

Inspiring Career Development and Action

A CURRICULUM GUIDE FOR ADULT EDUCATORS

2025 EDITION



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ACKNOWLEDGMENTS

The original edition of this curriculum guide was called *Integrating Career Awareness into the ABE and ESOL Classroom*, commonly referred to as the ICA. It was published in 2009 by the National College Transition Network (NCTN) at World Education in partnership with SABES with funding from the Nellie Mae Education Foundation and the Massachusetts Department of Elementary and Secondary Education. Martha Oesch and Carol Bower wrote the first edition, edited by Sandy Goodman, NCTN Director. In 2009, NCTN led the National Career Awareness project to pilot the curriculum guide and scale career planning in adult education in 22 states, with funding from the U.S. Department of Education. Since the first edition was released, NCTN has provided professional development on integrating career development and action planning to thousands of adult education instructors, career coaches, and navigators. In turn, many shared their feedback and creative ideas for implementing and adapting the curriculum lessons and activities.

We titled this updated edition *Inspiring Career Development and Action*, to better reflect the positive impact of career planning that inspires action beyond simple awareness, when integrated into adult education programming. *Inspiring Career Development and Action* is produced again through a collaboration between NCTN and the SABES Program Support Professional Development Center, a project of World Education, funded by a grant from the Massachusetts Department of Elementary and Secondary Education. Dani Scherer was the lead editor and provided the vision and leadership for this edition, which was written by Martha Oesch, Karen Greaves, Lisa Baroletti Stewart, Erica Fleitas, Cynthia Peters, Sandy Goodman, and Dani Scherer. This multi-disciplinary team, with expertise in career coaching, workforce development, English Language Arts, English for Speakers of Other Languages (ESOL), digital literacy, and curriculum and professional development, has greatly enriched the quality, relevance, and usefulness of this updated curriculum guide.

Introduction to the Updated Edition

Adult education practitioners play a vital role in 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. The career awareness, exploration, and planning process is relevant for all adult learners, including those beginning their professional journey and those looking to upgrade their skills and move out of entry-level, low-wage jobs.

In the years since the first edition of this curriculum guide was published under the title *Integrating Career Awareness into the ABE and ESOL Classroom*, adult educators across the U.S. have used this material to inspire and guide adult learners to explore, research, envision, and plan an education and career pathway. As a result, the practice of integrating career development and planning into adult education programming has become far more widely adopted. We've titled this updated edition *Inspiring Career Development and Action* to better reflect the positive impact of career planning that inspires action beyond simple awareness, when integrated into adult education programming. Career development and action are more essential now than ever before as adult learners navigate an increasingly complex and ever-changing world of work that puts a premium on adaptability, and transferable and lifelong-learning skills. Adult education providers are well positioned to inspire and assist learners to explore and attain quality education and career opportunities.

The original motivation for this curriculum remains the driving force for this new edition: to provide tools for educators to guide learners through a supportive, realistic career awareness, exploration and planning process. Our goal is to help learners identify their own assets, talents, and interests to envision and plan for educational, career, and life goals beyond high school equivalency (HSE) attainment, English proficiency gains, and entry-level and low-wage employment.

What Has Been Updated?

The ICA's classroom-ready flexible lessons, handouts, and online resources have been updated to reflect current trends and priorities in the way we work and learn, including:

SHORT-TERM WORKFORCE TRAINING AND CREDENTIALS

An ongoing need for retraining and upskilling is a common feature of the labor market. Updates include an increased focus on short-term, noncredit workforce training options, as well as on longer-term, credit-based postsecondary education.

STANDARDS-BASED CONTEXTUALIZED LESSONS

To model contextualized instruction that integrates academic, linguistic, and career development skill-building, updated lessons include College and Career Readiness Standards for Adult Education (CCRSAE) that align with the instructional activities. Some also include English Language Proficiency Standards (ELPS).

TRANSFERABLE PERSONAL AND WORKPLACE SUCCESS SKILLS

Updated lessons are more explicit in the emphasis on identifying, strengthening, and promoting learners' transferable personal and workplace success skills (AKA "employability skills"), given the centrality of those skills in the current labor market. While the earlier edition simply noted the transferable skills practiced in each lesson, the updated edition notes where in the lessons these skills are being developed and where they can be called out for learners. Further, updated lessons draw on current resources for assessment, teaching, career coaching, and program design, collected in NCTN's [Personal and Workplace Success Skills Library](#). The transferable skills referenced throughout the curriculum align with other initiatives that support the integration of transferable and employability skills in adult education, including the [Teaching the Skills That Matter \(TSTM\)](#) project.

SYSTEMIC INEQUITY AND INDIVIDUAL CULTURAL BIAS

The original version of the ICA curriculum guide encouraged practitioners and learners to explore the cultural context of career planning and how their individual social, cultural, and racial identity, and implicit biases impact how they view the opportunities available to them and informs their experience in the workforce. However, each individual's education and career journey take place within a system that is inequitable and biased. Updated lesson content aims to address systemic inequity and bias through additional learner discussions and activities, as well as background reading for practitioners.

Who Is Inspiring Career Development and Action For?

ADULT EDUCATION AND WORKFORCE DEVELOPMENT PRACTITIONERS AND PROGRAMS

The ICA lessons are designed to be used by instructors and career coaches, career navigators, and advisors in a variety of settings and formats — classroom-based instruction, workforce training programs, career readiness workshops, and in one-on-one career coaching sessions.

The ideal approach is program-based, where career development and action are integrated and reinforced in all areas of the program on which career coaches, advisors, and instructors collaborate to develop and deliver contextualized career development content that is integrated and supported with academic and language instruction.

Examples of programmatic, collaborative approaches include:

- English language arts instructors can team up with digital literacy instructors to support the use of online career exploration platforms.
- Instructors use a series of ICA lessons to help learners research career opportunities and the career coach schedules individual or small-group appointments to facilitate self-assessment and goal-setting activities.

- The program incorporates a common set of ICA lessons into the program-wide curriculum, adapted appropriately for each level. Instructors and career coaches plan a series of program-wide career planning workshops and guest speakers to supplement the classroom-based instruction.

A WIDE RANGE OF LEARNERS (WITH ADAPTATIONS)

Education and career exploration and goal-setting are essential for all adult learners seeking to advance their employment and earning potential. We encourage instructors to adapt the ICA curriculum guide lessons and handouts to make them accessible to all learners. We offer tips for adapting lessons to enable all learners to explore, discuss, identify, and pursue new education and career opportunities.

The ICA curriculum guide lessons were written for adult basic education and Multilingual Learners of English (MLs) at the National Reporting System (NRS) ABE (Adult Basic Education) Levels 2–4 and ESL (English as a Second Language) Levels 4–6, respectively. This encompasses a wide range of adult learners, from ESL Low–Intermediate and ABE Beginning–Basic, all the way to ESL Advanced and ABE High–Intermediate.

Some learners at ESL 4,5 and ABE 2,3 levels will do best with carefully considered scaffolding and lesson modifications. The ICA lessons are engaging and productive for more advanced learners at the Adult Secondary Education (ASE) level, especially with the addition of extension activities, which are suggested at the end of each lesson.

How To Use This Curriculum

The ICA curriculum guide offers a set of lessons that are organized according to the specific activities and stages of a process that helps learners set career goals, secure the educational services they need to pursue their goals, and thrive in the changing economy. This curriculum guide follows a career planning process that includes lessons and activities to facilitate:

Self-Exploration	Occupational Exploration	Career and Education Planning
Identifying and matching skills, values, interests, experiences, education, and work history to potential career opportunities	Learning about different occupations, the potential for job openings and earnings, and day-to-day responsibilities through a variety of research and exploration activities	Honing critical thinking, decision-making, and planning skills to develop an education and career action plan

FLEXIBILITY

The process of inspiring career development and action is not necessarily a linear or sequential process. Some adult learners may be beginning their career journey, while others may be re-entering the workforce, or seeking a career change. Either way, each learner brings a unique wealth of personal, professional, and educational experiences and credentials to this process, and, with the help of instructors and advisors, can identify which components of the process are most relevant.

The ICA curriculum covers the complete career-awareness, exploration, and planning process in depth so that learners can get the full range of skills and concepts that they need to pursue career goals. At the same time, there are an infinite number of ways it can be adapted. We encourage practitioners to let learners' interests and needs guide choices about which lessons to use and how to adapt and implement them in your settings. Ideas for customizing the ICA curriculum based on learner needs and interest can include:

- Consider starting with the section of the curriculum guide that is most engaging to learners or best fits with other curriculum topics currently being addressed.
- Review the CCRSAE standards associated with each lesson and choose lessons that are best aligned with learning goals for reading, writing, speaking, and listening. Adapt the lessons to meet your targeted levels and assessment measures by increasing text complexity and rigor through extension activities.
- Assist learners who are transitioning to new education, training, and employment opportunities by focusing on lessons and activities about personal and workplace success skills, training options, and job search, for example, in one-on-one career advising sessions or coaching workshops.

EDUCATION AND CAREER PLAN

While this curriculum guide is flexible, the lessons and activities are designed to culminate in a written education and career plan. This plan is where learners can record the results of their skill and interest self-assessments, labor market research, occupational profiles and, ultimately, their goals and action steps to attain them. Learners with advanced digital literacy skills can maintain and access a version of the template online, for ease of long-term access.

The [Education and Career Planning Worksheet](#) template is introduced in [Section 1, Lesson 3: Introduction to Education and Career Planning](#) and then learners complete the template in [Section 5, Lesson 9: Education and Career Planning](#). However, we encourage practitioners to introduce it at the start of any extended use of the ICA so learners understand the lessons' objectives and so that they can record what they learn into the template as they progress through the lessons. This helps them see from the beginning how lessons fit together to paint a picture of who they are and where they want to go. We also encourage the collection of finished worksheets, assessments, vision boards, and all other artifacts learners complete along the way into a portfolio that can be accessed when compiling the education and career plan.

LESSON CONTENT AND STRUCTURE

Each lesson begins with an "at-a-glance" overview of the lesson components, standards, and materials, followed by the lesson activity directions.

The lesson introduction includes:

	LESSON GOAL	One-sentence summary of what learners will take away from the lesson.
	KEY TERMS	The key terms and concepts that are essential to the lesson and activities that learners may be unfamiliar with. They are included and defined in the appended glossary.
	COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)	Each lesson is aligned explicitly with three standards, which are called out within the lesson.
	ENGLISH LANGUAGE PROFICIENCY STANDARDS	Some lessons also include ELP standards, which are called out within the lesson.
	PERSONAL AND WORKPLACE SUCCESS SKILLS	Each lesson is written to explicitly practice at least three skills, which are called out within the lesson.
	LEARNER MATERIAL	Links to the handouts, articles, and videos that learners will use during the lesson.
	INSTRUCTOR PREPARATION	Includes materials to be gathered or modified and background reading or viewing, etc.
	EDITABLE HANDOUTS	Handouts are available in Microsoft Word, so that they can be downloaded, saved, and modified in content and format.

The body of the lesson includes:

- **Instructor Notes:** Directions and talking points to guide the instructor through the lesson.
- **Activity Format:** Lesson activities include a variety of formats, such as discussion, brainstorm, small-group or pair work, video, online or handout activities.
- **Extension Activities:** Extension activities are designed to provide additional ideas or material to go into greater depth on a topic. Extension activities are typically geared towards learners who can work more independently, as well as those who would benefit from doing additional career research and planning.

Contextualizing Instruction

Integrating career development content and personal and workplace success skills with academic and linguistic instruction, rather than separating them into separate activities or program time slots, allows adult educators to maximize classroom instruction time. Learners benefit from integrated and contextualized learning because classroom time is used efficiently and effectively to support HSE preparation and language acquisition through the process of researching labor market information and career opportunities. The [Teaching the Skills That Matter \(TSTM\)](#) initiative defines “Integrated and Contextualized Learning” as a research-based approach that works, as it accelerates progress for adults who need academic preparation to advance in their education and career paths.¹ Further, contextualized instruction makes the connections between career and life goals, academic instruction, and skill gains more transparent and explicit.

To support contextualized instruction, the ICA integrates College and Career Readiness Standards for Adult Education (CCRSAE) for English Language Arts/literacy within each lesson, and English Language Proficiency Standards (ELPS) in a portion of the lessons. Following is a brief description of how the ICA approaches integration of standards:

COLLEGE AND CAREER READINESS STANDARDS (CCRS) FOR ADULT EDUCATION

[CCRS](#) is a set of standards that prepare adult learners for success in colleges, technical training programs, work, and citizenship, focusing on English language arts and literacy (ELA/literacy), literacy, and mathematics. The ELA/literacy standards here have applicability to the other disciplines, since proficiency in reading complex informational text is key to success across academic subjects and disciplines. By aligning each lesson to CCR standards, we hope to inspire educators to build out activities in the lesson plans to help learners develop the skill in a meaningful way and incorporate an appropriate assessment to enable learners to demonstrate learning that meets the standard.

The ICA curriculum guide lessons were written for adult basic education and Multilingual Learners of English (MLs) at the National Reporting System ([NRS](#)) ABE Levels 2–4 and ESL Levels 4–6, respectively. To align with these NRS levels, the selected CCR standards include Level A (GLE [Grade-Level Equivalent] K–1), Level B (GLE 2–3), Level C (GLE 4–5) and Level D (GLE 6–8), with the majority at Level B. Educators wishing to increase the complexity of the activity should refer to Levels C, D or E of the selected standard.

In all cases where modification is warranted, educators should develop pre-instruction, select materials, and choose instructional strategies and assessment measures and tools that are aligned with the targeted level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS) FOR ADULT EDUCATION

[ELPS](#) are also integrated into some of the lessons for those working with Multilingual Learners (MLs) at NRS Levels 4–6. These lessons include extension activities and/or supplemental activities describing how to meet the ELPS through enhancement and adaptation. Educators working with MLs are encouraged

1 <https://lincs.ed.gov/sites/default/files/OverviewApproachesWork-508.pdf>

to review the suggested standards and activity descriptions, and then review the ELPS document to select their own standards to address and integrate, building out activities with appropriate rigor and assessment.

Some states have adapted the ELPS and provide guidance on how to implement them. For instance, Massachusetts created the Massachusetts English Language Proficiency Standards (MA ELPS) and has organized [resources](#) to support the implementation of each standard.

PERSONAL AND WORKPLACE SUCCESS SKILLS

These are the essential and transferable skills that are in increasingly high demand by employers across all industry sectors. These skills go by many names, and several initiatives such as [Teaching Skills That Matter \(TSTM\)](#) support the uptake and integration of these skills in the field of adult education. In addition to preparing learners for the workforce, these skills are also essential to personal and family life, civic and community engagement, and educational advancement. These skills should be named and taught explicitly in the context of career development and academic and language instruction. [The Personal and Workplace Success Skills Library](#) provides resources and guidance for integrating these skills into instruction and career coaching.

Tips for Teaching and Adapting the Curriculum Lessons

The lessons, activities, and materials in this curriculum can be made accessible to a wide range of adult learners through adaptation, modification, and differentiation. Here are some common ways to adapt the lesson and material to meet learners' needs:

- **Modify handouts:** Within the lessons, handouts are provided as linked Microsoft Word documents and career coaches can adapt them as needed, including reducing, simplifying or even adding text. Keep in mind the text complexity level that learners would most benefit from. Consider adding local information, such as pictorial graphics to aid more beginning-level ELLs, or breaking an activity into smaller steps. View all handouts organized by [section](#), and access all handouts in [one document](#).
- **Find alternate and supplemental material:** Many lessons include articles, videos or online tools that have been selected from the internet. Some of these materials may include vocabulary or require digital literacy skills that learners don't yet have. Consider searching for alternate materials that meet learners' needs, such as texts with more complexity, or texts with more accessible vocabulary.
- **Use authentic material:** Identify and incorporate additional authentic material such as local news articles, job postings, or other media sources that learners are familiar with and learn from.
- **Scaffold and chunk material:** Activities can be broken down into smaller pieces, to make sure there is enough scaffolding for learners to successfully complete an activity.
- **Vary the demonstrations of learning:** In addition to, or instead of, demonstrating learning through a worksheet or exit ticket, use a variety of activities, such as large-group reflections, partner "turn and talk," and visual representations and demonstrations.

Integrating Writing Activities

Research² shows that learners benefit from frequent opportunities to practice their writing with appropriate scaffolds in place. Regular writing practice, with immediate and specific feedback, is an effective way to build writing skills and address the needs of struggling writers. Developing writing skills is an essential part of college and career readiness, and there are suggested writing activities throughout the lessons. Although lessons do not contain detailed writing directions, instructors are strongly encouraged to incorporate explicit writing instruction that scaffolds the development of writing skills. For example:

- Provide sentence frames, sentence starters, and Cloze writing (fill-in-the-blank activities) to get learners started.
- Utilize graphic organizers (mind maps, Venn diagrams, concept maps, flowcharts, KWL [“know, want to know, learn”], etc.). Review the [free graphic organizers provided by Canva](#).
- Provide examples and models to give learners an idea of the final product (pointing out length, content, detail, structure, etc.).
- Brainstorm together as a pre-writing activity to get ideas flowing and build up content and vocabulary that learners can use as they get started.
- Provide guidance for learners on how to provide feedback in peer-review activities.
- Provide writing rubrics for learners to understand what is expected of them.
- Teach revision strategies where learners self-assess and use a proofreading checklist.
- Use the Write-Pair-Share model, where learners write to a prompt, then pair up and share their responses.
- Use technology supports (AI [artificial intelligence], spelling and grammar checkers, online dictionary) with learners, teaching them how to edit, improve, and proofread their own writing as part of a supported revision process.
- Finally, browse and select from hundreds of [free tools to support writing activities](#) at Quill. Tools can be integrated into your existing teaching and learning platforms.

For more research-driven writing practices, review the [Just Write! Guide from Teaching Excellence in Adult Literacy \(TEAL\)](#).

Tips for Teaching Online

Since the original publication of this curriculum, more organizations and programs are conducting classes and advising sessions online or through a hybrid format. The ICA lessons and activities can be implemented in any format, with thoughtful adaptation and scaffolding, and opportunities for learners to engage and interact with the material and each other.

As with all instruction, when teaching the ICA online, it is important to find ways to build community and peer connection for learners who might not be sharing physical space. For example, make sure to ask icebreaker questions that allow learners to share about themselves (as they are comfortable)

² [Scaffolding Writing Through the “Teaching and Learning Cycle”](#)

beyond class content, and use breakout rooms for small-group connecting. To support digital literacy skill development and ease of use with the technology you are using, consider opportunities for “Tech Buddies” or “Peer Tech Support,” where learners offer to be the go-to person for any tech support questions. (There are often one or two very tech-advanced learners in a class.)

Digital literacy skills are not only essential for personal and workplace success, but they are also required for online learning. To support the explicit instruction of digital literacy skills, review [BRIDGES Digital Skills Framework](#) and the [Digital Skills Library](#) to access materials that can be used to help learners develop the needed digital skills.

When teaching online, consider the accessibility of the materials and platforms used for all learners, including those with disabilities. For example, review and [consider computer accessibility](#) features and learn how to make PDFs accessible with [Using Adobe Liquid Mode To Improve Readability](#). The [Accessibility Resource List](#) contains resources for assessing the accessibility of teaching materials.

Fostering Diversity, Equity, and Inclusion

The transformative work of diversity, equity, and inclusion calls upon each one of us to examine the identities and the biases we may hold. Through reflection and self-education, we come to understand how the lenses through which we view the world and how our biases, assumptions, and judgments can inhibit our understanding of and cloud our appreciation for each learner’s unique experience and perspective.

Our experience of the world is also determined by the effects of racism, sexism, poverty, ableism, and exposure to trauma. Therefore, in addition to acknowledging personal biases, it’s important to recognize structural and institutional power that perpetuates racism and other forms of discrimination.

With greater awareness of our own implicit biases, we will be better equipped to facilitate open communication with learners. We can then better understand their assets, values, motivations, strengths, challenges, and fears, and how these impact their potential success and progress towards their goals.

This guide offers instructors an opportunity to explore these issues and cultivate a greater sense of inclusion and belonging by using teaching and learning practices that:

- Recognize, respect, and utilize the diverse lived experiences and cultural and linguistic knowledge of learners and where they are in their process of gaining new skills, reflected in the guidance offered on adapting lessons for various linguistic abilities and learning levels.
- Invite learners to reflect on and describe their current and prior education and employment experiences through lessons on self-exploration and identifying transferable skills as seen in Section 2, Lesson 4: Transferable Skills and Section 2, Lesson 5: Things I Have Done.
- Encourage learners to reflect on and identify their assets, strengths, and transferable skills gained through the totality of lived experiences and non-work roles (e.g., parenting, community volunteer, etc.) as well as through employment, such as in Section 1, Lesson 5: Our Contributions in the Workplace and a variety of self-exploration lessons.

- Seek learner perspectives on course content, instruction, career exploration, exposure activities, and overall experience in the program to inform curriculum guide and instructional approaches.
- Promote strategic grouping of learners, enabling them to consider problems from a variety of perspectives, to foster connections, break down stereotypes, and enhance learners' cultural proficiency.
- Apply principles of [Universal Design for Learning \(UDL\)](#) to maximize flexibility in how learners access learning content and demonstrate and apply learning, including collaborative tasks and project-based learning. (UDL creates a learning environment that is inclusive of all learners, taking into account language, age, culture, dis/ability, and neurovariance. Review the UDL Guidelines for ideas on what this could look like in the classroom.)

Encourage learners to consider job quality in career exploration and planning, including factors such as wages, benefits, scheduling, opportunities for meaningful work, opportunities for advancement, and whether workplaces are racially diverse and inclusive, as explored in [Section 1, Lesson 4: Bias and Discrimination in the Workplace](#); [Section 5, Lesson 4: Advocacy Skills](#); and [Section 3: Lesson 6: Your Rights in the Workplace](#).

Explicitly acknowledge the history of exclusion and strategies for self-advocacy, self-care, and support networks in a white-dominated workplace, as explored in [Section 1, Lesson 4: Bias and Discrimination in the Workplace](#); [Section 5, Lesson 3: Personal and Professional Networks of Support](#); [Section 5, Lesson 4: Advocacy Skills](#); and [Section 5, Lesson 5: Problem-Solving](#).

SECTION 1:

Building a Career Foundation

- **LESSON 1:** Learning About Your Classmates
- **LESSON 2:** How We Get Jobs
- **LESSON 3:** Introduction to Education and Career Planning
- **LESSON 4:** Bias and Discrimination in the Workplace
- **LESSON 5:** Our Contributions in the Workplace
- **LESSON 6:** The Influence of Family and Friends



LESSON 1:

Learning About Your Classmates



LESSON GOAL

Learners will gather information about the work experiences of their classmates to inspire and inform their own career planning process.



