLaughlin, Curriculum Developer, Adult Basic and Literacy Educators Network of Washington, 1993.*

## Job Values Inventory

This exercise helps you identify which job qualities you value most.

Rank the items below from 1 to 12 with 1 being most important and 12 the least important. Once you begin exploring job possibilities, focus only on jobs that meet your highest ranked values.

- \_\_\_\_\_ Good salary
- \_\_\_\_\_ Good benefits (insurance, retirement, etc.)
- \_\_\_\_\_ Job security
- \_\_\_\_\_ Work hours that meet your needs
- \_\_\_\_\_ Satisfactory location
- \_\_\_\_\_ Compatible coworkers, supervisors, customers
- \_\_\_\_\_ Opportunity to learn and develop skills
- \_\_\_\_\_ Challenging and satisfying work
- \_\_\_\_\_ Good working conditions / environment
- \_\_\_\_\_ Like / believe in what the organization does
- \_\_\_\_\_ Chance for promotion / advancement
- \_\_\_\_\_ Prestige and respect

*Adapted from the California Career Planning Guide 2003–2005*

## Work Values Clarification

On your own, brainstorm answers to the following questions.

1. What are three values that your parents held?
  - 1.
  - 2.
  - 3.
2. What are three values that you think teachers in schools hold?
  - 1.
  - 2.
  - 3.
3. What are three values that you believe most employers hold?
  - 1.
  - 2.
  - 3.
4. What are three values that your friends hold?
  - 1.
  - 2.
  - 3.

*Adapted from "Personal Management: An Integrated Curriculum," Patti McLaughlin, Curriculum Developer, Adult Basic and Literacy Educators Network of Washington, 1993.*

## LESSON 11

# Prioritizing Job Values

### Learning Objective

To help students prioritize their work values and clarify the importance of them

### Materials Needed

handouts: "Job Values Inventory" and "Job Values Inventory Summary"

### Vocabulary

values, rank or prioritize, compatible, benefits, salary, job security, working conditions, environment, organization, promotion/advancement, prestige, respect, value system

### SCANS Competencies

Information: Acquires and evaluates information; Interprets and communicates information

Basic skills: Speaking



### Instructions for Conducting the Activity

Ask students to pull out their completed "Job Values Inventory" handout on which they ranked their job values from 1–12. This was done in Section II, Lesson 10.

If this was done as homework, answer any questions. Then explain that we all tend to assume that others work from a value system similar to our own. This is not always the case. Explain that they will learn a lot about themselves as they explore the reasons behind their own personal ratings. It will help them gain a clearer idea of their values and how those values affect their educational and career choices. The job values can be a guiding reminder of the type of job you are looking for, one that has the characteristics you find important and meaningful.

Have students participate in a "give-one-get-one" activity. They have to walk around the room and find people (at least 2–3) who have a different #1 ranked job value. They should try to find 2–3 different #1 ratings. They are to write that value down on the back of their handout and to ask the person why they chose that as their #1 value.

**When the group has completed the activity, ask students to call out their #1 ranking and write those on the board. Then debrief by asking some questions:**

- Does there seem to be one or two rankings that were most popular? Why do you think that was?
- Were there some rankings that no one chose as #1?
- What did you learn about others?
- Why did others make the choices they did?
- What did you learn about yourself?

Then distribute the "Job Values Inventory Summary" handout and review it with the students. Have the students complete the handout in class. Add that it will be useful to keep this list and review it from time to time to see how their values change.

## **Extension Activities**

There are several variations for how to conduct this lesson.

1. Put a chart on the board of the “Job Values Inventory” and plot students’ responses. This can lead to a discussion about what values are most important to the students.
2. Put students in pairs and have them interview one another about their lists and why they numbered the values as they did.

## Job Values Inventory Summary

List your top six “job values” you consider very important to have in your job.

Top Six Job Values

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Out of these six “job values” listed above, explain for at least three why you feel you cannot manage without them.

I cannot be without these Job Values because:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Your “job values” may appear in other small ways within your life, but have the most significance in your career. Spending time evaluating their importance can lead to self-understanding and fulfilling work.

*Adapted from the California Career Planning Guide 2003-2005*

## LESSON 12, PART 1

# Putting It All Together – Interests, Skills, and Values

### Learning Objective

To help students understand the relationship between their interests, skills, values, and abilities, and how that informs educational and career options

### Materials Needed

CDM (Career Decision Making System Revised) Level 2 Survey Booklet, Hand-Scored Edition [www.pearsonassessments.com/cdmr.aspx](http://www.pearsonassessments.com/cdmr.aspx) or Internet access to the alternative career surveys listed below

### Vocabulary

survey, booklet, interpretative folder

### SCANS Competencies

Basic skills: Reading

Thinking skills: Decision making

Personal qualities: Integrity/honesty



### Instructions for Conducting the Activity:

You should review and complete a CDM Survey Booklet and Interpretive Folder for yourself before doing this activity with students. In order to successfully complete the Survey Booklet, students will need to use many learning strategies. As you complete the Survey Booklet, you should note what learning strategies are needed and be prepared to help students utilize these when the students are completing the Survey Booklet. ESOL students at the SPL level 6–7 may be able to complete the Survey Booklet on their own. The Survey Booklet is best used with SPL level 3 and higher.

If you aren't able to purchase the CDM survey, your students may be able to take it through your local One Stop Career Center. If not, there are a number of free online alternatives. Although not as comprehensive as the CDM, they will still be informative. Some examples are:

- The Beehive [www.thebeehive.org/](http://www.thebeehive.org/)
- Skills Search <http://online.onetcenter.org/skills/>
- Motivated Skills Test/Career Values Test [www.stewartcoopercoon.com/jobsearch/freejobsearchtests.phtml](http://www.stewartcoopercoon.com/jobsearch/freejobsearchtests.phtml)
- Massachusetts Career Information System (Mass CIS) <http://masscis.intocareers.org/>

This activity may work best when students have had an opportunity to participate in other discrete activities to identify skills, values, and interests prior to doing the CDM. This activity gives students an opportunity, as part of the self-exploration process, to “put it all together” in a meaningful way.

### Day of Activity:

Explain to students that they are going to look at how their skills, values, and interests match up with various occupations that they might be interested in exploring further or learning more about. This is not a test and there is no right or wrong answer. Encourage students to answer the questions honestly so that they can better understand what career path might work best for them. For students who are working, this activity may be a way for them to evaluate advancement opportunities or new career paths.

Distribute the CDM Level 2 Survey Booklets. As students complete the activities in the Survey Booklet, they will use the information to fill in the “Summary Profile” on the last page of the booklet. The Summary Profile is the basis for reading the CDM Interpretative Folder.

Have students put their names and date on the cover. Explain that they will be able to keep the booklets for reference. Walk the students through each section of the booklet, reading the directions aloud together, and explaining vocabulary and allowing time for the students to complete a section before moving onto the next section. After completing a section in the booklet, refer the students to the back page “Summary Profile” where the students will fill in their answers from the section.

The goal of the activity is to have students complete the “Summary Profile” on page 16 of the Survey Booklet. Explain to students that in another class, they will then look at how their skills, interests, and values match with different occupations.

## LESSON 12, PART 2

# Matching Skills, Interests, and Values to Occupations

### Learning Objective

To help students learn how interests, skills, values, and abilities inform educational and career options

### Materials Needed

CDM (Career Decision Making System Revised) Level 2 Interpretive Folder; each student needs his/her completed CDM Level 2 Survey Booklet with the Summary Profile filled in

### Vocabulary

survey, booklet, interpretative folder

### SCANS Competencies

Basic skills: Reading  
Thinking skills: Seeing things in the mind's eye; Reasoning



## Instructions for Conducting the Activity

This lesson requires that the students have already completed the CDM Level 2 Survey Booklet in Section II, Lesson 12, Part 1. The chart in the Interpretive Folder is complex. It is essential to review the directions carefully before doing this activity with students.

### Day of Activity:

Distribute the students' completed CDM Level 2 Survey Booklets and a clean copy of the CDM Level 2 Interpretive Folder. Explain that they are now going to learn about occupations that match the skills, interests, and values that they identified in the Survey Booklet. Ask the students to turn the Survey Booklet over to page 16. Have them place that next to the front page of the Interpretive Folder. Ask the students to transfer the Summary Profile information from the Survey Booklet to the right hand column of the Interpretive Folder titled "Summary Profile."

Walk through the folder with students, reading the directions aloud together, and giving them time to complete each set of directions before moving on. Depending on the level of the class, you may want to help each student work through 1–2 careers and then have the student do the remaining careers on his/her own.

Once all students have completed the chart, explain that in another class time they will have the opportunity to use the Internet to find more information about the occupations they circled on their CDM Interpretive Folders.





## Section III

# Occupational Exploration

## LESSON 1

# Using the Internet to Learn About Occupations

### Learning Objective

To help students become familiar with how to find occupational information on the Internet and to know what type of information is helpful in comparing occupational choices

### Materials Needed

handouts: "Career Exploration on the Internet" Versions A, B, or C  
Completed CDM (Career Decision Making System Revised) or results from other online career surveys  
CDM Level 2 Interpretive Folder (optional)  
Computers with Internet access for each student

### Vocabulary

websites, Internet, licensure, certification

### SCANS Competencies

Basic Skills: Reading  
Technology: Applies technology to task  
Thinking: Seeing things in the mind's eye



### Instructions for Conducting the Activity

This activity can be conducted using students' results from the Completed CDM Level 2 Interpretive Folder, or, if your students have not done the CDM, you can have them write down 2–4 occupations they are interested in learning more about and use that list as the basis for the Internet search.

### Websites for career exploration:

- Occupational Outlook Handbook – [www.bls.gov/oco](http://www.bls.gov/oco)
- Next Steps (see "Career Profiles") – [www.nextsteps.org](http://www.nextsteps.org)
- America's Career InfoNet – [www.acinet.org](http://www.acinet.org)
- World-of-Work Map – [www.act.org/wwm/index.html](http://www.act.org/wwm/index.html)
- Massachusetts Career Information System – [www.masscis.intocareers.org](http://www.masscis.intocareers.org)
- New York Career Zone – [www.nycareerzone.org/graphic/assessment/index.jsp](http://www.nycareerzone.org/graphic/assessment/index.jsp)

We highly recommend that you review each of the websites listed above to determine which site provides information in the most accessible manner for the students' language level and familiarity with the Internet. There are three versions of the "Career Exploration on the Internet" handout.

Version A: Pre-GED/GED students

Version B: ESOL students

Version C: College Transition students

Choose the version that best meets students' needs.

### **Day of Activity:**

Students can do this activity in pairs or by themselves depending on their familiarity with the computer and the Internet. Tell students that they will be learning more about the occupations they each identified through the CDM. Ask them to choose at least two occupations to research on the Internet. Select and distribute a version of the handout “Career Exploration on the Internet” that is appropriate for your students. Explain that these are common questions that people have when researching occupations. These questions are just a guide. The students should add other questions that are important to them. Review the handout with the students to make sure that everyone understands the questions. Brainstorm other questions the students might want to have answered.

You can then model how to look for the information on the website that you have chosen ahead of time. Choose an occupation not listed by the students and walk the students through the “Career Exploration on the Internet” on how to find the information.

**Note for ESOL classes:** We recommend that you select two occupations to use as examples. Using the “Career Exploration on the Internet” handout, one occupation can be completed by you before the lesson. Then to introduce the lesson to the class, the teacher can take the students through the information gathering process using the completed sample handout. Next, as a class, the students can look for and fill in the information on the second occupation. After this, the students will be better prepared to research information on their own. Then have students log onto the website and find information about their occupations. If possible, have students print out information for review later.

**Note for College Transition classes:** These students may have already chosen a career and educational pathway. Version C of the “Career Exploration on the Internet” handout allows them to focus on one occupation and educational pathway in more depth.

### **Extension Activity**

This activity can be expanded upon in a follow-up lesson to help students compare the amount of education needed and the expected wage for different occupations. This will encourage students to begin to think realistically about whether a career path is right for them or not.

Have students bring their completed “Career Exploration on the Internet” handouts to class. Post four large sheets of paper around the room with the labels: “High School or GED,” “Certificate Program or Associates Degree,” “Bachelor’s Degree,” and “Graduate Degree.” Ask students to list their career choices under one of the four sheets based on education needed. Ask them to also mark the wage of the career choice next to it.

### **Facilitate a discussion based on the following questions:**

- Were they surprised by how much or how little education was needed for some jobs? Which ones and why?
- Were they surprised by how much or how little the wage was for some jobs? Which ones and why?
- Is there a relationship between how much education/training a job requires and the wage of the job?
- Why do some jobs require a BA degree but pay less than a job requiring an AA degree?

## Career Exploration on the Internet Version A

### Work Description and Working Conditions

- What does a \_\_\_\_\_ do on a daily basis?
- In what kind of setting do they work? Inside or outside?
- How many hours a day do they work?
- Does a \_\_\_\_\_ work alone or with other people?
- What kind of equipment does a \_\_\_\_\_ use? (for example, computer, x-ray machine, forklift, etc.)
- Are there any physical or health considerations concerning this work?
- Other questions? \_\_\_\_\_

### Wage/Salary

- What is the typical starting salary in this occupation?
- Other Questions? \_\_\_\_\_

### Employment Outlook

- What is the employment outlook for this occupation? \_\_\_\_\_
- Are there many jobs in this occupation near where I live? \_\_\_\_\_
- Is part-time employment usually available in this occupation? \_\_\_\_\_

### Career Path and Opportunities for Growth

- What are the opportunities for advancement in this occupation?
- Other questions? \_\_\_\_\_

### Education Requirements, Licensure/Certification

- What education and/or training are required to become a \_\_\_\_\_?
- Where do I go to school or get training in my area to become a \_\_\_\_\_?

Career Exploration on the Internet A • Section III: Occupational Exploration, Lesson 1 • Page 1

- What is the best school for \_\_\_\_\_?
- Does this occupation require licensure or certification? \_\_\_\_\_
- Other questions? \_\_\_\_\_

## Career Exploration on the Internet Version B

	Sample Occupation #1	Sample Occupation # 2	Student Occupation #1	Student Occupation #2
<b>What are the duties?</b>				
<b>What is the job setting?</b>				
<b>How many hours a day or a week is the job?</b>				
<b>Work alone or with people?</b>				
<b>What kind of equipment is used?</b>				
<b>What is the salary?</b>				
<b>Are there many jobs?</b>				
<b>What education and/or training are required?</b>				

# Career Exploration on the Internet

## Version C

Name of career: \_\_\_\_\_

### Sources of information:

- Occupational Outlook Handbook
- Information Interview
- Dictionary of Occupational Titles
- Vocational Biographies
- Other Books

### 1. Work Description

What does a worker in this occupation do? What tasks does the worker perform?

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### 2. Working Conditions

Is the work done inside or outside?

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Are there any physical or health considerations concerning this work? \_\_\_\_\_

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### 3. Lifestyle Considerations

Does this occupation often require working hours or locations that might be a problem for me (frequent overtime, evening or weekend work, travel away from home)?

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**4. Places of Employment**

Are there jobs in this occupation near where I now live? \_\_\_\_\_

Where? \_\_\_\_\_

Is part-time employment usually available in this occupation? \_\_\_\_\_

Are there places to volunteer where I could get experience in this kind of work?

\_\_\_\_\_  
\_\_\_\_\_

**5. Rewards**

What rewards or satisfactions might I find in this occupation?

\_\_\_\_\_  
\_\_\_\_\_

**6. Drawbacks**

What things do I find unappealing or unpleasant in this occupation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. Personal Qualities or Characteristics**

What personal qualities or characteristics would be helpful for being successful in this occupation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. Employment Outlook**

What is the employment outlook in this occupation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**9. Future Advancement**

What are the opportunities for advancement in this occupation, and how might I prepare for advancement?

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**10. Earnings**

What is the typical starting salary in this occupation? \_\_\_\_\_

How much do people who have been in this occupation make after 10 years? \_\_\_\_\_

**11. Education and Training**

Type and amount of education/training required:

- |   |   |
|---|---|
| <input type="checkbox"/> On-the-job training  | <input type="checkbox"/> Two-year college degree  |
| <input type="checkbox"/> Apprenticeship   | <input type="checkbox"/> Four-year college degree |
| <input type="checkbox"/> One or two years of vocational technical school or community college | <input type="checkbox"/> Graduate school          |

What kinds of courses or training are you willing to commit now?

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What are the names of three places where you can get these courses or this kind of training?

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**12. Financial Considerations for Education and Training**

Will I have to pay for these courses or training? \_\_\_\_\_

Would there be an opportunity to be paid as I learn? \_\_\_\_\_

If I have to pay for my education or training, how much will it cost? \_\_\_\_\_

### 13. Information About Financial Aid

Where or from whom do I go to get information about financial aid?

- Financial Aid Office of College
- Educational Opportunity Center or other Federal TRIO office
- Tuition assistance offered by employer
- Higher Education Assistance Foundation
- Public Library
- US Department of Veterans' Affairs
- Other

### 14. Related Occupations

If this occupation does not seem to meet my qualifications for a career, what other occupations may be related or similar?

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*Compiled by M. O'Malley. Adapted from the Military Career Guide, U.S. Government.*

## LESSON 2

# Labor Market Trends and Information

### Learning Objective

To help students learn what labor market information is and how to use it

### Materials Needed

access to computers and the Internet

handout: "Finding Labor Market Information on the Internet"

### Vocabulary

labor market, trends, statistics, data, projections, estimated

### SCANS Competencies

Information: Acquires and evaluates information, Uses computers to process information

Thinking Skills: Knowing how to learn



## Instructions for Conducting the Activity

We recommend that you visit the website ahead of time and become familiar with the pages needed for this activity.

This activity is an online scavenger hunt using your state's labor market information. Locate and familiarize yourself with the website(s) where your state publishes its labor market information. Try the state agencies that oversee labor, employment and training, or workforce development, or search the Internet using key words such as the name of your state and "labor market information." Divide students into pairs. Ask each pair to identify the following for the scavenger hunt:

- one town or area of the state where they would be interested in working
- two occupations that they would be interested in learning more about

Have students log onto the website(s) that you've chosen. Review the navigation features of the website's homepage. Model how to find occupational information for a specific town or region.

Then have the students work together in pairs to complete the handout for the scavenger hunt. When the students have completed the handout, have a large group discussion using the following guiding questions:

- What occupation had the highest hourly rate? In what town or area of the state?
- What occupation had the largest number of people employed in 2000?
- What industries employ people in the occupation?
- Were you surprised by any of the information?

## Extension Activity

The handout can be expanded to include questions about other data of interest to students using other tabs. This could include information about employers, income, industries, and layoffs.

## Finding Labor Market Information on the Internet

Town or state region \_\_\_\_\_

	Occupation 1	Occupation 2
<b>Name of occupation</b>		
<b>What is the estimated average hourly wage?</b>		
<b>What is the estimated average annual wage?</b>		
<b>How many people were employed in this occupation in 2000?</b>		
<b>How many people are estimated to be employed in this occupation in the future (choose a year)?</b>		
<b>What is the projected growth rate for this occupation?</b>		
<b>List the top three industries that employ people in this occupation?</b>		

## LESSON 3

# Informational Interviews

### Learning Objective

To help students learn how to conduct an informational interview

### Materials Needed

handouts: "Informational Interview Guide" and "Informational Interview Log"

### Vocabulary

interview, informational, personnel, qualifications, training, benefits, wages, entry-level, advancement

### SCANS Competencies

Interpersonal: Participates as a member of a team

Personal Qualities: Sociability

Basic Skills: Speaking



### Instructions for Conducting the Activity:

This activity will give students an opportunity to practice doing an informational interview.

Using the chart below, explain to the class that job seekers are likely to participate in one or both of two different types of interviews.

	Informational Interview	Job Interview
<b>Why?</b>	To learn more about jobs you might be interested in doing	To see if your skills match what the employer needs for a specific job opening
<b>When?</b>	In the early stages of your exploration of career options	After you have applied for a specific job opening
<b>Who?</b>	Friends, family, neighbors, someone who has worked in a particular industry or occupation for a long time, someone in the community who does the job	May be a human resources person from the company or a manager who is doing the hiring directly
<b>Outcome?</b>	You have more information about a job, you make a potentially valuable contact to add to your network	The employer decides whether to hire you or not

Brainstorm with students a list of questions that they might want to ask someone to find out more about a particular job. Record the list on the board.

Explain to students that they are going to have an opportunity to practice doing an informational interview with people working in the building or in the program. The students will conduct the informational interviews in groups of two or three. The interviews should take only about ten minutes unless the person being interviewed wants to continue talking.

Distribute and review the Informational Interview Log. For question #6, students can add in a question based on the list generated in class. Model how to approach people to ask for an interview. (Note for ESOL classes: In addition to role-playing the initial contact interview, the teacher may need to allow time to practice using role-plays to prepare for the actual informational interview.)

Each group of students will decide who to interview. The group can decide who will take notes during the interview and who will ask questions. Allow a half-hour for the groups to find someone and conduct the interview in the building. The groups should report back to class and complete their logs. Then all groups take turns sharing what they learned.

**Large group discussion questions include:**

- What was easiest about doing the interview? What was hardest?
- What would you do differently?
- What additional questions did you ask?
- Who would you like to interview in the community to learn more about jobs you are interested in?

**Extension Activity**

On the board, record the list of jobs students explored on the Internet in Occupational Exploration, Section III, Lesson 1. Divide the list into categories (e.g., manufacturing jobs, health care jobs, etc.) or by skill level or any other way they are interested in. Ask students to look at the jobs on the list that are in the category in which they were most interested. Each student should look over the list and decide on a small number of jobs they would like to know more about. Group students together who are interested in the same or related jobs.

This sets the stage for the groups to conduct informational interviews with people in the community who are knowledgeable about particular jobs areas. People to be interviewed might include a personnel officer from a particular company, a representative of the local Career Center, or Chamber of Commerce. S/he could be a worker who has held a variety of jobs or someone who has worked in the same industry for a long time and knows it well.

Through such interviews, participants can find out about job opportunities, changes in employment in this sector over time, and the skill and training requirements for jobs. The interviewing could be done by a small group or pairs (and several small groups could interview different people). The interviews could be done in class (with the interviewee invited to come) or in the person's own office. Either way, the interview should be planned in detail ahead of time – who to interview, what questions to ask, who will ask what, how will answers be recorded?

After the interview, the group should report back to the class on what they have learned.

**For the report backs, develop a wall chart listing the questions and responses for each job. Discussion questions for comparing the answers might include:**

- Which job has the highest entry-level wage?
- Which job has the highest educational requirement?
- Do the jobs with the higher educational/training requirements also have higher entry-level wages?
- Which jobs have the most advancement opportunities?
- Which field has the most job openings?

Note for ESOL: In addition to the report back questions on the job, allow students time to share how they did from a language perspective. For example, the students can do a journal writing to reflect on their ability to listen, understand, and respond during their interview experience.

## Informational Interview Guide

### Why?

1. To get information about places of work.
2. To help you make informed choices about where you want to work and what kind of job you want.
3. To create a network of contacts.