KEY TERMS

Career, job, occupation



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level A [SL1A]:** Participate in collaborative conversations with diverse partners in small and larger groups.
- **Speaking and Listening Anchor 6, Level B [SL6B]:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **Writing Anchor 4, Level B [W4B]:** Produce writing in which the development and organization are appropriate to task and purpose.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Communication**
- **Teamwork & Collaboration**
- **Self-Management**
- **Emotional Intelligence**



LEARNER MATERIAL

- [Learning About Your Classmates](#)
- [Exit Ticket](#)



INSTRUCTOR PREPARATION

- At the beginning of class (or beforehand, if you are doing an orientation), have learners to write the names of past jobs they have had, in this country or another. If they have not had a formal job, ask them to list informal work they have done. Learners can also write the name of an occupation they would like to have. Then list these job titles on the grid of the worksheet [Learning About Your Classmates](#). Consider including images of the jobs for learners who would benefit from the visuals.

Lesson Overview

This lesson draws on learners' own work experiences to highlight what they already know about occupations and careers. The activities encourage learners to see their classmates as resources for learning about jobs and building their networks for career exploration and planning.

INSTRUCTOR TALK

Today you are going to learn about each other by discovering what jobs your classmates have currently, have had, or would like to have. We will ask closed and open-ended questions to determine who had what job.

ACTIVITIES



DISCUSSION: OPEN AND CLOSED QUESTIONS

Instructor Talk

Yes/No questions are called "closed" questions because they allow for only two possible responses: Yes or No. An open-ended question usually starts with why, where, who, when, how or what, and requires a more in-depth response.

1. Review the questions below, asking learners to identify which are closed questions vs. open questions and discuss what characteristics make a question open vs. closed. **[SL6B]**
 - Does the job involve using a computer? (closed)
 - What equipment do you use daily? (open)
 - Do you work with five to ten people? (closed)
 - How many people do you work with on a daily basis? (open)
2. Next, ask learners individually to rewrite the closed questions listed above as open questions and have them share their answers with the person next to them. In the large group, ask for answers to check for understanding. **[SL1A] (Teamwork & Collaboration, Communication)**
3. Note that there may be several ways to rewrite a closed question. The open and closed questions generated will be used for the next activity.



WORKSHEET: LEARNING ABOUT YOUR CLASSMATES

1. Distribute the Learning About Your Classmates worksheet with job titles provided by learners. (*See Instructor Preparation.*)
2. Learners will now formulate and ask questions to determine which learner listed which job, similar to the game “20 Questions.”
3. Choose a learner to start with and ask them Yes or No questions about the job they added to the list. Based on the learner’s answers, the rest of the learners will try to guess which job the learner added.
4. Complete the process with the other learners, encouraging them to fill in the grid as they go.
5. Once all learners have been matched with a job title, lead a discussion to brainstorm additional questions they have about the jobs in the second-to-last column. Assist in generating questions by sharing one or two of the following questions, then asking them for additional ideas:
 - a. How do you spend your time each day?
 - b. Who do you work with daily? Weekly? Monthly?
 - c. What do you like best about your job? Least?
 - d. Did you need a degree for the job? What kind?
 - e. Do you need computer skills? If yes, for what tasks?
6. Take turns asking the additional questions of each learner.
7. Have learners complete the last column (1–2 things you learned about this job) for as many of the jobs as they would like. They can choose to add things they have learned for jobs they are interested in.

REFLECTION, WRAP-UP, & EXIT TICKET

1. Ask learners to reflect on this process by comparing/contrasting two jobs.
2. Explain that using a visual representation can help organize our thoughts and ideas.
3. Show examples of useful graphic organizers, such as a Venn diagram, concept map or similar.
4. Randomly assign partners and have learners compare their current job with their partner’s current job. (If currently unemployed, it could be a past job or a job they would like in the future.)
5. Ask learners to reflect on anything they would like to, but offer examples to compare training/ education, skills, duties, etc.

6. Wrap up the discussion by:
 - Noting the variety of jobs held
 - Observing the amount of work experience and knowledge of the class
 - Reminding learners that they are resources to each other for exploring career opportunities
7. Distribute and review the [Exit Ticket](#) and provide support for learners as they complete it. **[W4B] (Self-Management, Emotional Intelligence)**

EXTENSION ACTIVITIES

1. For learners who would benefit from the additional language support, pre-teach vocabulary (including job titles), using visuals of the jobs as needed. Additionally, consider spending time modeling the different question formulations and question types, using simple, everyday questions.
2. Target a grammar lesson 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 the learners are left blank. Then provide a relevant grammar lesson about formulating sentences and asking/answering questions. For example, a higher-level ESOL class can ask questions about the job, while a beginning-level ESOL class can practice filling in learner names by asking, “Were you an engineer?” or “Are you an artist?”
3. Have learners look for articles online or in the newspaper about the jobs listed or have them search online for job postings to add more detail about the jobs listed.

LESSON 2:

How We Get Jobs



LESSON GOAL

Learners will be able to identify common methods for finding and applying for jobs.



KEY TERMS

Sector, industry, career exploration, job posting, job interview, college and community college (see Higher Education), word-of-mouth, job application, resume, training, referral



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level A [SL1A]:** Participate in collaborative conversations with diverse partners in small and larger groups.
- **Speaking and Listening Anchor 6, Level C [SL6C]:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **Writing Anchor 2, Level B, Letter a [W2Ba]:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.



ENGLISH LANGUAGE PROFICIENCY STANDARDS

- **S/L2.3:** Participates in level-appropriate oral and written exchanges of information. Ask and answer relevant information; follow rules for discussion.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Communication**
- **Navigating Systems & Using Information**
- **Self-Management**
- **Teamwork & Collaboration**

**LEARNER
MATERIAL**

- Instructor-generated list or handout of Past Jobs. (See Instructor Preparation.)
- [How People Get Jobs](#) (handout)
- [50 LinkedIn Statistics Every Professional Should Know in 2024](#) (online article)
- Selections from *The Change Agent* articles listed and summarized below to share with learners about different strategies for getting jobs.
 - [Things Are Forever Changing](#): Author used employment agencies to get a new job after being laid off.
 - [Have a Criminal Record? You Can Still Find a Pathway to a Career](#): Author used volunteering to find a job.
 - [Training, Better Pay, and Benefits at Local 26](#): Author describes connecting with a union.
 - [From Impossible Journey to Successful Career](#): Author used adult education to transition from CNA to nurse and next midwife.
 - [From Dishwasher to Chef](#): Author used English classes to move from dishwasher to chef in his workplace.

**INSTRUCTOR
PREPARATION**

- Prepare a “Past Jobs” list. Before the lesson, ask learners to provide a list of two to three jobs that their friends and family had or have in their home country or the U.S., or generate a list using the Section 1, Lesson 1, worksheet [Learning About Your Classmates](#). Develop this into a list to share with the class on the board or as a handout.
- For learners who would benefit from additional visuals, use open educational resources online to develop a slide deck with job titles and images portraying the jobs. Use as needed to support comprehension.

Lesson Overview

This lesson provides an opportunity for learners to understand how their classmates and friends found jobs, and to reflect on how it might be the same or different in the past vs. now, and in other countries vs. in the U.S. This lesson builds off what learners asked each other in [Section 1, Lesson 1: Learning About Your Classmates](#).

INSTRUCTOR TALK

Today you are going to learn more about each other and yourselves by looking at the different types of jobs people had in their home country or the U.S., and how they got those jobs. We will explore some of the similarities and differences in how people get jobs in the U.S. today.

ACTIVITIES



DISCUSSION

1. Distribute or show the Past Jobs list, with the jobs learners shared prior to this lesson. As you go through the list or show the instructor-generated slide show (see Instructor Preparation), learners can ask the person who added the job to say their job title as well as the country where the job was performed. (For larger classes, limit jobs identified to one to two per learner.)



WORKSHEET: HOW PEOPLE GET JOBS

1. Distribute and review the worksheet [How People Get Jobs](#). Walk learners through how to complete it. Learners then list their own past job on the worksheet in preparation for interviewing each other.
2. Have learners take turns interviewing each other about how they got their job, recording answers as they go. If helpful, the instructor (or other program staff) can role-play an interview. Note that they will interview and be interviewed by five other learners (depending on class size). **[SL6C] [SL1A] (Communication, Navigating Systems & Using Information)**
3. After learners have completed their interviews, ask what they learned in their interviews about how people get jobs. Have learners identify how they can use ideas from the list to help them get a job: for instance, filling out an application and then following up with an email to inquire, or asking family members about job openings where they work.
4. Wrap up by noting the differences and similarities of answers for different countries and from different time periods.



GROUP ACTIVITY: GETTING JOBS CARD-SORT

1. Write up each of the following methods for getting jobs on sticky notes or cards (online or hard copy) and tack them to the board or scatter them around a table:
 - Job boards
 - Referrals
 - Internships
 - Job fairs
 - Company websites
 - Recruiters
 - Leveraging social media
 - Networking
 - Employment agencies
 - Cold-calling
 - Newspapers
 - Social networking sites
 - Asking contacts
 - Contacting a temp agency
 - Getting temporary work
 - LinkedIn
 - Making a video resume
 - Volunteering
 - Connecting with a union for access to apprenticeships
 - Adult education programs as pathways to jobs/careers
 - Other (add other methods shared by learners, if applicable)
2. Ask the learners to first organize the cards into two groups:
 - Methods they are unfamiliar with and
 - Methods they have had experience with personally. (If anyone has experience with the method, it goes into the “familiar” pile.) **[W2Ba]**
3. Have learners stand around the “familiar” pile first. Individual learners will identify which methods they don’t know about and figure out which learner has had experience with that method. Learners will ask those with experience to share more about this method, whether it was successful, and what could be challenging about this method.
4. The instructor can talk through any methods in the “unfamiliar” pile so that all methods have been described by the end.
5. Be sure to include a brief overview of a job board if it is unfamiliar to learners, including where they can find a job board in the community, what are some popular online job boards, and what type of information can be found in a job board posting.



READING & DISCUSSION: LINKEDIN

Give learners an overview of what LinkedIn offers. If learners are familiar or unfamiliar with it (as noted in the previous card-sort activity), spend more or less time on this, as appropriate.

Instructor Talk

As previously noted, LinkedIn is a method for finding out about and getting jobs. LinkedIn is currently one of the world's largest professional networks on the internet. We are going to spend some time scanning some facts and trends about the popular site.

1. Ask learners to scan the article [50 LinkedIn Statistics Every Professional Should Know in 2024](#). They should start by scanning the first three sections: Overview, Engagement, and Job Market. If time allows, they can scan further.
2. Some learners may benefit from vocabulary comprehension checks on unique terminology, such as cornerstone, digital nexus, glimpse, etc.
3. After five minutes of scanning, ask a few volunteers to share out a 30-second summary of interesting facts they learned.



GROUP WORK: CREATE A JOB BOARD

1. Lead learners in a discussion about how methods for getting jobs may vary by sector, industry, and employer. (*See Glossary to define the terms for learners.*) Ask them to review the cards and think about which methods might be most appropriate for different industries. Questions should elicit the realization that the job search process varies from industry to industry, in addition to varying by country, culture, and era. Even within an industry, employers have different methods that they require or prefer. Questions can include:
 - a. What kind of jobs might you find out about through word of mouth and informal networking vs. online posting and more formal search processes?
 - b. What industry might be a good fit for social media networking and a video resume?
 - c. What kinds of jobs could you find through cold-calling or approaching professionals at a networking event?
2. Lead into the Job Board activity. Explain to learners that they will work in small groups to create job posts for a job board. This is meant to be a timed exercise (*suggested time: 15 minutes*) to showcase basics of what they may expect to find on a job board (vs. a more detailed job description). (This can be completed as a physical board or online collaboration in a Google doc, Canva, etc.) (**Self-Management, Teamwork & Collaboration**)
3. Divide the full group into 4–8 smaller groups, depending on how many learners are in the class. Give each small group 1–2 jobs to work on.
4. Remind the learners to assign one group member to keep track of time. Tell them that at the end of the allotted time, everyone will add their posts to the job board.

- Keep in mind that to create a dynamic job board, there should be at least several posts in total to display.
- Learners can use notebook paper, collaboration app, Word document, etc., to write up a quick job post for the job they were assigned and showcase their work.
- Show [sample job boards and posts](#) for inspiration.
- Debrief by allowing everyone some time to review the job board and offer any positive comments on each other's work.

WRAP-UP

Instructor Talk

We all come with our unique experiences and understandings of how people get jobs. It's important to know that the process for finding and applying for a job is continually changing, based on the industry and when and where you are applying for the job. If you applied for a job two years ago, chances are good that the same employer has a different method for recruiting and screening job candidates. One additional point, which we will discuss more in Section 3: Occupational Exploration, is the importance of researching the companies you are interested in applying to.

EXTENSION ACTIVITIES

1. Choose and assign article(s) from *The Change Agent*, based on learner interest. (See *Instructor Preparation*.) Provide reading supports as needed. In addition to any included pre- or post-reading questions, ask learners the following questions:
 - a. What method(s) did the author use to get the job?
 - b. How would this work or not work for the industry you are interested in?
2. Using the worksheet [How People Get Jobs](#), ask learners to interview 5–8 people outside of class about how they got their job and to record the information on the worksheet.
3. Have learners report back on what they learned about how people obtained jobs.
4. Combine the information, making a list of all the ways people reported getting a job and noting how many reported each.
5. Have learners identify how they can use ideas from the list to help them get a job: for instance, filling out an application and then calling to check on it or asking family members about job openings where they work.

6. In an ESOL class, ask learners to identify jobs they have had or would like to have. This is a way to identify background knowledge and to fill in additional information about the U.S. job search process. Ask the following questions: **[S/L2.3]**
- a. If the job was in your home country, what would you like to know about how people in the U.S. get the same type of job?
 - b. How do methods for getting jobs differ between your home country and the U.S.?
 - c. Where might you get the education and training needed?

LESSON 3:

Introduction to Education and Career Planning



LESSON GOAL

Learners will be introduced to the career and education planning process.



KEY TERMS

Job, career



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Writing Anchor 8, Level A [W8A]:** Write informative/explanatory texts in which learners name a topic, supply some facts about the topic, and provide some sense of closure.
- **Speaking and Listening Anchor 1, Level A [SL1A]:** Participate in collaborative conversations with diverse partners in small and larger groups.
- **Speaking and Listening Anchor 3, Level B [SL3B]:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Navigating & Using Information**
- **Communication**
- **Emotional Intelligence**



LEARNER MATERIAL

- [Education and Career Planning Process](#) (handout)
- [My Road to Greatness](#) (online article)
- [Trivia Game](#) (without answers) (handout)
- [Exit Ticket](#) (worksheet)

Extension Activities:

- [Extension Activity — Interview Guide](#) (worksheet)
- [Career Pathways Are Not Enough](#) (online article)

**INSTRUCTOR
PREPARATION**

- It is important to understand that the cultural context for education and career planning in the United States is impacted by systemic and structural racism, sexism, and other forms of explicit and implicit bias. Implicit bias shows up in messages about who can do which jobs, resume screening, and job interviews, to name a few. The goal is to assist learners in recognizing and addressing these factors. Subsequent lessons will address these topics, including: remaining [Section 1 lessons](#); [Section 3, Lesson 3: Informational Interviews and Job Shadows](#) and [Section 3, Lesson 6: Your Rights in the Workplace](#); and [Section 5, Lesson 4: Self-Advocacy for Success](#). Please review the following sources to familiarize yourself with this topic:
 - Review the [Fostering Diversity, Equity, and Inclusion](#) section of the introduction.
 - Request and download the Introduction to the [Career Readiness Curriculum](#) from the Chicago Jobs Council (online article)
 - [Career Pathways Are Not Enough](#)

Lesson Overview

This lesson provides an opportunity for learners to understand how their classmates and friends found jobs, and to reflect on how it might be the same or different in the past vs. now, and in other countries vs. in the U.S. This lesson builds off what learners asked each other in [Section 1, Lesson 1: Learning About Your Classmates](#).

ACTIVITIES



HANDOUT

Instructor Talk

Today we are going to explore how you can move from having an idea about what you would like to do to taking steps to make it happen.

1. Share the handout [Education and Career Planning Process](#) and ask learners what they notice about the process.
2. Explain that education and career planning in its simplest form is:
 - Knowing who you are
 - Learning about your options
 - Making a plan
 - Taking action
3. Explain that education and career planning is a process that includes:
 - Identifying what you are good at
 - Knowing how your skills, talents, values, and interests translate into possible jobs or careers
 - Matching your skills, etc., to existing jobs or careers
 - Matching your career goals to your financial needs
 - Matching your career goals to your educational needs
 - Making good decisions for yourself
 - Finding ways to meet your educational and financial needs on your schedule



DISCUSSION: SETTING THE STAGE

1. In the article [My Road to Greatness](#), the author talks about having plans to go to college, but getting pregnant during her senior year of high school. In the whole group or in pairs, discuss the following: **[SLBA] (Communication)**

- a. The author writes, “Devastatingly, I accepted that pursuing a college degree might not be an option.” Has something like this happened to you, where you thought you were on your way towards achieving your goal, but something got in your way and you had to detour? (**Emotional Intelligence**)
 - b. Despite many challenges, the author describes how she has persisted. Her son is now one and she is enrolled in a special college program for single mothers. She says, “I am continuing my journey on my road to greatness.” Share a time you navigated a detour and got yourself back on the path toward your goal.
2. If the previous discussion has been done in pairs, ask learners to share some highlights from their discussion, then lead a full-group discussion, using the questions below:
[SL1A] (Navigating & Using Information)
 - a. How does it apply to education and career planning?
 - b. What do you think should be included in an education and career plan?



GROUP WORK: CAREER DEVELOPMENT TRIVIA

1. Have learners work in groups of three.
2. Distribute [Trivia Game](#) as a handout, write questions on the board, or use the information to create an interactive online game, etc.

Instructor Talk

In this trivia game, we are going to focus on the importance of making an education and career plan.

3. Review and discuss answers as needed.

WRAP-UP & EXIT TICKET

Instructor Talk

Understanding the career planning process provides you with the tools to both find a good career pathway and to know how to move to the next step on a career pathway when you are ready. As discussed earlier, people change jobs many times. One very necessary part of the career planning process is identifying and understanding your essential and transferable skills, which will be discussed more in Section 2. Once you understand your skills, you will be able to better understand your qualifications, what you are well suited for, and how you can transfer your experiences to new jobs.

1. Distribute and review the worksheet [Exit Ticket](#). To complete the ticket, learners will need to review the earlier handout, [Education and Career Planning Process](#). **[W8A]**

EXTENSION ACTIVITIES

1. Have learners interview someone in a career they are interested in to find out what aspects of the career-planning process were most important to them. Distribute and review the worksheet [Extension Activity — Interview Guide](#). Ask them to identify at least one person who is in a career field or a job in which they are interested. Allow a week for learners to complete the activity. In class, in pairs, ask learners to share what they learned. Learners can write a paragraph based on their answers to Reflection Questions 1 and 2 on the worksheet. To support paragraph writing, review the ideas in the Integrating Writing Activities section and include supports as needed. Once complete, learners can share their reflections with the class in a group discussion.
2. Have learners read the online article [Career Pathways Are Not Enough](#) and analyze the chart on page 52. Ask and discuss the “After You Read” questions on page 53.

LESSON 4:

Bias and Discrimination in the Workplace



LESSON GOAL

Learners will learn about the topic of implicit bias and identify some ways that bias and discrimination can show up in the workplace and job-search process.



KEY TERMS

Perception, identity, self-identity, social identity, assumption, bias, discrimination



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 2, Level B [SL2B]:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Speaking and Listening Anchor 3, Level B [SL3B]:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **Writing Anchor 2, Level A [W2Ad]:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Respecting Differences**
- **Emotional Intelligence**



LEARNER MATERIAL

- [Racism at Work](#) (online article)
- [Black People and Institutional Racism](#) (online article)
- [Exit Ticket](#) (worksheet)

Extension Activity:

- [They Called Me Stupid](#) (online article)
- [Learn English, Join a Union](#) (online article)
- [What Would You Do?](#) (worksheet)



INSTRUCTOR PREPARATION

Read these articles for background:

- [5 Types of Unconscious Bias in the Workplace](#)
- [Implicit Bias and Structural Racialization](#)
- [Talking About Race](#)
- If in-person, prepare sticky notes and index cards for the group work activity. If remote, identify a collaborative online platform for the group work activity Identity Knowns and Unknowns.

Lesson Overview

This lesson helps learners understand how we form beliefs and attitudes about others (including our co-workers), and how we can recognize discrimination and bias throughout society, including in the workplace.

ACTIVITIES



GROUP WORK: PERSONAL FACTS AND BIAS [SL3B]

Instructor Talk

This activity helps us to understand that assumptions are how we categorize and make sense of the world — and to understand that assumptions don't always lead to the right conclusions. Next, we will look at the difference between things we know about people — and things we don't know — that may lead us to making inaccurate assumptions.

1. Divide learners into groups of 3-4. Distribute an index card to each learner. On the index cards, each learner will write one surprising or interesting fact about themselves that they don't mind sharing with the rest of the group. Facts can include:
 - Childhood experiences
 - Quirky habits
 - Hidden talents or hobbies
 - Significant or life-shaping experiences
 - Daring feats
2. Explain that one learner in each group will collect the interesting facts and read them aloud in three rounds:
 - **Round 1** — Everyone listens to the interesting facts without comment.
 - **Round 2** — The group tries to guess which fact belongs to which learner (the correct person does not yet reveal themselves).
 - **Round 3** — The group guesses again and states why they connected the fact to this learner so (the correct learner then reveals themselves).
3. Debrief the activity as a large group using the following questions:
 - a. How did you make your guesses? What information (such as assumptions, physical appearance, personal knowledge, background knowledge, context clues, etc.) did you use to make your guesses?
 - b. Why do you think we did this activity? (**Emotional Intelligence**).



GROUP WORK: IDENTITY KNOWN AND UNKNOWN

1. Make two columns with these headings on a whiteboard:

Know	Don't Know

2. Ask learners these two questions:
 - a. When you first meet someone, what can you tell about their identity by looking at them?
 - b. What can't you tell about someone by looking at them?
3. Ask each person to list at least one item (re: themselves) for both columns on sticky notes, then place them in the columns.
4. Review the responses in each column. Note where the same item may be listed in both columns. Some examples might be gender, ethnicity, race, age, abilities, and marital status. Discuss why that might be. **(Respecting Differences)** *(When discussing identity, be sensitive to privacy concerns, knowing that learners may choose to share only those identities that they are comfortable discussing in a large group. Consider doing this activity after an initial level of trust has been established in the class.)*



READING: BIASES ARE NOT JUST A PERSONAL PROBLEM

1. Read [Racism at Work](#) and lead a discussion with the following questions:
 - a. What biases are operational in these pieces? *(Possible answers could include: the employer is biased against Haitian workers. Or the employer is assuming the biases of hotel customers.)*
 - b. The title of the piece is "Racism at Work." Do you agree or disagree that these biases are a form of racism?
2. Read [Black People and Institutional Racism](#) and lead a discussion with the following question:
 - a. The author makes the case that racism is not a personal problem. In other words, it can't be fixed by people simply adjusting their attitudes, although that is an important element. She argues that racism is part of institutions and we need to change the way institutions work. Why does this matter for people who are exploring careers? *(Possible answers: It's important to be aware of racism in the U.S. It doesn't have to limit us, but it may affect us. We may contribute to it with our own biases. Or we may be bystanders while it is happening in front of us. We may or may not be able to do something about it as individuals, but we may be able to try other [collective] strategies. It's good to be prepared for what we might experience or witness.)*



GROUP WORK: “WHAT WOULD YOU DO?” ROLE-PLAY

Instructor Talk

Understanding your own beliefs and assumptions about the identities of others, including coworkers, can help you reflect on how you can contribute to a welcoming and supportive workplace for all employees based on their own self-claimed identities. Bias can get “coded into” how things work and it can put whole groups of people at a disadvantage. The first step toward dealing with it is being aware of it.

1. Have learners get into groups of 3–5.
2. Connect back to Racism at Work to show an example that learners already discussed about what they would do in the situation if someone called them a racist name.
3. Explain that now learners will have an opportunity to role-play situations with workplace biases.
4. Distribute [What Would You Do?](#) and assign one slip of paper/one situation for each learner.
5. Ask learners to read silently and spend two minutes thinking/writing quietly.
6. When ready, each learner will read their situation out loud and explain what they would do. Others in the group can add any thoughts on the situation before moving to the next.
7. The instructor rotates between groups to offer guidance for anyone struggling with potential solutions. **(Respecting Differences)**

WRAP-UP & EXIT TICKET

Distribute the [Exit Ticket](#). Tell learners that this private writing activity is an opportunity to reflect on identities and assumptions in their own lives that they might not have wanted to share with the class. Allow adequate time for learners to record their answers. **[W2A] (Emotional Intelligence)**

EXTENSION ACTIVITY

1. Choose from one of the readings below on bias and discrimination and discuss the reflection questions included in the reading:
 - [They Called Me Stupid](#) (an article by Mexican immigrant about being called names on the job because she didn’t speak English well)
 - [Learn English, Join a Union](#) (an article on using the title’s the two strategies to deal with bias on the job)

2. For learners with more advanced reading and vocabulary skills, lead a discussion on the five types of unconscious bias in the workplace, using the article [5 Types of Unconscious Bias in the Workplace](#). After reading, ask the group the following comprehension and reflection questions:
 - a. Which of the five kinds of unconscious bias have you had experience with (either as the person holding a bias, or being the recipient of a bias held by someone else)?
 - b. What can we do — on an individual level and a societal level — to confront each kind of bias?

LESSON 5:

Our Contributions in the Workplace



LESSON GOAL

Learners will be able to identify the contributions they bring to the workplace based on their unique identity and lived experiences.



KEY TERMS

Sexual orientation, gender identity



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level A (a), [SL1Aa]:** Participate in collaborative conversations with diverse partners in small and larger groups. (a) Follow agreed-upon rules for discussions.
- **Speaking and Listening Anchor 3, Level B [SL3B]:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **Writing Anchor 2, Level A [W2A]:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



ENGLISH LANGUAGE PROFICIENCY STANDARDS

Extension Activity:

- **S/L3.3:** Express own ideas; ask and answer questions to gain information or clarify understanding.
- **W3.3:** Develop a topic with a few details.
- **W3.4:** Develop the topic with some relevant details, concepts, examples, and information.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Leadership & Initiative**
- **Emotional Intelligence**
- **Critical & Creative Thinking**



LEARNER MATERIAL

- [Identity Iceberg — Our Contributions in the Workplace](#) (worksheet)
- One of the following from [The Change Agent](#), based on learner interest and/or reading level:
 - [I Got Help, and Now I Help Others](#) (online article)
 - [Putting Experience to Work](#) (online article)



INSTRUCTOR PREPARATION

- Read through *The Change Agent* articles to select one or more for the activity.
- Prepare for the lesson by answering the questions on the worksheet [Identity Iceberg — Naming Our Contributions](#), based on your own identity. Be prepared to use this as an example during the lesson if needed.

Lesson Overview

This lesson helps learners identify the value they bring to the workplace (and other spaces) based on their unique identities and life experiences, which will help them to understand their assets and build confidence as they begin to explore new careers.

ACTIVITIES



DISCUSSION

Instructor Talk

Today, we will continue our discussion of identity (what is seen and unseen) and you will have an opportunity to understand how your unique identity contributes to workplaces (as well as other spaces you belong to, including classrooms and community organizations, etc.). In addition to identities, we will consider how our life experiences can also add value to the workplace. For example, your experience as a mother, as a union organizer, as a cancer survivor, etc., can be particularly relevant and valuable in certain workplaces.



WORKSHEET: NAMING OUR CONTRIBUTIONS

1. Distribute the worksheet [Identity Iceberg — Naming Our Contributions](#). Review the graphic and questions. *(Remind learners that what they choose to share in class is their choice. You may want to note that some of the 'identities' on the iceberg are categories which employers are not legally permitted to ask about during the interview and hiring process. These includes sexual orientation, age, race, ethnicity, family status, and political views. Let them know they will be learning more about the legal aspects of interviewing another time.)*
2. Next, ask learners to individually write down their answers to the questions on the worksheet. **[W2A]** As needed, share from your own completed worksheet as an example of how they might answer the questions using the identities provided on the identity iceberg. For instance, knowing more than one language could make a workplace better by being able to communicate with customers or staff in their own language. Being of a certain age or from a certain generation could help you to understand clientele from your generation or can allow you to pull from your extensive experience taking care of others.
3. Ask learners to pair up and share their responses to Questions 2 and 3 only. **[SL1Aa]** Each learner will have four minutes to share their answers. Then the listener can ask clarifying questions. The goal is to help each learner be clear on the value they bring to the workplace.



DISCUSSION: OUR CONTRIBUTIONS

1. Ask each learner to choose one of the “contributions” they noted on the worksheet and write it on a sticky note. **(Emotional Intelligence)**.
2. Then ask each learner to share the following with the group:
 - a. One contribution (personal, professional) they bring to the workplace because of their unique identity or life experiences.
 - b. The way that contribution makes the workplace better. **(Leadership & Initiative)**
3. As each learner finishes, be sure to applaud and celebrate their contribution. *(For future use, take a photo of the sticky notes or move them to a poster board that can remain up in the class or take a screenshot of online stickies.)*



READING: IDENTITIES AND LIFE EXPERIENCES

Instructor Talk

Our identities and life experiences may prepare us well to connect with others on the job. We will read an article from adult learners about how their own identities and life experiences make them a great fit for a particular job.

1. Distribute *The Change Agent* article(s) selected for this activity (see *Instructor Preparation*) and provide pre-reading supports or scaffolding as needed, including reviewing titles and headings, assessing the article for context clues before reading, reading sections one at a time, and summarizing them as you move through the article, or asking learners to underline key ideas, unknown vocabulary words, or phrases and ideas they like.
2. After reading, provide the following questions for reading comprehension and group reflection **[SL3B]**:
 - a. What identities and life experiences did the author bring to their work?
 - b. How did these identities and life experiences add to their ability to do their job well?
 - c. Where else can the individual’s unique contributions be useful? What other types of jobs/careers might each individual you read about be well suited to work in because of their life experiences and abilities? Why? **(Critical & Creative Thinking)**

WRAP-UP

Instructor Talk

Knowing the contributions that you bring, both personal and professional, to a workplace and to an employer will help give you confidence in exploring career pathways of interest to you. This lesson shows the unique ways your identities and lived experience make you an asset in the workplace.

EXTENSION ACTIVITIES

1. For ESOL learners: Ask learners to identify a job they have had or one which they would like to have. Consider asking those who have not had a job to find a job posting or description to help them better understand the job position. Have learners write a paragraph describing two to three contributions they bring to the job because of their unique identities and/or life experiences.
 - a. Provide a word bank or sentence frames to support the development of their paragraph. **[W3.3]**
[W3.4]
 - I am interested in _____ job, because _____.
 - My identity as a _____ person will help me on this job because_____.
 - b. To support writing, learners will pair up to use a checklist to review writing skills, such as capitalization, punctuation, and subject-verb agreement throughout the paragraph. After editing/updating paragraphs, learners will read their paragraph out loud to a small group or the entire class. **[S/L3.3]**
 - c. To support paragraph writing, review the ideas in the [Integrating Writing Activities section](#) and include supports as needed.

LESSON 6:

The Influence of Family and Friends



LESSON GOAL

Learners will identify the influence that their family, friends, and society have on their career choices.



KEY TERMS

Co-worker, colleague, cultural factors, identity



COLLEGE AND CAREER READINESS STANDARDS (CCRS/AE)

- **Speaking and Listening Anchor 2, Level A [SL2A]:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Language Anchor 4, Level Aa [L4Aa]:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Teamwork & Collaboration**
- **Respecting Differences**
- **Emotional Intelligence**



LEARNER MATERIAL

- [Discussion Questions for Family & Friends Job Tree](#) (handout)
- [Shed the Noise and Listen to Yourself](#) videos from RoadTrip Nation (video)
- [Video Discussion Guide for RoadTrip Nation](#) (worksheet)



INSTRUCTOR PREPARATION

- Prepare your own Family & Friends Job Tree on a sheet of paper to better understand what questions and feelings may arise for learners. This can (optionally) be shared alongside the sample tree in the lesson.
- Review the RoadTrip Nation videos and resources to choose which videos are right for your class. For intermediate and advanced level classes, consider showing the [Shed the Noise and Listen to Yourself](#) lesson video and using the lesson questions provided by RoadTrip Nation. Select “Additional Videos” to review additional short interview videos of individuals discussing a specific challenge they addressed. Choose which video(s) you will use, or plan to have learners choose short videos to watch on their own.

Lesson Overview

In this lesson, learners create a Family & Friends Job Tree and watch videos to understand and discuss the influences that may have shaped their career decisions.

ACTIVITIES



DISCUSSION: OPEN AND CLOSED QUESTIONS

Instructor Talk

Sometimes we think of cultural context as the traditions, food, clothing, holidays/celebrations of our ethnicity and heritage, native country or religious group. But culture is made up of many things, including economic conditions, race, and gender.

Our family, community, and geographical region also shape our experiences, perspectives, and biases (*reference earlier lessons on bias, if completed*) and community often influence us in ways that we may not be aware of.

For the purposes of today's lesson, "friends" can include neighbors, close friends and associates, and families" can include grandparents, parents, stepparents, siblings, aunts, stepsiblings and anyone you think of as family, regardless of biology.

Influences are not necessarily positive or negative, though they can be. In this lesson, we are interested in the influences that have shaped, and will shape, our career decisions.

1. Ask the following question, allowing time for a few responses.
 - a. What is an example of an influence that our family and friends could have on us?



INDIVIDUAL WORK: DRAW A FAMILY & FRIENDS JOB TREE

1. Learners will draw their own Family & Friends Job Tree, which will include the jobs these family members and friends have or had. This tree will be used to see clearly what kinds of influences may be present in each individual's career journey.
2. Share this sample Family & Friends Job Tree. You can also share your own tree to provide two examples. The sample tree:

My Family & Friends Job Tree

Father: Entrepreneur	Mother: Store clerk
Grandfather: Coal miner	Uncle: Unemployed
Stepbrother: Construction worker and “works under the table” making cabinets for friends	
Neighbor: Teacher	Friend: Day-care provider and cuts hair on the side

3. Pause to discuss idioms and explain “works under the table” and “on the side” as terms that are often used when people talk about jobs, employment, and making money.
[L4Aa]
4. Ask learners to draw their own Family & Friends Job Tree on a blank piece of paper or a template printout you can share.



PAIRS WORK: INFLUENCES REFLECTION

1. Distribute and review the handout [Discussion Questions for Family & Friends Tree](#).
2. In pairs, have learners choose which questions they want to ask their partner. Encourage learners to take notes on their partners’ responses as they work through the questions.
(Teamwork & Collaboration)
3. Once complete, lead a large group debrief, sharing this question on the board for all to see: **[SL4B] (Emotional Intelligence)**
 - a. What messages did you receive, whether directly or indirectly, that have influenced how you think about your own opportunities?
4. For learners who have completed [Section 1, Lesson 4: Naming Our Contributions](#), consider using the additional following question: **(Respecting Differences)**
 - a. What intersecting identities and **cultural factors** influence your values, beliefs and career decisions? (Remember to consider **identity** and culture broadly, including socioeconomic, geographic, race and ethnicity, gender, etc.)



GROUP WORK: THE ROLE OF EDUCATION

1. As a pre-watch activity for the video below, give learners a prompt:
 - a. What is the role of education in your culture?

2. Ask learners to spend 30 seconds thinking and then write just one word or a short phrase that comes to mind.
3. Have learners add words into a word cloud generator or similar (or sticky notes on board).
4. Reflect on what's written and discuss any trends.



VIDEO & DISCUSSION: ADDRESSING THE “NOISE”

Instructor Talk

As discussed so far, we all seek advice and are influenced by family and friends, and other factors. It is important to be aware of those influences and how they can shape our career exploration and planning process. We are now going to listen to how others have addressed some of these influences in their lives.

1. Before watching the video(s), distribute and review the worksheet [Video Discussion Guide for RoadTrip Nation](#). Then show the selected video(s) or have learners choose which videos to watch. Learners may want to choose to watch videos of people with backgrounds or jobs they are interested in. Allow time for learners to answer the questions on the worksheet.
2. Lead a discussion using these guiding questions: **[SL2A]**
 - a. How did the interviewee address the challenges in their own professional journey?
 - b. What piece of advice did you find most useful?

EXTENSION ACTIVITY

1. After viewing [Shed the Noise and Listen to Yourself \(RoadTrip Nation\)](#), have learners write their answers to the three [Lesson Questions](#) in the lesson plan from RoadTrip Nation.
2. Have learners discuss their answers in small groups.
3. Ask learners to name family members or friends whom they go to for help. Ask, for example, “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 learner to remember or think about who they talked to (or would talk to) in making career-related decisions. Note that there is no one right person to talk to — it depends on one’s background and circumstances.
 - a. Who did you talk to?
 - b. Why did you choose this person(s)?
 - c. What advice did the person(s) give you?
 - d. Did you follow the advice? Why or why not?

4. Have learners identify one family member or friend to interview about their lives with a focus on volunteer work and paid work. They can use the guiding questions drawn from the classroom discussion:
 - a. What work, whether paid or unpaid, was most important to you and why?
 - b. What was the most surprising thing you learned through work?
 - c. What influences were most helpful to you when working?
 - d. What influences may have hindered or limited you?
 - e. What advice would you give someone looking to find a new career?

LESSON 1:

Creating a Vision Board



LESSON GOAL

Learners will create vision boards in order to identify goals and desires for their future.



KEY TERMS

Impression



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level A [SL1A]:** Participate in collaborative conversations with diverse partners in small and larger groups.
- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Writing Anchor 2, Level A [W2A]:** Write informative/explanatory texts in which learners name a topic, supply some facts about the topic, and provide some sense of closure.

Extension Activity:

- **Writing Anchor 2, Level B [W2B]:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Communication**
- **Digital Literacy**
- **Critical & Creative Thinking**



LEARNER MATERIAL

- If delivering this lesson in person, learners can use tactile materials such as paper, markers, magazine pictures, ribbon, stickers, and glue. If doing this session virtually, explore free online vision board templates such as [Canva](#) and [Padlet](#).
- If creating the vision board online, one device per learner with internet connectivity
- [Exit Ticket](#) (worksheet)



INSTRUCTOR PREPARATION

- Review the following articles on the psychology of vision boards:
 - [What Is a Vision Board and Why Make One?](#)
 - [Top execs use this visualization trick to achieve success—here's why it works, according to a neuroscientist](#)
- Review additional instruction on creating vision boards, [Activity: Vision Boards](#). (online article)
- Consider making your own vision board to share with learners as a way to inspire their own and provide ideas about what can and should be included.

Lesson Overview

In this lesson, learners will make a vision board to represent their hopes and goals for the future. They consider all components of their lives (family, community, personal), but should make sure to include education and career goals and aspirations.

ACTIVITIES



VISUALIZATION

Instructor Talk

We all have dreams about our future, and the purpose of a vision board is to inspire and help to manifest the goals and aspirations you have for yourself. Today you will have the opportunity to create a vision board of your future which can include many areas of your life. In addition to education and career goals, some categories might be family, community, personal, financial or spiritual. What other categories might be important to you?

1. Write the following prompt on the board and ask learners to spend three minutes to think and write about it: "How do we visualize our plans for the future? How do you like to visualize your future when you are planning or dreaming? What have you seen others do? What topics are usually included in this 'visual' about the future?" (**Critical & Creative Thinking**)
2. Write down a list of their responses on a whiteboard or collaborative note-taking document.



INDIVIDUAL WORK: VISION BOARD

1. Ask learners to think about where they see themselves in 6–12 months from now (or invite them to choose their own timeframe for the vision board). Use the following guiding questions to get the visioning started:
 - a. What does that look like?
 - b. How can you visually represent your ideas and goals?
2. Distribute flipchart paper for their boards or have learners access an online application for the vision board creation.
3. Remind them that they should include content that represents their education and career goals. As they start to select materials for the board, encourage learners to choose literal or metaphoric/symbolic images that represent where they want to be. If you have completed your own vision board or have examples from previous learners, share these as inspiration.

4. Circulate among learners, reminding them that there is no wrong way to do a vision board. Have music going in the background, encourage talking and brainstorming with one another to create a spirit of camaraderie. **[SL1A]** (*Instruction in digital literacy will need to be provided by an instructor or in collaboration with a digital literacy instructor if this activity is done online.*) **(Digital Literacy)**



GROUP WORK: GALLERY WALK AND GOALS GAME

1. Once the boards are complete, tell learners they are going to have a gallery walk, which is an opportunity to review and discuss the vision boards. Have learners post their vision boards around the space.
2. Share the following sentence frame, which will be used during the vision board gallery walk:
 - a. Looking at your vision board, I get the impression that you want your future to include _____. Is that correct?
 - b. I get the impression your education and career goals might be _____. Is that correct?
3. Have all learners circulate for five minutes and try to interpret 1–2 major goals of each classmate. Ask learners to make a simple chart in their notebook of name and goal.
4. Then, divide up the class, with half the class staying with their boards (stationary), and the other half circulating around the room.
5. Once the circulating learners are paired up with the stationary learners, the circulating learner will use the sentence frames to reflect on the vision statements. The person receiving feedback will respond to questions. If their vision board didn't convey their intentions to their partner, they will clarify and further explain their vision. **[SL4B]** As the pairs share and discuss their vision boards, listen and remind them as needed to offer impressions, not judgments. The goal of the activity is to seek clarification. **(Communication)**
6. Repeat until each circulating learner has been paired with two stationary learners, then have them switch places so that each learner has two opportunities to be a circulator (asking questions) and two opportunities to be stationary (receiving questions).



DISCUSSION: VISION BOARD AND GALLERY WALK

1. Debrief the process of creating the vision boards and doing the gallery walk with the following questions:
 - a. What did you learn about yourself in the process of creating your own vision board?
 - b. How did classmates' questions help you to refine your vision?

WRAP-UP & EXIT TICKET

1. Remind learners that the first step in finding a career that meets their needs and desires is having a vision for themselves that includes the other areas of their lives as well. Their career goals should be integrated with their personal, family, and community-related goals, an idea that will be explored more in future lessons.
2. Distribute the [Exit Ticket](#) worksheet and collect when learners complete. **[W2A]**

EXTENSION ACTIVITY

1. For learners who would benefit from more advanced writing opportunities, provide instruction on paragraph formation and informative/explanatory writing skills. Next, have learners write two paragraphs describing their vision and why it is important to them. To support paragraph writing, review the ideas in the [Integrating Writing Activities section](#) and include supports as needed. Then, provide instruction on how to give peer feedback on the shared ideas. In pairs, have learners share their descriptions and provide feedback. Learners can then meet individually with the instructor for feedback on the grammar and structure. **[W2B]**

Activity adapted from [Activity: Vision Board](#)

LESSON 2:

Identifying Hopes and Dreams



LESSON GOAL

Learners will explore how their hopes and dreams for themselves and their families impact their education and career goals.



KEY TERMS

Goal



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level A [SL1A]:** Participate in collaborative conversations with diverse partners in small and larger groups.
- **Speaking and Listening Anchor 3, Level B [SL3B]:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **Reading Anchor 2, Level B [R2B]:** Determine the main idea of a text; recount the key details and explain how they support the main idea.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Navigating Systems & Using Information**
- **Adaptability & Flexibility**
- **Emotional Intelligence**



LEARNER MATERIAL

- [Stay-at-Home Mom](#) (online article)
- [Hopes and Dreams Force Field Analysis](#) (worksheet)

Extension Activity:

- [My Ideal Job: Keeping Mexican Culture Alive Through Dance](#) (online article)



INSTRUCTOR PREPARATION

- Review the articles from *The Change Agent* and select the reading best suited to your learners. If the reading [Stay-at-Home Mom](#) might be too advanced for learners, consider replacing it with [My Ideal Job: Keeping Mexican Culture Alive Through Dance](#) and use the discussion questions included in the extension activity.

Lesson Overview

This lesson helps learners identify their hopes and dreams, as well as potential challenges and solutions to their challenges. Using reading and writing activities, learners continue the visioning work they started in an earlier lesson and have a chance to think through barriers and solutions with a force field analysis.

WARM-UP: BRAINSTORM

Instructor Talk

Most of us balance our hopes and dreams and our education and career aspirations with the other parts of our lives, including our family's needs and our commitments as parents, caretakers or partners. This lesson will give you a chance to think through how your own hopes and dreams intersect with your other obligations and priorities.

1. To ground learners in the importance of thinking through our hopes and dreams, discuss the following questions with the whole group:
 - a. Why might it be beneficial to identify your hopes and dreams? *(If learners recently completed the vision board, remind them of this process and ask them to reflect back on their vision boards.)*
 - b. How do your hopes and dreams relate to those of your partner, children, family members?
 - c. Why would it be important to share your goals, hopes, and dreams with others? **[SL3B]**

ACTIVITIES



READING: MY DREAM JOB

1. Introduce the reading of [Stay-at-Home Mom](#) with some pre-reading questions:
 - a. Based on the title and photos in the article, what do you think this article is about?
 - b. Do any of you identify as a stay-at-home parent?
2. Have learners read the article, either individually or as a group, depending on learners' reading skills. Provide additional scaffolding and chunking support as needed, including reading headings first, reading the article section by section, summarizing sections as they go, and doing group or individual reading based on learner level.
3. Afterwards, ask the following comprehension and reflection questions: **[R2B]**
 - a. How did Fei's job change when she came to the U.S.?
 - b. How did the pandemic impact her life and her job as a stay-at-home mom?

- c. How did Fei react to her new role as a stay-at-home mom?
- d. Who and what were helpful to Fei during this challenging time?
- e. How is Fei now pursuing her own hopes and dreams?
- f. What do you think she might do next?