### Where to go? Who to speak with?

1. With friends, family, neighbors, and acquaintances
2. People whose careers interest you or about which you are curious
3. Places where you would like to do an on-the-job training or job shadowing
4. People to whom you have been referred by your contacts

### How?

Here's what to say to friends or family or anyone you want to interview:

1. I'm collecting information about various fields of work.
2. I'm really interested in the work that you do.
3. I'm not looking for a job right now.
4. I only need ten minutes of your time to ask you some questions.
5. Is it convenient now or later?

### Interview Guidelines

1. You can write notes during the interview, although it is better to listen very carefully and then take notes as soon as you leave the interview.
2. After 10 minutes is over, thank them for their time and the meeting. If **they** want to continue, you may.
3. Before you leave:
  - a. Write down their Name, Job Title, Complete name of their company, Address, and Telephone NumberOR
  - b. Ask for their business card
4. Write them a thank-you note. Be sure your name, address, and phone number appear in the note.

### The Questions

1. What do you do in a typical work day?
2. How did you get started in this job?
3. What experience, education, training, and skills did you need?
4. What would you most like to change about your work?
5. Who else do you know that I can talk to? (If they give you a name of someone, ask if you may use their name when contacting them.)

These questions should take no longer than 10 minutes to answer. Be professional, stay on topic, do not talk about yourself and what you can or cannot do.

If you have extra time, you may ask any of the following:

6. What types of training and qualifications does this company look for in their employees?
7. Does your company take interns or job shadows?
8. Who does the hiring here? What is the hiring process?

### **More Tips**

1. Be sure to be well groomed and neatly dressed.
2. Make eye contact with the person to whom you are talking and smile when it is appropriate.
3. Extend your hand when you are being greeted and shake hands firmly.
4. Do not sit down until you have been invited to do so.
5. Look around and notice your surroundings. Notice what you like and don't like about what you see, and be sure to put these observations into your notes.
6. Try to relax and enjoy yourself!

## Informational Interview Log

Name of Contact: \_\_\_\_\_ Business: \_\_\_\_\_

Job Title: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Questions to ask:

1. What do you do in a typical work day?

2. How did you get started in the job? What experience, education, training, and skills did you need?

3. What do you like most about your work?

4. What would you most like to change about your work?

5. Who else do you know that I can talk to? (If they give you a name of someone, ask if you may use their name when contacting them?)

6. Other question: \_\_\_\_\_

Informational Interview Log • Section III: Occupational Exploration, Lesson 3 • Page 1

## LESSON 4

# Job Fairs/Career Fairs

### Learning Objective

To help students learn what a job fair and a career fair are and how to use them to explore career options

### Materials Needed

employers as panelists or individual speakers

### Vocabulary

resume, recruiter, interview, job seeker, advertise, business card

### SCANS Competencies

Personal Qualities: Sociability

Information: Acquires and evaluates information

Basic Skills: Speaking



## Instructions for Conducting the Activity

Explain that there are other ways, beyond searching the Internet and doing informational interviews, to learn about various careers (career fairs) and companies (job fairs). One way is to attend a job or career fair. Ask students if they have ever been to a job fair. Use their input to explain to the rest of the class what a job fair is.

### Points to include about a job fair are:

- Usually organized around recruiters for a single employer or group of employers
- Recruiters may or may not have job openings
- Good opportunity to learn about various companies, rather than occupations
- A great opportunity to practice asking questions or to do an informational interview

### Then explain to students what a career fair is:

- May be organized by educational programs on-site
- Speakers representing a variety of occupations talk about their work
- An excellent source of occupational information
- An opportunity for students to ask questions and interact informally with an employed professional
- Great opportunity to do an informational interview

Depending on students' interests and needs, the teacher can decide with the students to host a job fair and/or a career fair for the class.

### If the students are interested in hosting a job fair on-site at the program:

Brainstorm a list of at least ten local employers that students would be interested in learning more about. Explain that you will contact these employers to ask them to come to your class for a mini-job fair in a month.

Brainstorm a list of questions that students would like the employers to answer. The list might include:

- What types of job openings are there in your company?
- What kinds of skills are you looking for in a prospective employee?
- What kind of education and experience do your employees have?
- What type of training does your company offer?
- What is a typical career path in your company?

Tell students that they can bring a resume to the mini-job fair to give to employers. Students should come prepared to answer basic interview-style questions about themselves and their career aspirations.

Invite 5–10 employers to come to the class or program and to bring materials about their companies.

On the day of the mini-job fair, you can have employers answer questions in a panel format or you can have them set up around the room (or a conference room) to resemble booths at a job fair. Distribute a list to the students of the questions they brainstormed earlier.

If conducting this as a panel, have students take turns asking the panel questions. If conducting this booth-style, pair students and ask them to visit each “booth” to ask the questions and collect information. Remind students that they can hand out their resumes.

#### **If the students are interested in hosting a career fair:**

Brainstorm a list of 4–6 occupations that students would be interested in learning more about. Explain that you will find local professionals in these occupations to come and participate in a career fair in a month. A variation of the traditional career fair is to highlight the different settings that employ one occupation, such as nurse. This could be a visit from one individual or could be done as a panel, which could consist of, for example, 3–4 nurses who work in a variety of settings – ER, doctor’s office, nursing home, and home health.

Brainstorm a list of questions that students would like the individual or panelists to answer. (They can refer to the list of questions from Section II, Lesson 1.) The list might include:

- What do you do on a daily basis?
- What kind of setting do you work in?
- Do you work with people? Equipment?
- What kinds of skills and qualifications do you need for this job?
- What kind of education and training do you need?
- What is a typical beginning salary? Is there room for advancement?
- What is a typical career path for this occupation?

On the day of the career fair, have panelists or individual sit in front of the room. Have students take turns asking questions.

## **Extension Activities**

1. Ask students to write up a 60-second introduction for a job fair that covers their name, their interests and experience, and what type of work they are looking for. Have students pair up and practice their introductions. ESOL students should get extra practice time so that they feel comfortable giving their introductions in a fluent and confident manner. Have the students time each other and make suggestions. If possible, you can video students practicing their introductions and review the tape with them.
2. Have students write a thank-you letter to a recruiter they met at a job fair.

## LESSON 5

# Career Ladders

### Learning Objective

To help students think long-term about job opportunities

### Materials Needed

#### Access to CareerOneStop website

[www.careeronestop.org/CompetencyModel/careerpathway/CPWReviewSamplePaths.aspx](http://www.careeronestop.org/CompetencyModel/careerpathway/CPWReviewSamplePaths.aspx)

Printed copies of career ladder diagrams from the Career One Stop website

### Vocabulary

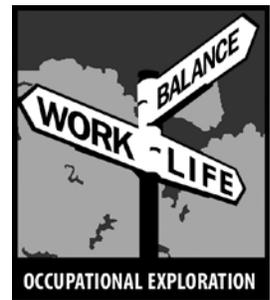
mapping, promotion, advancement, wage, lateral movement, horizontal movement, tuition reimbursement, human resources department, personnel

### SCANS Competencies

Systems: Understands systems

Information: Interprets and communicates information

Thinking Skills: Seeing Things in the Mind's Eye



## Instructions for Conducting the Activity

Prior to the lesson, review the sample career ladders and lattices at the CareerOneStop, [www.careeronestop.org/CompetencyModel/careerpathway/CPWReviewSamplePath.aspx](http://www.careeronestop.org/CompetencyModel/careerpathway/CPWReviewSamplePath.aspx).

Identify one or two career ladders to share with students.

When looking at occupations, it is useful for students to understand the possibilities for promotion or movement within a particular field or company. Students entering the work force for the first time or seeking a better job can benefit by understanding that a career ladder is a **step-by-step wage and skill progression in a job category or within a company**. Students will also benefit from understanding that they can move across occupations within an industry or sector. For example, within a health care setting, a worker can move from a position in environmental services to patient care.

**Ask students to brainstorm a list of jobs a Certified Nurse Assistant (CNA) could do, within health care, if s/he had more training. Record the list. Explain that the list is the start of a career ladder. Guiding questions include:**

- Do you know CNAs who have followed any of these paths?
- Are career paths always upward?
- Can you identify a career path you may have taken? How did you identify it?

### Career ladders are important because:

- The more you know about career ladders in an industry or company, the better able you are to make good job choices.
- You can identify what further training or education is needed and make plans for how you will obtain the education.
- It can help you feel less “stuck” in a job, if you know what you are working towards.
- Some employers provide tuition reimbursement for education and training related to your job.

**Then distribute the diagrams that you printed from the the CareerOneStop website. Guiding questions include:**

- What training and/or education does it take to move from one step on the ladder to another?

- Are there any surprises in the ways that you can move?
- Why might someone move across instead of up an occupational ladder?
- How might you decide which path is right for you?
- Are there any surprises in the ways that you can move?
- Do these career paths match your experience (or your family and friends' experience)?

### **Extension Activities**

1. Have students do an informational interview with a human resource representative to learn more about career paths for an occupation.
2. For students with a work history, have them draw their career path to the present. Ask them to then add the career they are aiming for. Have them write about how they might begin to get to that career.

## LESSON 6

# Workers' Rights: Labor Unions, Labor Laws, and Benefits

### Learning Objective

To help students learn about the rights of employees in the workplace

### Materials Needed

handouts: "Workers' Rights Vocabulary," "Discrimination and Equal Rights Protections," and "Labor Unions"

### Vocabulary

union, rights, grievance, contract, guarantee, laid off, fired, seniority, strike, picket, favoritism, minority, bargain collectively, benefits, medical insurance

### SCANS Competencies

Systems: Understands systems

Information: Acquires information

Basic Skills: Listening



## Instructions for Conducting the Activity

ESOL teachers will need to focus on vocabulary building as a pre-activity lesson.

In a large group, discuss examples of discrimination on the job that happened to students or someone they know. Make a list of the examples. Note any groupings. Ask what the student or friend did about the discrimination.

**Explain that there are several US federal laws that protect the rights of all working people. Ask students to decide which statements are true or false:**

- It is legal for men to be paid more than women doing the same work. (F)
- Employers can refuse to give benefits to a pregnant woman. (F)
- Employers cannot discriminate in job promotions based on nationality. (T)
- An employee who uses a wheelchair cannot be laid-off. (F)
- A worker can take an unpaid leave from a job for personal or family medical problems. (T)
- Workers have the right to organize and bargain collectively with employers. (T)

Distribute and review the "Discrimination and Equal Rights Protections" handout.

**Then brainstorm as a large group answers to the following questions:**

- What is a union?
- What are some benefits that workers have if they belong to a union?
- Were you ever in a union in the US or your home country?
- How are unions in the US similar to/different from unions in your country?
- Has a union ever helped you? What happened?
- Are there any disadvantages to being a union member? If so, what are they?

**Distribute and review the “Labor Unions” handout. Discuss these questions:**

- What is a labor union?
- What does a union representative do?
- What is a union contract?
- What is a strike?
- How can a union protect its members from discrimination and harassment?

### **Extension Activity**

Invite a union member or representative to talk to your class. Distribute the “Guest Speaker – Union Member” handout and have students complete it during the talk or later.

## Workers' Rights Vocabulary

<b>favoritism</b>	treating some people better than others
<b>minority</b>	any person from a group that is not more than half (50%) of the total population
<b>contract</b>	written agreement between a labor union and a company or organization
<b>guarantee</b>	to insure
<b>laid-off</b>	had a job end unexpectedly. Lay-offs are often due to a shortage of work, or because workers are only needed during a particular season (for example, farm work). Some lay-offs are temporary.
<b>fired</b>	terminated from a job
<b>strike</b>	to temporarily stop working because of disagreements with the company
<b>picket</b>	a line of striking workers protesting outside a workplace. A picket can bring attention to the disagreement with the company and discourage other workers from entering the workplace.
<b>union</b>	an organization that represents workers
<b>rights</b>	things guaranteed to you by law
<b>grievance</b>	a written complaint
<b>bargain collectively</b>	negotiate as a group
<b>leave</b>	time away from work

## Discrimination and Equal Rights Protections

Several U.S. federal laws protect the rights of all working people.

<b>1. Equal Pay Act of 1963</b>	No discrimination in pay to women or men performing the same work.
<b>2. Civil Rights Act of 1964</b>	No discrimination in hiring, pay, promotion, layoffs, benefits, or training on the basis of race, color, religion, sex, nationality.  No discrimination on the basis of pregnancy.
<b>3. Age Discrimination in Employment Act of 1967</b>	No discrimination in hiring, pay, promotion, layoffs, and conditions of employment for employees age 40 and over.
<b>4. Americans with Disabilities Act of 1990</b>	No discrimination in hiring, pay, promotion, layoffs, benefits, or training on the basis of disability.
<b>5. National Labor Relations Act of 1935 (Wagner Act)</b>	Gives employees the right to organize and bargain collectively with employers.
<b>6. Family Medical Leave Act of 1993</b>	Allows workers to take a leave for personal or family medical problems.

## Labor Unions

**Purpose:** A union is an organization representing a group of working people. The union helps working people protect their rights.

**Contract:** The rights and benefits of union members are guaranteed in the union contract. These can include pay rates, safe working conditions, hours of work, job security, promotions, benefits, protection against discrimination, and job education and training. The union contract is signed by representatives of the company and the union.

**Grievance:** If a union member has a disagreement with a boss, she or he may file a grievance.

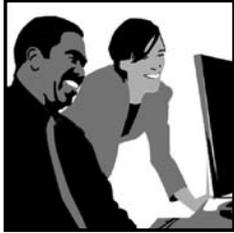
**Representation:** When there is a disagreement in the workplace involving a union member, a union representative may speak for the union member.

**Members:** Union members are women and men, people of all races, religions, nationalities, and sexual preferences. There can be no discrimination in union membership.

**Dues:** Union members pay money every month to cover the costs of the union.

**General Information:** According to one survey in 1988, of 101,700,000 workers in the United States, 17,002,000, or 17%, were union members.





## Section IV **Career Planning Skills**

## LESSON 1

# Reality Checking

### Learning Objective

To help students make a good match between a desired occupation and their basic skills

### Materials Needed

World-of-Work Map website at [www.act.org/wwm/index.html](http://www.act.org/wwm/index.html), student test scores, and/or samples of students' math and reading skills from the class

### Vocabulary

"making a match," basic skills, skill level, data, occupational profile, majors, programs of study, applied technology, applied mathematics, teamwork

### SCANS Competencies

Information: Acquire and evaluate information; Interpret and communicate information

Thinking Skills: Decision making



## Instructions for Conducting the Activity

Part of the career planning process is continually doing a "reality check" between an occupation in which a student is interested and the student's basic skills in math and reading. In Section III, Lesson 1, students had an opportunity to look at career exploration websites. In this lesson, students will use the World-of-Work Map, to look more closely at the match between their skills and an occupation.

**Ask students to identify the 2–3 occupations that best fit their interests and needs based on previous occupational exploration activities they have done. Then ask students to choose a sample of:**

- Their best math work completed in the classroom
- Their best writing work completed in the classroom
- A reading passage that best reflects their most comfortable reading level

**Now, there are two ways to continue this lesson.**

1. Students can go to the World-of-Work Map website. Each student looks up their three occupations. For each occupation, students look at the skill levels chart to identify the math, reading, and writing skills needed for each occupation. The student can then compare his/her classroom samples to those listed.
2. Another way to approach the lesson is for you to print out examples from the World-of-Work Map website of 3–4 levels of the math, reading, and writing skills. You can start with one skill, such as math, and distribute samples to the students. Review the skill level standards with the students. Then each student can identify the level they think best matches their current skills. The second part of the lesson for another day would be to have the students then look up occupations on the website and compare their skill levels to what the occupation requires.

## Extension Activity

You can develop activities in the class to help students measure their skill level in other skill areas noted for the occupational profiles on the World-of-Work Map. The other skill areas include listening, locating information, observation, teamwork, and applied technology.

## LESSON 2

# What Do I Need to Earn?

### Learning Objective

To engage students in building a monthly budget by identifying household budget items and estimating monthly expenses

### Materials Needed

handout: "Self-Sufficiency Standard Worksheet," data from state family economic self-sufficiency standards found at Wider Opportunities for Women, [www.wowonline.org](http://www.wowonline.org)

### Vocabulary

estimated, budget, self-sufficiency, minimum wage, earned income tax credit

### SCANS Competencies

Basic Skills: Arithmetic/Mathematic

Thinking Skills: Decision making; Reasoning



## Instructions for Conducting the Activity

The goal of this lesson is to increase economic literacy and the relationship between wages, career choice and self-sufficiency. This lesson can be done as a large group brainstorm or a small group activity.

Many states have developed Family Economic Self-Sufficiency (FESS) standards. To find out what your state has, visit the website of Wider Opportunities for Women at [www.wowonline.org](http://www.wowonline.org). In many states, the Family Economic Self-Sufficiency standards are available by county and/or city. Before this lesson, the teacher needs to decide which data to use for the lesson. Make copies for the students of the data set you will be using in the classroom. If your state has not developed FESS standards, check with your state or local government to see if they have data that can be used as estimates for each of the categories on the worksheet

Distribute the "Self-Sufficiency Standards Worksheet." Have students complete the first column with their families' budgets. Then distribute copies of the data for the county and/or city the teacher is using for the class. Using the data, have students identify their own family-type. Then transfer that monthly budget information to the second column of their "Self-Sufficiency Standards Worksheet."

After students complete their charts, ask them to look at some of their career preferences and the wages for those careers. The class may need to revisit the information from Section IV, Lesson 1 of this curriculum.

### Lead a discussion using these guiding questions:

- Do any of the jobs you are interested in pay enough to support the FESS budget?
- What type of jobs might pay enough? What kind of education and/or training do they require?
- What is the cost of attending school or training?
- What does this mean for the career you choose?

### **Extension Activity**

Have students explore examples of online calculators that determine family economic self-sufficiency budgets, help people identify work supports, and learn how to budget. Examples of online sites include:

#### **Massachusetts**

*[www.liveworkthrive.org](http://www.liveworkthrive.org)*

#### **Pennsylvania**

*[www.pathwayspa.org/bworksheet/](http://www.pathwayspa.org/bworksheet/)*

## The Self-Sufficiency Standard Worksheet

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

County: \_\_\_\_\_ City: \_\_\_\_\_ Year: \_\_\_\_\_

### My Family's Budget

### FESS Budget

Monthly Costs	My family type is _____	My family type is _____ (Fill in the following information from the FESS chart for your town or region.)
Housing		
Child Care		
Food		
Transportation		
Health Care		
Miscellaneous		
Taxes		
Earned Income Tax Credit (-)		
Child Care Tax Credit (-)		
Total	\$	\$
Monthly Self- Sufficiency Wage		
Hourly Self- Sufficiency Wage		
Annual Self- Sufficiency Wage		

## LESSON 3

# Overcoming Obstacles

### Learning Objective

To help students understand the advantages and disadvantages within choices that we make

### Materials Needed

Completed student life lines from Section II, Lesson 5, Part 1

### Vocabulary

obstacles, barriers, accomplishments, challenges, decisions

### SCANS Competencies

Basic Skills: Listening; Speaking

Thinking Skills: Reasoning



## Instructions for Conducting the Activity

Explain that when making decisions we often have to consider how to deal with certain obstacles or barriers. When we look back at our accomplishments, we often learn about our decision-making process. Ask students to think about a challenge that they met last year.

**Ask students to take out the life line they did in Section II, Lesson 5, Part 1. Have the students locate an event or accomplishment on the life line. Distribute a list or write the following questions on the board:**

- What decisions did you have to make to accomplish this?
- What obstacles did you have to overcome to meet it?
- What was hard?
- What was easy?
- How long did it take?
- What support did you have?
- What surprised you?
- What feelings did you have afterward?
- What did you do after you reached your goal?
- How did it turn out that you didn't expect?
- How do you feel about this now?

Then ask students to pair up and interview each other. One person will ask questions. Then partners will switch.

In the ESOL classroom, you can simplify the lesson by asking all students to locate the place on their life line that they decided to immigrate to the United States. The teacher can lead a discussion asking students questions about the date they moved, how old they were, where they were living at the time, etc.

**Next, the teacher can lead the group discussion into the background of the decision. Write a list of questions on the board. Sample questions could be:**

- Why did you make your decision (to move to the United States)?
- When did you first decide to begin the process?
- Who helped you make the decision?
- What steps did you have to take?
- What was difficult?
- What was easy?
- How long did it take?
- What surprised you?
- After you came to the United States, did you think you made the correct decision?
- What do you think now?

Ask students to discuss the questions in small groups, while circulating around the room to help students express their experience.

Finally, ask students how making their decision to move to the United States is similar or different to making a decision about a career. Students can respond in a journal or group writing activity, depending on the level of the class.

*Adapted from "Personal Management: An Integrated Curriculum," Adult Basic and Literacy Educators Network of Washington, 1993.*

## LESSON 4

# Different Types of Decision Making

### Learning Objective

To help students understand the different types of approaches to decision making and to identify their own decision making approach

### Materials Needed

handout: "Types of Decision Making"

### Vocabulary

impulsive, fatalistic, compliant, delaying, agonizing, intuitive, paralysis, planning

### SCANS Competencies

Basic Skills: Speaking

Thinking Skills: Reasoning; Creative Thinking



### Instructions for Conducting the Activity

Explain that many factors can influence a person's decision making style. Some people will choose to evaluate their interests, abilities, skills, and values and then begin planning a career; other people may choose to follow the advice of family, friends, or others in making a decision.

Knowing what type of decision-maker you are helps you in your career planning process. There are many approaches to decision making – a decision-making strategy is not good or bad, right or wrong, in itself.

Ask students to write down one decision that they had to make about their education/training or a job and write 2–3 sentences about how they made the decision. When all students have done this, distribute and review the "Types of Decision Making" handout. Ask the students to give examples of each type of decision-making approach either based on what they wrote or another example.

### Lead a class discussion:

- Was the manner in which you made the decision useful?
- Do you wish you had made a decision in a different way?
- What did you learn from how you made that decision?
- What might be some of the pros and cons of each type of decision making style?

## Types of Decision Making

Which of the following types best describes the way you approach decision making?

<b>Impulsive</b>	Do you tend to put little thought or examination into your decision? Do you choose the first option without considering alternatives?
<b>Fatalistic</b>	Do you allow your environment or situation to determine your decision? Do you leave decisions up to fate?
<b>Compliant</b>	Do you allow someone else to decide? Do you follow someone else's idea of the best alternative for your future?
<b>Delaying</b>	Do you tend to declare a moratorium, postponing all thought and action, until you decide to implement your decision?
<b>Agonizing</b>	Do you get lost in the factual information and get overwhelmed with analyzing alternatives?
<b>Intuitive</b>	Do you make a choice based on a "gut" feeling about the best alternative?
<b>Paralysis</b>	Do you accept a need to choose but cannot seem to approach your decision?
<b>Planning</b>	Do you weigh the facts and choose the result that will be the most satisfying? Do you embark on a rational process, balancing cognitive and emotional needs?