WORKSHEET: MY HOPES AND DREAMS

Instructor Talk

In the previous article, we saw an example of someone who had to balance her role as a parent with her other hopes and dreams. You will now have an opportunity to identify your own hopes and dreams for yourselves and your families. There are many ways that we balance our priorities with the priorities of other people in our lives, even if we don't provide direct care or financial assistance to anyone. For example, you may want to take classes to complete a degree, but will choose to wait until your children are older, or until a partner can support the whole family financially. If you have children, you might find that identifying goals for your children may be easier than identifying and prioritizing goals for yourself. If you care for other family members, you may feel that these obligations limit your options for pursuing your education and career goals. It is important to think about how your own education and career hopes and dreams impact not only your own well-being, but the well-being of your whole family.

1. Ask the following questions, getting one volunteer per question to share with the group:
 - a. What are some hopes and dreams you have for your children or your family as a whole? *(Remember that how learners define their family is fluid and up to them.)*
 - b. When thinking about your career, what are some hopes and dreams you have for yourself? **[SL1A]**



WORKSHEET: FORCE FIELD ANALYSIS

Instructor Talk

Remember that the challenges you're facing might be addressed through 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, as is talking to a supervisor about other job opportunities at work. Another example could be asking a community elder who supports your dreams to talk with members of your family who may not approve.

1. Distribute the worksheet [Hopes and Dreams Force Field Analysis](#). Explain that the goal is to identify how learners can draw on their strengths to overcome any obstacles. Review the directions.
2. Allow adequate time for learners to complete the worksheet. (To build digital literacy skills, learners could complete the force field analysis using a tool like Padlet or the Zoom whiteboard.) **(Adaptability & Flexibility)**
3. Once all learners have completed the worksheet, ask each learner to share a dream/hope.

4. Then ask learners to name at least one challenge that gets in the way of their hope or dream and what strength they can draw on to overcome the challenge. Record their answers. Examples of challenges might include working a night shift, having young children, wanting to improve English, lack of support from family, etc.

WRAP-UP

Instructor Talk

While we may have certain hopes and dreams for ourselves related to education and career, we inevitably balance those with other priorities and needs in our lives, priorities and needs that change over time. We will all face obstacles and challenges as we pursue our goals, but by drawing on our own strengths and the support of those around us, we can find solutions and plans to overcome obstacles.

EXTENSION ACTIVITY

1. For learners who would benefit from a shorter and more streamlined reading, have them read the article [My Ideal Job: Keeping Mexican Culture Alive Through Dance](#). **[R2B]** Ask these comprehension and reflection questions:
 - a. What is Maria's dream job?
 - b. What are her strengths?
 - c. What obstacles did she face?
 - d. How is she building her skills?
 - e. What additional information does she need to help her attain her dream job?

LESSON 3:

Identifying Work Values



LESSON GOAL

Learners will identify their core values when it comes to work and will understand the role that values play when choosing what jobs to pursue.



KEY TERMS

Values, rank, benefits, salary, job security, working conditions, job promotion, advancement (see career advancement), prestige



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level A [SL1A]:** Participate in collaborative conversations with diverse partners in small and larger groups.
- **Speaking and Listening Anchor 6, Level B [SL6B]:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **Writing Anchor 2, Level A [W2A]:** Write informative/explanatory texts in which learners name a topic, supply some facts about the topic, and provide some sense of closure.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Communication**
- **Respecting Differences**
- **Adaptability & Flexibility**



LEARNER MATERIAL

- [Work Values Inventory](#) (worksheet)
- [Work Values Inventory Summary](#) (worksheet)
- [Humans, Not Machines](#) (online article)

Extension Activities:

- [Work Values Clarification](#) (worksheet)
- [Global Trends in Workplace Values](#) (website)
- [Create a Graph](#) (website)



INSTRUCTOR PREPARATION

- Prepare a chart (online or on the board) of the Work Values Inventory items to be used in the Worksheet: A Job that Aligns with Your Values activity.

Lesson Overview

This lesson helps learners understand what they value most in a job, which is an important part of the career planning process. They use an inventory to identify values and reflect on the impact values have on career decisions.

WARM-UP

1. Read out loud together [Humans, Not Machines](#). Discuss what the writer thinks is a good job vs. a bad job.

ACTIVITIES



SMALL GROUP WORK: CREATE A WORK VALUES SURVEY

1. Have learners work in small groups. (There should be 2–3 surveys in total for timing.)
2. Tell learners that they are going to create a Values Survey for their classmates. This survey should include questions to help their classmates think about what is important to them in a job and why. Each group will collaborate on possible questions and then select the 5–10 most important ones to include in their survey. Questions can be any style (true/false, multiple choice, categorizing, etc.), but should include at least a few open-ended questions. (Show survey examples if necessary.) **[SL1A]**
3. Provide a few example questions:
 - a. What is more important to you — a good salary or a flexible schedule?
 - b. Is it important to have the option to advance in your job?
 - c. Does it matter where your work is located?
 - d. Do you need health insurance? Other benefits?
 - e. Is a stable work schedule important to you?
4. Distribute the [Work Values Inventory](#) as a sample and to generate ideas for each group.
5. Give learners adequate time to create their survey. When everyone is ready, distribute for all to complete.
6. Methods for sharing surveys can include distributing photocopies, sharing a screen, reading aloud and writing responses, or sending by email, etc.
7. Give learners adequate time to complete the surveys and hand them back to the original owners.

8. Each group will analyze and share the results of their survey.
9. Lead a full-group discussion using these questions:
 - a. What are the most highly ranked values? Why do you think that is?
 - b. What are the lowest-ranked values? Why do you think that is?
 - c. What did you learn about yourself and others?
 - d. Are there any circumstances under which you might need to make a trade-off in your values when choosing a job? (**Adaptability & Flexibility**)
 - e. How did you identify your values? Was it based on past experiences? What would you like from future jobs?
 - f. Our values change over time. How are your values today different from what they were in the past? How do you think your values might change in the future? For example, was money the #1 value to begin with, and now it is health benefits or something else?
 - g. At times, you may not have jobs that fully align with your values. How might you navigate that? (**Respecting Differences, Adaptability & Flexibility, Communication**)



ANALYSIS: WORKPLACE VALUES GRAPHS

1. Tell learners that now they will have an opportunity to analyze some [global data showing trends in workplace values](#).
2. Select one or more graphs to analyze as a class, based on learner interest and/or level. Or have learners work in pairs or individually to analyze a graph of choice.
3. Discuss these questions:
 - a. What does the graph show us?
 - b. What is the conclusion of the data?
 - c. What is interesting/noteworthy about the data?
 - d. What is your own opinion on this topic?
4. Suggested graphics for multilingual learners of English:
 - Intermediate: [Important Workplace Values for Gen Z or Millennials](#) (scroll down)
 - Advanced: [Importance of Workplace Values for Employees](#) (scroll down)



WORKSHEET: A JOB THAT ALIGNS WITH YOUR VALUES [W2A]

1. Explain that learners will now have a chance to write about a paid or unpaid work experience they have had that has encompassed their top three values. The prompt is included at the bottom of the [Work Values Inventory Summary](#) worksheet. (If learners cannot identify an example, have them identify a potential future job or opportunity that might.) To support paragraph writing, review the ideas in the [Integrating Writing Activities](#) section and include support as needed.
2. Ask learners to provide specific examples of how the values were met and provide feedback as needed.

WRAP-UP

Instructor Talk

Spending time understanding your values and evaluating their importance can lead to increased self-understanding and potentially more fulfilling work. Remember that no one value is better than another. It's about what is most important to you at this point in your life. As a reminder, values can change over time.

EXTENSION ACTIVITIES

1. The Work Values Clarification activity helps learners reflect on what has influenced their own values. Distribute the [Work Values Clarification](#) worksheet and have learners answer the questions on their own.
2. Then either compile a group list on the board to discuss as a group or have learners pair up to share their answers.
3. Wrap up by asking learners to write a paragraph about how understanding these influences will help them make informed decisions about their careers. To support paragraph writing, review the ideas in the [Integrated Writing Activities](#) section and include supports as needed.
4. In collaboration with a math instructor, add on a mathematics activity on collecting, tallying, and analyzing the “values” responses using tables, charts, and graphs. Review and consider using the guidance and tools in the [Create a Graph](#) webpage from the National Center for Education Statistics.
5. For learners who would benefit from additional vocabulary support around the values, including ESOL learners, consider adding vocabulary activities to this lesson. For example, conduct a matching activity using the vocabulary words and definitions and have learners work in triads to match the word with its definition. Learners can be part of writing the definitions for the cards, so that the language is familiar when it comes time to sort and match.

LESSON 4:

Identifying Transferable Skills



LESSON GOAL

Learners will identify the role that transferable skills play in their daily lives, especially in the workplace.



KEY TERMS

Transferable skills, foundational skills, technical skills



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level A [SL1A]:** Participate in collaborative conversations with diverse partners in small and larger groups.
- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Reading Anchor 1, Level C [R1C]:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Extension Activity:

- **Writing Anchor 2, Level A [W2A]:** Write informative/explanatory texts in which learners name a topic, supply some facts about the topic, and provide some sense of closure.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Communication**
- **Critical & Creative Thinking**
- **Teamwork & Collaboration**
- **Navigating Systems & Using Information**
- **Leadership & Initiative**

**LEARNER MATERIAL**

- [Jigsaw Notetaking Activity — Transferable Skills](#) (worksheet)
- [Transferable Personal and Workplace Success Skills Definitions](#) (handout)
- [Clean Start: She Lost her Job, So She Started a Cleaning Business](#) (online article)
- [Identifying Transferable Skills](#) (worksheet)
- [The Root of the Skills Gap](#) (online infographic)
- [Skills Gap](#) (online infographic)
- [2023 Workforce Skills Gap](#) (online infographic)

Extension Activity:

- [We All Have Transferable Skills](#) (online article)
- [Worksheet — Identify Your Transferable Skills](#) (worksheet)
- [Skills Matcher](#) (website)
- [6-Step Proposal](#) (online article)

**INSTRUCTOR PREPARATION**

- At the beginning of class (or beforehand, if you are doing an orientation), have learners to write the names of past jobs they have had, in this country or another. If they have not had a formal job, ask them to list informal work they have done. Learners can also write the name of an occupation they would like to have. Then list these job titles on the grid of the worksheet [Learning About Your Classmates](#). Consider including images of the jobs for learners who would benefit from the visuals.
- The transferable skills referenced throughout the curriculum are closely aligned with other initiatives that support the integration of transferable and employability skills in adult education, including the [Employability Skills Framework](#) and [Teaching the Skills That Matter \(TSTM\)](#) project.

Lesson Overview

In this lesson, learners define transferable skills by analyzing a written workplace scenario so they can understand their value in their personal lives, in the workforce, and in their communities.

ACTIVITIES



BRAINSTORM

Instructor Talk

Today we are going to talk about the types of skills referred to as “transferable skills.” These are skills that are not specific to a type of activity or job but are useful and important in all areas of our lives — in our homes, with our families, in our jobs, and in our communities. Transferable skills are skills that may have been developed in the home or community, but then become useful in the workplace, or vice versa.

1. Ask learners to share some answers to the following question: *(If needed, prompt learners with examples, such as working well in groups, knowing how to communicate, listening to others, and knowing who to call at an organization or company when you have a question.)*
 - a. What are examples of skills that are useful and important to you at home, at work, at school? **[SL1A]**
2. Using the list just generated, ask learners:
 - a. Where would you use the skills the class has identified, including home, the community, school, and the workplace?

Instructor Talk

There are many transferable skills and, while we will focus on a few of the top skills today, this is not a comprehensive list. Transferable skills are in demand by employers, who value the human, transferable, essential skills workers bring even more than the technical skills learners also need for a job. With increasing automation and AI (or artificial intelligence), these human skills are irreplaceable by machines. Discussing these skills today will help you in your career exploration and job acquisition process. Even if you don't have a lot of formal work experience or experience in a new type of job, it's important in a resume and job interview to talk about the skills that you do have and how you will use them in a new job.



SMALL GROUP WORK: MODELING THE JIGSAW ACTIVITY [SL1A]

1. Explain that the class will use a cooperative learning strategy to explore the main transferable skills. In the jigsaw, learners will work in groups of three to learn about one of the skills, and then become the “experts” who explain what they learned in a presentation to the rest of the class.
2. Before learners divide into groups, give a preview what they will do, using the example of “Critical Thinking.” Distribute the [Jigsaw Note Taking Activity — Transferable Skills](#) worksheet. Explain that learners should take notes on the worksheet as the instructor explains the skill of Critical Thinking (#5). Model the presentation process using the guide below:

How can we think critically?	We use critical thinking when we study information carefully and use evidence to help us make good decisions and judgments.
Critical Thinking Example 1: There has been a tornado.	<ol style="list-style-type: none"> 1. Where can the Red Cross help? 2. How can the Red Cross help? <p>After a tornado, people at the Red Cross <u>carefully study a lot of information</u> to see what cities and towns need the most help.</p> <p>They think critically about the <u>evidence</u> they collect to make good decisions about <u>where to send help and how they can help the most</u>.</p>
Critical Thinking Example 2: Maria needs a job.	<p>She collects information on salary, benefits, and working conditions for three jobs at different companies.</p> <p>She uses critical thinking when she compares the information to decide which job is best for her.</p>

3. Give learners a few minutes to write their responses to the following two questions on the [Jigsaw Notetaking Activity — Transferable Skills](#) worksheet:
 - a. How do you use critical thinking skills in your daily life?
 - b. Why are critical thinking skills important?

4. Invite learners to turn to a partner to discuss the questions.
5. Debrief as a class, with volunteers sharing their ideas. **(Critical & Creative Thinking)**



SMALL GROUP WORK: JIGSAW ACTIVITY

1. Divide the class into small groups, assigning one skill to each group.
2. Share the handout [Transferable Personal and Workplace Success Skills Definitions](#). Have each group review their assigned skill's definition and the examples provided, then identify two new examples of how people use this skill. **(Teamwork & Collaboration)**
3. Ask each group to answer and discuss these questions:
 - a. How do you use this skill in your daily life?
 - b. Why is this skill important?
 - c. How could this skill help you in a new job or unfamiliar situation?
4. Next, have each small group present the definition and their two examples. **[SL4B]** After each presentation, allow time for all learners to record and share their answers to the questions above. **(Communication)**
5. Note that we all use these skills regularly, at home, at work, or in the community. Lead a wrap-up discussion using the following questions:
 - a. Which skills were easiest to identify how you use them?
 - b. Which skills do you use the most in the classroom? At home? At work? In the community?
 - c. What skills might you like to develop more?
 - d. How might you develop those skills?



INFOGRAPHIC: SKILLS GAPS

1. Lead learners into a group discussion, asking:
 - a. Have you ever heard the phrase *skills gap*?
 - b. What do you think it means?
2. Have learners get into small groups or work on one site as a full class.

Method A: Tell learners to review the information for 2–4 minutes, then discuss.

Method B: Assign one infographic per small group.

- [The Root of the Skills Gap](#) (Suggested for intermediate multilingual learners of English)
- [The Skills Gap](#) (Suggested for advanced multilingual learners of English)
- [2023 Workforce Skill Gaps](#) (Suggested for advanced multilingual learners of English)

Explain to learners that they may need to select “View Full Infographic.”

3. Lead a discussion, asking:
 - a. What are 2–3 things you learned from the graphic?
 - b. What are some of the causes of skill gaps?
 - c. What are some of the predicted impacts of skill gaps?
 - d. What are some potential solutions? **(Critical & Creative Thinking)**



GROUP WORK & WORKSHEET: IDENTIFYING TRANSFERABLE SKILLS ARTICLE

1. Distribute [Clean Start: She Lost her Job, So She Started a Cleaning Business](#). Advanced-level learners can read the article by themselves. For learners who would benefit from additional support, have them take turns reading out loud, providing clarification as needed.
2. Share and review the worksheet [Identifying Transferable Skills](#).
3. In groups of 3–4, have learners fill in the worksheet based on the article.
4. In a large group, ask the following questions, reminding learners to refer to details and examples from the article when answering the questions, using a whiteboard to record learners’ answers to each of the ten transferable skills: **[R1C]**
 - a. What are some examples of Zulma using more than one transferable skill? Where in the text did you find that?
 - b. What were the top two skills she used to run her business? Where in the text did you find that?
 - c. What additional skills might help her to expand her business? What led you to your answer? **(Critical & Creative Thinking)**

WRAP-UP

Instructor Talk

We develop and use transferable skills in all aspects of our daily lives, not just in our jobs. We rely on transferable skills as learners, partners, parents, community members, and in our volunteer roles, to name just a few. Whether you have been unemployed, raising families, caring for elders, or doing other unpaid volunteer work in your communities, you have these skills! These are all valid examples of transferable personal and workplace skills that can be included in resumes and job interviews. These transferable skills are valuable and in demand with all employers, even more so than technical or hard skills.

Adapted from The Change Agent, Issue 55, February 2022

EXTENSION ACTIVITIES

1. For a more streamlined treatment of transferable skills, complete the [We All Have Transferable Skills](#) and [Identify Your Transferable Skills](#) worksheets with learners.
2. Card-sort: Explain that transferable skills are different from job- or task-specific skills. Provide some examples of job-specific and transferable skills written out on index cards and ask the group to sort the index cards into two groups: Transferable skills and job-specific skills.
3. Transferable skills by occupation: Using the [Skills Matcher](#) self-assessment, have learners identify jobs they have held previously or ones they would like to have, then review the transferable skills associated with the jobs. This activity provides learners with an opportunity to identify their transferable skills and generate a list of occupations that best align with those skills. The assessment also provides information on the annual wages for the occupations they identified, the education level usually needed to enter the career, and how fast the career is expected to grow. Once learners have their occupational list, allow time for them to explore more about each. Then ask them to share their top two occupations. As a wrap-up activity, have them complete a What/So What/Now What exit activity (using a template of your own design) where they will answer: What did I do? What did I learn? What will I do with this information? Responses can be verbal or written.
4. Community Engagement Project (appropriate for a longer-term timeframe): Continue working from the Skills Gap Infographic Activity. Ask learners to consider a skills gap in their community (or home country/culture). Have them create a plan for a community engagement project that could solve the skills gap, first reviewing the sample [6-Step Proposal](#) (use image of six steps as guide), then using the chart below to organize their thoughts. **(Leadership & Initiative)**

6-Step Proposal

1.	Summary
2.	Background
3.	Objectives
4.	Deliverables
5.	Resources required
6.	Project cost and timeline

Location	
Skill Gap	
Causes	
Impacts	
Solutions	

5. Ask learners to write a one-page proposal that builds on the information in their chart. **[W2A]**

LESSON 5:

Things I Have Done



LESSON GOAL

Learners will continue to learn to identify their own transferable skills by reviewing past events and experiences.



KEY TERMS

Transferable skills



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing their own clearly.
- **Speaking and Listening Anchor 3, Level B [SL3B]:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Extension Activities:

- **Writing Anchor 7, Level B [W7B]:** Conduct short research projects that build knowledge about a topic.
- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



ENGLISH LANGUAGE PROFICIENCY STANDARDS

- **S/L6.3:** Explain the reason a speaker gives to support a claim; identify one of two reasons a speaker gives to support a main point.
- **S/L2.3:** Participate in conversations; ask and answer relevant questions; add relevant information and evidence.
- **W3.3:** Compose written informational texts; develop the topic with a few details.
- **W7.3:** Use an increasing number of general academic and content-specific words and expressions in spoken and written texts.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Communication**
- **Self-Management**
- **Navigating Systems & Using Information**
- **Digital Literacy**
- **Teamwork & Collaboration**
- **Emotional Intelligence**

**LEARNER
MATERIAL**

- [Transferable Skills: Definitions and Examples](#) (from [Section 2 Lesson 4, Identifying Transferable Skills](#)) (handout)
- [Things I Have Done](#) (worksheet)
- [Exit Ticket](#) (worksheet)
- [O*Net Online](#) (website)

Extension Activities:

- [My Skills My Future](#) (website)

**INSTRUCTOR
PREPARATION**

- This lesson builds on [Section 2, Lesson 4: Identifying Transferable Skills](#). If learners have not done this lesson, review the materials for definitions and examples of transferable skills.

Lesson Overview

This lesson enables learners to draw from their own experience to identify transferable skills. Using past experiences, they will identify what transferable skills they have and then explore how those skills can be applied to a variety of jobs.

WARM-UP

Instructor Talk

Today we are going to celebrate the many experiences you have had and things you have done. We will start with one experience you have all had.

1. On a whiteboard, write "Started attending adult education classes."
2. In pairs, have learners write down the steps they took to begin attending class.
3. Have learners share their answers with the class and record the answers on a whiteboard. *(Examples can include researching adult education in the area, calling, looking online, contacting the office, coming in for an intake, finding childcare, figuring out transportation, etc.)*
4. Distribute the handout [Transferable Personal and Workplace Success Skills Definitions](#). [If learners completed [Section 2, Lesson 4: Identifying Transferable Skills](#), do a quick review. Otherwise, take time to review the worksheet with learners.]
5. Next, in pairs, have learners compare their answers in Step 2 (the steps they took) to the transferable skills listed on the handout. Ask them to identify the skills used to begin attending class. **[SL3B]**
6. In a large group, have pairs share their answers. **[SL1C]**
7. Note and celebrate how many transferable skills were used to accomplish this task. **(Teamwork & Collaboration, Navigating Systems & Using Information, Communication, Emotional Intelligence, Self-Management)**

ACTIVITIES



PAIRS WORK: TRANSFERABLE SKILLS STORYTELLING

1. In this activity, learners will think of another activity or event that they have completed in their life (or something they do routinely) and will tell their story to a partner who will help them think through all the transferable skills involved. Share these directions with learners:
 - With a partner, decide which one of you will tell the story of your accomplishment (storyteller) and which one will be the listener.
 - Think about a time when you completed something about which you feel a sense of pride and accomplishment. Choose something very specific that you can describe in about 6–8 steps.
 - If you're having a hard time thinking about an accomplishment, write down the things you do each day (i.e., "A day in the life of [insert learner name]") and then select one action to show a skill you use daily as the accomplishment, such as getting your kids to school on time every day, an example of time management.
 - The storytellers should tell the story with the specific actions they took to accomplish the task, broken out step by step (up to 6–8 steps briefly described), and the listeners will record the story through online or hard-copy notes.
 - When the storytellers are through telling the story, the listeners will read the story back to their partners to check accuracy.
 - Together, identify as many skills as you can from the list that were used by the storyteller to accomplish the task and list them on the paper with the story.
2. Once pairs have completed the activity, debrief as a large group with the following questions:
 - a. What skills did you practice as a storyteller or listener when you did this storytelling activity in pairs?
 - b. What did you learn about yourself or your partner in completing this activity? **[SL4B]**



INDIVIDUAL WORK: TRANSFERABLE SKILLS AT WORK

1. Learners will now have a chance to think about how transferable skills show up in different occupations, by looking at the occupation descriptions on O*Net Online.
2. Ask learners to choose two occupations of interest (using previously identified occupations from other lessons, as applicable). Explain that they will see which transferable skills are applicable to both occupations.
3. Using [O*Net Online](#), learners will type in the title of the first occupation of interest into the "occupation keyword search" on the upper right-hand corner of the home screen. Suggest that they open the occupational profile in a new tab so that they can look at both profiles side by side.

4. In the “Summary” tab of the occupational profile, have learners scroll down to “Worker Requirements” and review “Skills.”
5. With both occupational profiles open in two tabs, ask them to identify where there is overlap of at least three skills identified with both jobs.
6. Ask learners to either discuss or write a short paragraph based on the following prompt: How could they use those identified skills in both jobs, reviewing the other sections of the occupational profile as needed to understand how the transferable skill could play out on the job. **[W7B]** To support paragraph writing, review the ideas in the Integrating Writing Activities section and include support as needed. **(Digital Literacy, Navigating Systems & Using Information)**

WRAP-UP & EXIT TICKET

Instructor Talk

You already have many transferable skills based on all you have done in your life. Being clear on the skills and how you demonstrate them will help provide you with the confidence needed to find a job.

1. Distribute and review the handout [Exit Ticket](#). Allow time for learners to write their answers, then collect their work.

EXTENSION ACTIVITIES

1. Distribute and review the handout [Things I Have Done](#). Allow adequate time for learners to individually complete the worksheet. Circulate among learners as needed to answer questions. If learners are unsure which transferable skill matches an action, encourage them to either take an informed guess or mark it to discuss with a partner later. In pairs, have learners share and discuss their worksheets using these guiding questions:
 - a. What surprised you about the skills you have used?
 - b. What were the top two transferable skills you identified?
 - c. How do you feel using those two transferable skills?
2. If needed, discuss any actions not matched to a transferable skill. What might be the best match?
3. In a large group, debrief by asking pairs to share a few of their answers.
4. Using the [My Skills My Future](#) website, learners will have an opportunity to identify jobs that use transferable skills they have already demonstrated in a previous job. Note that this can help them to broaden their job options showing them jobs they may not have considered but which use similar skills. Provide an example of a job and walk learners through the site.

5. Next, have learners identify a job that they have done. On the website, have learners enter their job and review the results. Post questions on a whiteboard for learners to reflect on as they review their results:
 - a. What surprised you about the jobs listed?
 - b. Which of the jobs listed might be a good match?
 - c. Of those jobs, what is the wage for each and the type of training or education needed?
6. Wrap up by having learners share their answers to the posted questions.
7. For learners who are ready, work with them to write a new resume (or revise their old one), and include some of the transferable skills identified on the worksheet.

LESSON 6:

Identifying Occupations of Interest



LESSON GOAL

Learners will identify the education and training requirements needed for different occupations of interest.



KEY TERMS

Occupations, assessment



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing their own clearly.
- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Writing Anchor 2, Level A [W2A]:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



ENGLISH LANGUAGE PROFICIENCY STANDARDS

- **W4.3:** Construct a claim about a familiar topic; provide sufficient reason to support the claim.
- **W3.3:** Compose written informational texts; develop the topic with a few details.
- **S/L2.3:** Express own ideas; add relevant information and evidence.
- **W5.4:** Carry out both short and more sustained research projects to answer a question; gather information from multiple print and digital sources.
- **S/L 3.4:** Deliver oral presentations; compose written informational texts.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Self-Management**
- **Emotional Intelligence**
- **Digital Literacy**
- **Navigating Systems & Using Information**

**LEARNER
MATERIAL**

- [RIASEC Work-Personality Types Career Model](#) (handout)
- [Graph Examples](#) (online article)

**INSTRUCTOR
PREPARATION**

- Complete the O*Net Interest Profiler on [My Next Move](#) and review the results. Make note of the Job Zones and Careers section that are provided once the Interest Profiler is completed. Note what digital skills are needed and be prepared to walk learners through how to complete the Profiler and review results.

Lesson Overview

In this lesson, learners complete a career interest assessment and then review the recommended occupations based on their results. Learners also review education and training required for their top occupations of interest.

WARM-UP

Instructor Talk

*One way to identify occupations that may be a good match is to identify your interests in doing different activities and tasks. Today you will have an opportunity to complete an online assessment called the O*NET Interest Profiler to help you decide occupations you may want to explore. The results will show your RIASEC score, which stands for Realistic, Investigative, Artistic, Social, Enterprising, Conventional. Your RIASEC code will help you understand the type of work tasks that you are inclined to do, showing your preferences and allowing you to shortlist and evaluate potential occupational interests.*

ACTIVITIES



INDIVIDUAL WORK: INTEREST PROFILER

1. Each learner will access the O*Net Interest Profiler on [My Next Move](#). Remind learners that this is not a quiz and there is no right or wrong answer. Encourage them to answer honestly so they can better understand what career path might work best for them.
2. Walk learners through the first four screens that describe the O*Net Interest Profiler. Then give learners adequate time to complete the assessment. If there is access to a printer, have them print out their results showing their RIASEC scores. **(Digital Literacy)**
3. Be sure to circulate among learners to help trouble-shoot any technical difficulties and to assist with understanding the statements.



DISCUSSION & GRAPH CREATION: INTEREST PROFILER RESULTS

1. Distribute and review the handout [RIASEC Work-Personality Types Career Model](#) or project it for learners to review together. Ask learners to share their scores and put a check mark next to the category either on the handout or on the board, to show trends in the class results.
2. Have learners work individually or with a partner to create a simple graph (*suggestions: bar chart or pie chart to show the number of individuals and calculate the percent of total*) based on the data collected. Show [examples of graphs](#) as needed.

3. Ask for a volunteer to draw their graph on the board.
4. Ask all learners to calculate data trends.
 - a. What percentage of the class is R?
 - b. What percentage of the class is I?
 - c. And so on.
5. Do a “Turn and Talk,” asking learners to share their answers to the following questions:
 - a. What surprised you about your RIASEC score?
 - b. What did you learn about yourself?
 - c. What did you learn about RIASEC from the data trends from this class?
 - d. How might you use this information to focus your career search? (**Emotional Intelligence**)
6. In a large group, ask for people to share their responses. **[SL1C] [S/L2.3]**



INDIVIDUAL WORK: EDUCATION AND TRAINING REQUIREMENTS **[W4.3] [W3.3]**

1. Make sure learners have reviewed recommended occupations in the “Careers” section of their results, as well as the “Job Zones.” Provide adequate time for them to explore different careers depending on education needed.
2. Ask learners to identify 3–4 occupations that they would like to explore further.
3. As a writing activity, have learners choose one of the occupations they would like to explore further and write a paragraph (4–5 sentences) explaining why. **[W2A]** To support paragraph writing, review the ideas in the Integrating Writing Activities section and include support as needed.
4. Debrief as a large group, inviting learners to then share the occupation they chose and why. **[SL4B] (Communication)**

WRAP-UP

Remind learners that there is no one category or group of categories that is better than another. What is important is knowing the type of work activities they are most drawn to. This can help narrow down or widen the occupations they explore. Additionally, it is important to start thinking about the education and training requirements each occupation requires, so that they have as much information as possible when deciding on occupations of interest. This will be explored further in future lessons.

Adapted from the “Job Readiness Curriculum Guide,” Massachusetts Association for Community Action (MASSCAP), updated May 2019, pp. 38–39.

EXTENSION ACTIVITY

For ESOL learners: Using the information from the personal interest inventory, have learners research a career of interest that matches their education and career goals. **[W5.4]** Learners can create a presentation or flier about that career to share with the class, including details such as prerequisites (education and training needed), salary, projected growth of the career, and skills or tasks included as part of that work. **[S/L 3.4]** Provide guiding questions, a template or graphic organizers for support.

LESSON 7:

Matching Strengths, Motivators, and Behaviors to Careers



LESSON GOAL

Learners will identify careers that align with their strengths, motivators, and behaviors.



KEY TERMS

Motivator



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing their own clearly.
- **Speaking and Listening Anchor 3, Level B [SL3B]:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **Reading Anchor 4, Level A [R4A]:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Communication**
- **Self-Management**
- **Navigating Systems & Using Information**
- **Digital Literacy**
- **Emotional Intelligence**



LEARNER MATERIAL

- [Profile Scenarios Role-Play](#) (worksheet)
- [Indigo Pathway — Career Finder Quiz](#) (website)

Extension Activity:

- [Talent Transformation — Career Interests Quiz](#) (website)

**INSTRUCTOR
PREPARATION**

- To better understand the Career Finder Quiz, complete the [IndigoPathway 10-minute survey](#) and review the results. In the left-hand column, explore “career suggestions,” based on your results. Review the other tabs in the left-hand column and think about how to best guide learners through the site.
- Since learners will need an email address to create a basic login to get their results, make sure that learners have an active email, or help them set up an email account.
- If using the Extension Activity, review [Talent Transformation — Career Interests Quiz](#). Note that learners will need to register for this site to access the quiz results.
- To prepare for [Small Group: Profile Scenarios](#), print and cut up the Profile Scenarios Activity so each learner only has their assigned role.

Lesson Overview

This lesson helps learners cultivate self-knowledge regarding their motivators, strengths, and behaviors, an important component of identifying potentially fulfilling career paths that are a good fit. Learners take a quiz that identifies personal strengths, motivators, and behaviors, and then review careers that are recommended based on quiz results.

WARM-UP

1. Share a chart with three questions, providing additional verbal explanation and examples as needed.

What are some of your strengths as a learner, parent, community member, volunteer or worker?	What motivates you?	How might others describe you?

2. Ask learners to note down some of their own responses to these three questions.
3. In a large group, ask learners to choose some of their responses to share out, and record them in the three columns. **[SL1C]**
4. Explain that knowing more about ourselves and our strengths, motivators, and behaviors can inform how we think about what jobs might be a good fit for us, which will be explored in this lesson.

CONNECTIONS FROM PERSONAL PROFILES TO CAREER CHOICE

1. Explain to learners that they are now going to work through two activities that will display how one's talents and behaviors can connect to one's career choices.
2. In the first activity, learners will work together in groups to examine profile scenarios as a pre-quiz activity. In the second activity, they will work individually to explore their own personal strengths in a career pathway quiz.

ACTIVITIES



SMALL GROUP WORK: PROFILE SCENARIOS

1. Have learners work in groups of four.
2. Distribute the [Profile Scenarios Activity](#). This should be distributed as a note card or slip of paper so each learner only has their assigned role.
3. Ask learners to read their role out loud one at a time to their group members and then brainstorm job ideas based on the information provided.
4. Debrief as a full group. Reflect on job ideas for the four individuals and why each job might be a good fit for them.



INDIVIDUAL & PAIRS WORK: CAREER PATHWAY QUIZ

1. Explain that learners will now take an online career quiz to better understand their personal strengths, motivators, and behaviors and learn about career paths that may be a good fit for them.
2. Have each learner take the online [IndigoPathway Career Finder Survey](#). Prepare learners for the quiz by reminding them:
 - Although the activity is called a “quiz,” it is not a quiz of their knowledge or abilities. There are no right or wrong answers.
 - Review Likert scale: For each question there are six options ranging from “Not at all like me” to “Very much like me.” Their results will be more accurate if they select “Not at all like me” and “Very much like me.”
 - Provide adequate time to complete, knowing that some learners may benefit from more time and additional online navigation support.
 - Encourage learners to be themselves. Reiterate that there are no right or wrong answers. **(Digital Literacy, Navigating Systems & Using Information, Self-Management)**
3. Allow learners time to complete the quiz, circulating to offer support as needed. **[R4A]**
4. Have learners download and save their summary report to their computer using the “Download PDF” button. Given learners time to review their summary report. (The Indigo Pathway Results Summary terms are defined within the report.)
5. In pairs, have learners share the following about their summary: **[SL3B]**
 - a. Do the top two motivators accurately describe you? Why or why not?
 - b. What do you like about the advice given?

- c. How accurate do you think your DISC scores are? (DISC stands for Dominance, Influencing, Steadiness, Compliance) (**Communication, Emotional Intelligence**)
6. Then, in a large group, ask each pair to share one take-away from their results.



INDIVIDUAL WORK: CAREER SUGGESTIONS

1. Explain that learners will now have an opportunity to review the career suggestions aligned with their score, noting that the careers listed in this quiz do not require a four-year degree.
2. Click through different career suggestions, selecting job titles in order to review:
 - Match level
 - Salary
 - Video
 - Job description
 - Training programs
 - Jobs available
3. Allow adequate time for learners to explore career suggestions. Ask them to identify their top 3–5 jobs based on their explorations.



DISCUSSION: CONNECT TO PRIOR LEARNING

1. If learners have completed Section 2, Lessons 3, 4, and 6, you can help them draw connections to prior learnings in the activity. If you have not completed these lessons, skip to Step 2.

Instructor Talk

We have spent time recently identifying our work values, our transferable skills, and our career interests. We will now discuss how our realizations and learnings from those lessons connect, or don't connect, to our Career Finder Quiz results.

- a. How well are your values identified in [Section 2, Lesson 3: Identifying Our Values](#) supported by the career suggestion options?
 - b. Which of your transferable skills identified in [Section 2, Lesson 4: Identifying Transferable Skills](#) will best support the career suggestion options?
 - c. How well does your RIASEC assessment identified in [Section 2, Lesson 6: Identifying Occupations of Interest](#) align with suggested career options?
2. If learners did not complete Section 2, Lesson 3, 4 or 6, lead a group debrief, using these guiding questions about the Career Finder Quiz results:
 - a. What did you find most helpful?
 - b. What additional information would you like to know?

- c. How might you find that information? (**Navigating Systems & Using Information**)
3. Explain that this process is part of the initial stages of identifying possible careers that are a good fit. As they begin to further refine their search, they may want to return to and review their career suggestions.

WRAP-UP

1. As you wrap up the lesson, ask learners to take notes on and discuss their responses to these reflection questions:
 - a. **What:** What did you do today?
 - b. **So what:** What did you learn? What difference did the activity make?
 - c. **Now what:** What will you do with this experience? How will you make use of what you learned?

EXTENSION ACTIVITY

Learners with some intermediate to advanced digital literacy skills who are ready for some additional self-exploration can take the [Talent Transformation — Career Interests Quiz](#). Review the site and a sample result to help learners navigate. Once learners have viewed their results, ask learners to share them in pairs. Then ask learners to review “Potential Occupations” based on the quiz. Have them write a short paragraph describing which of the suggested occupations they are most interested in, why, and if those occupations align with their values and if they take advantage of their transferable skills. To support paragraph writing, review the ideas in the Integrating Writing Activities section and include supports as needed.

SECTION 3:

Occupational Exploration

- **LESSON 1:** Comparing and Contrasting Occupations
- **LESSON 2:** Labor Market Trends and Information
- **LESSON 3:** Informational Interviews and Job Shadows
- **LESSON 4:** Job Fairs
- **LESSON 5:** Building a Career Pathway
- **LESSON 6:** Your Rights in the Workplace



LESSON 1:

Comparing and Contrasting Occupations



LESSON GOAL

Learners will use online research skills to learn about and compare occupations.



KEY TERMS

Employment trends, license, certification, labor market



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level A [SL1A]:** Participate in collaborative conversations with diverse partners in small and larger groups.
- **Speaking and Listening Anchor 2, Level A [SL2A]:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **Writing Anchor 7, Level D [W7D]:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Critical & Creative Thinking**
- **Digital Literacy**
- **Navigating Systems & Using Information**
- **Respecting Differences**
- **Self-Management**



LEARNER MATERIAL

- [CareerOneStop Compare Occupations](#) (handout)
- [O*NET OnLine](#) (website)
- [Career Exploration Online](#) (worksheet)
- List of occupations that each learner developed in Section 2, Lesson 6: Identifying Occupations of Interest or a newly generated list (see Instructor Preparation)
- [Work-Life Balance Activity](#) (worksheet)

**INSTRUCTOR
PREPARATION**

- This lesson builds on occupations of interest identified by learners in Section 2, Lesson 6: Identifying Occupations of Interest. If learners do not have a list of occupations of interest, refer back to that lesson or another method for helping learners to identify at least two occupations they are interested in learning about in order to complete this lesson.
- Review [CareerOneStop](#). Note that the initial information on employment trends and expected job openings is national, but state and local data are also available with a few more clicks. Review and become familiar with the information on [O*NET OnLine](#), and be prepared to help learners navigate the site features and content, including locating national and state-level labor market information, employment trends, projected job openings, salary and wages, training and licensing requirements.

Lesson Overview

In this lesson, learners use online career databases to compare occupations, explore the different “factors” they should use when comparing occupations, and discuss the results of their comparison, ending with reflections on work–life balance.

INSTRUCTOR TALK

In this lesson, we are going to compare occupations and discuss the results of our comparisons.

1. Give learners the following prompt on the board:
 - a. When comparing jobs, what factors do you usually consider?
2. This opening activity can be a group brainstorm on a collaborative note taking tool, such as a an online whiteboard or sticky notes on a board, etc.

ACTIVITIES



INDIVIDUAL & PAIRS WORK: COMPARE OCCUPATIONS

1. Ask learners to review their lists of occupations identified (*see Instructor Preparation*), choosing two to compare. Allow time for them to review and decide.
2. Invite learners to “Turn and Talk,” sharing their chosen two occupations and explaining their selections to their partner. **[SL1A]**
3. Explain that they will start by using the CareerOneStop website to do an initial comparison of the two occupations they identified. Lead learners through the process of reviewing two sample occupations by reviewing the [CareerOneStop Compare Occupations](#) handout. Use the guiding questions below:
 - a. What is the salary difference between the two occupations? Why might that be?
 - b. Which of the similar skills and knowledge might you want to know more about?
 - c. Which skills gaps might indicate the need for additional training?
4. Using the Compare Occupations tool on CareerOneStop, have learners enter the titles of their two selected occupations to explore the comparison. Encourage them to follow links to become familiar with what information is provided for each occupation. Ask them to come up with additional questions they might have that are not addressed in this comparison tool. **(Digital Literacy, Navigating Systems & Using Information)**

5. Have learners share results in pairs and reflect on the following questions: **[SL2A]**
 - a. What are the major differences you notice between these occupations — salary, training requirements, etc.?
 - b. What are some things they have in common?



WORKSHEET & WRITING: EXPLORE OCCUPATIONS IN DEPTH

1. Explain to learners that they will now have an opportunity to learn more about their two occupations using [O*NET OnLine](#). Show learners the site, where to enter the name of the occupation, and how to navigate through the occupation profile page.
2. Distribute and review the worksheet [Career Exploration Online](#).
3. Allow adequate time for learners to work individually to complete their handouts for each occupation. Check in with learners to answer questions and problem-solve.
4. Ask learners to identify the occupation they are most interested in learning more about and possibly pursuing based on the information found. Have learners write a 4–5 sentence paragraph explaining why they chose the occupation, citing evidence from their research. **[W7D] (Critical & Creative Thinking, Self-Management)**
5. In a large group, invite learners to share their reasons. Identify similarities and differences. Note that each learner will have their own criteria for making decisions and that these may change over time. **(Respecting Differences)**



INDIVIDUAL WORK: REFLECTION ON THE WORK-LIFE BALANCE

1. Explain to learners that they will end the lesson by reflecting on how the researched occupations actually fit in their preferred work-life balance.
2. Engage learners in a brainstorm: What is work-life balance and why is it important? Write key words and phrases on the board.
3. Distribute the [Work-Life Balance Activity](#).
4. Give learners quiet time to reflect on Question 1 (Which factors are most important to you when establishing your preferred work-life balance?).
5. Give learners the remainder of class time to reflect on the other questions in the chart.
6. In a large group, lead a debrief using these questions:
 - a. Which factors did you discover are most important for you when comparing occupations?
 - b. Was it easy or challenging to envision a typical day for your two occupations?
 - c. Was this activity helpful for you? Why or why not? What information was most helpful?

EXTENSION ACTIVITY

1. [O*NET OnLine](#) has a streamlined user-interface that is more accessible than some other platforms for some learners, including some English language learners. Prepare learners to use the site by pre-teaching the digital literacy skills and vocabulary needed. As a group, select two occupations to review together. Using a shared screen, walk learners through the site to answer the questions below for one of the occupations, as a group:
 - a. What are the duties?
 - b. What is the job setting?
 - c. How many hours a day or week is the job?
 - d. Would you work alone or with other people?
 - e. What kind of equipment is used?
 - f. What is the salary?
 - g. Are there many jobs?
 - h. What education and/or training is required?
2. Then have learners pair up to gather information on the second occupation and share their answers with a partner. When learners are ready, they can identify two occupations from their own list to answer the questions on their own.

LESSON 2:

Labor Market Trends and Information



LESSON GOAL

Learners will understand how labor market information (LMI) can inform their career exploration process.



KEY TERMS

Quantitative information, labor market, qualitative information, statistics, data, projected growth rate, estimated average annual wage, estimated average hourly wage



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C (b,c,d) [SL1C b,c,d]:** Engage effectively in collaborative discussion: follow agreed-upon rules for discussions; pose and respond to specific questions, elaborate on the remarks of others; review the key ideas/draw conclusions.
- **Writing Anchor 2, Level A [W2A]:** Write informative/explanatory texts in which [learners] name a topic, supply some facts about the topic, and provide some sense of closure.
- **Writing Anchor 7, Level D [W7D]:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.



ENGLISH LANGUAGE PROFICIENCY STANDARDS

- **W2.4:** Participate in conversations, discussions about a range of topics, texts, and issues; build on ideas; support points with specific and relevant evidence; summarize key points expressed.
- **W5.3:** Carry out short research projects; gather information from digital sources; paraphrase key information; provide a list of sources.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Critical & Creative Thinking**
- **Digital Literacy**
- **Navigating Systems & Using Information**
- **Teamwork & Collaboration**

**LEARNER
MATERIAL**

- [Finding Labor Market Information Online](#) (worksheet)
- [Occupation Profiles](#) (website)
- [Fastest Growing Occupations](#) (website)
- [USA Facts on Fastest Growing Occupations](#) (website)
- [Women: Like Men, Only Cheaper](#) (online article)
- [What is the Gender Pay Gap?](#) (online article)
- [Explainer: Immigrants and the U.S. Economy](#) (online article)
- [Exit Ticket](#) (worksheet)

**INSTRUCTOR
PREPARATION**

- Review online labor market information for your state with the [CareerOneStop Toolkit](#). Enter the state to review the Career reports *Finding Labor Market Information Online*.
- [Occupation Profiles](#) on CareerOneStop
- Research and review reports from your state agencies that oversee labor, employment and training, or workforce development.

Lesson Overview

This lesson provides an opportunity for learners to use online research skills to dig more deeply into labor market information and learn how to use labor market sites to locate information, summarize it, and analyze it.