Types of Decision Making • Section IV: Career Planning Skills, Lesson 4 • Page 1

## LESSON 5

# Setting Goals

### Learning Objective

To help students understand what a goal is and the criteria for a SMART goal

### Materials Needed

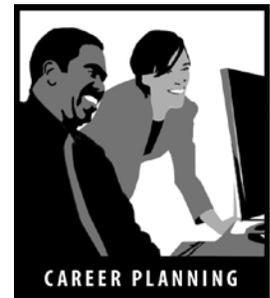
handouts: “About Setting Goals,” “Setting SMART Goals,” and “SMART Goal Worksheet”

### Vocabulary

goal, criteria, specific, measurable, achievable, realistic, timely

### SCANS Competencies

Thinking Skills: Reasoning; Seeing things in the mind’s eye  
Information: Interprets and communicates information



## Instructions for Conducting the Activity

In the class as a whole, students read and discuss the “About Goal Setting” handout.

Write three goals on the board, one short-term, one long-term, and one more general. For example:

- “I want to score 95% on my next English test.”
- “I want to complete my class here and go to the community college.”
- “I want to make a better life in the United States.”

Ask the students to identify which are short-term goals and which are long-term goals.

Then distribute the “Setting SMART Goals” handout. Review the vocabulary as needed with the students. Then using the first goal, “I want to score a 95% on my next English test,” review the SMART criteria to establish whether or not it is a SMART goal. Do the same with the other two examples. Have students explain why the first two goals meet the SMART criteria and why the last one does not.

Ask students to reflect back on the goals they set for themselves in the classroom and to write at least two of them down. Then in small groups, students discuss the classroom goals, and help each other evaluate those goals – are they SMART? For the ones that are not, ask students to write them again to make them into SMART goals.

Have students revisit these written goals to develop a Career and Education Planning Worksheet in Section IV, Lesson 24.

## Extension Activities

1. Have students write a long-term goal and then break it down into 4–5 short-term goals.
2. Have students write about a goal they had set for themselves and met in the past. How did they go about achieving the goal? Was the goal SMART?

*Adapted from “Getting There: A Curriculum for People Moving into Employment,” The Center for Literacy Studies, The University of Tennessee, Knoxville, 1996 and from Office Arrow at [www.officearrow.com](http://www.officearrow.com).*

## About Setting Goals

### What is a goal?

- A goal is something we set for ourselves.
- A goal is something we aim for.
- A goal is important for achieving success.
- A goal can help us measure our progress, to see if what we are doing is moving us closer to or further from our ultimate ambition.
- A goal can be small: "I will wash my car Saturday morning."
- A goal can be big: "I will become a nurse in the next three years."
- The big goals can be broken up into smaller ones:
  - "I will increase my English by one level by the fall."
  - "I will pass my GED test by this summer."
  - "I will enroll in a CNA program by next spring."

### Tips to help you set goals:

- Keep it simple – just a few sentences for each goal will be plenty.
- Write your goals down! "The discipline of writing something down is the first step toward making it happen." (*Lee Iacocca*)
- Make a commitment to review your goals regularly.
- Allow your goals to reflect your values. Let your sense of "inner purpose" guide you.
- Visualize achieving your goal. See it, taste it, smell it. Feel your goal before it happens.
- Use motivating, positive language.
- Make your goals emotional. Use words that have an impact on you – energizing, compelling, inspiring words.
- Share your goals with others and ask for their support.
- Reward yourself along the way. Even small achievements deserve recognition.
- Create goals for different increments of time (one week, one month, three months, one year, five years, ten years, etc.).
- Make sure your goals are yours – not just what others expect of you.
- Be sure to track your progress along the way.

### Setting goals is an ongoing process:

About Setting Goals • Section IV: Career Planning Skills, Lesson 5 • Page 1

- You need to practice setting goals to learn how and to get better at it.
- Keep reviewing your goals and the steps you're taking to reach them.
- Are your actions moving you closer towards your goal or further from it?
- If your actions aren't moving you closer towards your goal you need to look again at the goal you've set and the steps you need to take to get there.

*Tips written by Chrissy Scivicque. Reprinted with permission from Office Arrow at [officearrow.com](http://www.officearrow.com)*

[http://www.officearrow.com/home/articles/productivity/organization\\_and\\_workflow/p2\\_articleid/78/p142\\_id/78/p142\\_dis/3](http://www.officearrow.com/home/articles/productivity/organization_and_workflow/p2_articleid/78/p142_id/78/p142_dis/3).

## Setting SMART Goals

People often set very strong work-related goals and neglect to do it for any other area of their life. While career is typically the most structured part of life, it doesn't have to be only one that benefits from clearly defined goals. Encourage all students to take the time to establish at least one solid goal for each area of their life. Here are some examples (some of these may not apply):

- Professional
- Relationships (family, friends, co-workers)
- Fitness/Health
- Intellectual
- Community Involvement
- Financial
- Education
- Artistic

A "good" goal has 5 distinct elements. To define them we are going to use the SMART acronym:

### **Specific**

What do you want to achieve? How will you achieve it? Why is it important to you? Clearly define the outcome you want.

### **Measurable**

Establish concrete criteria for measuring your success. Use actual numbers, target dates, or specific events to indicate when your goal has been achieved.

### **Achievable**

Your goals should push you past your comfort point but you should still be able to attain them with effort and commitment.

### **Relevant**

Your goals should be important to you and the outcome should impact your life. Likewise, you should have the ability to directly impact them. Don't set goals that aren't significant or that you can't do anything to control.

### **Timely**

Your goals should have a time element established. This will keep you on track and prevent you from simply pushing a goal far into the future. It should matter now and you should have a sense of urgency about it.

*Written by Chrissy Scivicque, reprinted with Permission from Office Arrow" at [officearrow.com](http://www.officearrow.com)  
[http://www.officearrow.com/home/articles/productivity/organization\\_and\\_workflow/p2\\_articleid/78/p142\\_id/78/p142\\_dis/3](http://www.officearrow.com/home/articles/productivity/organization_and_workflow/p2_articleid/78/p142_id/78/p142_dis/3).*

## SMART Goal Worksheet

Today's Date: \_\_\_\_\_ Target Date: \_\_\_\_\_ Start Date: \_\_\_\_\_

Date Achieved: \_\_\_\_\_

Goal: \_\_\_\_\_

### **Verify that your goal is SMART**

**Specific:** *What exactly will you accomplish?*

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**Measurable:** *How will you know when you have reached this goal?*

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**Achievable:** *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?*

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**Relevant:** *Why is this goal significant to your life?*

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**Timely:** *When will you achieve this goal?*

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SMART Goal Worksheet \* Section IV: Career Planning Skills, Lesson 5 \* Page 1

**This goal is important because:**

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**The benefits of achieving this goal will be:**

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**Take Action!**

**Potential Obstacles**

**Potential Solutions**

<hr/>	<hr/>

**Who are the people you will ask to help you?**

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**Specific Action Steps:** *What steps need to be taken to get you to your goal?*

**What?**

**Expected Completion Date**

**Completed**

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SMART Goal Worksheet \* Section IV: Career Planning Skills, Lesson 5 \* Page 2

## LESSON 6

# Support Systems

### Learning Objective

To help students develop a system to support them in reaching a goal

### Materials Needed

Completed student life lines from Section II, Lesson 5, Part 1

### Vocabulary

support system, goal, achieve, future, network

### SCANS Competencies

Personal Qualities: Integrity/honesty; Self-management

Basic Skills: Speaking



## Instructions for Conducting the Activity

Explain that there are many people in our lives who already support us or who can provide future support to us as we reach for our goals. By recognizing who those people are and how they have helped us, we can better get the support we need.

Ask the students to think back on one goal that they achieved at some point in their lives. Think back on a person that in one way or another supported them at this time in their life. (Note: If the students have completed Section II, Lesson 5, Part 1, Making a Life Line, you could ask the students to choose an event from the life line that represents a goal.)

### Model the activity by answering the following questions that are written on the board:

- Who was this person?
- How were they supportive?
- What did they say to you at this time?
- What did they actually do to help you achieve your goal?
- Did they remain in your life or drift out of it?
- Where are they now?

Then divide the students into pairs and have them take turns answering the questions.

### Debrief the activity as a large group. Guiding questions include:

- Who can you turn to for support now in your career search?
- What kind of support do you need? Help with childcare? Transportation? Housing?

## Extension Activity

Have students write an imaginary letter to the person who has supported them in the past in reaching a goal. Ask the students to recreate the situation, explaining how the person helped them, and how they might not be where they are now if it hadn't been for their help. When the students are finished, have them share the letter with another student.

*Based on activity from "Personal Management: An Integrated Curriculum," Patti McLaughlin, Curriculum Developer, ABLE Network, Seattle, Washington, 1993.*

## LESSON 7

# Problem Solving

### Learning Objective

To help students identify potential barriers and solutions to pursuing a career

### Materials Needed

handout: "Problem-Solving Worksheet"

### Vocabulary

barriers, solutions, alternatives, challenge, obstacles, advise, potential, community resources

### SCANS Competencies

Thinking Skills: Problem solving; Knowing how to learn; Decision making



## Instructions for Conducting the Activity

In this lesson, students will think through potential problems, how they solve them now, what might go wrong with that arrangement, and what another solution might be.

Ask students to look back at their Family Tree from Section I, Lesson 5, where they identified people whom they talk to and take advice from when they have a problem.

Then ask students to write a list of people in their lives whom they can go to for help and support. If appropriate, encourage them to add the teacher and students in the class.

Then, ask students to write one potential problem a student is having (preferably related to career exploration, education, or work) on a piece of paper. Collect the problems and then post the "Problem Solving Worksheet" with one example filled in. Below is a chart with one example as a guide for the teacher and students.

Problem	Solution	What if	Another Solution
I have a 2-year-old who needs care from 7:30–5:00 while I work.	I leave him with my mom.	Mom gets sick.	I could arrange with my sister to take him on those days.
I attend college classes at BHCC. I live 20 miles from campus. The transmission went out on my car.			

After posting the chart, pull one question at a time, and have students participate in completing the chart as a group. When all problems have been posted, distribute individual charts and ask students to record their question with the "solution," "what if," and "another solution" filled in. Ask the student to write some other potential problems that are personal to them, and fill in the chart. Encourage students to ask each other for help.

## Extension Activity

Identify categories of potential problems (childcare, transportation, medical, etc.) and brainstorm community resources that can help. A suggested homework assignment: If there are some categories with few known resources, then ask each student to find one new resource to share with the group.

# Problem-Solving Worksheet

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

Problem	Solution	What if	Another solution

## LESSON 8

# Learning Styles

### Learning Objective

To help students understand and identify their preferred learning styles, and become familiar with study strategies that support them

### Materials Needed

handout: "Study Strategies by Learning Styles"

Internet access to "What's Your Learning Style?" at [www.usd.edu/trio/tut/ts/stylest.html](http://www.usd.edu/trio/tut/ts/stylest.html)

### Vocabulary

visual, auditory, kinesthetic, tactile, style, preferred

### SCANS Competencies

Personal Qualities: Self-management; Self-esteem

Basic Skills: Reading



## Instructions for Conducting the Activity

Explain that learning styles are simply different approaches or ways of learning. Knowing your own learning style will help you to better understand the educational setting or work environment that is best for you.

### Write on the board the three main types of learning styles:

- Visual learners – learn by seeing
- Auditory learners – learn by hearing
- Kinesthetic and tactile learners – learn by doing

Explain that while people may use a combination of these approaches, they generally have one dominant learning style.

### Teachers can do one of two activities:

1. Have students take the learning styles inventory found at [www.usd.edu/trio/tut/ts/stylest.html](http://www.usd.edu/trio/tut/ts/stylest.html).
2. Print out a copy of the inventory and have students take it as a pen and paper version.

### When everyone has finished, discuss the results:

- How many students' primary learning style is visual? Auditory? Kinesthetic and tactile?
  - Did any students have a tie between two learning styles?
  - Was there anything that you were surprised by?
  - Brainstorm examples of how each type learns – for example, visual learners like charts and pictures, auditory learners like to hear directions, kinesthetic learners like to put something together without directions
  - What types of educational settings might be best suited for someone with a particular learning style (online learning vs. small classes vs. lecture style, etc.)?
3. Hand out copies of "Study Strategies by Learning Styles" and discuss.

## **Extension Activities**

In small groups or pairs based on similar learning styles:

1. Ask students to discuss, sketch, or demonstrate study strategies that would support their preferred learning style
2. Ask each student to choose a new strategy from the handout or their small group brainstorm that they will practice over the next month in learning situations at school or work.
3. If students have some work experience, discuss how they could use their knowledge of learning styles to improve communications at work? For example: What if the boss is a talker and you need to have written directions? Or your co-worker tries to explain how to operate a piece of equipment by talking you through it in detail, but you learn better by putting your hands on the equipment?

## Study Strategies by Learning Styles

Visual Learns by: seeing	Auditory Learns by: hearing	Kinesthetic or Tactile Learns by: doing
Seeing things on board 	Hearing lectures 	Holding objects (eraser/rabbit foot/etc.) 
Watching TV & videos	Using cassettes	Walking/pacing while studying
Drawing pictures in notes	Reading or thinking aloud	Screaming notes outside
Reading drawings/graphs/maps	Recording yourself	Writing notes
Doodling	Singing to yourself	Typing notes
Reading silently	Talking into a mirror	Underlining while reading
Outlining notes	Studying in a quiet place	Writing notes in book while reading
Using flash cards	Reading to somebody	Eating while studying
Seeing pictures in head	Quizzing verbally	Sitting in a rocking chair
Writing repetitively	Discussing	Writing in a big pen
Using post-it notes	Working on assignments with friend/group	Dancing or singing memory work
Using colored highlighters, pencils, or pens	Asking questions	Giving your opinion
Reading to an auditory person	Listening to news	Acting it out in a play/movie
Looking at people when they talk	Doing assignments over the phone	Writing with chalk on sidewalk/chalkboard
Using Cornell note taking	Talking-walking while studying	Having big workspace
Using visual mnemonics	Using different voices (plays/stories)	Folding papers for columns
Making note cards (white and/or colored)	Using TV/radio/video supplements	Typing notes over vs. recopying over

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Reading drawings/graphs/maps	Using background music to concentrate	Doodling while studying
Writing new vocabulary on note cards	Having a quiet study environment	Moving hands or feet for rhythm emphasis
Reading assignments in 25-minute intervals	Using aural mnemonics	Making charts, grids, timelines, diagrams
Reading chapter overviews & summaries		Tracing key words with finger, marker, hand
Underlining main points with highlighters		Re-enacting situations while studying
Taking 1-5 minute break every 25 minutes		Constructing things while studying
Using graphic organizers: columns/tables/boxes, etc.		Learning by doing
		Tinkering with things for understanding
		Having on-site visits for understanding

*Developed by Mary Lou Friedline, Adult Education Instructor and Career Gateway Coordinator  
Career Gateway, PIC of Westmoreland/Fayette, Inc.*

## LESSON 9

# College Awareness Assessment

### Learning Objective

To have students assess their knowledge of basic facts about college admissions, requirements, and financial aid

### Materials Needed

handout: "College Awareness Assessment"

### Vocabulary

assessment, awareness, transition, pre-test, perceptions, accuracy

### SCANS Competencies

Basic Skills: Reading

Thinking Skills: Decision Making; Reasoning



## Instructions for Conducting the Activity

This activity is best suited for students preparing to make a transition to college. It can be used as either a pre- or post-test for college awareness. Distribute the "College Awareness Assessment" handout and ask students to complete it individually. Emphasize that they are not expected to know all this information and that it is not a test. The handout is a good starting point for talking about both facts and misperceptions students may have about what it takes to go to college.

### As a group, review and discuss the answers. Guiding questions include:

- Did any answers surprise you?
- Did the answers make you feel more excited/comfortable or less excited about going to college?
- What other questions about college do you have?

In ESOL classrooms, you may want to have the students complete the handout in small groups or as a class.

## Extension Activity

Have students write a paragraph reflecting on, in the past, where and how they have obtained information on what it takes to go to college. Was it from family or friends or co-workers? Did they read a college brochure or look at a website? Did they visit a college? Based on the pre-test, how accurate did the information turn out to be?

## College Awareness Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Pre/Post

Read each question carefully. Answer "T" true or "F" false in the blank space.

1. An Associates Degree means 4 years of full-time study. \_\_\_\_\_
2. Completion of a college degree is measured in years of college attendance. \_\_\_\_\_
3. Applying for student financial aid is free. \_\_\_\_\_
4. The college application process is free. \_\_\_\_\_
5. FAFSA stands for Free Application for Federal Student Aid. \_\_\_\_\_
6. To apply for FAFSA I need a valid Social Security number. \_\_\_\_\_
7. "C" students are not eligible for private grants and scholarships. \_\_\_\_\_
8. I can get my Bachelor's Degree at a Technical Institute. \_\_\_\_\_
9. I need to have a firm career goal before I can start college. \_\_\_\_\_
10. Colleges do not offer classes at night. \_\_\_\_\_
11. The Financial Aid Award Letter usually provides information on the types and amount of aid offered, as well as specific program information, student responsibilities and conditions governing the award. \_\_\_\_\_
12. I can transfer credits earned at my local community college to most State colleges. \_\_\_\_\_
13. Part-time students are not eligible for Financial Aid. \_\_\_\_\_

Read each statement below and fill in the blank with the appropriate word from the word bank.

1. Courses dealing with two or more academic subjects are called \_\_\_\_\_.
2. The \_\_\_\_\_ is the amount a student and his/her family are expected to pay towards the student's cost of attendance and is used to determine a student's eligibility for the student financial assistance programs.
3. \_\_\_\_\_ is the process of combining various types of student aid (grants, loans, scholarships, and employment) to attempt to meet the full amount of student's need.
4. Often called a 4-year degree program, a(n) \_\_\_\_\_ is granted for completion of a course of study usually requiring 120-128 semester credits.
5. A course a student takes by choice, as distinguished from a course specifically required by a degree, is called a(n) \_\_\_\_\_.
6. The monetary assistance that helps a student attend college is called \_\_\_\_\_.
7. \_\_\_\_\_ courses, sometimes referred to as web-based courses, are regular college credit classes utilizing technology, including the Internet, to deliver course content and to promote class discussion.
8. The \_\_\_\_\_ is an outline of topics to be covered by the instructor, including assignments to be completed by students during the course.
9. A(n) \_\_\_\_\_ is a course designed to provide a general overview of an area of study.
10. The amount of money charged to students for instruction is called \_\_\_\_\_.

**WORD BANK**

Survey Course	Tuition
Financial Aid	Syllabus
Expected Family Contribution (EFC)	Bachelor's Degree
Elective Course	Packaging
Online	Interdisciplinary

*Developed by Sumner Adult Education, Sullivan, ME.*

**ANSWER KEY**  
**College Awareness Assessment**

True or False

1. F
2. F
3. T
4. F
5. T
6. F
7. F
8. F
9. F
10. F
11. T
12. T
13. T

Fill In the Blank

1. interdisciplinary
2. expected family contribution (EFC)
3. packaging
4. Bachelor's Degree
5. elective course
6. financial aid
7. online
8. syllabus
9. survey
10. tuition

## LESSON 10

# College Vocabulary 101

### Learning Objective

To have students learn basic vocabulary needed to understand the college selection and admissions processes, and academic structure

### Materials Needed

handout: "College Vocabulary 101"  
also see "Jeopardy Game" example

### Vocabulary

definition, categories, financial, academic, educational institutions

### SCANS Competencies

Interpersonal: Participates as a Member of a Team  
Information: Organizes and Maintains Information  
Basic Skills: Reading



## Instructions for Conducting the Activity

This lesson begins to give students the basic vocabulary needed to understand financial aid and the college admissions and enrollment process. The vocabulary is extensive and we recommend that you divide it up by topic area as indicated on the handout.

**There are several approaches to teaching the vocabulary depending on the English level of the students.**

1. For ESOL students – Divide students into groups of 2–3. Choose five words at a time. Cut up the words and definitions and give each group an envelope with the same five words and definitions. Have the groups match the words and definitions. Then have a large group discussion about the definitions. Repeat this activity over time with the other words. Or, do this activity as a class the first time and then have students divide into groups.
2. For higher-level English speakers – For each section, scramble up the words and definitions on a handout and have students draw a line from the word to the definition.
3. As a review of the definitions, conduct a Jeopardy style game. Choose 12 definitions. Divide the class into teams. Post the definitions on the wall under the categories. Tape index cards over the answers so that the card can be easily lifted up. Take 12 sheets of colored paper – write the number 100 on three sheets, 200 on three sheets, 300 on three sheets, and 400 on three sheets. For each category, starting at the top and going to the bottom, tape the numbers (starting with 100) over the answers.

Go around the room with each group choosing a category and point number. The higher the number, the harder the answer is. The teacher lifts the colored paper and reads the definition. Teams raise their hands to give the vocabulary word. The team that gets the answer right gets the colored paper with the number points written on it. Do this until all the definitions have been chosen. Teams add up the number of points received.

## Extension Activity

Ask students to make a list of other terms and/or abbreviations they would like to know. Have the students use a specific college website, or a website that provides general information on higher education, to define the terms.