INSTRUCTOR TALK

- *Today you are going to learn about each other by discovering what jobs your classmates have currently, have had, or would like to have. We will ask closed and open-ended questions to determine who had what job.*

ACTIVITIES



THINK-WRITE-SHARE: ACTIVATE

1. Ask learners: What do you think are the most in-demand jobs in our region? For immigrant and multilingual learners, ask: How is this similar or different to your home country?
2. Do a quick search of “most in-demand jobs in [insert your location]” to show trends and compare to the responses in the brainstorm. Show the [U.S. Bureau of Labor Statistics](#) or the [USA Facts](#) site as updated data on fastest growing professions.
3. Now there are two or three lists: predictions, top jobs in other countries, and in-demand jobs from the U.S. BLS. Ask learners to reflect on the differences and similarities in the lists.
4. To begin to define what Labor Market Information (LMI) is, ask learners:
 - a. What do you think of when you hear the term *labor market information*?
5. Share this definition of labor market information: “Labor market information, or LMI, is any quantitative or qualitative information and analysis related to employment and the workforce.” Drawing on learners’ answers, further explore LMI’s relevance for their needs: for example, LMI on occupations or industry, for example, can help them make important decisions about study and training, their first job, or the next step in their career.
6. Continue the discussion by asking the following questions:
 - a. Is the labor market information for our region of the state the same or different from other regions? What examples do you have to support your answer?
 - b. What are some reasons labor market and employment trends, salary, and wages would vary in different regions?
 - c. Why is it important to understand labor market information?



PAIRS WORK & WORKSHEET: ONLINE SCAVENGER HUNT

1. Tell learners that they will learn more about LMI by participating in a scavenger hunt online. Explain that a scavenger hunt is a game where people collect objects that help lead them to additional objects they need to find. In this case, the objects are pieces of information and the hunt will take place online.
2. Distribute and review the worksheet [Finding Labor Market Information Online](#).
3. Note they will be working in pairs. Each pair will identify:
 - One town or area of the state where they would be interested in working
 - Two occupations (one each) that they would be interested in learning more about
4. Have learners access the [Occupation Profiles](#) on CareerOneStop. Review the navigation features of the website's homepage. Demonstrate how to find occupational information for a specific town or region.
5. Divide learners into pairs to answer the questions on the handout. **[W7D]** Circulate to help as needed. **(Digital Literacy, Teamwork & Collaboration, Navigating Systems & Using Information)**



GROUP DISCUSSION: SCAVENGER HUNT DEBRIEF [SL1C B,C,D]

1. When learners have completed the handout, lead a large group discussion using the following guiding questions:
 - a. What occupation had the highest hourly rate? In what town or area of the state is it located?
 - b. What occupation had the largest number of people employed in the most current year available? (Ask what the year is.)
 - c. What industries employ people in the occupation?
 - d. What information about the occupation surprised you?
 - e. What additional information would you like to know? (Record this information on a whiteboard or shared screen.)
2. Have learners work in their new pairs to research answers to their questions. **[W7D]** Circulate among them to assist as needed by asking guiding questions to help them identify where the information might be found. **(Teamwork & Collaboration, Navigating Systems & Using Information)**



SMALL GROUP WORK: CRITICAL TOPICS

1. Explain to learners that they will work in small groups to discuss two critical topics within the labor market.

Topic 1 — Gender Wage Gap: Readings

1. Engage learners in a discussion with the following prompt:
 - a. Have you ever heard of the gender pay gap? What do you think it means?
2. Have learners read one of the suggested readings, based on learners' levels:
 - Pre-intermediate to Intermediate: [Women: Like Men, Only Cheaper](#)
 - Upper-intermediate to Advanced: Ask for a volunteer to read the intro paragraph out loud from the article "[What is the Gender Pay Gap?](#)".
- Groups can then read silently or take turns reading out loud to each other.
3. Ask learners to discuss the following in small groups of 3–4.
 - a. Why does the gender pay gap exist?
 - b. How can we solve this problem? (**Critical & Creative Thinking**)
 - c. What else do you know about this topic?

Topic 2 — Immigration and Economic Growth

1. Explain to the whole group that they will now analyze a graph on [Explainer: Immigrants and the U.S. Economy](#). Scroll down to the bar graph entitled "Immigration Has Helped America Outgrow the G7" and, if needed, explain that the Group of Seven (G7) is a group of the world's most advanced economies
2. With their group, they should discuss:
 - a. What does the graph show?
 - b. What is the conclusion?
 - c. Why is this information important for the labor market?
 - d. What else do you know about this topic?

WRAP-UP & EXIT TICKET

Instructor Talk

There is much to learn about the intricate system of the labor market. The more research you do about different occupations and the labor market, the more prepared you will feel about making informed decisions about your future career.

1. Distribute the [Exit Ticket](#).

EXTENSION ACTIVITIES

1. Following the scavenger hunt, learners who would benefit from more writing practice can write a short paragraph on why it is important for a job seeker to understand labor market information to inform their career choices. **[W2A]** To support paragraph writing, review the ideas in the Integrating Writing Activities section and include supports as needed.
2. For learners who would benefit from additional language and digital literacy support during the scavenger hunt, have pairs work together at a computer as the instructor leads the class in completing the first column of the [Finding Labor Market Information Online](#) handout together. Then allow adequate time for the pairs to research a second occupation. Circulate to answer questions as needed.
3. For learners who would benefit from additional language and digital literacy support to complete the scavenger hunt and debrief, including English language learners, provide sentence frames or a word bank to support the final paragraph: **[W2.4] [W5.3]**
 - a. The occupation with the highest hourly rate is _____.
 - b. When comparing two towns, the hourly rate is [similar, the same, different].
 - c. If not the same, the difference is [significant, not much, insignificant].
 - d. Travel time matters because _____.

LESSON 3:

Informational Interviews and Job Shadows



LESSON GOAL

Learners will learn about occupations through informational interviewing and job shadowing.



KEY TERMS

Informational interview, job interview, job shadow, career advancement, human resources



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C (b,c,d) [SL1C b,c,d]:** Engage effectively in collaborative discussion: Follow agreed-upon rules for discussions; pose and respond to specific questions, elaborate on the remarks of others; review the key ideas/draw conclusions.
- **Reading Anchor 7, Level C [R7C]:** Draw on information from multiple print or digital sources, demonstrating the ability to locate answers to a question quickly or to solve a problem efficiently.
- **Writing Anchor 7, Level C [W7C]:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Adaptability & Flexibility**
- **Communication**
- **Critical & Creative Thinking**
- **Digital Literacy**
- **Self-Management**



LEARNER MATERIAL

- [Ways To Explore Jobs Problem Scenario](#) (handout)
- [What is the Difference Between Informational Interviews, Job Shadows, and Job Interviews?](#) (handout)
- [Questions To Ask at the Informational Interview](#) (worksheet)
- [My Next Move](#) (website)
- [Identifying Opportunities for Job Shadows & Informational Interviews](#) (worksheet)



INSTRUCTOR PREPARATION

- For the online work activity in the lesson, review and choose a video based on class interest from [Nepris: Pathful Connect](#).
- Read the following articles to understand how white supremacy culture norms impact interviews and other facets of the workplace in the U.S.:
 - [White Supremacy Culture — Still Here](#)
 - [The Costs of Code Switching](#)
 - [The Bias of 'Professionalism' Standards](#)

Lesson Overview

This lesson introduces learners to additional methods for learning firsthand about occupations, underscoring the importance of gathering information from several different local sources to broaden their understanding of an occupation, rather than relying solely on online research.

ACTIVITIES



PAIRS WORK

Instructor Talk

As we discussed in Section 1, Lesson 1, the most effective questions are open-ended and start with why, how or what. They encourage a full answer, rather than the simple yes/no response that is usually given to a closed-ended question. Think of it this way: open-ended questions are for gathering insights rather than just answers.

1. Share these examples of open-ended and closed-ended questions:

Open-ended

- How would you describe your work culture?
- What does your company do to support employee satisfaction, sense of belonging, advancement and retention?
- What are the most important skills and qualities for a new employee to have?

Closed-ended

- Have you ever worked in a different industry?
 - Do you like your job?
2. Explain that there are no absolute 'right' or best questions — there are many effective questions, depending on the situation and people's needs.
 3. Pose the question and ask learners to write down their answers:
 - a. Think of a job you are interested in. If you could ask someone currently doing that job only one question, what would it be?
 4. Ask learners to share their question as well as to talk about the process they went through to choose their question. They might also want to share other questions they considered. **[SL1C b,c,d] (Critical & Creative Thinking, Communication)**



SMALL GROUP WORK: PROBLEM SCENARIO

1. Distribute the [Ways To Explore Jobs Problem Scenario Activity](#).
2. Ask learners to work in small groups for 10 minutes.
3. Ask volunteers from each group to share their solutions with the class.
4. If not mentioned yet, explain there are additional ways to find out more about a job, career, business or organization: through informational interviews and job shadows. Distribute and review the handout [What's the Difference Between Informational Interviews, Job Shadows, and Job Interviews?](#)



PAIRS WORK: INFORMATIONAL INTERVIEW PREPARATION

1. Tell learners they will now have an opportunity to practice informational interviews.
2. Distribute and review the handout [Questions To Ask at the Informational Interview](#). Ask each person to choose 5–7 questions from the list.
3. Explain that learners will have two minutes with five different people to practice asking interview questions and taking notes (one minute for their question, one minute for their partner's question). Learners answering the question are to respond based on either their volunteer or paid work experience. **(Communication, Adaptability & Flexibility)**
4. At the end of the two minutes, have everyone move to a new partner until each learner has met with five others.
5. Debrief by discussing the activity with the whole group, using these guiding questions:
 - a. Why is it important to really listen? (*To know if one of your other questions has already been answered and to see if there are appropriate follow-up questions to ask.*)
 - b. How do you show that you are listening?
 - c. Why is it important to take notes?
 - d. What are the benefits of an informational interview?
6. Have learners brainstorm a list of occupations they would like to know more about and who they might ask for an informational interview.



ONLINE WORK: JOB SHADOWING

1. Explain that job shadowing is another means to learn about an occupation. Ask learners what they think the benefits of a job-shadow experience might be and record their answers on a board or shared screen, adding from the following list if needed:
 - Seeing first-hand the ins and outs of the job
 - Experiencing the workplace culture

- Seeing how people interact
 - Experiencing how busy or boring the job can be
 - Seeing what tools or equipment people use
 - Seeing how people dress
2. Demonstrate how to search for an occupational video. **(Digital Literacy)**
 3. Show the video chosen during Instructor Preparation from [Nepris: Pathful Connect](#).
 4. Debrief by asking learners if they saw any of the bullet points listed in Step 1 while watching the video.
 5. Distribute and review the handout [Identifying Opportunities for Job Shadows & Informational Interviews](#). Review [My Next Move](#), as needed. Have learners complete the handout. **[R7C] [W7C]**
 6. Then conduct a debrief in a large group. **(Self-Management)**
 7. Discuss what learners can do to try to set up a job-shadow experience.

Instructor Talk

The more you know about an occupation, whether through reading about it, watching videos, or talking with people in that career, the better informed you will be in making career choices.

EXTENSION ACTIVITIES

1. Program staff can be recruited to do informational interviews with learners. This helps learners become comfortable with conducting an informational interview before doing one with someone outside the program. Program staff can help identify colleagues and others in occupations of interest to the learners and then pass that information along to the instructor.
2. For learners who would benefit from additional support, have them (as a group) identify 2–3 jobs the class would be interested in knowing more about. Identify people, staff or learners who have or have done the job, inviting them to participate in a group informational interview at a class. Prior to the class, review the handout [Questions To Ask at the Informational Interview](#). Then conduct several mock informational interviews in front of the class and debrief. Before the day of the group informational interviews, have learners identify who will ask each question. On the day of the interviews, allow time for all questions.
3. Based on the occupations identified by learners during the Online Work portion of the lesson, work with the learners, employers, and other partners to create job-shadow opportunities for learners using existing networks of professionals, including volunteers, alumni, etc., who may have jobs learners are interested in knowing more about.

LESSON 4:

Job Fairs



LESSON GOAL

Learners will attend a job fair to practice asking questions to explore careers and jobs.



KEY TERMS

Resume, recruiter, job interview, job seeker, business card



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C b,c,d]:** Engage effectively in collaborative discussion: follow agreed-upon rules for discussions; pose and respond to specific questions; elaborate on the remarks of others; review the key ideas; draw conclusions.
- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Reading Anchor 1, Level A [R1A]:** Ask and answer questions about key details in a text.

Optional Activity:

- **Reading Anchor 10 [R10]:** Read and comprehend complex literary and informational texts independently and proficiently.

Extension Activity:

- **Writing Anchor 8, Level A [W8A]:** With guidance and support, recall information from experiences or gather information from provided sources to answer a question



ENGLISH LANGUAGE PROFICIENCY STANDARDS

ESOL Support and Extension Activities:

- **R8.3:** Determine the meaning of general academic and content-specific words and phrases.
- **S/L5.2:** Record information in simple notes; summarize data and information.
- **S/L6.3:** Identify one or two reasons given to support main idea.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Communication**
- **Critical & Creative Thinking**
- **Self-Management**
- **Teamwork & Collaboration**

**LEARNER
MATERIAL**

- [How To Get the Most Out of Job Fairs](#) (online article)
- [Job Fair Simulation — Recruiter's Guide](#) (worksheet)
- [How To Prepare for a Job Fair](#) (online article for optional activity)

Extension Activities:

- [How To Give an Elevator Pitch \(With Examples\)](#)

**INSTRUCTOR
PREPARATION**

To find and plan a job fair, consider the following steps:

- To find a job fair, contact the local American Job Center and career center for info, check the business section of local news (hard copy or online), do a local online search, reach out to local community action and community/economic development and other job training agencies.
- To host your own job fair, seek the help of the Career Center and/or other agencies in your community that provide workforce training and employment assistance to collaborate on planning on identifying employers to conduct a mini-job fair for the class or the entire program. (Invite other instructors and advisors to collaborate.) Invite 5-10 employers to come to the class or program and to bring materials about their companies.
- To prepare for the Job Fair Simulation, collect some pamphlets or business cards that learners can use as part of the simulation.

Lesson Overview

This lesson prepares learners for job fairs, which can provide opportunities to gain firsthand information and exposure to various careers and companies that can't be gleaned from online research alone.

ACTIVITIES



ACTIVATE & DEFINE

1. Write "Job Fair" on the board. Ask learners:
 - a. What is a job fair?
2. Based on learner response, fill in and add information from the following bullets to define job fairs:
 - An event that hosts employers with job openings
 - A temporary hub for employers to display information about their businesses, employee experience, and open positions
 - A way to learn about various companies, rather than occupations
 - A good opportunity to practice asking questions or to do an informational interview
3. If you have learners from other countries, ask:
 - a. Do you have something similar in your home country?
4. Ask if there are learners who have attended a job fair. (Explain that the terms job fair and career fair are often used interchangeably.) If there are, ask those learners if they would be willing to share their experience. Use these guiding questions to draw out information:
[SL4B]
 - a. How did you learn about it?
 - b. Why did you decide to attend?
 - c. Who was there?
 - d. What did you learn?
 - e. How did it inform your job search?

Instructor Talk

Why attend job fairs? Since 85 percent of jobs are found through networking, attending job fairs is a good strategy for finding a job. Jobs fairs vary by size and focus. Some job fairs feature a wide range of industries and companies. Other job fairs focus on many companies within a single industry. For example, an entertainment industry job fair may target those who are or would like to work as agents, producers, and creatives, while a public service job fair may target current or hopeful police, firefighters, and social workers. If you have a specific industry in mind, it would be ideal to attend a job fair with that focus. However, if you are not sure about your path, a general job fair may be useful.



PAIRS ACTIVITY & INDIVIDUAL WORK: PREPARING FOR A JOB FAIR

1. Have learners brainstorm in pairs how they might prepare for a job fair. Use these questions to guide the conversation:
 - a. If you were an employer hoping to attract or recruit new employees to your company, what type of information would you provide at the job fair?
 - b. What would you be looking for in the job fair attendees?
3. As a large group, debrief their answers and take notes on a collaborative note-taking app or whiteboard.
4. Have learners read the online article [How To Get the Most Out of Job Fairs](#).
5. Discuss the article using these guiding questions: **[R1A]**
 - a. Which, if any, of the suggestions were surprising or unfamiliar to you?
 - b. Now that you have read this article, is there anything you would add to your preparation that you didn't discuss earlier?
6. Have learners write a list of questions they would like to ask an employer at a job fair and write 4–5 sentences explaining how answers to those questions can help them in deciding if the employer and/or job would be a good match for them. **(Critical & Creative Thinking)**
7. Debrief by asking learners to share their answers in a large group.



SMALL GROUP WORK: JOB FAIR SIMULATION

1. Explain to learners that they are going to create a job fair (virtual or in person) and will work in small groups. **(Teamwork & Collaboration)**
2. Distribute the [Job Fair Simulation — Recruiter's Guide](#) worksheet.
3. When the recruiters are ready, they should create their resource to distribute at the job fair (e.g., pamphlet, PDF, business card, etc., *see instructor preparation*).
4. Explain to learners that there will be two rounds: first, half the group will role-play as recruiters and the other half as job fair attendees; then they will switch.
5. Reflect: Ask groups to share out from their prepared guides and the simulation experience.
 - a. How can a job fair be of value?
 - b. What can companies do better to attract learners to attend the job fair?
 - c. Was this simulation useful to you? Why or why not? **[SL1C b,c,d]**



GROUP WORK (OPTIONAL): HOST A JOB FAIR

1. Either have learners attend a scheduled career or job fair or host a program-wide job fair or a mini-job fair for a class. (*See Instructor Preparation.*)
2. Read and discuss [How To Prepare for a Job Fair](#). (*This is a more detailed explanation than included in [How To Get the Most Out of Job Fairs](#).*)
3. Tell learners to bring a resume to the mini-job fair to give to employers. They should come prepared to answer basic interview-style questions about themselves and their career aspirations. **(Self-Management, Communication)**
4. On the day of the mini-job fair, have employers answer questions either in a panel format or at tables set up around the room to resemble booths at a job fair. Distribute a list to the learners of the questions they brainstormed earlier in the lesson.
5. If conducting this as a panel, have learners take turns asking the panel questions. If conducting this booth-style, pair learners and ask them to visit each “booth” to ask the questions and collect information. Remind learners that they can hand out their resumes.

EXTENSION ACTIVITIES

1. Have learners read the online article [How To Give an Elevator Pitch \(With Examples\)](#).
2. Next, have them develop an elevator pitch for a job fair that includes their name, their interests and experience, and what type of work they are looking for.
3. Have learners pair up and practice their introductions. Have them time each other and make suggestions. If possible, use a video or audio recording app to record learners practicing their introductions and review it with them.
4. Have learners read the online article [Guide to Thank-You Notes \(With Examples and Tips\)](#).
5. Have learners write a thank-you letter to a recruiter they met at a job fair. After they draft their thank-you note, have them email it to the instructor for feedback. **[W8A]**
6. For learners who would benefit from more practice with the language component of the job fair in a low-stakes environment, practice role-playing a job fair interaction so they can practice actively listening, rephrasing, and asking clarifying questions. **[S/L2.3]** (*Instructors can gather short information on a few occupations and be the “vendor” or have learners be the person hiring.*) Learners can actively listen and take notes on various careers of interest. They can prepare and practice their 30-second “elevator pitch” for why they’d make a good employee and/or write and prepare a short pitch for a specific occupation or employer. **[S/L7.4] [W3.3] [S/L3.3]**

LESSON 5:

Building a Career Pathway



LESSON GOAL

Learners will think through developing a career path that has opportunities for long-term advancement.



KEY TERMS

Underemployed, incumbent workers, apprenticeship, career pathway, performance appraisal



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C b,c,d]:** Engage effectively in collaborative discussion: Follow agreed-upon rules for discussions; pose and respond to specific questions; elaborate on the remarks of others; review the key ideas; draw conclusions.
- **Reading Anchor 1, Level C [R1C]:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **Reading Anchor 10 [R10]:** Read and comprehend complex literary and informational texts independently and proficiently.

Extension Activity:

- **Writing Anchor 8, Level A [W8A]:** With guidance and support, recall information from experiences or gather information from provided sources to answer a question.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Communication**
- **Digital Literacy**

- [Non-linear Careers](#) (online article)
- [Examples of Career Trajectories](#) (handout)
- [IT Career Paths and How to Get Started](#) (online article)
- [Top 10 Jobs in Tech](#) (video)



LEARNER MATERIAL

Extension Activity:

- [Sacrificing for Others during the Pandemic](#)
- [Can I Still Be Somebody?](#)
- [Volunteer Tutor Finds the New Normal](#)
- [Suddenly, We Are Teachers](#)
- [I Was a Dentist in Syria](#)

**INSTRUCTOR
PREPARATION**

Review the following sources for background and context:

- [What is a Career Path? \(the balance\)](#)
- [What is a career path? Definition, examples, and steps for paving yours \(BetterUp\)](#)
- [Why Non-linear Career Paths Are the Future \(Forbes\)](#)

Lesson Overview

In this lesson, learners discuss linear and non-linear career paths and explore career paths within the IT industry as a way to reflect on their own possible paths.

ACTIVITIES



BRAINSTORM

1. Ask learners: "When you hear the term *career path*, what do you think about?"
2. Define the term *career path*, incorporating their responses: A career path is the series of jobs or work experiences that are part of one's professional journey, possibly leading towards a career goal. In some cases, the path is more linear and within one professional field, where an individual pursues jobs with more responsibilities and compensation. Others shift employers, industries, and/or roles as they shift interests, goals, and priorities. Career paths traditionally imply vertical growth or advancement to higher-level positions, but they can also include lateral (sideways) movement within or across industries.
3. Next, ask learners:
 - a. What are some of the reasons people change jobs?

Answers may include:

- For advancement
- To pursue a higher income
- For better benefits
- For increased job satisfaction



INDIVIDUAL & PAIRS WORK: MY CAREER PATH

1. Ask learners to think about a job that they have had, and to then brainstorm and list (on a whiteboard or shared screen) every related opportunity, job, volunteer opportunity, training, certification, degree, that was part of them attaining that job.

Job you had

Related jobs, volunteer opportunities, trainings, certification, degree, that was part of attaining that job

2. Ask some learners to share out:
 - a. Where would you like to get to on your career path?
 - b. What is an example of how one job or volunteer opportunity helped you obtain another job or volunteer opportunity?
3. Next, remind learners that a career path is not always a straight line. Have learners individually read the short article online [Non-linear Careers](#).
4. Discuss by asking learners these questions from the article:
 - a. Who could show you different paths that you need help finding?
 - b. How could you use your experiences and skillset to make a shift?
 - c. What are your strengths?
 - d. What skills do you need to build?