## College Vocabulary 101

<b>FINANCIAL AID</b>	
<b>COA (cost of attendance)</b>	expected cost of attending a particular school
<b>dependent student</b>	students who are reliant on parents for financial support and who do not live apart from their parents Most students going directly from high school to college are considered “dependent.”
<b>EFC (expected family contribution)</b>	The amount the federal government determines your family should be able to contribute to your education
<b>FAFSA</b>	Free Application for Federal Student Aid is used to determine financial aid from federal resources and from many state resources. Many colleges also require it for institutional aid.
<b>fees</b>	costs associated with attending institutions of higher education that are not included in tuition, for example, student fees and athletics
<b>financial aid</b>	financial resources designed to assist those who are unable to meet the cost of postsecondary education (education after high school)
<b>financial aid package</b>	Generally a combination of grants, scholarships, loans, and work-study, this is the total amount of financial aid you receive to help pay for college costs.
<b>full-time student</b>	generally refers to those students taking at least twelve credits per semester
<b>grants</b>	a form of financial aid that does not have to be repaid
<b>higher education</b>	This refers to two- and four-year colleges and universities.
<b>independent student</b>	For financial aid purposes, these are students who are not reliant on parents for financial support and live apart from their parents.
<b>loans</b>	a form of financial aid that must be repaid with interest

<b>loan forgiveness</b>	a program in which a borrower's loans are paid off in exchange for paid work under conditions (duration, location, job description, etc) set by the institution that sponsored the loan
<b>matriculation</b>	the process of a student declaring his/her intention to pursue a particular degree or certificate at a specific college or university
<b>part-time student</b>	generally refers to those students who are not taking a full course load, but who are taking at least six credits per semester
<b>Pell grant</b>	a federal grant program to assist low-income students in attending institutions of higher education
<b>scholarships</b>	a form of financial aid that does not have to be repaid and is typically based on outstanding personal performance in an area such as academics, music, or athletics
<b>tuition</b>	the cost of attending an institution of higher education, which does not include room, board or additional student fees
<b>Work-study</b>	a federal financial aid program that awards students part-time jobs, usually on campus or at an off-campus nonprofit agency, to help cover part of college expenses.
<b>ACADEMIC</b>	
<b>Associates Degree</b>	It may take 2-5 years to achieve an Associate's degree. In order to complete an Associate's degree, you will need to complete 60 or more credits.
<b>Bachelor's Degree</b>	Often called a four-year degree program, a Bachelor's degree is granted for completion of a course of study usually requiring 120-128 semester credits. You cannot get a Bachelor's degree at a two-year community college; however, you may be able to put your credits from the Associate's degree towards a Bachelor's degree.
<b>certificate</b>	These vary in length, but often they are the quickest route to a credential. At most community colleges, you will need 20-30 credits to complete a certificate.
<b>college credit</b>	Each course has a certain number of credits attached to it, which you earn when you pass the course. Each college requires students to earn a specific number of credits to graduate.
<b>college placement test</b>	A placement test determines how prepared you are to do college level work. Most community colleges

College Vocabulary 101 • Section IV: Career Planning Skills, Lesson 10 • Page 2

	expect students to take a placement test after they have been accepted at the school.
<b>credit hour</b>	The number of credit hours per course usually represents the number of class hours per week.
<b>co-requisite classes</b>	two or more classes that are required to be taken simultaneously
<b>developmental courses</b>	These help students brush up on basic skills like reading, writing, and math so students will be prepared for college-level work. Most schools do not offer credit towards a degree for these classes.
<b>elective course</b>	a course a student takes by choice, as distinguished from a course specifically required by a degree
<b>faculty</b>	the teachers and professors at a school or college
<b>interdisciplinary course</b>	a course dealing with two or more academic subjects
<b>Major</b>	Called a concentration at some colleges, a major is the primary subject you choose to study in college. A majority (but not all) of your college courses will be related to your major.
<b>mandatory/requisite class</b>	a class that is necessary in order to get your degree
<b>online course</b>	Sometimes referred to as web-based courses, these are regular college credit classes utilizing technology, including the Internet, to deliver course information and material and to promote class discussion.
<b>prerequisite class</b>	a class that is required to be completed before a student may enroll in a higher-level class
<b>survey course</b>	a course designed to provide a general overview of an area of study
<b>syllabus</b>	an outline of topics to be covered by the instructor including assignments to be completed by the students during the course
<b>TYPES OF EDUCATIONAL INSTITUTIONS</b>	
<b>private college or university</b>	a self-supporting institution of higher education operated with private funds
<b>public college or university</b>	an institution of higher education operated with state funds
<b>proprietary school</b>	privately owned and operated post-secondary schools organized as either non-profit or profit-making ventures primarily to teach vocational skills

## Jeopardy Game Example

Types of Financial Aid	Financial Aid Fundamentals	College Knowledge
<p>These are low-interest and must be repaid to the lender.</p> <p>(What are loans?)</p>	<p>The form used to collect information about family income and assets, and to determine how much federal and state financial support an individual is eligible to receive.</p> <p>(What is the FAFSA – Free Application for Federal Student Aid?)</p>	<p>These courses help students improve their academic skills. They do not, however, typically provide credits towards a degree.</p> <p>(What remedial or developmental education courses?)</p>
<p>Involves money that does not have to be repaid, and generally awarded based on need.</p> <p>(What are grants?)</p>	<p>Tuition and fees, books, supplies, and transportation comprise this and it is used when determining financial aid.</p> <p>(What is the Cost of Attendance?)</p>	<p>The test used community college to determine whether or not a student will be admitted into college level course.</p> <p>(What is a college placement test? This is usually the ACCUPLACER or COMPASS, depending on state)</p>
<p>Involves money that does not have to be repaid, and generally based on merit.</p> <p>(What are scholarships?)</p>	<p>This is subtracted from the “cost of education” to determine your financial aid eligibility.</p> <p>(What is your “expected family contribution” – EFC?)</p>	<p>Federally funded programs designed to support low income, first-generation college students.</p> <p>(What are TRIO Programs? Examples include Education Opportunity Centers, McNair programs.)</p>
<p>It is need-based, but must be earned through a job.</p> <p>(What is federal Work-study?)</p>	<p>The months between which most schools want financial aid forms completed.</p> <p>(What is January and March?)</p>	<p>This typically requires a minimum of 60 credits</p> <p>(What is an Associate’s Degree?)</p>

## LESSON 11

# Smart Consumer of Education

### Learning Objective

To help students learn why it is essential to be a good consumer of education and what information is needed to make a good decision on educational choices

### Materials Needed

handout: "Be a Good Consumer of Education: Ask Questions!"

### Vocabulary

consumer, bargain, "good buy," "return on investment," afford, income, student body, campus, transfer

### SCANS Competencies

Basic Skills: Listening; Speaking

Thinking Skills: Decision making; Reasoning



## Instructions for Conducting the Activity

Explain that just like we shop for products (clothes, food, and electronics) that are "good deals," we should also shop for education and training programs. Ask students what they would do if they were buying a new car – what steps would they take? Record this on the board. The list might include:

- looking at magazines/newspapers to read about cars
- asking friends and families why they bought a particular type of car
- test driving a friend's or family member's car
- visiting several dealerships to test drive cars
- talking to car salespeople to find out about any special deals they may have
- looking up cars on the Internet
- find out the gas mileage, safety record, repair record of cars
- checking your credit record
- contacting several banks to find out about loans

Buying a car is expensive and going to college can be as well. You want to make sure that you are making a good investment of your time and money. Going to college is a financial investment, so think about what your return on investment will be. The teacher can prompt a discussion by asking some questions:

- If you will have \$4,000 in loans to pay off, how much will you be able to afford to repay each month?
- How much do you think you will earn when you finish college? Can you afford to pay off a student loan based on that income?

Brainstorm a list of questions you might want to ask about going to college. Record these. Discuss how students might learn about colleges or training programs, noting that it is similar to the process of researching information on a car:

- talk to people
- explore free guidance opportunities
- attend college fairs

- use the Internet
- use your library
- visit colleges
- send away for college catalogs

Distribute and review the “Be a Good Consumer of Education: Ask Questions!” handout. Students can add their own questions to the list. Explain that the class will be referring to this handout as we actively research the answers to these questions in the next several lessons.

### **Extension Activity**

Have students identify the top five questions they would like to have answered on the “Be a Good Consumer of Education: Ask Questions!” handout. Ask them to write a paragraph explaining why they choose those questions and how the answers will help them be a good consumer.

## Be a Smart Consumer of Education: Ask Questions!

Before visiting a college to find out more about what it has to offer, prepare a list of questions like the ones on this list that you will want to ask college representatives. Take notes about the answers to your questions.

### 1. Ask questions about financial aid.

- What percentage of students at this school receive financial aid?
- Does applying for financial aid affect a student's chances of being admitted?
- Does your school meet 100% of a student's financial needs?
- What scholarships are available?
- Do you have a work-study program?
- How would that fit in my schedule?
- What are important dates for financial aid deadlines?

### 2. Ask questions about the admissions process.

- What qualifications does a student need to be accepted to this college?
- What placement tests are required?
- What is the retention rate? (What percentage of students return each year?)

### 3. Ask questions about the class schedule.

- When do classes start for second semester this academic year?
- What is the summer schedule like?
- When do classes begin next September?
- Are there classes at times that would fit my schedule?

### 4. What kinds of student support services does the college have?

- Do you provide tutors or individual learning labs/resource centers?
- What is the student-to-advisor ratio?
- Do you have support for non-traditional students who may be older and returning to college?
- How do you help students pick a major?
- How do you help students who are struggling academically?
- Are there computers available on campus for student use?
- How do you help students plan for a career or find a job after college?

### 5. Think about your goals and what course of study you are interested in.

- Does the college offer a degree or certificate in my field of interest?
- What are the prerequisites?
- What sort of skills and courses are needed to succeed, e.g. is it heavy in math, writing, etc.?
- How many students enroll each year in this field of study?
- How many students earn a degree or certificate in this field?
- How does this field of study compare to others at the college in number of faculty, students, and classes offered?

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- What are the best programs at this college?
- What is the average length of time it takes to complete a major if attending part-time?
- If a state exam is required to work in the field, how many students from the school have passed the exam? How many had to retake the exam more than once?

**6. Ask questions about transferring from a two-year program to a four-year program.**

- What courses would transfer from a community college to the 4-year program I'm interested in?
- Does this school have an agreement with other community or 4-year colleges and universities?

**7. Ask questions about the student body and the campus.**

- How many students attend part-time? Full-time?
- What percentage of students work while attending this college?
- What percentage of students live on campus? What percentage commute?
- What is the average age of students attending the college?
- What is the campus culture like?
- What kinds of extracurricular activities and student groups are on campus?

**8. Ask about other important dates and deadlines.**

**9. Get a catalogue.**

## LESSON 12

# Exploring Options for Further Education

### Learning Objective

To have students learn about the various types of postsecondary schools and institutions that provide further education and to understand the advantages and disadvantages of each

### Materials Needed

handouts: “What are My Options,” “Private Occupational School Student,” “Proprietary Schools,” and “Comparing Schools: What’s Important to You?”

### Vocabulary

earning potential, proprietary school, trade, accredited, license, postsecondary

### SCANS Competencies

Thinking Skills: Creative Thinking; Decision Making  
Information: Acquires and Evaluates Information



## Instructions for Conducting the Activity

### Part 1 – Learning About the Options

As a large group, brainstorm a list of schools that they know people attend for further education or skills training to get a job. Encourage students to think about friends and family who have gone to school. Write the list on the board. Then group the list by three categories – community colleges, 4-year colleges/universities, proprietary schools.

Write the definition for a proprietary school on the board:

“Proprietary schools are privately owned and operated postsecondary schools organized as either a non-profit or a profit-making venture primarily to teach vocational skills.”

Point out that proprietary schools include what they may call trade or technical schools.

Lead a brief discussion about the differences:

- Why do you think people choose to attend a proprietary school? Community college?
- What has been the experience of friends/family at each of these?
- What questions do you have about the differences at the schools?

Distribute and review the “What Are My Options?” handout.

Follow this up with more in-depth information using the “Private Occupational School Student” handout. Draw the diagram on the board and review/discuss the handout. End the discussion by distributing the “Proprietary Schools” handout, which lists resources for learning more about proprietary schools.

### Part 2 – Comparing the Options

Explain that the next step in looking at options for postsecondary education is to compare them based on what is important to you. Note that each student will have different things that are important.

In small groups, have students write up on flipchart paper a list of issues that may be of importance to them in comparing options. Provide some examples, such as:

- Start date of program
- Time or day of courses
- English language assistance
- Transportation
- Availability/proximity to childcare
- Approval for extension of unemployment benefits
- Availability and location of internship or externship

Have the groups report out by displaying their lists. Note the similarities and differences.

Then distribute the “Comparing Schools: What’s Important to You?” handout. Review the handout and have students individually fill in the topics that are important to them and list four schools that they would like to learn more about. (Note: If you have done the extension activity in Section IV, Lesson 11, Smart Consumer of Education, you can remind students to refer back to the questions they prioritized.) Ask the group to report back while you record their answers. Explain that in future lessons, the students will be learning about different methods for gathering the information and recording it on the handout.

### **Extension Activity**

Before considering a school for the list, the student should check to see whether the school is properly licensed or approved by the state to provide instruction. Have students use one of the websites in the “Life Long Learning and Private Occupational Student” handout to determine whether or not the schools they are interested in are accredited, still operating, and whether there are any complaints against the school. Have students share the information in class.

## What Are My Options?

### Proprietary Schools (Technical Schools, Trade Schools, and Institutes)

- Offer training programs for specific careers, such as medical assisting, auto mechanics, beauty, culinary arts, and others.
- In general, these are short-term programs that last 3 to 18 months.
- When you complete one of these training programs, you receive a certificate or diploma in the career field. You do not receive a college degree.

**Why you might consider this option:** If you know the career field you want to enter, or your life circumstances would make it difficult to invest more time and money in longer-term education at this time.

### Two-year Community Colleges

- Offer career certificates and Associate's degrees and prepare you for certain careers or to enroll in a four-year college or university.
- In general, to apply to a two-year college, you only have to submit an application, the application fee, and proof that you have a high school diploma or G.E.D. Sometimes there are exceptions to this. One example is nursing where you are required to have a criminal background check before being accepted.

**Why you might consider this option:** If your chosen career requires an Associate's degree or you want more time to prepare for entering a four-year college.

### Four-year Colleges and Universities

- Offer a Bachelor's degree and prepare students for a variety of professional careers.
- Required by most new jobs in the current economy and in the future.
- Provide opportunities to explore new subjects and career options, and also to develop broad learning and transferable skills such as critical thinking, communication, research, and writing.

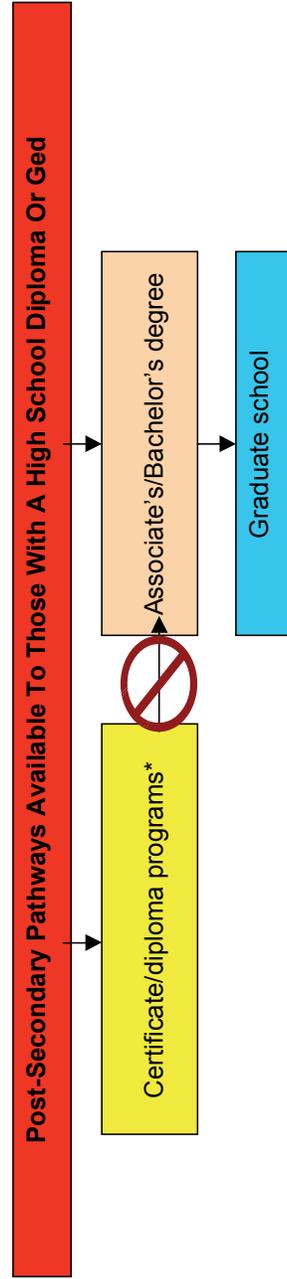
**Why you might consider this option:** If your long-term career goal requires a Bachelor's degree and you are ready for that type of long-term challenge.

*Adapted from "Get Ready for College," a workbook from TERI College Access.*

## Private Occupational School Students

Each state regulates private, post-secondary occupational schools differently. These are schools that provide instruction for business, trade, correspondence, cosmetology, and real estate courses. Since most colleges, and other private occupational schools, will not accept coursework from private post-secondary certificate or diploma programs, students who receive certificates or diplomas from these schools may find that future educational options are limited, as may be their future earning potential. For more information on your state regulations there are two places to check first:

- 1) National Association of State Administrators and Supervisors of Private Schools (NASASPS) at <http://www.nasasps.com/consumer.htm> l.
- 2) Listing of states' Departments of Education at <http://www.doe.state.in.us/htmls/states.html>.



### \*Private occupational school students may find that:

- they do not have access to life long learning opportunities via established educational paths
- some federal student loans and state grants are unavailable because not all private occupational schools are Title IV approved by the US Department of Education
- they are unable to transfer existing coursework into collegiate programs\*
- they have to start coursework from scratch
- they need to pay twice for foundational-level coursework due to lack of transferability
- there is reduction in the amount of financial aid for which they are eligible if they pursue a degree (if they use Title IV)

Accredited schools are allowed to use the term “credit hour,” giving students the false impression of college-level equivalency. Occasionally colleges will accept some coursework from accredited private occupational schools; however, many private occupational schools are not accredited.

\*At the discretion of the target institution, students may recoup coursework via challenge exams and credit for life long learning.

## Proprietary Schools

Proprietary schools are privately owned and operated post-secondary schools organized as either a non-profit or a profit-making venture primarily to teach vocational skills.

### Consumer Assistance

- From the U.S. DOE, Thinking About Going To A Career College Or Technical School?  
[www.ed.gov/students/prep/college/consumerinfo/index.html](http://www.ed.gov/students/prep/college/consumerinfo/index.html)
- What do I need to know about getting loans to pay for my education?  
[www.doe.mass.edu/ops/students/loans.html](http://www.doe.mass.edu/ops/students/loans.html)
- The Student Guide to Federal Financial Aid  
[http://studentaid.ed.gov/students/publications/student\\_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html)
- Office of Inspector General Alerts  
[www.ed.gov/about/offices/list/oig/misused/index.html](http://www.ed.gov/about/offices/list/oig/misused/index.html)
- U.S. DOE Office of Postsecondary Education  
[www.ed.gov/about/offices/list/ope/index.html](http://www.ed.gov/about/offices/list/ope/index.html)
- Student's Guide to Transfer Credit  
[www.acics.org/accredited/documents/StudentsGuide.doc](http://www.acics.org/accredited/documents/StudentsGuide.doc)

### School Accreditations and Accrediting Agencies

Private occupational schools licensed or registered by the Department of Education may only advertise accreditations from agencies approved by the U.S. Department of Education. For a listing of U.S. DOE approved accrediting agencies, please visit the Office of Postsecondary Education's (OPE) website: <http://ope.ed.gov/accreditation/>

Please note that when looking up a school or an accrediting agency on OPE's website, you must use the exact name.

### Useful Links for Students

- U.S. DOE Link to Closed Schools  
<http://studentaid.ed.gov/PORTALSWebApp/students/english/closedschool.jsp?tab=attending>
- U.S. DOE Link to Procedures for Requesting a Discharge of Your Federal Student Loans  
<http://studentaid.ed.gov/PORTALSWebApp/students/english/discharges.jsp?tab=repaying>

## Comparing Schools: What's Important to You?

List the issues or topics that are important to you, for example, tuition, location, degree programs.  
Use this worksheet to help you gather and record the information.

School	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
1.						
2.						
3.						
4.						

## LESSON 13

# The Admissions Process and College Placement Tests

### Learning Objective

To help students understand the college admissions process and what placement tests are, how they are used, and how to prepare for them

### Materials Needed

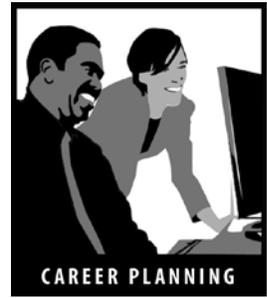
access to “College for Adults” website [www.collegeforadults.org](http://www.collegeforadults.org)  
handouts: “Learning About the Admissions Process,” “Learning About College Placement Tests,” “Types of College Placement Tests,” “Additional Information on Placement Testing,” and “Additional Information on Admissions”

### Vocabulary

admissions, placement test, test prep

### SCANS Competencies

Information: Use Computers to Process Information; Acquires and Evaluates Information  
Basic Skills: Reading



## Instructions for Conducting the Activity

### Part 1

Distribute the “Learning About the Admissions Process” handout, which is an online scavenger hunt using the website [www.collegeforadults.org](http://www.collegeforadults.org). In small groups, ask the students to discuss possible answers to the questions as best they can. As a class, review the groups’ answers. Have the students go online to the website to check their answers and fill in what they don’t know.

### Part 2 – Understanding placement tests

Pair up students and distribute the “Learning About College Placement Tests” handout. Ask the student pairs to discuss and answer the four questions. After the pairs have had enough time to discuss the questions, conduct a large group review of the answers.

### During the large group discussion you can bring out the following points:

*Tests for high school students that are taken before applying to a college*

SAT = Scholastic Aptitude Test

ACT = American College Testing Assessment

*College placement tests determine how prepared you are to do college level work. Some students will need to brush up on reading and writing skills, some will not.*

- You cannot fail a placement test.
- Schools typically use one of three common placement tests.
- Tests can be computerized or pen/pencil.

Distribute the “Types of College Placement Tests” handout. Have students read it and then discuss which type they think would be best for them to take.

### **Part 3 – Preparing for placement tests**

This activity is done in a computer lab. Have students access the website, “College for Adults” ([www.collegeforadults.org](http://www.collegeforadults.org)). Go to “Admissions, Room 203, Placement Tests.” Under the section on “Types of Placement Tests,” have the students visit the three different websites and try out the practice tests.

### **Extension Activities**

1. Have students identify a college they are interested in and find out which placement test they use.
2. Have students identify a test they have taken while in the program. Ask them to reflect on what was easy about taking the test and what was challenging. Was there anything they could have done differently to lessen the challenges?
3. Invite a college admissions’ representative to speak to the class.

**Learning About the Admissions Process:**  
**An online scavenger hunt using the website [www.collegeforadults.org](http://www.collegeforadults.org)**

**Admissions**

What is a course catalogue?

Write down two pieces of information that can be found in a school's catalog or website on the following topics:

1. Location
  - a.
  - b.
2. Academic Programs
  - a.
  - b.
3. Delivery method
  - a.
  - b.
4. Cost
  - a.
  - b.

Name two things you can do on a campus tour.

- 1.
- 2.

Name two places you can get an application to a college.

- 1.
- 2.

List two pieces of information that are usually needed when completing a college application.

- 1.
- 2.

What are rolling admissions?

After you have submitted your application, how long do you usually wait to hear if you have been accepted?

College placement tests – True or False

Determines how prepared you are to do college level work. \_\_\_\_\_

You can fail a placement test. \_\_\_\_\_

All schools use the same test. \_\_\_\_\_

You can study for the placement test. \_\_\_\_\_

What are developmental courses? \_\_\_\_\_

How many students enrolled in college need to take developmental courses? \_\_\_\_\_

Each course you take will have a certain number of credits attached to it. The number of credits usually represents \_\_\_\_\_.

This is a class that is necessary in order to get your degree: \_\_\_\_\_

Your Advisor – True or False

Every student is assigned an advisor. \_\_\_\_\_

Advisors help you select classes to meet your degree requirements. \_\_\_\_\_

You cannot change advisors. \_\_\_\_\_

## Learning About College Placement Tests

1. Who needs to take a college placement test?
  - a. Recent high school graduates
  - b. English language learners
  - c. Adults going to college for the first time
  - d. All of the above
  
2. When do you take the test?
  - a. Before applying to a college
  - b. After you have been accepted at a college
  - c. While still in your GED program
  - d. On the first day of classes at a college
  
3. What does a college placement test tell you?
  - a. What courses you should be placed in at college
  - b. If you will be accepted to a college
  - c. What your IQ is
  - d. If you need to retake your GED
  
4. How can you prepare for a college placement test?
  - a. Go to the library and take out a few GED test practice books in Math and Language Arts
  - b. Use a test prep review website
  - c. Check your college's website to see if they offer a sample test
  - d. All of the above

## Additional Information on Placement Testing

**If English is your second language:**

**Important: Be sure to ask at the college which test they use if you want to get a degree. Some schools use one test for people who want to take ESL courses at the college that don't count towards a degree and use a different test for people who want to take college courses to get a degree.**

### **COMPASS/ESL**

This tests grammar/usage, reading, and listening. It is used to place you in the correct course level, either developmental (ESL) or college level. You take it on a computer. You may have to pay to take the test. Ask at the college for more information. For more information, visit the ACT website:

<http://www.act.org/esl/index.html>

This ACT website has some practice questions:

<http://www.act.org/esl/sample.html>

### **ACCUPLACER/ESL**

This is another test to place you in the correct college course. (It used to be called LOEP.) It covers sentence meaning, language use, reading skills, listening, and writing. It is a computer test. Ask at the college if you have to pay to take this test and if you can take it more than once. For more information about the test and the type of questions on it, visit the College Board website:

<http://www.collegeboard.com/student/testing/accuplacer/accuplacer-esl-tests.html>

Here are some websites to help you prepare:

Minneapolis Community and Technical College:

[http://www.minneapolis.edu/documents/students/samplequestions\\_esl.pdf](http://www.minneapolis.edu/documents/students/samplequestions_esl.pdf)

(To access this, you need the free Adobe Acrobat Reader software. If you can't open this document, visit the Adobe website to get the software: <http://www.adobe.com/products/acrobat/readstep2.html> )

Test Preview:

[http://www.testprepreview.com/accuplacer\\_practice.htm](http://www.testprepreview.com/accuplacer_practice.htm)

Scroll down to the Self-Assessment Modules and take the following tests:

- Basic grammar
- Intermediate grammar
- Advanced grammar, nouns, basic reading comprehension, reading for the main idea, reading vocabulary, sentence correction, sentence flow, usage tests 1-3, verbs, writing sections 1-2.

Bunker Hill Community College:

<http://www.bhcc.mass.edu/inside/687>

### **TOEFL - Test of English as a Foreign Language**

This test is to see if you can use and understand English at the college level. You have to pay to take the test. If it's difficult for you to pay, ask if you are eligible for the fee waiver. Depending on where you take the test, it may be on a computer or on paper. Visit the Educational Testing Service site for

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more information, including tips, information for people with disabilities, how to register for the test, and more:

<http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnnextoid=f138af5e44df4010VgnVCM10000022f95190RCRD&vgnnextchannel=b5f5197a484f4010VgnVCM10000022f95190RCRD>

Here are some websites with suggestions and practice:

4Tests.com

<http://www.4tests.com/exams/examdetail.asp?eid=57>

TOEFL Zone

<http://www.toefl-zone.com/Preparation.html>

About.com

[http://esl.about.com/cs/toefl/a/a\\_toefl.htm](http://esl.about.com/cs/toefl/a/a_toefl.htm)

Your local library also has materials to prepare.

There are face-to-face and online courses for a fee. You can search online or look in your phone book to find them.

### **TSE - Test of Spoken English**

You may have to take this test if you are a graduate student who is going to be a teacher assistant. Some institutions no longer require it because the TOEFL now includes a test for speaking. For more information, visit the Educational Testing Service website:

<http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnnextoid=b5d7d898c84f4010VgnVCM10000022f95190RCRD>

### **CELSA - Combined English Language Skills Assessment**

This is another placement test for ESL students. It tests understanding of meaning in context and grammar. It can be a computer or paper and pencil test. You may have to pay a fee to take it or it may be free. For more information, visit the Assessment Testing website:

<http://www.assessment-testing.com/cfaqs.htm>

Here are some websites that can help you prepare:

Hancock College:

<http://www.hancockcollege.edu/Default.asp?Page=74>

Houston Community College:

[http://www.hccs.edu/hcc/System%20Home/Departments/Admissions\\_and\\_Registration/Testing/Celsa\\_Sample\\_Questions.pdf](http://www.hccs.edu/hcc/System%20Home/Departments/Admissions_and_Registration/Testing/Celsa_Sample_Questions.pdf)

El Paso Community College:

<http://www.epcc.edu/Portals/90/CELSA%20Info%20Web%20May%207%202007.pdf>

(To access these last two documents, you need the free Adobe Acrobat Reader software. If you can't open this document, visit the Adobe website to get the software:

<http://www.adobe.com/products/acrobat/readstep2.html> )

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**CLEP - College Level Examination Program**

You can take the CLEP to show you know undergraduate-level material in particular subject areas, including languages. If your scores are high enough, you may not have to take introductory classes. This can save you time and money! Ask the college if they accept CLEP and if they give CLEP tests there. You have to pay to take the test—ask at the college to find out how much. Visit the College Board website for more information:

<http://www.collegeboard.com/student/testing/clep/about.html>

## Types of College Placement Tests

### ***COMPUTERIZED TEST***

#### **The benefits of taking a computerized test:**

- There are fewer questions.
- The questions match your ability. For example: if you answer a question incorrectly, the next question will not be harder.
- It is not timed. You can take as much time as you need.
- You receive your scores immediately.

#### **The problems with taking a computerized test:**

- You cannot check your answers after you have finished the test.
- Reading a computer screen can be difficult for some people.
- For the math section, you have to work out the problem on scrap paper and then input the correct answer in the computer.
- The computer mouse can be difficult to use if you are new to computers.

### ***PAPER/PENCIL TEST***

#### **The benefits of taking a paper/pencil test:**

- You can check your answers when you are done.
- You do not need to know how to use a computer to take it.
- You can work out the problems right in the test booklet.

#### **The problems with taking a paper/pencil test:**

- The test is timed. For example, you may have to complete 25 questions within 35 minutes.
- The difficulty of the question will not adjust for your ability. In a paper test, the questions tend to get harder.

You may not receive your scores for a few days or weeks.

## Additional Information on Admissions

**If you are from another country, you may need this information:**

College applications usually ask your status:

US citizen, resident alien (they may ask for your card number), refugee, or foreign (they may ask for your passport, visa, and an I-20 form). You can find more information about visas on the EducationUSA website: <http://educationusa.state.gov/usvisa.htm>

You will probably have to show your high school transcript to prove that you graduated from high school. If it's not in English, you will have to have it translated by an official translator. Private organizations will do credential evaluations for a fee, usually \$100 or more. You can search on the Internet or in the phone book under **credential evaluations** for these businesses. The National Association of Credential Evaluation Services is one organization: <http://www.naces.org/>

Check with the school to learn about other requirements.

## LESSON 14

# Navigating College: College Websites

### Learning Objective

To help students learn how to access information from a college website

### Materials Needed

Internet access, handout: "Navigating College Websites: Online Scavenger Hunt"

### Vocabulary

registration, semester, course schedule, catalog, prospective student, alumni, academic resources, satellites, campus

### SCANS Competencies

Information: Uses Computers to Process Information

Thinking Skills: Decision Making; Problem Solving; Reasoning



## Instructions for Conducting the Activity

This is the first of three lessons to help students gather information on specific schools so they can make comparisons. Before conducting this activity, we recommend that you review the vocabulary listed above, as well as that in Lesson 10. This is also an opportunity for students to begin researching the information on the "Comparing Schools: What's Important to You?" handout that they completed in Lesson 12.

Choose one of the schools identified by students in Lesson 4. Distribute the "Navigating College Websites: Online Scavenger Hunt" handout. Log-on to the college's website. As a class, walk through the questions on the handout. Start with the first heading, "When do classes start? How do I register?" Ask students where they might look on the website to find this information. Show students that the information may be found in several places on one website. The teacher should note that other college websites might organize the information differently. Complete the handout as a class.

## Extension Activities

1. Have students do a scavenger hunt by themselves on a second website, to understand that each college organizes the information differently.
2. Have students identify five additional pieces of information, not listed on the handout, from the website.

## **Navigating College Websites: Online Scavenger Hunt**

Name: \_\_\_\_\_ College website: \_\_\_\_\_

### **Course Schedule/Academic Programs**

1. What are dates for the next semester?
2. When does registration begin?
3. What is the last day to register for credit courses by mail or fax?
4. What day do classes begin?

### **Prospective Students/Tuition/Costs**

1. How much is tuition?
2. What other charges/costs are there?

### **Admissions/Enrollment/Registrar's Office**

1. What placement and assessment tests do you need to take?
2. What are the hours and location of the admissions office?
3. What is the application fee?

### **Financial Aid/Admissions**

1. What can affect your financial aid eligibility?

**Student Services/Resources**

1. What is the location and phone number of the advising/counseling center?
2. Do they have a disability support center? Where is it located?

**Add in your questions from the “Comparing Schools: What’s Important to You?” handout.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## LESSON 15

# Navigating College: College Representatives

### Learning Objective

To help students engage in another type of forum to gain confidence and skills needed to speak to officials and navigate college

### Materials Needed

questions for college representatives

### Vocabulary

college representatives, academic year, semester, student to teacher ratio, course of study, transfer

### SCANS Competencies

Basic Skills: Listening; Speaking  
Thinking Skills: Creative Thinking



## Instructions for Conducting the Activity

### Preparing for guest speakers

Explain that another way to learn about colleges is to talk directly with people who work at colleges and current students or recent graduates. You will be inviting college representatives and current college students to come and speak to the class. Ask the class what colleges they would like to learn more about. To prepare for the guest speakers, the class will identify questions that they would like answered.

Conduct a “get one, give one” activity with students. Distribute an index card to each student. Ask each student to write down five questions that they would like to ask a guest speaker. Working within a time frame, each student talks to three classmates. The two compare and discuss lists, then select one question from the other’s list to add to their own.

When time is up, ask students to call out the questions they have and record them on flipchart paper. Identify any natural groupings of questions, such as those related to financial aid or class schedules. Distribute the “Be a Good Consumer of Education: Ask Questions!” handout from Lesson 11 and ask students to identify any additional questions to include. You can also ask students to refer to the “Comparing Schools: What’s Important to You” handout for other questions. Type up the list of questions.

In a second class, distribute the typed list of questions and review it with students. To encourage participation of all students, go around the room and have each student choose a question to ask when the speakers arrive. For higher-level classes, identify students to introduce the guest speakers.

### Day of guest speakers

Distribute a copy of the list of questions to each student. Review any process for introductions and asking questions. Remind the students to take notes about the answers to their questions.

### Extension Activity

Ask the students to write a short summary reflecting on how they feel about attending college now that they have looked up information on the Internet and spoken to college representatives. Can they more easily see themselves at college? What information surprised them? Could they see themselves talking with this person on campus?

Ask the students to write a list of additional questions they may now have and would like to have answered during an on-campus scavenger hunt.

## LESSON 16

# Navigating College: Campus Tours

### Learning Objective

To raise students' awareness about and use of campus resources for supporting student success

### Materials Needed

handouts: "Campus Map Checklist," and "Campus Scavenger Hunt"  
first place prize for each person on the team

### Vocabulary

scavenger hunt, tour, checklist, campus, bursar, computing, registrar, course catalogue, documentation

### SCANS Competencies

Personal Qualities: Sociability

Interpersonal: Participates as Member of a Team

Basic Skills: Listening; Speaking

Thinking Skills: Knowing How to Learn



## Instructions for Conducting the Activity

### Campus Tour

In class before the tour, distribute and review "Campus Map Checklist" handout. The day of the tour, distribute copies to all students. Ask the students to complete the checklist as they go on the campus tour.

### Scavenger Hunt

It's probably best to set up the scavenger hunt after students have taken a tour of the college campus. It can happen right after the tour or you can wait a week or two if you have time. Let at least two people in each department or office know about the scavenger hunt, the date(s) for the hunt, and the information students are expected to collect. Explain that the students have done an online scavenger hunt, and now they will participate in a hands-on scavenger hunt at a college campus. Explain that you have already alerted some staff on campus that students will be conducting a scavenger hunt.

As a warm-up activity, distribute the "Campus Scavenger Hunt" and review it in class to ensure that everyone understands the questions. On the day of the scavenger hunt, have students form their own groups, about 3–5 students per group. Give the groups approximately two hours to answer all the questions. Select a final meeting spot on campus to review answers.

### Extension Activities

1. Have students write about the experience of being on a college campus. Was it their first time on a college campus? What did they like best and least? Could they picture themselves as students here?
2. Ask students to write a summary of what they learned.
3. Have students present to another class about what they learned.
4. Have students identify one department or office from which they would like more information. Have the student call the office and ask to speak to someone they met on the tour or scavenger hunt who could answer the question.

## Campus Map Checklist

As you go on your campus tour, look for the following places. Some of these places are their own buildings and some are located within buildings. Not all college campuses have these specific buildings and offices. Your campus might have additional buildings or offices that you might want to add to the list below. Or some places might be combined so you should make a note of it.

*Example:* the Computing Center might be located in the basement of the Library rather than in a separate building.

Put a check mark  next to each place you visit and then write a brief description. Also write down names of important people you meet.

See how good your memory is! Once you've finished the tour, you can match the places listed in the first column with the descriptions listed in the second column by putting the correct letter next to the correct description.

Type of Office or Facility	Description of Office or Facility
A) Admissions Office	___ where you register for, withdraw from, or add classes
B) Bursar's Office	___ usually where students get coffee and snacks, or meet with other students for class assignments or for club activities
C) Financial Aid Office	___ where you go to borrow books, use the computers, look through newspapers and magazines, or study
D) Registrar's Office	___ where you can get additional academic support or mentoring
E) Student Support Center	___ where you pay your tuition bills
F) Campus Health Center	___ where you buy your books and supplies for classes
G) Student Activity Center	___ where you go to see sporting events like a basketball game
H) Computing Center	___ where you check in about your grants, scholarships, and student loans
I) Athletic Center	___ where you go for medical emergencies
J) Performance Arts Center	___ where you go to get information about the college and an application for admission
K) Library	___ where you go to use a computer to write papers or do Internet research
L) Campus Bookstore	___ where you can see dance or theater performances

*From the College for Adults website – [www.collegeforadults.org](http://www.collegeforadults.org).*

## Campus Scavenger Hunt

### Directions:

#### ◆ Obtain a campus map

1. Where did you find the map?
2. What are two other pieces of information that can be found in this office?

#### ◆ Go to the Admissions Office

1. What is one type of documentation you need to submit with your application form?
2. What is the application deadline for the next semester?
3. How much is the application fee?
4. Pick up a Course Catalogue
5. Pick up an Application Form

#### ◆ Go to the Financial Aid Office

1. Name at least two people who work in the Financial Aid Office.
2. List three of their responsibilities.
3. Collect a calendar or brochure with the financial aid deadlines. *If one is not available, ask someone in the office for three major financial aid deadlines.*

◆ **Go to the Assessment or Testing Center**

1. What days/hours is the center open?
2. Which College Placement Test does this college use?
3. How much time do you have to take the College Placement Test?
4. How much does the test cost?
5. Are you allowed to retake one or more of the tests? If so, how long do you have to wait to retake it?

**Find out where students go for help:**

◆ **Where do students go for academic support, that is, help with their class work?**

1. What is the name of the center that provides academic help to students?
2. What kinds of services are available at this center? Collect at least two brochures from the center.
3. What days/hours is the Support Center open?
4. Do you need to make an appointment to see someone or do they take walk-ins?

◆ **Where do students go for help with other sorts of problems, e.g. personal problems?**

1. What is the name of the center that provides support for students with personal problems?
2. List three things that a counselor can help you with.
3. Get the name of at least one person who works in this office.
4. Do you need to make an appointment to see someone or do they take walk-ins?

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◆ **Where do students go for help with career planning and job searching?**

1. What is the name of the center that provides help with career planning?
2. List three things that a career counselor can help you with.
3. Get the name of at least one person who works in this office.
4. Do you need to make an appointment to see someone or do they take walk-ins?

◆ **Go to the College Library**

1. What is required to borrow a book from the college library?
2. When you borrow a book from the library, how long can you keep it?
3. Besides books, what are three resources that are available for students to use that cannot be checked out?
4. List three areas/categories in the library.

## LESSON 17

# College Success Skills

### Learning Objective

To help students learn about services that support success in college

### Materials Needed

access to the website “College for Adults,” [www.collegeforadults.org](http://www.collegeforadults.org)  
handout: “College Success Skills”

### Vocabulary

disability, admissions, academic adjustment, mentoring, tutoring

### SCANS Competencies

Information: Acquires and Evaluates Information; Uses Computers to Process Information  
Basic Skills: Reading



## Instructions for Conducting the Activity

This activity is an online scavenger hunt to familiarize students with the website [www.collegeforadults.org](http://www.collegeforadults.org). This activity follows the three previous lessons (14, 15, 16) on Navigating College, and can serve as a review and confirmation of how much students have learned about college.

Distribute the handout “College Success Skills.” As a class, review the handout and first brainstorm answers to the questions based on the information gathered previously through college websites, campus tours, and guest speakers. Then have students go online to [www.collegeforadults.org](http://www.collegeforadults.org) to check the answers and to seek any additional information that wasn’t covered by the previous lessons.

## Extension Activities

1. Students research and write about what support services are offered by the program they are currently attending. Students can include examples of how they have used these services.
2. Each student explores another section of the website “College for Adults” in which s/he is most interested. The student develops a mini-scavenger hunt questionnaire for that section and shares it with the class. This could also be done as a small group activity.

**College Success Skills:**  
**An online scavenger hunt using the website [www.collegeforadults.org](http://www.collegeforadults.org)**

**Learning Disabilities**

What are learning disabilities?

True or False:

A postsecondary school can deny my admission because I have a disability. \_\_\_\_\_

I have to inform a postsecondary school that I have a disability. \_\_\_\_\_

If I want an academic adjustment, I must inform the school that I have a disability and need an academic adjustment. \_\_\_\_\_

I have to prove that I have a disability to obtain an academic adjustment. \_\_\_\_\_

**On Campus Support**

Name one service you can find at each of these places on campus.

Career Center

1.

Tutoring Center

1.

Mentoring Program

1.

Student Support Center

1.

## LESSON 18

# Self Advocacy for College Success

### Learning Objective

To help students learn how to advocate for their needs

### Materials Needed

handout: "Don't Take No for An Answer: Self Advocacy in Postsecondary Education"

### Vocabulary

advocacy, rights, adviser, college representative

### SCANS Competencies

Thinking Skills: Creative Thinking; Knowing How to Learn

Interpersonal: Teaches Others New Skills

Personal Qualities: Self-esteem



### Instructions for Conducting the Activity

On a board or flipchart paper, make two columns – Things I might need to ask or know/People and Places that can help me. Brainstorm with the class questions they might have as they decide what college to attend and once enrolled at a college. Then fill in the column "People who can help me." A sample chart may look like this:

Things I might need to ask or know about	People/Places that can help me
<ul style="list-style-type: none"><li>• Problems with keeping up with homework</li><li>• Teacher talks too fast in class</li><li>• Don't understand what is expected</li><li>• Need accommodations</li><li>• Need extra help</li></ul>	Teacher
<ul style="list-style-type: none"><li>• Plan out courses to take</li><li>• Conflict with a teacher</li><li>• Want to change major</li></ul>	Adviser
<ul style="list-style-type: none"><li>• Disability accommodations</li><li>• Not getting the answers needed from other staff</li></ul>	Dean
<ul style="list-style-type: none"><li>• Received a notice that information is missing from application</li></ul>	Registrar
<ul style="list-style-type: none"><li>• Identifying what financial aid is available</li><li>• Change in your financial situation</li></ul>	Financial Aid Office
<ul style="list-style-type: none"><li>• Problems with childcare</li><li>• Need referral for supportive services</li></ul>	Counseling Officer/Case Manager/ Student Support Center

Encourage students to share their experiences of meeting with people at different agencies or educational institutions and how they advocated for themselves or their families.

Divide students into pairs. As a class, choose one of the people and reasons, and then have the pairs take turns practicing what they would say in the meeting.

Then ask each student to write down three tips they have for making a meeting go smoothly. Students share their tips with a partner. As a large group, record the tips on flipchart paper or a board.

Distribute and review “Don’t Take No for an Answer: Self Advocacy in Secondary Education” handout. Have students add in other ideas for each category.

### **Extension Activity**

Role-play a situation between a student and a teacher. Have students evaluate what worked and what could have been done differently.

## **Don't Take No for an Answer: Self Advocacy in Postsecondary Education**

### **Principles of Self Advocacy in Postsecondary Education**

- Plan ahead but plan to think on your feet, too.
- If the decision-making process feels too rushed...it is. Try to buy some time: *I need to be somewhere else now, but I will return tomorrow, or I need to give this some more thought.*
- Get a personalized answer, that is, the one that is specific to your situation, not the generic answer.
- Restate the answer you heard to make sure you've heard it accurately.
- Take answers "under advisement." That is, take them as the best answer this person can give you, but not necessarily the final answer.
- Get the name of the person to whom you've spoken.
- Get the name of the person who can make decisions about your particular issue. (Deans can sometimes work around rules that others can't.)

### **Tips for Meeting with People**

Schedule a meeting with a teacher, adviser, or other college representative. Speaking to someone in person can be an effective way to advocate for yourself.

- Plan what you are going to say, then practice. Friends, tape recorders, and practicing in front of the mirror can help.
- Bring documentation (assessment scores, disability, IEP, etc.).
- Prepare a list of written questions that you can refer to.
- Dress appropriately and be on time.
- Be courteous and call the person by name.
- Stay calm. State your message clearly and simply.
- Prepare an agenda. It helps keep you focused on your issues.
- Be attentive and if you do not understand something, ask questions.
- If you feel you are not getting anywhere, tell him/her that you wish to pursue your issue further and ask to speak to the person's supervisor.
- Thank the person for his/her time.

### **How to Ask Questions to Get the Information You Need**

Listed below are sample questions that can be used in any situation to better engage the person you are talking to and get more information:

- If you were me...what would you do? (to inspire sympathy)
- What are the pros and cons of doing it that way? (to enlist knowledgeable people in your problem-solving, to help you weigh choices and available resources)
- Are there other departments/offices/people that I should speak to that could help me? (calling for additional help)

## Writing Tips

- You can write to request and confirm information, to present facts, or to express your opinion.
- Keep it short and simple under two pages if possible.
- Keep your message positive.
- You may hand-write the letter if you do not have access to a typewriter or computer, but make it readable. Audio tapes are also acceptable.
- Be clear about what you want. Be specific and to the point.
- Send copies of your letter to agency supervisors, advocacy groups, or others you want to inform. Put "cc" (copies circulated) at the bottom of the letter with a list of those to whom you are sending copies.
- Keep a copy for your records. This documentation will be useful if you need to follow up.

## Student Bill of Rights & Responsibilities

1. You have the right to have questions.
2. You have the right to have those questions answered for your context.
3. You have the right to be reminded of the answers a couple of times.
4. You have the right to have the basis for important answers in writing.
5. You have the responsibility to identify, as closely as possible, what the problem is.
6. You have the responsibility to consider the answer(s) you've received.

*Adapted from the College Transition Toolkit, National College Transition Network (NCTN)*  
[www.collegetransition.org](http://www.collegetransition.org).

## LESSON 19

# Financial Aid Resources

### Learning Objective

To help students learn about options for paying for further education

### Materials Needed

TERI handouts from [www.tericollegeplanning.org](http://www.tericollegeplanning.org)

### Vocabulary

financial aid, loans, grants, scholarships, work-study

### SCANS Competencies

Basic Skills: Reading

Thinking Skills: Decision making; Reasoning



## Instructions for Conducting the Activity

Explain that when making career choices, you need to identify what additional education and/or training you may need and how you will pay for it. Students need to be able to balance education, work, and other responsibilities. Note that there are many options for how students integrate further education into their lives.

Brainstorm with students the variations of going to school and working. Ask students to think about how they or their friends and relatives have juggled going to school with other responsibilities. The list should include:

- Going to school full-time and not working
- Going to school full-time and working part-time
- Going to school part-time and working full-time
- Going to school part-time and working part-time

Ask them what they might need to consider when making these decisions. The list might include:

- How supportive and flexible is your employer?
- Can family and friends help take on some of your responsibilities to give you time to do this?
- What financial resources do you have? Income? Savings?
- What extra or different childcare arrangements might you have to make?