SMALL GROUP WORK: IT CAREER PATH

1. Write the phrase *IT Careers* on the board.
2. Ask learners to answer:
 - a. What does this mean?
 - b. What are some types of occupations you might find in this industry?
3. Explain to learners that they are going to learn more about IT Paths and create an IT Paths Flowchart. *(There are two sources for this activity: a video and an article. This activity can be completed in different methods as the instructor prefers.)*

Method A: Article Only

1. Have learners read [IT Career Paths](#).
2. Show the example summary below. *(Provide language support for any learners who would benefit from a model and/or practice using parallel verbs.)*
 - A professional who works in (job type/title) usually (main activity).
 - The average salary is \$ (salary) per year.
 - One way to start on this career path is by getting (certification/training needed) and working as a/an (entry-level job type/title).

(Sample answers)

- A professional who works in **computer support** usually **assists with different computer operations**.
- The average salary is **\$59,660** per year.
- One way to start on this career path is by getting an **IT entry-level certification** and working as a **help-desk technician**.

3. Have learners work in groups of 2–3. Assign one IT career path to each group.
4. Ask learners to read their assigned career path carefully and write a summary, based on the example.
5. Have a volunteer from each group to share their summary. **(Communication)**
6. In their groups, ask learners to draw a simple flowchart as a visual representation of their summary. Learners should share and explain their flowchart to the other groups.
7. If there is extra time, ask groups to scan the “read more” articles for their assigned pathway.
8. Ask volunteers to share 1–2 interesting points from their findings.

Method B: Video Only

1. Have learners watch the video [Top 10 Jobs in Tech](#), instructing them to take notes individually on the duties, skills, salary, and education needed for each job and key tips to land a job in IT.
2. Have learners work in groups of 2–3 to compare notes and create a flowchart.
3. When complete, have the full group work together to display a combined flowchart on the board or online interactive collaboration tool.

Method C: Video and Article Synthesis

1. Divide the full group into two.
2. Assign one group to complete the steps outlined in Method A and the other to complete the steps outlined in Method B.
3. When ready, have each group display their flowchart on the board to compare their findings.
4. Engage learners in a discussion and synthesis of their findings with these guiding questions:
 - a. What do you notice about the two flowcharts? What is similar/different?
 - b. What can you do when you find varied information about career paths from multiple sources?



DISCUSSION: HOW TO FORM A CAREER PATH?

Instructor Talk

Some organizations help you develop a career path as part of the employee development process. In this case, you and your supervisor or a human resources representative discuss your career development within your organization. This discussion may take place as part of the performance appraisal process. Additional education, training, or work assignments may be planned to qualify you for subsequent roles within your career path.

1. Distribute and review the handout [Examples of Career Trajectories](#). Lead a discussion using these guiding questions:
 - a. Which of these career paths may be built by moving among several employers? By moving across industries?
 - b. What additional steps on any of the paths might you add?
 - c. How can knowing about these varied career paths help you in knowing how to build your own career?
2. Note that lack of clear paths within an industry, occupational cluster, or within one employer can make it difficult for people to know how they can advance and not be reliant on supervisors or others to show them. Supervisor bias can impact who they tell about opportunities or not. This is why knowing who and what to ask about career path opportunities is essential.

EXTENSION ACTIVITIES

1. Share *Change Agent Lesson Packet #28* and ask learners to pick one of the following to read, based on interest. Complete reflection questions where included.
 - [Sacrificing for Others during the Pandemic](#)
 - [Can I Still Be Somebody?](#)
 - [Volunteer Tutor Finds the New Normal](#)
 - [Suddenly, We Are Teachers](#)
2. For learners who have degrees and credentials from other countries, read [I Was a Dentist in Syria](#), the story of a Syrian refugee now employed as a dental assistant and pursuing credentials so he can work as a dentist in the U.S., and lead a discussion on how this is similar or different from their own experience of bringing degrees and professional experiences from other countries to the U.S.
3. For learners 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 two paragraphs about how they can draw on their previous work experience and skills for the new career and ask them to identify and write about what skills they need to develop and how they can do that.

LESSON 6:

Your Rights in the Workplace



LESSON GOAL

Learners will explore workers rights by focusing on an example of worker protection laws, as well as a discussion of how unions protect workers rights.



KEY TERMS

Discrimination, worker rights, unions



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C b,c,d]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing [one's] own clearly.
- **Speaking and Listening Anchor 2, Level A [SL2A]:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **Reading Anchor 10 [R10]:** Read and comprehend complex literary and informational texts independently and proficiently.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Communication**
- **Critical & Creative Thinking**
- **Respecting Differences**
- **Self-Management**



LEARNER MATERIAL

- [Illegal Interview Questions an Employer Cannot Ask \(So Don't Answer!\)](#) (handout)
- [8 Inappropriate Interview Questions and How To Tackle Them Like a Pro](#) (online article)
- [How the CROWN Act Protects People from Hair-Based Discrimination](#) (video)
- [Natural Hair Discrimination: Frequently Asked Questions](#) (online article)
- [Schools: Focus on Care, Not Hair!](#) (online article)
- [Building Power for Working People](#) (online article)
- [Know Your Workplace Rights](#) (online article)
- [Reading Guide and Questions: What Do Unions Do? and Rights To Unionize](#) (handout)

Extension Activity:

- [I Stumbled and Got Back Up](#)
- [Fighting for Higher Wages](#)
- [What is a labor union? How do unions work? Find out now](#) (video)



INSTRUCTOR PREPARATION

- Note that this lesson focuses on workers' rights as part of occupational exploration (hiring process, on-the-job discrimination, and unions). For more on self-advocacy at work and in the career exploration and planning process, see Section 5, Lesson 4: Advocacy Skills. It is recommended that instructors do some research into current federal and state protections to make sure up-to-date information is being shared in this lesson.
- Review the following articles:
 - [Illegal Interview Questions an Employer Cannot Ask \(So Don't Answer!\)](#)
 - [How To Handle Illegal or Inappropriate Interview Questions](#)
 - [Illegal Job Interview Questions and How To Respond to Them](#)
 - [The CROWN Act: Creating a Respectful and Open World for Natural Hair](#)
 - [Organizing for Racial Justice](#)

Lesson Overview

This lesson explores workers' rights during the interview process and on the job site through a discussion of the CROWN Act. The lesson also introduces learners to the roles that unions play in upholding certain rights for those employed within a unionized workplace.

ACTIVITIES



BRAINSTORM

1. Write the phrase *Rights in the Workplace* on the board.
2. Ask learners to take three minutes to think and write quietly about what this means to them.

Instructor Talk

Your rights in the workplace begin before you even have a job. Rights exist to protect potential employees from bias during the screening and interview process. Today, we are going to learn about rights in the workplace and how you can respond when rights are violated. Let's start by talking about job interviews.



ROLE-PLAY: ILLEGAL INTERVIEW QUESTIONS

1. Ask learners to work with a partner and brainstorm what questions they think are legal and illegal for employers to ask job candidates during an interview.
2. Show an example of a [mind map](#) to support brainstorming.
3. Have pairs share out their questions, and, if not named, share from the following list:
 - Age or genetic information
 - Birthplace, country of origin or citizenship
 - Disability
 - Gender, sex or sexual orientation
 - Marital status, family, or pregnancy
 - Race, color, or ethnicity
 - Religion
4. Lead a brief discussion using these guiding questions:
 - a. Why do you think certain questions been outlawed in interviews?
 - b. What do you think these laws aim to protect?
5. Distribute and briefly review the handout [Illegal Interview Questions an Employer Cannot Ask \(So Don't Answer!\)](#).

6. Note that while certain questions are illegal, some of these topics can be legally discussed in an interview. Interviewees should listen closely to interview questions to determine if they need to answer or not.
7. Have learners scan the online article, [8 Inappropriate Interview Questions and How To Tackle Them Like a Pro](#).
8. Move learners into pairs to role-play an interview. In each pair, one learner will ask any of Questions 1–4 and the other learner will ask any of Questions 5–8. Learner A asks Learner B a question from the article. Learner B offers a response. When finished, they switch. **[SL1C b,c,d] (Communication)**
9. In pairs or a full group, discuss the following questions:
 - a. Have you ever been asked any of these questions in an interview?
 - b. What questions do you have about any of the scenarios and responses? **(Respecting Differences, Self-Management)**
10. Wrap up by sharing this summation for how to respond to inappropriate or illegal questions:
 - Gracefully avoid the question and steer the conversation elsewhere.
 - Keep answers short, broad, and general.
 - Redirect a question to the interviewer.
 - Ask the interviewer why the question is relevant to the job.



DISCUSSION: HAIR DISCRIMINATION

Instructor Talk

While there are federal laws prohibiting employers from asking illegal questions during an interview, there are additional laws, for example, being enacted state-by-state to end hair discrimination. Hair discrimination is one form of discrimination, of which there are many, and we will look at this as an example. Hair discrimination is an undue burden that polices Black identity and upholds white supremacy. With no nationwide legal protections against hair discrimination, Black people are often left on their own to face potential consequences at school or work for their natural hair or feeling as if they must invest time and money to conform to Eurocentric professionalism and beauty standards. Legislation called the CROWN Act (which stands for Creating a Respectful and Open World for Natural Hair Act) demands protection against race-based hair discrimination in the workplace and in K–12 public and charter schools based on hair texture and protective styles. As of 2023, the CROWN Act has been enacted in 22 states.

1. Use one of the resources below and have learners watch or read:
 - [How the CROWN Act Protects People from Hair-based Discrimination](#)
 - [Natural Hair Discrimination: Frequently Asked Questions](#) (Ask learners to focus on reading the FAQs.)
 - [Schools: Focus on Care, Not Hair!](#)

2. Lead a large group discussion using these guiding questions:
 - a. How does hair discrimination occur in the workplace?
 - b. What can employers do to avoid discriminating against natural hair?
 - c. How does the CROWN Act protect people from discrimination?
3. Wrap up by noting that while not all states have this legislation, job seekers can draw on changes made to inform how they might choose to address hair discrimination in a job.



READING & DISCUSSION: WHAT DO UNIONS DO?

Instructor Talk

When it comes to workers rights and protecting rights in the workplace, it is important to also know about worker's unions. Unions can provide another set of rights (in addition to what was discussed earlier in the lesson) and ways to enforce those rights.

1. Ask learners to brainstorm answers to the following questions: **(Critical & Creative Thinking)**
 - a. What is a union?
 - b. What are some benefits for workers belonging to a union?
 - c. Were you ever in a union in the U.S. or in your home country? How are they similar or different?
 - d. What questions do you have about unions?
2. Tell learners that some of their questions will be answered by reading the two online articles linked in the handout [Reading Guide and Questions: What Do Unions Do?](#) and [Rights To Unionize & Know Your Workplace Rights](#). **[R10]**
3. Have learners read the articles and answer the questions on the handout, then share in pairs. **[SL2A]**
4. Debrief all questions in a large group.
5. Wrap up by noting that unions are way to enforce and protect rights. [Section 5, Lesson 4](#), will explore developing advocacy skills that could be used to address a variety of problems, including workers' rights violations or the need for improved working conditions.

EXTENSION ACTIVITIES

1. For learners who may benefit from watching a video instead of completing the readings on unions, distribute and review the handout [Reading Guide and Questions: What Do Unions Do? and Rights To Unionize](#). Ask them to think about how they might answer the questions as they watch the video.
2. Have learners watch the video [What is a labor union? How do unions work? Find out now](#).
3. Then lead a discussion based on the handout.
4. Choose one or both of the following *The Change Agent* articles to read with learners:
 - [I Stumbled and Got Back Up](#)
 - [Fighting for Higher Wages](#)
5. Complete pre-reading and follow-up questions.

SECTION 4:

Exploring Options for Education and Training

- **LESSON 1:** Types of Training and Credentials
- **LESSON 2:** Researching Education and Training Options
- **LESSON 3:** Navigating Education and Training Systems
- **LESSON 4:** The College Admissions Process
- **LESSON 5:** Financial Resources for Education and Training



LESSON 1:

Types of Training and Credentials



LESSON GOAL

Learners will be introduced to the different ways one can prepare for a job and will come to understand the different kinds of credentials that can be obtained within these education and training programs.



KEY TERMS

Credential, certification, certificate, license, degree, apprenticeships, private/for-profit schools (see Higher Education), vocational programs, postsecondary education, stackable credentials



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Reading Anchor 4, Level B [R4B]:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.
- **Reading Anchor 7, Level C [R7C]:** Draw on information from multiple print or digital sources, demonstrating the ability to locate answers to a question quickly or to solve a problem efficiently.



ENGLISH LANGUAGE PROFICIENCY STANDARDS

- **S/L4.3:** Deliver a short oral presentation; develop the topic with a few details about familiar texts, topics, and experiences.
- **R8.3:** Using context questioning, and a developing knowledge of English and [one's] native languages' morphology, determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Navigating Systems & Using Information**
- **Teamwork & Collaboration**



LEARNER MATERIAL

- [Different Types of Colleges](#) (online infographic)
- [Trade School vs. College](#) (online infographic)
- [Certificates vs. College Degrees](#) (online infographic)
- [Comparing Options for Education and Training: What's Important to You?](#) (worksheet)
- [How Do Credentials Differ?](#) (online infographic)
- [Types of Certificates](#) (online infographic)
- [Compare and Contrast Certificates, Degrees, and Licenses](#) (worksheet)
- [ApprenticeshipUSA — Earn While You Learn Today Fact Sheet](#)

Extension Activity:

- [Differing Types of Workplace Credentials](#) (video)
- [Apprenticeships](#) (website)
- [ApprenticeshipUSA](#) (website)

As needed, review the following sources to better understand the different training program types and credentials that you will be discussing with learners in this lesson.

Credentials:

- View the video [Differing Types of Workplace Credentials](#): If using in the extension activity, review video to identify relevant clips based on learner interest and need.

Training Types:

- Apprenticeships: Research apprenticeship options in your community and review [Apprenticeships](#) (CareerOneStop) and [ApprenticeshipUSA](#) (U.S. Government).
- Adult Education: If not known already, create a list of the workforce training and preparation programs offered through your own organization, including Integrated Education and Training (IET), Integrated English Literacy and Civics Education (IELCE), Workplace Literacy Programs, Workplace Education Programs, exam preparation programs, career readiness, and digital literacy for the workplace classes, etc.



INSTRUCTOR PREPARATION

Lesson Overview

This lesson introduces the different kinds of education and training options, and then learners reflect on what criteria are most important to them when making decisions about what options to pursue. In the second part of the lesson, learners explore the definitions of different credentials and reflect on which credentials and education and training options align with their own goals, interests, and needs.

ACTIVITIES



BRAINSTORM

1. As a large group, brainstorm and record (on a board or shared screen) a list of any education and training programs that learners (and/or family and friends) have done to prepare for a job, or as part of preparation for an occupation. Encourage learners to include anything that might count, including:
 - On-the-job training
 - Apprenticeship
 - Two-year college
 - One- or two-year vocational or technical school
 - Four-year college
 - Graduate school
 - Workforce training programs offered through adult education (IET, IELCE, WPE, and WPL)
 - Other preparatory programs, such as exam preparation; contextualized language classes; transferable, soft skills; or career-readiness digital literacy classes
2. Lead a brief discussion using these guiding questions: **[SL4B]**
 - a. Looking at this list, what has been your experience at each of these options?
 - b. Why did you or family and friends choose to pursue these education and training options?
 - c. What jobs or opportunities were available based on these education and training options? Promotions? Occupations? Access to a variety of jobs within a sector?

Instructor Talk

There are many ways to prepare for an occupation or build your own career path. This often includes initial and additional education and/or training. [Draw on learner responses from the opening discussion as applicable.] Postsecondary education and training often takes place after an individual has a high school diploma or equivalency, but not in every case. The goal of this lesson is to understand and compare your options as well as the different credentials that you can earn along the way. Learning more about these topics will help you identify the option that best supports your next step on your career path. There is no one right way.



INDIVIDUAL OR SMALL GROUP WORK: INFOGRAPHICS

1. Tell learners that they will now spend some time reviewing the following infographics to learn more about some of the differences between trade schools, workforce training programs, community colleges, and universities.
 - [Infographic: Different Types of Colleges](#)
 - [Infographic: Trade School vs. College](#)
 - [Infographic: Certificate Programs vs. College Degrees](#)
2. Allow learners to explore one or more sources as time allows and ask questions (peer-to-peer or instructor). (Learners should select “view full infographic,” if needed.)
3. On the board or shared screen, create a simple bullet pointed list reviewing each infographic, using these guiding questions:
 - a. What is being compared?
 - b. What are your key 1–4 takeaways from each?



GROUP BRAINSTORM: COMPARING EDUCATION AND TRAINING TYPES

Instructor Talk

The next step is to compare education and training options based on your own interests and goals. Each one of you will have different criteria that will impact your choices.

1. As a large group, have learners brainstorm items that are important to them in comparing education and training options. As needed, provide examples, such as:
 - Cost
 - Start date of program
 - Time or day of program/courses
 - Length of training
 - Type of training — hands-on or theoretical/textbook-based study
 - Requiring/not requiring memorization and testing
 - Skill attainment demonstrated by doing/making something
 - English language support
 - Transportation
 - Availability/proximity to childcare
 - Approval for extension of unemployment benefits
 - Impact on public benefits
 - Availability and location of internship or externship

Instructor Talk

At different times in our lives, different items may be more important than others. The goal is to clarify what is important to you now and identify which education and training option best meets those criteria.



WORKSHEET: COMPARING OPTIONS

1. Distribute and review the worksheet [Comparing Options for Education and Training: What's Important to You?](#).
2. Review the worksheet and have learners individually fill in the criteria or issues important to them and list education and training options (generated earlier in the lesson) that they would like to learn more about.
3. As learners share their answers, either circle ones named on the list previously or add new ones. **[S/L4.3]**



HANDOUT & DISCUSSION: DEFINE AND EXPLORE CREDENTIALS

Instructor Talk

Credentials is an umbrella term used to describe the completion and/or documentation of a training or preparation or exam that qualifies an individual for a certain job or occupation. Some sort of credential is often required for different jobs. While credentials and certifications for regulated professions vary from state to state, some common example certifications include the ServSafe Food Handler Certificate, which verifies basic food safety knowledge for those handling food in most culinary positions, or the credential requirements for most RNs (registered nurses) — a bachelor's degree, some on-the-job experience, and passing the national nursing exam.

1. Distribute and review the handout [How Do Credentials Differ?](#). Ask the following questions to check for comprehension: **[R4B]**
 - a. Which of the four credentials usually takes the least amount of time?
 - b. Which one gives legal permission to perform a job?
 - c. What is an example of a certification and are you familiar with any of these?

Instructor Talk

We are now going to focus on certificates. Even though certificates are just one kind of credential, there are many types of certificates. A certification is an award you earn to show that you have specific skills or knowledge in an occupation, industry, or technology. Earning a certification can help you qualify for jobs. It's an item that hiring employers may look for on resumes.

1. Share whether your program or institution awards education or workforce training certificates. (See *Instructor Preparation*.)

Instructor Talk

It is important to know the difference between regulated and unregulated occupations. Some occupations require workers to obtain a license in order to hold a job in that field. It's worth researching whether a field you're interested in may require a license. Examples of fields that often require licenses are healthcare careers, such as dental assistants and emergency medical technicians (EMT), as well as jobs that provide personal care, such as barbers and cosmetologists. Rules for occupational licenses are set by states and they are different in each state.



WORKSHEET: COMPARING CREDENTIALS

1. Distribute and review the worksheet [Compare and Contrast Certificates, Degrees, and Licenses](#). In pairs, have learners complete the worksheet. **[R7C] (Teamwork & Collaboration, Navigating Systems & Using Information)**
2. Debrief in a large group, asking learners to share their answers. Record answers, having learners add to their worksheet as needed.

WRAP-UP

Recap that in this lesson, learners reviewed what is important to them when making decisions about education and training programs and developed a better understanding of the meaning of different credentials. Explain that in future lessons in this section, learners will have a chance to explore some of these education and training options in more detail.

EXTENSION ACTIVITIES

1. Since the vocabulary for this lesson is extensive, incorporate [vocabulary activities](#) to scaffold the lesson as needed. **[R8.3]**
2. For advanced learners, show the video [Differing Types of Workplace Credentials](#). Pose three post-viewing reflection questions:
 - a. What did you hear that you already knew?
 - b. What did you hear that was new to you, or that was surprising?
 - c. What did you hear that is relevant to your own education and career goals?
3. Learners can answer these questions on their own (taking notes as needed), then pair up to share their answers. To wrap up, as a large group, learners generate any additional questions they have about credentials, after watching the video. Answer questions and/or assist learners in researching the answers online.

4. For learners interested in learning more about apprenticeships, generate discussion by asking these guiding questions:
 - a. What is an apprenticeship?
 - b. Have you or any family or friends been in an apprenticeship training program?
 - c. What was the occupation and/or industry?
 - d. How long was it?

Instructor Talk

Apprenticeships provide affordable pathways to high-paying jobs and careers without the typical learner debt associated with college. Career seekers can find apprenticeships in industries such as information technology, finance and business, healthcare, hospitality, transportation, and manufacturing. According to the [ApprenticeshipUSA](#) website, 93 percent of apprentices who complete a registered apprenticeship retain employment, with an average annual salary of \$77,000.

1. Have learners access online the [ApprenticeshipUSA — Earn While You Learn Today Fact Sheet](#). Take turns reading sections out loud.
2. Next, ask learners to search the [ApprenticeshipUSA](#) site for apprenticeship programs in occupations in which they are interested. Remind them that the apprenticeship model is moving beyond the trades to many other occupations.
3. In a large group, debrief and record the occupations in which they found apprenticeship programs. Based on learner interest and needs, share additional resources from the Instructor Preparation section on the topic of apprenticeships, stackable credentials, and private occupational schools.

LESSON 2:

Researching Education and Training Options



LESSON GOAL

Learners will navigate an online database to identify and compare education and training options.



KEY TERMS

Certifications, degree, graduation rate



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level A [SL1A]:** Participate in collaborative conversations with diverse partners in small and larger groups.
- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing [one's] own clearly.
- **Reading Anchor 7, Level C (b) [R7C(b)]:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Digital Literacy**
- **Navigating Systems & Using Information**
- **Teamwork & Collaboration**



LEARNER MATERIAL

- [Exploring Education and Training Options](#) (worksheet)
- [My Next Move](#) (website)
- [Types of Certificates](#) (online infographic)
- [How Do Credentials Differ?](#) (online infographic)
- [College Scorecard's training providers](#) (websites)

**INSTRUCTOR
PREPARATION**

- Learners will choose an occupation of interest to research. If they have already completed [Section 3, Lesson 1: Comparing and Contrasting Occupations](#), ask them to bring the list of occupations identified to this class.
- If they have not completed that lesson, here are some other options:
 - Complete [Section 3, Lesson 1: Comparing and Contrasting Occupations](#) before doing this lesson.
 - Identify a range of local occupational training programs and use those occupations for this lesson.
 - Have learners brainstorm a quick list of occupations in which they are interested.
- Review [My Next Move](#) and become familiar with how to navigate the pages to access information about occupations.
- Review [College Scorecard's training providers](#) to understand the search functions and filters before demonstrating the page with learners.
- Create a sample of a six-month timeline or find a template online.