Explain that it is important to know what expenses you will have if you pursue higher education so that you can plan your budget. Ask students to brainstorm a list of expenses. The list should include:

- Tuition and fees
- Books
- Supplies (calculator, notebooks, etc.)
- Transportation
- Computer or computer access
- Uniforms (if your education or training program requires it)

- Health insurance (some professions, especially in health care, require professional liability insurance be carried while doing a clinical assignment)
- Living expenses
- Childcare
- Miscellaneous
- Other

Have students estimate how much they think the first four items would cost if attending a community college part-time. These first four items comprise what is called the “cost of attendance” or COA and is used when determining financial aid.

The TERI College Access website at [www.tericollegeaccess.org](http://www.tericollegeaccess.org) is an extensive resource on financial aid. The TERI website has an excellent workbook on its website title, “Making College Affordable: A Workbook on Financial Aid, Loans & Scholarships for College Bound Students and Their Families.”

Use the following handouts from the TERI website to discuss the different types of financial aid and other general financial aid questions:

1. Financial Aid and Scholarships [www.tericollegeplanning.org/plan/financial.html](http://www.tericollegeplanning.org/plan/financial.html)
2. Financial Aid [www.tericollegeplanning.org/plan/advoid.html](http://www.tericollegeplanning.org/plan/advoid.html)
3. Undocumented Students [www.tericollegeplanning.org/plan/advimmig.html](http://www.tericollegeplanning.org/plan/advimmig.html)

An additional source of financial aid information is “Mapping Your Financial Journey: Helping Adults Plan for College.” For more information, go to [www.collegetransition.org](http://www.collegetransition.org).

Other methods for learning the information on the TERI website:

Divide the class into four groups (grants/scholarships/work-study/loans). Using the TERI website, each group finds information on one of the forms of financial aid – at least five facts to share. They write this up on flipchart paper. Then the groups share their posters. To guide the fact finding, encourage students to answer these questions:

- What is it?
- Who is eligible?
- Where do you get it from?
- Are there different kinds of this financial aid?
- Do you have to repay the money? If yes, starting when?

As a follow-up activity to reinforce the information, the teacher can use the Jeopardy Game noted in Section IV, Lesson 10.

For the information on applying for financial aid, divide the class into 4–5 groups and assign each group 1–2 sections to read. Have each group make a poster of the information and present it to the class.

## LESSON 20

# Needs Versus Wants

### Learning Objective

To help students understand the difference between a need versus a want, and how that can help in managing money

### Materials Needed

handout: "Needs Versus Wants Worksheet"

### Vocabulary

essentials, living within your means, budget, financial planning, fees

### SCANS Competencies

Thinking Skills: Creative Thinking; Reasoning; Decision Making

Basic Skills: Listening



## Instructions for Conducting the Activity

Explain that planning for college includes knowing how much money you will need to live, work, and go to college and how you will get that money. Making smart choices about how to spend money will help you live within your means. One way to help you spend money wisely is to separate your needs from your wants, and spend money primarily on your needs.

Group brainstorm of what are needs and wants. Record answers on the board.

Needs – the essentials, the basics of life that you must have to survive: food, housing, clothing. (Note that, for college, your needs also include tuition, books, and fees, among other things.)

Wants – nice to have, but are not essentials: eating out or going to the movies.

Distribute "Needs Versus Wants Worksheet" handout. Have students complete it individually, including the two questions at the bottom, and then pair up to share their answers.

Have a large group report out to identify common needs and what wants students can live without.

## Extension Activity

Using the needs list, have students identify inexpensive ways to meet that need. For example, a student may need a car to get to and from college, but s/he may want a brand-new sports car. The student can still get the need met by buying a fuel-efficient used car rather than a sports car. Or, where can you find inexpensive clothing? Or where can you borrow movies and music CDs for free?

## Needs Versus Wants Worksheet

List some of your needs in the spaces below. Try to think of needs that are immediate, as well as things that you'll need in the next couple of months. Then, write down some wants.

NEEDS	WANTS

1. Decide if you really need or want everything on the list. Are some “needs” actually “wants?” Cross off the “wants” that are least important to you.
2. Put stars next to the items that are particularly important to you.

*Adapted from “Mapping Your Financial Journey: Helping Adults Plan for College,” National College Transition Network, 2006.*

## LESSON 21

# Tracking Your Money

### Learning Objective

To help students identify how they spend money and how they can use that information to make better financial decisions

### Materials Needed

handouts: “Spending Diary – Daily” and “Spending Diary – Monthly Summary”

### Vocabulary

diary, tracking, expenses, summary, cost per month, spending patterns, reduce

### SCANS Competencies

Resources: Money

Systems: Monitors and Corrects Performance

Information: Acquires and Evaluates Information; Organizes and Maintains Information



## Instructions for Conducting the Activity

Lead a discussion on “Where Does Your Money Go?” Ask students to reflect on these questions:

- How did you spend your money today or yesterday?
- What items did you purchase? What did they cost?
- How often do you purchase them?
- How much do you spend each month on those items? Are they needs or wants?
- What other monthly expenses do you have?

Note that college has many expenses such as books and tuition, and that these will be in addition to the costs they already identified. It is important to plan how you will meet these expenses. The first step is to track how you spend your money by keeping a spending diary.

Distribute the “Spending Diary – Daily” worksheets. Explain that students are to complete one worksheet each day, listing everything they bought that day. Students will keep a diary for one week to one month depending on the class schedule. At the end of the month, students can compile the results from the daily spending diaries into a monthly summary. Or, if they have kept a daily spending diary for only one week, then figure out the cost per month and put that on the monthly summary.

**At the end of the week or the month, discuss the results of the spending diaries. Guiding questions:**

- Were you surprised by your monthly spending total?
- What did you spend the most on? The least?
- How many needs did you have? How many wants?
- Did you change your spending pattern as the month wore on based on any patterns you were seeing?

## Extension Activity

Have students choose 1–2 items on which to reduce spending in the next week (or other time period). Have them track spending on those items using the form and report back on the results. Have students write a paragraph about how they use the money saved.





## LESSON 22

# Creating a Spending Plan

### Learning Objective

To help students learn how to create a budget that reflects actual income

### Materials Needed

handouts: “Identifying Your Income” and “Monthly Expenses Worksheet”

### Vocabulary

income, habits, income, expenses, after-tax wages, savings, public assistance, financial aid calculator

### SCANS Competencies

Resources: Money

Personal Qualities: Self-Management

Information: Acquires and Evaluates Information; Organizes and Maintains Information



## Instructions for Conducting the Activity

This lesson uses the information students gathered on their spending habits in the previous lesson on “Tracking Your Money.” Have students bring their completed monthly spending diary to this class. Explain that in planning for college, it is important to create a spending plan. Have the class brainstorm definitions of a “spending plan.” Write ideas on the board.

Note that there are two steps to creating a spending plan:

1. Identify your income
2. List your monthly expenses

Remind students that they already have a realistic view of their monthly expenses through their Spending Diaries.

Brainstorm a list on the board of all the possible monthly income sources the students have now and/or may have when they start college. The list can include:

- After-tax wages from a job or work-study program
- Financial help from family
- Financial aid/grants/scholarships paid directly to you
- Withdrawals from savings
- Other (child support, public assistance, gifts, etc.)

Distribute the two worksheets, “Identifying Your Income” and “Monthly Expenses Worksheet.” Review the “Identifying Your Income” worksheet and discuss ways that students can identify financial aid for which they may be eligible. This may include:

- Visiting a financial aid officer at a college
- Using an online financial aid calculator
- Visiting or calling a TERI representative

For homework, ask the students to complete the worksheet “Identifying Your Income.” Review the “Monthly Expenses

Worksheet” and have students transfer information from their Spending Diaries to these worksheets. Have them note if there is additional spending information they need to collect.

Follow-up lesson:

When the students have completed the two worksheets, have them compare their income and expenses. When they subtract expenses from income, what is the difference? If the expenses are greater than the income, what two things can students do? Decrease spending or increase income.

In small groups, have the students write up a list on flipchart paper of:

1. Ways to cut back on spending
2. Ways to increase income

Compare lists.

## Identifying Your Income

Monthly Income Sources	Expected Income Per Month
After-tax wages from a job or work-study program	\$
Financial help from family	\$
Financial aid/grants/scholarships paid directly to you	\$
Withdrawals from savings	\$
Other: child support	\$
Other: public assistance	\$
Other: gifts	\$
Other:	\$
Other:	\$
<b>Total Monthly Income</b>	\$

**Things to think about:**

- Don't include any financial aid that pays for direct college expenses such as tuition, books, and room and board.
- If your financial aid exceeds your direct college expense, don't be tempted to spend "extra" money. Instead, request that the money be applied toward the costs of your next quarter's or semester's college expenses.
- If you receive any money in a lump-sum payment at the beginning of each quarter or semester, divide the total amount by the number of months it must last.

## Monthly Expenses Worksheet

Monthly Expenses	Actual Cost Per Month
Savings <sup>1</sup>	\$
Tuition, fees, and other expenses not covered by financial aid <sup>2</sup>	\$
Textbooks and school supplies	\$
Transportation: Auto ( <i>car payments, gas, insurance, maintenance, parking fees, etc.</i> )	\$
Transportation: Other ( <i>bus or train tokens or passes, carpooling fund, etc.</i> )	\$
Insurance ( <i>car, renters/homeowners, health, life</i> )	\$
Housing ( <i>rent, mortgage, dorm if living on campus</i> )	\$
Food ( <i>groceries or meal plan</i> )	\$
Utilities ( <i>heat, water, electricity</i> )	\$
Telephone and/or cell phone	\$
Cable	\$
Snacks, dining out	\$
Childcare	\$
Loans and credit-card payments	\$
Personal ( <i>haircuts, clothing, makeup, etc.</i> )	\$
Entertainment ( <i>movies, concerts, CDs, DVDs, etc.</i> )	\$
Computer and Internet access	\$
Medical	\$
Other	\$
Other	\$
<b>Total Monthly Expenses</b>	\$

1. If you think of savings as a regular monthly expense, you will be more likely to set money aside. Even if it is a small amount, developing the habit and making the commitment to saving money add up in the long run.
2. Some expenses, including books, school supplies, and tuition, come due every three or four months. To set aside enough money each month for these expenses, divide the total amount by the number of months between payments. Write that amount on your monthly expense worksheet.

## LESSON 23

# Dealing with Credit Issues

### Learning Objective

To help students learn what credit is and how to manage it

### Materials Needed

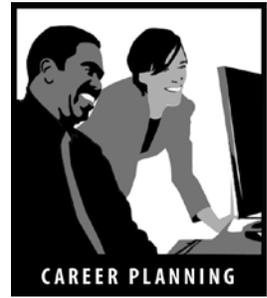
credit card mailings, guest speaker on credit counseling, handout:  
“Manage Your Credit Reports”

### Vocabulary

credit, debt, interest rates, introductory period, incentives, credit record, credit counseling

### SCANS Competencies

Basic Skills: Reading; Speaking  
Thinking Skills: Creative Thinking



## Instructions for Conducting the Activity

Bring in examples of credit card direct mailings for the class to review. Distribute a copy of one direct mailing and with the class, review the information to answer the following questions:

- What is the interest rate for this card?
- Does it have an introductory period?
- Does the interest rate change over time? When and under what circumstances?
- Does the offer promise any incentives or gifts?
- What are you charged if you don't pay off the balance each month? How is it calculated?

Wrap-up the discussion by noting that credit cards often have hidden costs and that it can be difficult to pay off cards. The amount of money that we “carry” on a credit card balance is called “debt.”

Explain that the amount of debt you carry can make it difficult to save for other needs and it affects your credit record. A credit record rates your payment history on credit cards, loans, and bills. To find out your credit history, you can order a free credit report once a year from each of the three major credit reporting companies. Distribute “Manage Your Credit Records” handout. Review it and encourage students to order their reports.

Tell students that for the next class, there will be a guest speaker on credit counseling. Brainstorm a list of questions they would like to ask. Send this list to the guest speaker ahead of time.

## Manage Your Credit Reports

The first step is to find out your credit record. You can order a free credit report once a year from one of the three major credit reporting companies:

### **Experian**

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

1-888-EXPERIAN

### **TransUnion**

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

1-800-888-4213

### **Equifax**

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

1-800-685-1111

Review your report and see if there are any mistakes: mistakes do happen. If you spot a mistake, correct it according to the instructions on the report.

Your credit report will influence how easy it will be in the future for you to get home loans, car loans, and other consumer credit, as well as the interest rates you pay.

*Adapted from "Mapping Your Financial Journey: Helping Adults Plan for College," National College Transition Network, 2006. For more information or to order copies of this publication:*

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

## LESSON 24

# Career and Education Planning

### Learning Objective

To help students develop next steps in student's career and educational planning process

### Materials Needed

"Career and Education Planning Worksheet," each student's Summary Profile from the CDM, "Career Exploration" overhead or handout

### Vocabulary

planning, career planning, goals

### SCANS Competencies

Thinking Skills: Problem solving; Decision making  
Information: Organizes and maintains information



## Instructions for Conducting the Activity

The development of the "Career and Education Planning Worksheet" can be the basis for a student Career and Education Portfolio. Completed worksheets can be included, along with writing samples, notes from student/teacher conferences, and any other materials that document a student's career exploration process.

We recommend that students begin filling in the "Career and Education Planning Worksheet" as they progress through the lessons. This helps them see from the beginning how the lessons will fit together to "paint a picture" of who they are and where they want to go. One suggestion is to have students complete the first section of it after completing the CDM in Section II, Lesson 12, Part 2. The students can transfer information from their CDM Summary Profiles to the Career and Education Action Plan. Students can then fill in the remaining sections as they go.

In presenting the "Career and Education Planning Worksheet," you can revisit the concept of career planning from Section II, Lesson 1. Explain that part of the career planning process is deciding on what action to take based on information collected about your skills, interests, and values (self-exploration) and the occupations that use those skills (occupational exploration). Display an overhead or draw a picture of the career planning process. Note that they are working on the career planning skills portion of the process. Emphasize that the career planning process is ongoing and iterative.

Distribute the "Career and Education Planning Worksheet." Brainstorm with the students what some long-term and short-term goals might be. Make it clear that these are only examples and that they should identify their own long-term goals. Write these on the board. Then ask the students to identify some smaller steps that could be taken to get to the long-term goal. For example:

Long-term goals

- Find a job
- Become a nurse
- Buy a car

These are some examples of possible smaller steps to get to the long-term goal:

- Get my GED
- Attend ESOL classes and improve my speaking ability
- Job shadow a nurse

- Find a CNA program
- Call a two-year nursing program to find out what the prerequisites are
- Do an informational interview with a nurse to find out what other jobs are similar and require less training
- Visit the Career Center
- Call some used car dealers/ find out about leasing a car
- Talk to a cousin who works in a hospital to find out about entry-level jobs

Then have students complete *Section VI, My Goals*, on the “Career and Education Planning Worksheet.”

Then have students look at their Summary Profiles from the CDM. Have students transfer information from the Summary Profiles on the worksheet (school subjects, work values, skills/abilities).

If you are doing only a portion of the worksheet at a time, then briefly review the remaining sections. If completing the worksheet all at once, allow time for students to complete each section before moving on as a group to the next section. When all students have completed the worksheet, have them share some of their long-term goals and next steps. Explain that the worksheet and its steps can be continually updated as steps are completed. Collect the “Career and Education Planning Worksheets” and make a copy for your records. Distribute originals to students.

We recommend that you meet with the students on a regular basis to review the “Career and Education Planning Worksheets” and to help students develop realistic steps and timelines.

### **Extension Activity**

Have students pair up to share next steps and to give each other feedback. Have students check to see if the goals meet the SMART criteria learned in Section IV, Lesson 5 on setting goals.

## Career and Education Planning Worksheet

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

Program/Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

### PART I – Self Exploration

**My favorite school subjects are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**My job and work values are:** (Use worksheets from **Section II – Lessons 10, 11 on Job Values**)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Three skills I have are:** (Use worksheets from **Section II – Lessons 6, 7, 8 on Transferable Skills**)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Three occupations that I would like to explore further that support my values are:**  
(Use the worksheet from **Section III – Lesson 1 – Career Exploration on the Internet**)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**PART II – Occupational Exploration**

For each of the three occupations listed above complete the following section: (Use the worksheet from Lessons on **Career Exploration on the Internet, Job & Career Fairs, and Informational Interviews**)

Occupation Title:

\_\_\_\_\_

Average Annual Salary: \_\_\_\_\_

List some things that a person in this type of occupation does:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

List some things that you know about the working conditions in this occupation. For example, does it require working outside or indoors, does it require sitting or standing all day?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

This occupation matches my job values, interests, and skills in the following ways:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Jobs I am looking for now or in the future:

1. Where will I look? \_\_\_\_\_

2. Who will I talk to? \_\_\_\_\_

3. What do I hope to earn? \_\_\_\_\_

4. What contacts do I have to help me continue my education or get a job? \_\_\_\_\_

\_\_\_\_\_

**PART III – New Skills**

Three skills that I would need to develop for the occupations I am interested in are:

1. \_\_\_\_\_

I will develop this skill by doing the following: \_\_\_\_\_

2. \_\_\_\_\_

I will develop this skill by doing the following: \_\_\_\_\_

3. \_\_\_\_\_

I will develop this skill by doing the following: \_\_\_\_\_

**PART IV – Education Planning**

For each of the three occupations listed in Part I complete the following section:

What training or degrees do you need for this career? \_\_\_\_\_

\_\_\_\_\_

Do you need a license to work in this career? If yes, what license do you need? \_\_\_\_\_

\_\_\_\_\_

What educational steps do you need to take to prepare for this career?

\_\_\_\_\_

Where will I get it? \_\_\_\_\_ How long it will it take? \_\_\_\_\_

What will it cost? \_\_\_\_\_ How will I pay for it? \_\_\_\_\_

**PART V – My Goals**

Use the SMART Goal worksheets from Section IV – Lesson 5 on *Setting Goals*)

Short Term Goal (6 months - 1 year): \_\_\_\_\_

\_\_\_\_\_

Long Term Goal (2-5 years): \_\_\_\_\_

\_\_\_\_\_

Every long term goal is made up of many short term goals and steps. As I get closer to my long term goal I will set new short term goals. The steps I need to take now to reach my long term goals are:

Step	Date to complete step
1.	
2.	
3.	
4.	

## Lesson Planning

### Guide to the Lesson Planning Template

**Class Type/Level:** One size does not fit all! How you use the curriculum depends on the type and level of students you're working with (ABE, ESOL, GED, etc.). Make note of the class level for which you're planning. Give some thought to how you might use the lessons differently with each group of students.

**Total # hours of instruction or counseling/week and Total # of ICA hours:** The amount of time you can devote to the curriculum will also depend on how much instructional or counseling time you have available during your program cycle. Make note of the time you have for instruction or counseling and the portion of it that you plan to dedicate to career planning.

**Lesson Title:** List the ICA curriculum lesson title, or other lessons or activities that you'll be using to link to and supplement the curriculum.

**Class (or Counseling) Time:** How much classroom time will you need to deliver each lesson in a meaningful way with your group of students? How much time will you need to present the lessons and activities in individual or group counseling sessions? Include the time that you'll need for any pre-lessons to scaffold or model the material, or follow-up lessons to reinforce it. Will students complete the handouts during class or counseling time or complete them as a homework assignment?

**Preparation Needed:** Consider whether you will need to do additional research or gather additional materials in preparation for the lesson. Make note of any modifications you will need to make to the handouts for the lesson.

**Curriculum Standards:** You will be more likely to use the career planning lessons if you can integrate them into your existing curriculum, rather than see them as something extra that interferes with or distracts from the work you are already trying to accomplish with your students. Even if you are not required to adhere to a set of curriculum standards or competencies, list the specific skills that you want each lesson to address so that you set out with clear goals to be accomplished in each lesson. For example, perhaps in addition to helping your students obtain labor market information, you intend for the activity to help them improve their Internet search skills or help them interpret and analyze percentages.

Curriculum standards are discussed in the Introduction to the ICA curriculum. Each lesson is linked to SCANS competencies and we provide examples of how they link to Massachusetts Curriculum Frameworks (standards) in Appendix C.

**How will you collaborate or coordinate with other program staff to prepare for and/or deliver these lessons?** Some of the practitioners who piloted this curriculum most successfully did it in collaboration with other staff. For example, language arts and computer skills instructors teamed up to work on the lessons involving use of the Internet. Another instructor set the groundwork for some of the lessons and the counselor followed up by scheduling individual appointments to help students complete self assessment and goal setting activities. Teachers in another program introduced a series of lessons tailored to their own class levels and jointly organized a series of program-wide career planning workshops and guest speakers for all of their students to attend together. What are your ideas?

## Sample ABE Lesson Planning Template

Class Type: ABE Reading

Levels: 3-6

Total # hours of instruction or counseling/week: 1.5

Total # of weeks: 13

Total # of hours for ICA per week: 0-1.5

Lesson Title	Class time	Preparation Needed	Curriculum Standards
<b>Section I: The Cultural Context for Career Awareness</b>			
<b>Lesson 1: Ice Breaker: Who Did What?</b>	1.5 hours	<ul style="list-style-type: none"> <li>Students record jobs previously held</li> <li>Gather materials: writing implements, index cards</li> <li>Copy handout</li> <li>Provide binder for holding all ICA lessons presented</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Reading and writing</li> <li>Interviewing skills</li> </ul>
<b>Lesson 2 &amp; 3: Looking at How We Get Jobs &amp; Job Qualifications</b>	1.5 hours	<ul style="list-style-type: none"> <li>Locate, copy and assign the reading of a news article about employment discrimination</li> <li>Gather materials: index cards from previous week, white board</li> <li>Copy handout</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Comparing and contrasting</li> <li>Reading and writing</li> <li>Building vocabulary</li> </ul>
<b>Lesson 4: What Do You Think?</b>	1.5 hours	<ul style="list-style-type: none"> <li>Assign "Interview Horror Stories" from <a href="http://findarticles.com">http://findarticles.com</a></li> <li>Review Job Qualifications discussion</li> <li>Gather materials: white board</li> </ul>	<ul style="list-style-type: none"> <li>Recall, discuss, debate</li> </ul>
<b>Lesson 5: The Influence of Family and Friends</b>	1.5 hours	<ul style="list-style-type: none"> <li>Copy and assign Barack Obama and/or John McCain biographies from <a href="http://www.Biography.com">www.Biography.com</a></li> <li>Create job tree graphic organizer for Barack Obama article and each student</li> </ul>	<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Isolating and relating information</li> <li>Building vocabulary</li> </ul>
<b>Section II: The Self-Exploration Process</b>			
<b>Lesson 2: Identifying Hopes and Dreams</b>	2.5 hours	<ul style="list-style-type: none"> <li>Copy and distribute song lyrics</li> <li>Create a rubric describing the assignment directing students to choose their own song lyrics which expresses their hopes and dreams (distribute at end of class)</li> <li>Obtain song via recording or iTunes</li> </ul>	<ul style="list-style-type: none"> <li>Active listening</li> <li>Reading comprehension</li> <li>Application of information to a new situation</li> </ul>
<b>Lesson 3: Introduction to Goal Setting</b>	1 hour	<ul style="list-style-type: none"> <li>Copy and assign "Just a Housewife"</li> <li>Clear whiteboard and gather markers</li> <li>Copy "Things I Like" handout</li> </ul>	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Brainstorming</li> <li>Practicing introspection</li> <li>Reading comprehension</li> <li>Using written language</li> </ul>
<b>Lesson 6: Things I Like</b>	1.5 hours		
<b>Lesson 7: Identifying Skills</b>	1.5 hours	<ul style="list-style-type: none"> <li>Copy and assign <i>Change Agent</i> article</li> <li>Copy "Skills Identification" handout</li> <li>Create "Skills Identification" strips</li> <li>Gather materials: tape, newsprint</li> <li>Copy "Things I Am Good At" and "List of 246 Skills as Verbs" handouts</li> </ul>	<ul style="list-style-type: none"> <li>Active listening</li> <li>Reading comprehension</li> <li>Problem solving</li> <li>Scanning</li> <li>Building vocabulary</li> </ul>
<b>Lesson 8: (homework) Things I'm Good At</b>			

Lesson Title	Class time	Preparation Needed	Curriculum Standards
<b>Section II: The Self-Exploration Process</b>			
	1.5 hours	<ul style="list-style-type: none"> <li>• Copy and assign appropriate reading assignment regarding job change</li> <li>• Copy “Job Values” and “Work Values” handouts</li> <li>• Gather whiteboard materials</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Experiencing written language</li> <li>• Building vocabulary</li> <li>• Actively using reading material</li> </ul>
<b>Section III: Occupational Exploration</b>			
<b>Lesson 1: Using the Internet to Learn About Occupations</b>  <b>Lesson 2: Labor Market Trends and Information</b>	3-5 hours	<ul style="list-style-type: none"> <li>• Locate and copy an article about looking for a job or career</li> <li>• Secure computers for class</li> <li>• Create handout of web addresses</li> <li>• Copy “Career Exploration on the Internet” handout</li> <li>• Gather whiteboard materials</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehending and applying new knowledge</li> </ul>
<b>Lesson 3: Informational Interviews</b>  <b>Lesson 4: Job Fairs and Career Fairs</b>  <b>Lesson 5: Career Ladders</b>	1.5–4 hours	<ul style="list-style-type: none"> <li>• Locate and copy an article about interviewing skills</li> <li>• Copy “Informational Interview Guide”</li> <li>• Secure guest interviewees</li> <li>• Create a handout to provide a link and list of latest job and career fairs</li> <li>• Copy an example of a career ladder</li> <li>• Prepare a survey regarding perceived usefulness of lessons and binder</li> </ul>	<ul style="list-style-type: none"> <li>• Interviewing skills</li> <li>• Using written word for information and planning</li> </ul>

# Sample ESOL Lesson Planning Template

Class Type: ESOL

Level: Beginner/High Beginner

Total # hours of instruction or counseling/week: 8 Total # of weeks: n/a # of hours for ICA: \_\_\_\_\_

Lesson Title	Class Time	Preparation Needed	Curriculum Standards
<b>Section I: The Cultural Context for Career Awareness</b>			
<b>Lesson 1: Icebreaker: Who Did What?</b>	2 hours	1 hour	<ul style="list-style-type: none"> <li>Learning job related vocabulary</li> <li>Practice past tense (Did you work as...)</li> <li>To begin speaking about their experience in preparation for interviews</li> </ul>
<b>Lesson 2: Looking at How We Get Jobs</b>	4 hours	1–2 hours	<ul style="list-style-type: none"> <li>Learn/review job related vocabulary</li> <li>Practice present tense (This is my friend. He lives in Puerto Rico. He is a mechanic...) For beginner levels</li> <li>Practice past tense. (This is my friend. He lived in Puerto Rico, he was a mechanic...) For intermediate levels</li> <li>Increase students' awareness of the job application process</li> </ul>
<b>Lesson 3: Job Qualifications</b>	4	1–2 hours	<ul style="list-style-type: none"> <li>Work on present tense 'to be' (He is hard-working) beginner level</li> <li>Discuss soft skills and hard skills</li> <li>Work on gerunds (I am good at fixing things) Intermediate level</li> <li>Work on have to/must in connection with job descriptions. (candidate must have a driver's license) Intermediate level</li> <li>To create an environment where all students feel comfortable sharing concerns about discrimination they may experience</li> </ul>
<b>Section II: The Self-Exploration Process</b>			
<b>Lesson 1: The Career Planning Process</b>	2 hours	1 hour	<ul style="list-style-type: none"> <li>Learn/review job titles</li> <li>To encourage students to think of their long-term career prospects as a motivational factor for getting a job now</li> <li>To personalize the job search process</li> <li>Tenses review (I was a housekeeper. I am a student. I will be a childcare worker)</li> </ul>
<b>Section III: The Occupational Exploration Process</b>			
<b>Lesson 1: Using the internet to learn about occupations</b>	4	1–2 hours	<ul style="list-style-type: none"> <li>Improve students' reading ability (students read profiles of people in this job)</li> <li>Learn the duties of jobs that are relevant to students (read online about the daily tasks of a childcare worker)</li> </ul>
<b>Lesson 2: Labor Market trends and information</b>	2 hours	1 hour	<ul style="list-style-type: none"> <li>Learn present tense "wh" questions.</li> <li>Study comparatives and superlatives. "This job has higher pay. This job has the highest pay."</li> </ul>
<b>Lesson 3: Informational Interviews</b>	2 hours	1 hour	<ul style="list-style-type: none"> <li>Tenses review. Review superlatives. "Job X has the highest pay. Job Z has the longest hours."</li> <li>Review and practice job duties</li> </ul>

Lesson Title	Class Time	Preparation Needed	Curriculum Standards
<b>Lesson 4: Career and Job Fairs</b>	6 hours	2–3 hours	<ul style="list-style-type: none"> <li>• Assist students in preparing for interviews</li> <li>• Encourage students to consider their long-term goals</li> <li>• Improve listening comprehension</li> </ul>
<b>Lesson 5: Career Ladders</b>	2 hours	1 hour	<ul style="list-style-type: none"> <li>• Practice future tenses (I'm going to be a cashier, then I'm going to be a manager...)</li> <li>• Setting career goals for motivation</li> </ul>
<b>Section IV: Career Planning Skills</b>			
<b>Lesson 1: Reality Checking</b>	2 hours	1 hour	<ul style="list-style-type: none"> <li>• Practice modals "Can you...?"</li> </ul>
<b>Lesson 3: Overcoming Obstacles</b>	2 hours	1 hour	<ul style="list-style-type: none"> <li>• Practice past tense questions "Did you...?"</li> </ul>
<b>Lesson 4: Decision Making</b>	2 hours	1 hour	<ul style="list-style-type: none"> <li>• Higher levels practice past continuous (When I made the decision to come to America, I was working in a supermarket)</li> </ul>
<b>Lesson 5: Setting Goals</b>	2 hours	1 hour	<ul style="list-style-type: none"> <li>• Practice "going to" and future tense</li> </ul>
<b>Lesson 6: Support Systems</b>	2 hours	1 hour	<ul style="list-style-type: none"> <li>• Past, present and future tenses review</li> </ul>
<b>Lesson 7: Problem Solving</b>	2 hours	1 hour	<ul style="list-style-type: none"> <li>• Present unreal conditional (What would you do if your car broke down?)</li> <li>• Future unreal conditional. (You have a job interview next week. What will you do if you get lost on the way?)</li> <li>• Past unreal (You had an interview yesterday. What would you have done if the interviewer hadn't come?)</li> </ul>

## Lesson Planning Template for Teachers and Counselors

Class Type \_\_\_\_\_ Level \_\_\_\_\_

Total # hours of instruction or counseling/week \_\_\_\_\_ Total # of weeks \_\_\_\_\_ Total # of ICA hours \_\_\_\_\_

Lesson Title	Class Time	Preparation Needed	Curriculum Standards
<b>Section I: The Cultural Context for Career Awareness</b>			
<b>Section II: The Self-Exploration Process</b>			
<b>Section III: Occupational Exploration</b>			
<b>Section IV: Career Planning Skills</b>			
<b>How will you collaborate or coordinate with other program staff to prepare for and/or deliver these lessons?</b>			

APPENDIX B

**SCANS Competencies**

<b>Resources: Identifies, organizes, plans, and allocates resources</b>
<ul style="list-style-type: none"> <li>A. <i>Time</i> – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules</li> <li>B. <i>Money</i> – uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives</li> <li>C. <i>Material and Facilities</i> – Acquires, stores, allocates, and uses materials or space efficiently</li> <li>D. <i>Human Resources</i> – Assesses skills and distributes work accordingly, evaluates performance and provides feedback</li> </ul>
<b>Interpersonal: Works with others</b>
<ul style="list-style-type: none"> <li>A. <i>Participates as Member of a Team</i> – contributes to group effort</li> <li>B. <i>Teaches Others New Skills</i></li> <li>C. <i>Serves Clients/Customers</i> – works to satisfy customers’ expectations</li> <li>D. <i>Exercises Leadership</i> – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies</li> <li>E. <i>Negotiates</i> – works toward agreements involving exchange of resources, resolves divergent interests</li> <li>F. <i>Works with Diversity</i> – works well with men and women from diverse backgrounds</li> </ul>
<b>Information: Acquires and uses information</b>
<ul style="list-style-type: none"> <li>A. <i>Acquires and Evaluates Information</i></li> <li>B. <i>Organizes and Maintains Information</i></li> <li>C. <i>Interprets and Communicates Information</i></li> <li>D. <i>Uses Computers to Process Information</i></li> </ul>
<b>Systems: Understands complex inter-relationships</b>
<ul style="list-style-type: none"> <li>A. <i>Understands Systems</i> – knows how social, organizational, and technological systems work and operates effectively with them</li> <li>B. <i>Monitors and Corrects Performance</i> – distinguishes trends, predicts impacts on system operations, diagnose systems performance and corrects malfunctions</li> <li>C. <i>Improves or Designs Systems</i> – suggests modifications to existing systems and develops new or alternative systems to improve performance</li> </ul>
<b>Technology: Works with a variety of technologies</b>
<ul style="list-style-type: none"> <li>A. <i>Selects Technology</i> – chooses procedures, tools or equipment including computers and related technologies</li> <li>B. <i>Applies Technology to Task</i> – understands overall intent and proper procedures for setup and operation of equipment</li> <li>C. <i>Maintains and Troubleshoots Equipment</i> – prevents, identifies, or solves problems with equipment, including computers and other technologies</li> </ul>
<b>Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks</b>
<ul style="list-style-type: none"> <li>A. <i>Reading</i> – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules</li> <li>B. <i>Writing</i> – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts</li> <li>C. <i>Arithmetic/Mathematics</i> – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques</li> <li>D. <i>Listening</i> – receives, attends to, interprets, and responds to verbal messages and other cues</li> <li>E. <i>Speaking</i> – organizes ideas and communicates orally</li> </ul>

**Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons**

- A. *Creative Thinking* – generates new ideas
- B. *Decision Making* – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. *Problem Solving* – recognizes problems and devises and implements plan of action
- D. *Seeing Things in the Mind's Eye* – organizes, and processes symbols, pictures, graphs, objects, and other information
- E. *Knowing How to Learn* – uses efficient learning techniques to acquire and apply new knowledge and skills
- F. *Reasoning* – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

**Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty**

- A. *Responsibility* – exerts a high level of effort and perseveres towards goal attainment
- B. *Self-esteem* – believes in own self-worth and maintains a positive view of self
- C. *Sociability* – demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D. *Self-Management* – assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. *Integrity/Honesty* – chooses ethical courses of action

## Correlation of Massachusetts Curriculum Framework Standards

<b>SECTION I</b>	
<b>Lesson 1</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Comprehend spoken English from a variety of sources for various purposes</li> <li>Express themselves orally in English for a variety of purposes</li> <li>Acquire vocabulary and apply knowledge of English language structure and mechanics in writing</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>Apply knowledge of English vocabulary, language structure, and mechanics when they write</li> <li>Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>
<b>Lesson 2</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Compare and contrast the differences and similarities in the values and beliefs in their own culture and in U.S. cultures</li> <li>Recognize cultural stereotypes – favorable and discriminatory – and describe how they impact their own and others’ behavior</li> <li>Express themselves orally in English for a variety of purposes</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>Speak with ease and confidence for a variety of purposes</li> <li>Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>
<b>Lesson 3</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Read and comprehend a variety of English texts for various purposes</li> <li>Recognize cultural stereotypes – favorable and discriminatory – and describe how they impact their own and others’ behavior</li> <li>Analyze everyday behaviors in U.S. cultures and compare and contrast these with their own</li> <li>Identify and locate particular systems to meet their needs</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>Comprehend and analyze a variety of texts for various purposes</li> <li>Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>
<b>Lesson 4</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Recognize cultural stereotypes – favorable and discriminatory – and describe how they impact their own and others’ behavior</li> <li>Express themselves orally in English for a variety of purposes</li> <li>Comprehend spoken English from a variety of sources for various purposes</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>Speak with ease and confidence for a variety of purposes</li> <li>Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>

**SECTION I** continued**Lesson 5**

ESOL	ABE
<ul style="list-style-type: none"> <li>• Compare and contrast the differences and similarities in the values and beliefs in their own culture and in U.S. cultures</li> <li>• Express themselves orally in English for a variety of purposes</li> <li>• Identify culturally-determined behavior patterns</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>

**SECTION II****Lesson 1**

ESOL	ABE
<ul style="list-style-type: none"> <li>• Compare and contrast the differences and similarities in the values and beliefs in their own culture and in U.S. cultures</li> <li>• Identify and locate particular systems connected to the specific needs they have identified</li> <li>• Express themselves orally in English for a variety of purposes</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>• Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> </ul>

**Lesson 2**

ESOL	ABE
<ul style="list-style-type: none"> <li>• Comprehend spoken English from a variety of sources for various purposes</li> <li>• Develop and use strategies to set and achieve personal goals</li> <li>• Express themselves orally in English for a variety of purposes</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>

**Lesson 3**

ESOL	ABE
<ul style="list-style-type: none"> <li>• Comprehend spoken English from a variety of sources for various purposes</li> <li>• Develop and use strategies to set and achieve personal goals</li> <li>• Express themselves orally in English for a variety of purposes</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>

**SECTION II** continued

<b>Lesson 4</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Read and comprehend a variety of English texts for various purposes</li> <li>• Use a variety of strategies to acquire and convey meaning through spoken English</li> <li>• Compare and contrast the differences and similarities in the values and beliefs in their own culture and in U.S. cultures</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Acquire skills and vocabulary for reading and comprehending text</li> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>
<b>Lesson 5, Part 1</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Identify culturally-determined behavior patterns</li> <li>• Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture</li> <li>• Express themselves in written English for a variety of purposes</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Express themselves through writing for a variety of purposes</li> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>
<b>Lesson 5, Part 2</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Express themselves in written English for a variety of purposes</li> <li>• Develop and use strategies to set and achieve personal goals</li> <li>• Identify and locate particular systems connected to the specific needs they have identified</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Express themselves through writing for a variety of purposes</li> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> </ul>
<b>Lesson 6</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Express themselves in written English for a variety of purposes</li> <li>• Express themselves orally in English for a variety of purposes</li> <li>• Comprehend spoken English from a variety of sources for various purposes</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Express themselves through writing for a variety of purposes</li> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>

**SECTION II** continued

<b>Lesson 7</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Read and comprehend a variety of English texts for various purposes</li> <li>• Acquire vocabulary and apply knowledge of English language structure and mechanics to read and comprehend written text</li> <li>• Identify their learning strengths and weaknesses and develop effective personal language learning strategies</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Comprehend and analyze a variety of texts for various purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>
<b>Lesson 8</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Express themselves in written English for a variety of purposes</li> <li>• Express themselves orally in English for a variety of purposes</li> <li>• Use a variety of strategies to acquire and convey meaning through spoken English</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Express themselves through writing for a variety of purposes</li> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>
<b>Lesson 9</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Identify and describe the significance of cultural images and symbols – U.S. cultures and their own</li> <li>• Use a variety of strategies to acquire and comprehend spoken English</li> <li>• Use a variety of strategies to acquire and convey meaning through spoken English</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Comprehend and analyze a variety of texts for various purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>• Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> </ul>
<b>Lesson 10</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Identify and describe the significance of cultural images and symbols – U.S. cultures and their own</li> <li>• Use a variety of strategies to acquire and comprehend spoken English</li> <li>• Use a variety of strategies to acquire and convey meaning through spoken English</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Comprehend and analyze a variety of texts for various purposes</li> <li>• Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> </ul>

**SECTION II continued****Lesson 11**

ESOL	ABE
<ul style="list-style-type: none"> <li>Identify and describe the significance of cultural images and symbols – U.S. cultures and their own</li> <li>Use a variety of strategies to acquire and comprehend spoken English</li> <li>Use a variety of strategies to acquire and convey meaning through spoken English</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>Express themselves through writing for a variety of purposes</li> <li>Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> </ul>

**Lesson 12, Part 1**

ESOL	ABE
<ul style="list-style-type: none"> <li>Identify and use independent language learning opportunities inside and outside of the classroom</li> <li>Identify their learning strengths and weaknesses and develop effective personal language learning strategies</li> <li>Use a variety of strategies to acquire language and convey meaning through written English</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>Express themselves through writing for a variety of purposes</li> <li>Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>

**Lesson 12, Part 2**

ESOL	ABE
<ul style="list-style-type: none"> <li>Identify and use independent language learning opportunities inside and outside of the classroom</li> <li>Identify their learning strengths and weaknesses and develop effective personal language learning strategies</li> <li>Use a variety of strategies to acquire language and convey meaning through written English</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>Express themselves through writing for a variety of purposes</li> <li>Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>

**SECTION III****Lesson 1**

ESOL	ABE
<ul style="list-style-type: none"> <li>Identify and use independent language learning opportunities inside and outside of the classroom</li> <li>Identify their learning strengths and weaknesses and develop effective personal language learning strategies</li> <li>Use a variety of strategies to acquire language and convey meaning through written English</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>Comprehend and analyze a variety of texts for various purposes</li> <li>Express themselves through writing for a variety of purposes</li> <li>Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul> <p>Mathematics and Numeracy:</p> <ul style="list-style-type: none"> <li>Explore, identify, analyze, and extend patterns in mathematical and adult contextual situations</li> <li>Articulate and represent number and data relationships using words, tables, graphs, rules, and equations</li> </ul>

**SECTION III** continued

<b>Lesson 2</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Develop and use study skills for formal education</li> <li>• Read and comprehend a variety of English texts for various purposes</li> <li>• Analyze everyday behaviors in U.S. cultures and compare and contrast these with their own</li> </ul>	<p>English Language Arts</p> <ul style="list-style-type: none"> <li>• Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> <li>• Comprehend and analyze a variety of texts for various purposes</li> </ul> <p>Mathematics and Numeracy:</p> <ul style="list-style-type: none"> <li>• Explore, identify, analyze, and extend patterns in mathematical and adult contextual situations</li> <li>• Articulate and represent number and data relationships using words, tables, graphs, rules, and equations</li> <li>• Read and interpret data representations</li> <li>• Make and evaluate arguments and statements by applying knowledge of data analysis, bias factors, graph distortions, and context</li> </ul>
<b>Lesson 3</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Express themselves orally in English for a variety of purposes</li> <li>• Develop and use strategies to set and achieve personal goals</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> </ul>
<b>Lesson 4</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Identify and describe the significance of cultural images and symbols – U.S. cultures and their own</li> <li>• Express themselves orally in English for a variety of purposes</li> <li>• Express themselves in written English for a variety of purposes</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Express themselves through writing for a variety of purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> </ul>
<b>Lesson 5</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Identify and locate particular systems connected to their specific needs</li> <li>• Assess whether these systems respond to their needs, determine revised steps</li> <li>• Develop and use strategies to set and achieve personal goals</li> </ul>	<ul style="list-style-type: none"> <li>• Create Charts, graphs, graphic organizers, and outlines to organize information</li> <li>• Respond to a prompt in written form with a clearly focused main ideas that addresses the prompt, followed by coherent development with specific and relevant details</li> </ul>

**SECTION III** continued**Lesson 6**

ESOL	ABE
<ul style="list-style-type: none"> <li>• Compare and contrast the differences and similarities in the values and beliefs in their own culture and in U.S. cultures</li> <li>• Recognize cultural stereotypes – favorable and discriminatory – and describe how they impact their own and others’ behavior</li> <li>• Express themselves orally in English for a variety of purposes</li> <li>• Assess whether these systems have responded to their needs, determine revised steps, and challenge these systems if they choose</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul> <p>History and the Social Sciences</p> <ul style="list-style-type: none"> <li>• The dynamics among power, authority, and participation</li> <li>• How individuals and groups interact with and impact systems</li> <li>• The complexity of managing and resolving conflict</li> </ul>

**SECTION IV****Lesson 1**

ESOL	ABE
<ul style="list-style-type: none"> <li>• Express themselves in written English for a variety of purposes</li> <li>• Describe their needs</li> <li>• Identify and locate particular systems connected to the specific needs they have identified</li> </ul>	<p>English Language Arts</p> <ul style="list-style-type: none"> <li>• Comprehend and analyze a variety of texts for various purposes</li> <li>• Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> </ul> <p>Mathematics and Numeracy:</p> <ul style="list-style-type: none"> <li>• Articulate and represent number and data relationships using words, tables, graphs, rules, and equations</li> <li>• Collect, organize, and represent data</li> <li>• Read and interpret data representations</li> </ul>

**Lesson 2**

ESOL	ABE
<ul style="list-style-type: none"> <li>• Express themselves in written English for a variety of purposes</li> <li>• Describe their needs</li> <li>• Identify and locate particular systems connected to the specific needs they have identified</li> </ul>	<p>English Language Arts</p> <ul style="list-style-type: none"> <li>• Comprehend and analyze a variety of texts for various purposes</li> <li>• Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> </ul> <p>Mathematics and Numeracy:</p> <ul style="list-style-type: none"> <li>• Articulate and represent number and data relationships using words, tables, graphs, rules, and equations</li> <li>• Collect, organize, and represent data</li> <li>• Read and interpret data representations</li> </ul>

**SECTION IV** continued

<b>Lesson 3</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Develop and use strategies to set and achieve personal goals</li> <li>• Identify their learning strengths and weaknesses and develop effective personal language learning strategies</li> <li>• Assess whether these systems have responded to their needs, determine revised steps, and challenge these systems if they choose</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Express themselves through writing for a variety of purposes</li> <li>• Speak with ease and confidence for a variety of purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>
<b>Lesson 4</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Describe their needs</li> <li>• Develop the skills needed to act with these systems to meet their needs</li> <li>• Express themselves in written English for a variety of purposes</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Comprehend and analyze a variety of texts for various purposes</li> <li>• Express themselves through writing for a variety of purposes</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>
<b>Lesson 5</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Read and comprehend a variety of English texts for various purposes</li> <li>• Express themselves orally in English for a variety of purposes</li> <li>• Express themselves in written English for a variety of purposes</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Comprehend and analyze a variety of texts for various purposes</li> <li>• Express themselves through writing for a variety of purposes</li> <li>• Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> </ul>
<b>Lesson 6</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Develop and use strategies to set and achieve personal goals</li> <li>• Identify their learning strengths and weaknesses and develop effective personal language learning strategies</li> <li>• Develop and use social strategies for language learning</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>

**SECTION IV** continued

<b>Lesson 7</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Describe their needs</li> <li>• Identify and locate particular systems connected to the specific needs they have identified</li> <li>• Develop the skills needed to act within these systems to meet their needs</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>
<b>Lesson 8</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Identify their learning strengths and weaknesses and develop effective personal language learning strategies</li> <li>• Develop and use study skills for formal education</li> <li>• Develop and use strategies to set and achieve personal goals</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Comprehend and analyze a variety of texts for various purposes</li> <li>• Listen actively in order to learn and communicate effectively in a variety of situations</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>
<b>Lesson 9</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Acquire vocabulary and apply knowledge of English language structure and mechanics in writing</li> <li>• Identify and locate particular systems connected to the specific needs they have identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate new information to prior experiences</li> <li>• Respond to a prompt in essay form with clearly focused main idea that addresses the prompt</li> <li>• Connect what they read or hear with what they know about the world.</li> </ul>
<b>Lesson 10</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Acquire vocabulary and apply knowledge of English language mechanics and structure to language</li> <li>• Develop and use memory strategies</li> <li>• Develop and use social strategies for language learning</li> </ul>	<ul style="list-style-type: none"> <li>• Relate new information to prior experiences</li> <li>• Summarize and prioritize information</li> <li>• Communicate how different systems relate to and interact with each other</li> <li>• Monitor the degree to which they understand information being communicated to them and recognize failures to comprehend</li> </ul>

**SECTION IV** continued

<b>Lesson 11</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Express themselves in written English for a variety of purposes</li> <li>Describe their needs</li> <li>Identify and locate particular systems connected to the specific needs they have identified</li> </ul>	<p>English Language Arts</p> <ul style="list-style-type: none"> <li>Comprehend and analyze a variety of texts for various purposes</li> <li>Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> </ul> <p>Mathematics and Numeracy:</p> <ul style="list-style-type: none"> <li>Articulate and represent number and data relationships using words, tables, graphs, rules, and equations</li> <li>Collect, organize, and represent data</li> <li>Read and interpret data representations</li> </ul>
<b>Lesson 12</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Identify and locate particular systems connected to their specific needs</li> <li>Comprehend spoken and written English from a variety of purposes.</li> <li>Develop and use strategies to set and achieve personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize learning strengths and weaknesses and utilize appropriate learning strategies with regard to profile</li> <li>Recognize the role that values play in beliefs and decisions</li> <li>Relate new information to prior experience.</li> </ul>
<b>Lesson 13</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Develop and use study skills for formal education.</li> <li>Develop and use social strategies for language learning</li> <li>Identify their learning strengths and weaknesses and develop effective personal language learning strategies.</li> <li>Develop and use strategies to set and achieve personal goals</li> </ul>	<ul style="list-style-type: none"> <li>Utilize diverse sources of information appropriately.</li> <li>Recognize and describe a system and its main components</li> <li>Set long and short term goals, and monitor progress about reaching them.</li> <li>Develop and Apply test taking strategies</li> </ul>
<b>Lesson 14</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Use a variety of strategies to acquire and convey meaning</li> <li>Develop the skills needed to act within systems to meet their needs</li> </ul>	<ul style="list-style-type: none"> <li>Create Charts, graphs, graphic organizers and outlines to organize information.</li> <li>Utilize diverse sources of information.</li> <li>Recognize the value of computer technologies</li> <li>Employ repair strategies when they have failed to understand information being communicated to them</li> </ul>

**SECTION IV** continued

<b>Lesson 15</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Identify and use independent language learning opportunities inside and outside the classroom</li> <li>Assess whether a system has responded to their needs, determine revised steps and challenge these systems if they choose</li> <li>Ask information questions.</li> </ul>	<ul style="list-style-type: none"> <li>Work with others to benefit from their knowledge and experiences</li> <li>Employ repair strategies when they have failed to understand(i.e. ask questions, re-read)</li> <li>Write a summary</li> </ul>
<b>Lesson 16</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Develop and use social strategies for language learning.</li> <li>Identifying their learning strengths and weaknesses and develop effective personal language learning strategies</li> <li>Use a variety of strategies to acquire language and convey meaning through written language</li> <li>Respond to information questions</li> </ul>	<ul style="list-style-type: none"> <li>Work with others to benefit from their knowledge and experiences</li> <li>Use visual clues to gain meaning</li> <li>Request and provide detailed information</li> <li>Ask for clarification of oral instructions or explanations when needed</li> <li>Write a summary</li> </ul>
<b>Lesson 17</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Identify and locate particular systems connected to their specific needs</li> <li>Read and comprehend English texts for various purposes</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the value of computer tech.</li> <li>Recognize learning strengths and weaknesses and utilize appropriate learning strategies with regard to profile</li> </ul>
<b>Lesson 18</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Identify culturally determined behavior patterns</li> <li>Recognize cultural stereotypes-favorable and discriminatory-and describe how the impact their own and other's rights.</li> <li>Identify and use independent language opportunities inside and outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Recognize situations in which there is not a "right" answer.</li> <li>Distinguish between fact and opinion, fact and fiction, relevant and irrelevant information.</li> <li>Relate new information to prior experiences</li> </ul>
<b>Lesson 19</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>Express themselves in written English for a variety of purposes</li> <li>Describe their needs</li> <li>Identify and locate particular systems connected to the specific needs they have identified</li> </ul>	<p>English Language Arts</p> <ul style="list-style-type: none"> <li>Comprehend and analyze a variety of texts for various purposes</li> </ul> <p>Mathematics and Numeracy:</p> <ul style="list-style-type: none"> <li>Articulate and represent number and data relationships using words, tables, graphs, rules, and equations</li> <li>Collect, organize, and represent data</li> <li>Read and interpret data representations</li> </ul>

**SECTION IV** continued

<b>Lesson 20</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Compare and contrast the differences and similarities in the values in their own culture and in the US cultures</li> <li>• Describe their needs</li> <li>• Develop and use strategies to set and achieve personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect, organize and represent data</li> <li>• Summarize and prioritize information</li> <li>• Recognize the role that values play in decision making</li> </ul>
<b>Lesson 21</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Develop and use strategies to set and achieve personal goals.</li> <li>• Identify and use independent language learning opportunities inside and outside of the classroom</li> <li>• Describe their needs</li> </ul>	<ul style="list-style-type: none"> <li>• Make reasonable estimates</li> <li>• Represent and use numbers in a variety of equivalent forms in contextualized situations</li> <li>• Read, Interpret and Evaluate through data analysis</li> <li>• Make inferences and Draw conclusions from data</li> </ul>
<b>Lesson 22</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Develop and use strategies to set and achieve personal goals</li> <li>• Assess whether this system responds to their needs, determine revised steps, and challenge their present system of management if they choose</li> </ul>	<ul style="list-style-type: none"> <li>• Apply familiar information to a new situation to solve a problem.</li> <li>• Collect organize and represent data</li> <li>• Compute fluently and make reasonable estimates</li> </ul>
<b>Lesson 23</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Develop skills needed to within a system to meet their needs</li> <li>• Assess whether these systems have responded to their needs, determine revised steps and challenge systems if they choose</li> <li>• Develop and use strategies to set and achieve personal goals</li> </ul>	<ul style="list-style-type: none"> <li>• Understand meanings of operations and how they relate to one another</li> <li>• Analyze change in various contexts</li> <li>• Compute fluently and make reasonable estimates</li> </ul>
<b>Lesson 24</b>	
<b>ESOL</b>	<b>ABE</b>
<ul style="list-style-type: none"> <li>• Develop and use strategies to set and achieve personal goals</li> <li>• Describe their needs</li> <li>• Identify and locate particular systems connected to the specific needs they have identified</li> </ul>	<p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• Solve problems by comprehending, applying, analyzing, evaluating, and synthesizing information</li> <li>• Demonstrate conscious awareness of their own knowledge and thinking processes and apply strategies to monitor and direct their own learning</li> </ul>

## Multicultural Career Education and Development. ERIC Digest No. 123.

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The implications of cultural diversity constitute one of the most critical issues facing the United States today. Census data show rapid increases in nonwhite populations, a vast reserve of human potential that makes a multicultural focus imperative for career education and development (Locke and Parker 1991). What is meant by a multicultural perspective? Wetzel (1984) defines it as a critical and reflective understanding of oneself and others in historical and cultural contexts, an awareness of both differences and human similarities. For career educators and counselors, it means infusing practice with an awareness of their own personal and cultural background and experiences as well as those of their students or clients.

Self-concept and identity are crucial to career development. Cultural values and beliefs have great influence on the formation of self-concept; therefore, effective career development must take culture into account (Rifenbary 1991). The purpose of multicultural career education and development is to foster positive self-concepts and career choices regardless of cultural background, encourage understanding of the contributions of all cultural groups, and develop effective intercultural communication skills. This ERIC DIGEST examines how career education and development can respond to the cultural diversity of school and workplace.

### Cultural Identity and Career Development

Worldview – the attitudes, values, opinions, and beliefs with which a person perceives the world – is influenced by cultural heritage and life experiences. Locke and Parker (1991) explain how different combinations of Locus of Control (LC) and Locus of Responsibility (LR) affect the formation of worldview. Four combinations are as follows: (1) Internal LC-Internal LR – feelings of high personal control and personal attributions of success or failure; (2) External LC-Internal LR – acceptance of the dominant culture's definition of self-responsibility; (3) External LC-External LR – feelings of a lack of both control and responsibility; and (4) Internal LC-External LR – belief in individual efficacy but perceptions of external barriers to action.

The category that corresponds with an individual's worldview derives from his/her cultural background as well as the historical, social, and economic experience of that cultural group. This is the context in which students will attempt to act on their career choices (*ibid.*). One of the dangers of multiculturalism is thinking that all members of a group share identical characteristics. However, cultural awareness must begin with understanding of such differences as worldview, bearing in mind that people are a complex product of gender, ethnicity, and individuality (Gainor and Forrest 1991).

Another dimension of difference is nonverbal communication styles. Interpretations of words, gestures, spatial and temporal relationships, and touch can vary among groups (Herring 1985). Other values and perspectives on which groups may differ are as follows: cause and effect, holistic versus linear thinking, competition versus harmony, long- versus short-term goals, view of the teacher or counselor as authority or facilitator, collectivism versus individualism, degree of tolerance for ambiguity, assertiveness versus restraint, and authoritarian versus democratic family structures (Leong 1991; Rifenbary 1991; Wurzel 1984). According to Herring (1985). Intercultural communication means the ability to approximate another person's meanings, without necessarily agreeing with them. A culturally effective career educator has a wide repertoire of skills to interpret the worldviews and communication styles of students and to select the best strategies and techniques to help them.

How does culture affect career development? An El Paso, Texas, project provides an example. Hispanic females have high dropout rates and the lowest college attendance rate of any ethnic population (Tinajero, Gonzalez, and Dick 1991). The alienation of many Latinas from school stems from lack of role models and counseling, stereotypes in curriculum, and low teacher expectations. Mothers are a strong influence, but many mothers have low educational levels and lower expectations for their daughters (*ibid.*). The Mother-Daughter Program jointly operated by the University of Texas, the YWCA,

and El Paso School District builds on the strong maternal influence. Sixth-grade girls and their mothers participate in a program designed to acquaint them with careers and college, raise aspirations, introduce them to Hispanic female role models, and help mothers to be role models. The program targets sixth-graders because it is felt that the pre-high school period is a critical time before girls conform to cultural norms and restrict their own options. Program activities include campus tours, career day, community service projects, awards ceremonies, and a 2-day summer camp immersion in campus life. An important factor in the program's success is respect for the participants' language (using bilingual materials) and cultural traits.

## **Techniques For Multicultural Career Development**

A key to effective career education and development for diverse groups is the sensitivity and awareness of educators and counselors. Locke and Parker (1991) describe the cross-cultural awareness continuum, which educators and counselors can use to gauge their growth in intercultural competence, a lifelong, ongoing process. The levels of the continuum are as follows:

- Self-awareness
- Awareness of one's own culture
- Awareness of racism, sexism, and poverty
- Awareness of individual differences
- Awareness of other cultures
- Awareness of diversity
- Career education skills/techniques

Culturally skilled career counselors or educators are aware of their own ethnicity and personal prejudices, have knowledge and understanding of culturally diverse groups, and have knowledge of culturally relevant strategies, skills, materials, and resources (Rifkenbary 1991).

Examples of a secondary and a postsecondary program illustrate ways of integrating multicultural techniques. The Iowa Department of Public Instruction's (1986) approach to secondary multicultural career education begins with the premise that students must see themselves reflected in the curriculum and must see the potential for themselves in various careers. The curriculum has five parts: (1) self-concept (including race, sex, national origin, and physical condition); (2) understanding of the world of work; (3) understanding of the contributions of all groups to society; (4) commonalities of the human race, uniqueness of individuals and cultural groups; and (5) interpersonal and intergroup communication. The Iowa curriculum includes a self-evaluation checklist to assess the following aspects of schools and programs:

- Diverse role models on staff
- Diverse student enrollments across courses and curricula
- Multicultural, nonsexist content integrated into curriculum philosophy, goals, objectives, and evaluation
- Instructional materials representative of cultural diversity and gender
- Culturally aware teaching strategies, behavior, and attitudes

Case Western Reserve University's Minority Career Awareness Program addresses three factors considered important in minority career development: friendly atmosphere, leadership opportunities, and a sense of success (Barnard, Burney, and Hurley 1990). The program features the student-run Careers Unlimited Corporation (CUC), which sponsors workshops that provide interaction with minority professionals. The CUC simulates workplace situations, enabling students to develop and test leadership abilities in a supportive environment, receive feedback on interpersonal skills, and learn about organizational dynamics.

The following strategies synthesized from a number of sources some approaches to multicultural career education/development:

- Teachers and counselors should establish a climate of acceptance, have high expectations for student achievement, and foster positive self-concepts and cultural identity. Gainor and Forrest (1991) consider it important to assess the strengths of the multiple parts of self-concept: psychophysiological, ethnic/cultural, and individual.
- A cultural group should not be thought of as homogeneous. For example, Asians are composed of many different sub-groups (Lee and Richardson 1991). Native American differences appear among tribes, in urban and rural environments, and intergenerationally (ibid.). Teachers should strive for a balanced view of students as individuals and group members (Locke and Parker 1991).
- Curriculum materials should be representative of all groups in a wide range of careers.
- Bilingualism should be valued and students' language and culture incorporated in instruction. Students should be helped to learn the difference between feelings of superiority and pride in one's heritage (Locke and Parker 1991). Reflective teaching practices (Wurzel 1984) and sharing of the teacher's own ethnicity and background (Rifkenbary 1991) can foster a sense of community.
- Differences in communication styles, learning styles, and decision-making styles should be assessed and appropriate teaching and counseling methods selected (Herring 1985; Leong 1991; Rifkenbary 1991).

### **Issues in a Multicultural Approach**

Although a goal of career development is empowering people to change their lives, a focus solely on individual competence ignores the effects of external forces. Teachers and counselors are encouraged to be advocates for students by recognizing problems that are systemic rather than individual (Rifkenbary 1991). Acting as change agents, they can seek commitment from administrators for a multicultural perspective, examine institutional practices and the values they represent, and question the assumed universality of theories, methods, and instruments used in career development.

Lee and Richardson (1991) recognize the potential of counselors as systemic change agents but identify some concerns about an overbroad definition of multiculturalism and the potential for a new kind of racism by overemphasis on differences. They present the following considerations for a multicultural approach:

- The importance of a group's history, the way its perspective is derived from exclusion from power
- The level of ethnic identity and acculturation
- Influence of family, sex role socialization, and religion
- The way a group has been named or labeled
- Some groups' traditional mistrust of counseling and education as tools of social control

Locke and Parker (1991) conclude that system commitment to meaningful career education, a belief that students can learn and want to learn, and educators and counselors who value the worth and dignity of all students are the keys to successful multicultural career development.

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## APPENDIX E

### Career Awareness Resources

America's Career Resource Network (ACRN). Career Development Toolkit. A web-based library of resources to help career development professionals serve their student and adult clients better. [www.acrnetwork.org/counselortk/](http://www.acrnetwork.org/counselortk/)

Auerbach, Elsa and Nina Wallerstein. *Problem-Posing at Work: English for Action (Revised Edition)*. Grass Roots Press, Edmonton, Alberta, 2004. [www.grassrootsbooks.net/us/employment/problem-posing-at-work-english-for-action.html](http://www.grassrootsbooks.net/us/employment/problem-posing-at-work-english-for-action.html)

Blackside, Inc. *Breakthrough: The Changing Face of Science in America* (six videotapes). PBS. 1996. Twelve contemporary African-American, Latino, and Native-American scientists and engineers tell the rewards and challenges confronting people of color who choose a career in science. [www.pbs.org/breakthrough/resource/btabo.htm](http://www.pbs.org/breakthrough/resource/btabo.htm)

Colette, Marian et al. *Getting There: A Curriculum for People Moving Into Employment*. Center for Literacy Studies, Knoxville, TN. This curriculum combines personal reflection activities with research into local job opportunities. Most activities are done in groups so that learners have an opportunity to learn from each other and practice working in a team. [www.cls.utk.edu/pdf/getthere.pdf](http://www.cls.utk.edu/pdf/getthere.pdf)

Fass, Sara, and Barbara Garner. *Beyond the GED: Making Conscious Choices About the GED and Your Future*. NCSALL, 2000 (updated by Eileen Barry, 2007). [www.ncsall.net/fileadmin/resources/teach/beyond\\_ged\\_revised.pdf](http://www.ncsall.net/fileadmin/resources/teach/beyond_ged_revised.pdf)

Fellman, Wilma R. *Finding a Career That Works for You: A Step-by-Step Guide to Choosing a Career and Finding a Job*. Specialty Press/A.D.D. Warehouse, 2000. Self-identification of skills, personality type, values, aptitudes, and energy patterns can lead to an improved and successful job search. [www.addwarehouse.com/shopsite\\_sc/store/html/sp.html](http://www.addwarehouse.com/shopsite_sc/store/html/sp.html)

Green, Anson. *Ready for Work: An Employment Curriculum for Women*. Grass Roots Press, 2001. Low self-concept, discrimination, childcare problems, learning disabilities, sexual harassment, and the impact of violence block employment and educational opportunities for women. This learner-centered curriculum helps to overcome these barriers. [www.grassrootsbooks.net/us/employment/ready-for-work-an-employment-curriculum-for-women.html](http://www.grassrootsbooks.net/us/employment/ready-for-work-an-employment-curriculum-for-women.html)

Hanna, Myrna. *A Dream That Walks: A Goal Setting Workbook* (video and workbook). Grass Roots Press, Edmonton, Alberta. [www.grassrootsbooks.net/us/assessment/a-dream-that-walks-a-goal-setting-workbook-video-and-workbook.html](http://www.grassrootsbooks.net/us/assessment/a-dream-that-walks-a-goal-setting-workbook-video-and-workbook.html)

McLaughlin, Patti. *Realizing Goals, Enhancing Self-Awareness, Interacting with Others, Recognizing Emotions* (an affective skills curriculum). ABLE Network. A life skills series that emphasizes asking questions, expressing feelings, and problem solving. [www.nald.ca/clr/curricul/curricul.pdf](http://www.nald.ca/clr/curricul/curricul.pdf)

Moore, Anne. *A Dream That Walks II: Planning for Change*. Grass Roots Press, Edmonton, Alberta, 2005 (kit). These workbooks help learners by breaking goals into small and specific steps. Part two adds opportunities for reflection and additional exercises for literacy skills. [www.grassrootsbooks.net/us/assessment/a-dream-that-walks-ii-planning-for-change.html](http://www.grassrootsbooks.net/us/assessment/a-dream-that-walks-ii-planning-for-change.html)

Nash, Andrea and Peggy Wright. *A Curriculum about Immigration-Related Job Discrimination*. Massachusetts Immigrant and Refugee Advocacy Coalition and the Office of Special Counsel. Activities and information about work authorization and recognizing and confronting discrimination. ERIC Digest #344500. [www.eric.ed.gov](http://www.eric.ed.gov)

National College Transition Network. *The College Transition Toolkit*. Boston, MA, 2008 (CD). Provides in-depth guidance, planning tools, and lessons from the field to help adult educators plan for the needs of students interested in pursuing post-secondary education and training. [www.collegetransition.org](http://www.collegetransition.org)

National College Transition Network. *Mapping Your Financial Journey: Helping Adults Plan for College*. This booklet contains financial planning and goal setting worksheets and information about how to calculate the cost of college and seek financial aid. Contact [nctn@worlded.org](mailto:nctn@worlded.org) or visit [www.collegetransition.org](http://www.collegetransition.org)

New England Literacy Resource Center. *The Change Agent*. "Transitions", Issue 20, 2005. [www.nelrc.org/changeagent](http://www.nelrc.org/changeagent)

SABES. *A Curriculum for the Employability Kit*. Boston, MA. 1996. This curriculum was developed in support of the SABES Employability Kit. Activities and exercises address skills assessment, career exploration, and job search for intermediate ESOL and mid-level ABE learners. Available in hard copy from the SABES library. Contact: [sabesliteracylibrary@umb.edu](mailto:sabesliteracylibrary@umb.edu)

Sonbuchner, Gail Murphy. *Help Yourself: How to Take Advantage of Your Learning Style*. New Reader's Press, Syracuse, NY. This student guide recommends using information on your learning style to increase your efficiency, effectiveness, and comfort level at work. [www.newreaderspress.com/Items.aspx?hierId=4310](http://www.newreaderspress.com/Items.aspx?hierId=4310)

Sull, Errol Craig. *The Ex-Inmate's Guide to Successful Employment*. The Correctional Learning Company, Buffalo, NY. 2003. This is a comprehensive jobseeking resource that includes chapters on skills inventory, self-assessment, and motivation. [www.prisonedu.com/books.html](http://www.prisonedu.com/books.html)

Women Employed, *Strategies for Success in Career Development: The Career Coach Curriculum Guide*. Chicago, IL. Helps guide students or clients through career exploration. [www.womenemployed.org/index.php?id=142](http://www.womenemployed.org/index.php?id=142)



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For more information about the *Integrating Career Awareness* online professional development course or to order additional copies of this curriculum, write to [literacy@worlded.org](mailto:literacy@worlded.org). For more information about NCTN, see [www.collegetransition.org](http://www.collegetransition.org).