Lesson Overview

In this lesson, learners explore education and training options for occupations that interest them and determine which options fit best with their goals, financial situations, and other priorities and commitments.

INSTRUCTOR TALK

*Think back to when you were deciding to attend this program. Why did you decide it was a good match for you? If you've attended another education or training program, what factors helped you decide to enroll in it? [For those who completed [Section 4, Lesson 1: Types of Training and Credentials](#) remind them of the criteria they discussed and tell them this lesson will focus on how these play out for specific occupations.] **[SL1A]** Knowing what criteria are most important to you will help guide your research. Each person may have different criteria for choosing an education or training program.*

ACTIVITIES



WORKSHEET: RESEARCHING EDUCATION AND TRAINING REQUIREMENTS

1. Distribute the worksheet [Exploring Education and Training Options](#). Review the different sections that learners will fill in about each occupation of interest. Ask learners to refer back to the infographics from [Section 4, Lesson 1: Types of Training and Credentials](#), [Types of Certificates](#) and [How Do Credentials Differ?](#). Ask learners:
 - a. Does your occupation of interest require a certificate or license?
 - b. What are the education requirements for this occupation?
 - c. What are the costs and expenses associated with preparing for this occupation?
2. Ask learners to choose one occupation of interest to research using [My Next Move](#). Projecting the webpage for learners, demonstrate navigating the page to search an occupation and finding detailed information, including education and training requirements.
3. Either individually or in pairs, have learners navigate the website to complete the worksheet for their chosen occupations. Circulate as needed to assist learners.
[R7C(b)] (Navigating Systems & Using Information, Digital Literacy, Teamwork & Collaboration)



ONLINE WORK: FIND A TRAINING PROGRAM

1. Introduce the different filters and search functions on the [training providers](#) page from the [College Scorecard](#). Ask learners to articulate how they will go about searching (what filters, search terms or search functions they will use).
2. Have learners work independently, using the results of the worksheet activity above as the basis for their search.
3. Ask learners to share three things with the group that they learned from their explorations into training providers.



INDEPENDENT WORK: TIMELINES AND REFLECTION

1. Show samples of a six-month timeline (as specific dates or months/seasons).
2. Ask learners to create a draft timeline, including the education and training options for at least one job they are interested in.
3. Offer support for action steps learned in previous lessons: talk to an advisor, research at home, discuss with family, set up an informational interview, attend a job fair, etc.

(This is a reflection exercise and will not necessarily be shared unless a volunteer would like feedback from the group.)



DEBRIEF & WRAP-UP

1. Divide into groups of 3–4 and ask each group to discuss the following questions.
 - a. In looking at the two options researched, which one seems like a better fit for you? Why?
 - b. What else would you like to know about this education/training option?
2. Facilitate a large group popcorn-style report out. Take note of what else they would like to know about the options. **[SL1C]**
3. Allow time for learners to write any of the additional questions on their worksheet for further research.

EXTENSION ACTIVITY

The [Exploring Education and Training Options](#) worksheet activity can be expanded by helping learners compare the amount of education needed, the average cost of the program, and the expected wage for different occupations. For this activity, learners will use their completed [Exploring Education and Training Options](#) worksheets. Post four large sheets of paper around the room with the labels: “High School or GED,” “Certificate Program or Associate’s Degree,” “Bachelor’s Degree,” and “Graduate Degree.” Have four columns on each sheet, labeled “Occupation,” “Length of Program/Training,” “Program Cost,” and “Wage.”

Ask learners to list their occupations of interest under one of the four sheets based on education needed. Ask them to also mark the cost and wage next to it.

1. Lead a discussion with these questions:
 - a. When you look at the lengths of all the program listed for each occupation, which one takes the shortest amount of time? The longest?
 - b. Which occupation has the education/training option that costs the least? The most? Why might there be that difference?
 - c. Why might some jobs require a bachelor's degree but pay less than a job requiring an associate degree?

LESSON 3:

Navigating Education and Training Systems



LESSON GOAL

Learners will practice navigating systems and using information to find education and training choices that best support their goals.



KEY TERMS

Affinity group, career services, demographics, outcome, internship, externship, career fair, job fair, university (see Higher Education)



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing [one's] own clearly.
- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Reading Anchor 1, Level B [R1B]:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Adaptability & Flexibility**
- **Communication**
- **Navigating Systems & Using Information**
- **Teamwork & Collaboration**



LEARNER MATERIAL

- [Workforce Training Group](#) (handout)
- [Navigating Education and Training Systems — Ask Questions!](#) (worksheet)



INSTRUCTOR PREPARATION

- If learners have identified education and training options of interest in previous lessons, they can generate a list of questions prior to reviewing the worksheet [Navigating Education and Training Systems — Ask Questions!](#). Record the questions, then distribute and review the worksheet, as noted below.
- If learners have not identified education and training options of interest, then consider expanding this lesson to include an opportunity for learners to do that. Then proceed as noted below.

Lesson Overview

This lesson helps learners navigate workforce training and education systems. Learners start by sharing their experience and expertise in navigating systems, then split up to help educate each other on the specific aspects of the workforce training and education systems. They end by thinking through questions that they have about specific education and training programs.

WARM-UP: NAVIGATING SYSTEMS

Instructor Talk

A system is a way of working, organizing, or doing something which follows a fixed plan or set of rules. It can refer to an organization or institution that is organized in this way. Examples of systems are the way someone organizes a closet, the way someone files documents, the laws and procedures of a democratic government, a railroad system, the health care system.

1. Ask learners:
 - a. What are some systems that you have learned how to navigate already? (*Examples might include schools, transportation, and social services.*)
2. Lead a discussion using the guiding questions below: **[SL4B]**
 - a. How did you learn about how to navigate the system?
 - b. What was easy about navigating the system? Challenging?
 - c. Where did you find information?
 - d. Who did you ask for help?
3. Use points raised in the discussion to note that each system has its own way of organizing things. For example:
 - **Healthcare:** Different healthcare providers and insurance providers may charge different amounts and insurance providers may or may not provide coverage for the same procedures.
 - **Schools:** Public, private, charter schools may have different eligibility requirements and costs, as well as differing roles or authorities (superintendent, principals, instructors, aides, counselors, etc.).

Instructor Talk

When planning out your education and career path, it is important to note that workforce training and formal education have their own systems, their own set of rules and ways of organizing things. Workforce training opportunities are typically offered by adult education programs, community-based programs, community colleges, and unions. Degree programs are offered by community colleges and four-year colleges and universities.

ACTIVITIES



FILL-IN-THE-BLANK GROUP ACTIVITY: EDUCATION AND TRAINING SYSTEMS

1. Divide the class in half, assigning one to be the Workforce Training group and the other to be the Degree Programs group.
2. Distribute page 1 of the [Workforce Training Group](#) worksheet to the Workforce Training group, and page 2 to the Degree Programs group. Explain that they will become experts on their system through the worksheet and their own experience, followed by sharing their expertise with the other group. **[SL1C]** In their groups, ask them to do the following: **(Communication, Teamwork & Collaboration)**
 - Talk to each other about your experiences in the system, if applicable.
 - Go through the different categories on your worksheet (Intake/Enrollment, Orientation, Classes, Job Readiness Classes/Coaching, Support Services, Job Placement), discussing each component of the system and the notes provided, and adding your own notes/experience as applicable, preparing to share what you've learned with the other group.
3. Go through each component with each group alternating their responses to the following question (encouraging learners to take notes in their document as responses come in):
 - a. What is [component] like for your system?
4. Debrief with any of the following questions:
 - a. Why might there be differences from one skills training program/college to another?
 - b. If you had a negative experience with a system, what would have made it a better experience?
 - c. Based on what you learned, how might you approach enrolling in or exploring a skills training program or formal education now? **(Adaptability & Flexibility)**



INDIVIDUAL & PAIRS WORK: ASKING QUESTIONS

1. Share and review the worksheet [Navigating Education and Training Systems: Ask Questions!](#). *(This can be used as a handout or worksheet. As a worksheet, learners check off the questions they are most interested in having answered. If learners choose to take a tour of a program or meet with a staff member as indicated in the extension activities, they can adjust the spacing for taking notes.)*
2. Explain that each section of questions includes space to add additional questions and to identify who they could talk to at the program.
3. Allow learners adequate time to review the questions, mark those they are most interested in, and add any additional questions they have. **[R1B]**

4. In pairs, have learners share their checked and additional questions.
5. Debrief as a large group, using these guiding questions:
 - a. Which were your top questions?
 - b. Which questions might be answered on a website vs. a tour, a staff member, an alumnus or graduate?
6. Brainstorm and record (on a board or shared screen) the steps for how they can arrange for a phone call, an online meeting, or a tour. **(Navigating Systems & Using Information)**

EXTENSION ACTIVITIES

1. Conduct a fishbowl activity for the learners to practice asking their questions from the [Navigating Education and Training Systems: Ask Questions!](#) worksheet. If in-person, have the learner and instructor sit either back-to-back or facing each other, depending on whether it is a mock phone call or an online meeting. If online, have the other learners turn off their cameras if it is a mock online meeting. For a mock phone call, have everyone turn off their cameras. The instructor plays the role of the education or training staff member being contacted.
2. Once learners have identified which programs they are interested in, arrange visits to training programs (collaborating with other instructors and advisors as needed). Have learners bring their research back to class, where the instructor can extend the lesson. Or have learners research programs online and compile a spreadsheet that could be shared with other classes.

LESSON 4:

The College Admissions Process



LESSON GOAL

Learners will research and understand the college admissions process, including how to prepare for required placement tests.



KEY TERMS

Admissions office, placement tests, college credit



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing [one's] own clearly.
- **Speaking and Listening Anchor 2, Level A [SL2A]:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **Writing Anchor 7, Level D [W7D]:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Extension Activity:

- **Writing Anchor 4, Level D [W4D]:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Critical & Creative Thinking**
- **Digital Literacy**
- **Navigating Systems & Using Information**
- **Respecting Differences**
- **Self-Management**

**LEARNER
MATERIAL**

- [Learning About the College Admissions Process and Placement Tests](#) (worksheet)
- [Big Future](#) (website)
- [Types of Colleges](#) (online article)
- [College Admission Glossary: Learn the Lingo](#) (online article)
- [Applying to College: FAQs](#) (online article)

Extension Activities:

- [Preparing for Community College Placement Tests](#) (online article)
- [Popular College Application Essay Topics](#) (online article)
- [College Admissions Webinars](#) (website)

**INSTRUCTOR
PREPARATION**

- As part of an activity in this lesson, learners will need to have a college of interest identified for the purpose of completing the activities. Ask learners ahead of time to think of a community college, four-year college or university of interest, based on their own education and career plan, or based on general interest for other reasons. (For example, if the learner's plan does not include college, they could choose an institution based on potential interest for a child, a friend, etc.)
- It is important to note that college may not be part of a learner's education and career plan. If that is the case, emphasize the other skills the learner is developing when completing these activities, including digital literacy, navigating systems, and other academic and personal and workplace success skills.
- Review the following sources to be prepared to discuss postsecondary options with learners.
 - [Big Future: Types of Colleges](#)
 - [Big Future: College Admission Glossary: Learn the Lingo](#)
 - [Big Future: Applying to College: FAQs](#)
 - [MEFA: Applying to College](#)
 - [What Are College Credits?](#)
 - [6 Pros and Cons of For-Profit Colleges](#)

Lesson Overview

In this lesson, learners study the fundamentals of the college admissions process, accessing different sites to find the information they need. Extension activities for interested learners include opportunities to explore the role of placement tests and how to prepare for them.

WARM-UP

Instructor Talk

People attend college for many reasons. In addition to obtaining a degree, many people attend college to obtain a certification in an occupation, such as medical technician or computer information technology. It is important to know the difference between universities, community colleges, four-year colleges, as well as the difference between public and private institutions.

1. Have learners look at [Types of Colleges](#) from Big Future and, in pairs, ask learners to share answers to the following: **[SL1C]**
 - a. If you or someone you know has attended college, what is one thing you know about the college admissions process?
 - b. What is a question you have about college admissions?
2. Debrief in a large group, recording answers (on a board or shared screen) in two columns. Note that the admission process can change at colleges, so it is important to have updated information.
3. Explain that learners will have an opportunity to get many of their questions answered through research online.

ACTIVITIES



ONLINE SCAVENGER HUNT

1. Make sure learners have access to these two webpages from Big Future: [College Admission Glossary: Learn the Lingo](#), and [Applying to College: FAQs](#). Using a shared screen or projecting the site, share the home page, and how to navigate to the sections learners will be focusing on.
2. Explain that learners will use this site to answer questions on a worksheet in relation to a specific college of interest. Distribute and review the worksheet [Learning About the College Admissions Process and Placement Tests](#), which is an online scavenger hunt using the websites.

3. Ask learners to identify questions on the worksheet that came up in their earlier discussion. Note that they should verify those answers during the scavenger hunt as admissions processes can change. **[SL2A]**
4. Have learners write down additional questions they would like to research.
5. In pairs, have the learners go to the websites to complete the worksheet. **[W7D]**
6. Pairs will share their results with other pairs.
7. If there is a lack of consensus about the correct answers, have learners revisit the site to clarify. Report out the answers and where they found them on the website.
8. Debrief the activity using these guiding questions:
 - a. What was the most helpful piece of information you learned?
 - b. How will it help you in your career planning?
 - c. What might your next step be?
 - d. What new questions do you have? (*Brainstorm where they might find that information.*)

WRAP-UP

Instructor Talk

Knowing how and where to research information about college will support you in finding updated information, whether you are planning to apply to now or at some future date.

EXTENSION ACTIVITIES

1. This activity is best for learners preparing to take a college placement test for a community college. Have learners visit Big Future to [access practice tests](#). In Step 3: Start Preparing, there are links to a web-based app and online courses on each of the Accuplacer sections. Have learners visit the sites to take practice tests.
2. Other placement assessment preparation can include:
 - Have learners identify a college they are interested in and find out which placement test they use.
 - Have learners identify a test they have taken while in their current adult education 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? How might that help them when taking a college placement test?

3. Invite a college admissions representative to speak to the class. Prior to the visit, have learners prepare a list of questions for the speaker as a worksheet. Decide who and how the questions will be asked. Have learners record answers on the worksheet.
4. Write “The College Application Essay” on the board and ask learners:
 - a. What do you know about the college essay? What are some topics learners may choose to write about?
5. Have learners scan the article [Popular College Application Essay Topics](#).
6. Ask learners to choose one prompt from the list and create a response that is 250–650 words, then submit to the instructor for feedback. **[W4D]**
7. Encourage learners to explore [College Admissions Webinars](#), a free resource, to learn more.

LESSON 5:

Financial Resources for Education and Training



LESSON GOAL

Learners will use research skills to identify different ways to pay for college as well as other education and training programs.



KEY TERMS

Financial aid, loan, grant, scholarship, work-study, employer tuition reimbursement



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing [one's] own clearly.
- **Writing Anchor 7, Level C [W7C]:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.



ENGLISH LANGUAGE PROFICIENCY STANDARDS

Extension Activities:

- **R1.1:** Identify a few key words and phrases in oral communications and simple and written texts.
- **R1.3:** Answer questions about key details; summarize part of a text.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Critical & Creative Thinking**
- **Digital Literacy**
- **Navigating Systems & Using Information**
- **Respecting Differences**
- **Self-Management**



LEARNER MATERIAL

- [Scenario: COA Calculations](#) (worksheet)
- [Researching Financial Resources for Education and Training](#) (worksheet)
- [Average Cost of Community College by State](#) (website)
- Selection of sites listed in Instructor Preparation

**INSTRUCTOR
PREPARATION**

- Adult education programs should work collaboratively with other workforce partners to help support adult learners in their education and career journey. Review [The Workforce Innovation and Opportunity Act \(WIOA\)](#) authorized core and partner programs to understand the core partners and opportunities for partnership. To find out about training options, funding for training, and training eligibility, meet with your local [American Jobs Center](#).
- Recommend reaching out and partnering with a financial aid officer at local community college to help teach any of these lessons, check for accuracy of info, and answer questions.
- Review information on the FAFSA ([Why invest in increasing FAFSA completion?](#)) and make sure to check for any relevant FAFSA updates.
- Read [How They Pay: The Voices of Adult Learners on College Affordability, and How Institutions Are Responding](#).
- Review the websites below to determine how you will introduce and support learners in completing the [Researching Financial Resources for Education and Training](#) worksheet questions. Note that there are important differences between financial resource for college and financial resources for trainings. Knowing what learners are interested will help guide instruction around what sources of financial resources are most appropriate for them
 - a. [CareerOneStop](#)
 - b. [Find Money for Training](#)
 - c. [Big FutureScholarship Directory](#)
 - d. [Match with Colleges and Scholarships — Student Search Service](#)
 - e. [Types of Federal Student Aid](#) (video)
 - f. [Free Application for Student Aid \(FAFSA\)](#)
 - g. [Net Price Calculator Center](#), U.S. Department of Education
 - h. [What You Need To Know About Tuition Reimbursement](#)
- Adapt the handout to include fewer types, and fewer questions, if needed.
- Create a graphic organizer with questions for notes for students who may benefit from additional support while watching the video.
- *This lesson provides an overview of the types of financial resources available for postsecondary education and training. It is important to discuss with learners how to vet any website for relevance and accuracy. If needed, consider incorporating lessons or activities on [website information verification](#) from SkillBlox In addition, this lesson can be modified as needed for learners who are beginning to explore education and training options and for learners who are actively pursuing them.*

Lesson Overview

This lesson reviews different ways to pay for college as well as other education and training programs. Learners explore the full range of costs associated with college and training programs, and discuss how they can accommodate these costs alongside other obligations. The lesson concludes with different types of financial aid and financial resources that can be used to cover the cost of college and/or other education and training programs.

ACTIVITIES



OVERVIEW

Instructor Talk

When making career choices, it is important to be clear-eyed about the full cost of the education and training required for your occupation of interest. Knowing the costs will help you to plan, since you will need to balance education and training costs with other financial obligations. Many people need to continue earning money while engaging in education and training.

1. Ask learners to brainstorm the different ways they can combine attending education or training and working. Encourage them to think about how they or their friends and relatives have juggled obtaining further education and training with other responsibilities. **[SL4B]** The list can include:
 - Attending education/training full-time and not working
 - Attending education/training full-time and working part-time
 - Attending education/training part-time and working full-time
 - Attending education/training part-time and working part-time
2. Explain that while there are many options for how to structure one's schedule, this lesson will now explore ways to finance the education or training.
3. Ask learners to reflect on the question:
 - a. What criteria do you consider when making financial decisions?
4. Provide a list (on the board or on a shared screen) of factors to consider when making financial decisions: **(Respecting Differences)**
 - Personal and family financial resources (income, savings)
 - Support from family/friends
 - Childcare needs and costs
 - Employer flexibility and benefits, such as tuition reimbursement
5. Ask learners to share any additional factors.



SMALL- & LARGE-GROUP WORK: COST OF COLLEGE ATTENDANCE

1. Use a collaborative note-taking tool (Padlet, sticky notes, whiteboard, etc.), have learners brainstorm and post any and all expenses associated with education and training, including life and family expenses that need to be covered. After they have contributed their ideas, have everyone help group the notes into categories as applicable, adding expenses not mentioned using the list below as a guide. **[SL1C]**
 - Tuition and fees
 - Books
 - Supplies (calculator, notebooks, etc.)
 - Transportation: Auto (car payment, gas, insurance, maintenance, parking fees, etc.)
 - Transportation: Other (bus/train tokens or passes, carpooling fund, etc.)
 - Insurance (car, renters/homeowners, life)
 - Health insurance
 - Other insurance (some professions, especially in healthcare, require professional liability insurance be carried while doing a clinical assignment)
 - Housing (rent, mortgage, dorm, if living on campus)
 - Food (groceries or meal plan on campus)
 - Utilities (heat, water, electricity)
 - Telephone or cell phone
 - Computer or computer access
 - Internet access
 - Uniforms (if required by an education or training program)
 - Childcare (if relevant)
 - Loans and credit card payments
 - Miscellaneous
2. Write the term *Cost of Attendance* (COA) on the board. Explain that if one is attending school at least half-time, the COA is the estimate of tuition and fees, cost of room and board (or living expenses), cost of books, supplies, transportation, loan fees, and miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, costs related to a disability, and reasonable costs for eligible study-abroad programs. Using the brainstormed items, circle those items comprising the COA.

Instructor Talk

Knowing the COA for a college or career school is necessary for determining what financial resources you will need to cover the cost.



VIDEO & COMPREHENSION CHECK: FINANCIAL AID

1. Explain there are many different types of financial resources to pay for college and career training. To activate prior knowledge, ask learners:
 - a. What types of financial resources are you aware of?

(You will be adding to this list in Steps 2–5. This step is to activate thinking and prior knowledge.)
2. Explain that learners will now watch a video about types of federal student aid and that there will be some follow-up questions afterwards to check for comprehension.
3. Show [Types of Federal Student Aid](#) video. *(For learners who may benefit from some additional support, provide a graphic organizer with questions for notes while watching the video. See Instructor Preparation.)*
4. Debrief using the following questions:
 - a. What are the three types of financial aid described? (Grants, loans, work–study)
 - b. What application do you complete to see if you are eligible for financial aid? (FAFSA)
 - c. Do you have to repay a grant? A loan?
 - d. What are the two types of loans? (Federal and private)
 - e. How much can you earn through work–study? (At least minimum wage)
5. Note that, in addition to financial aid, there are other types of financial resources available to pay for education and training. Referencing what was brainstormed in Step 1, add to the list:
 - Scholarships
 - Employer Tuition Reimbursement
 - Resources for different populations (veterans, SNAP recipients)
 - Community Service and AmeriCorps
 - Individual Development Accounts (IDA)
6. Tell learners they will have an opportunity to learn more about types of financial aid and these other financial resources in the next activity.



GROUP WORK: FINANCIAL RESOURCES JIGSAW

1. On the board, list the websites chosen in Instructor Preparation to use for the worksheet [Researching Financial Resources for Education and Training](#). Pre-teach navigating the websites, as needed. **(Digital Literacy)**

Instructor Talk

In this activity, you will have an opportunity to learn more about types of financial aid and other financial resources that you can use to pay for education and training.

2. Distribute and review the worksheet [Researching Financial Resources for Education and Training](#).
3. Divide the class into groups and divide up the nine financial resource types listed below and in the handout, based on interest, time, and ability. For example, in a smaller group, ask learners which of the nine resource types they want to know more about and assign the research based on interest. Additionally, make sure learners understand the differences in financial resources available for college vs. training programs, and guide learners to complete the section of the worksheet most relevant to them.
 - a. Federal Application for Student Aid (FAFSA)
 - b. Grants
 - c. Loans
 - d. Work–study
 - e. Scholarships
 - f. Employer tuition reimbursement
 - g. Community service options
 - h. Individual Development Accounts (IDAs)
 - i. Resources for targeted populations (veterans, SNAP recipients, other)
4. Have learners use websites to answer as many questions as they can on the worksheet, asking them to make a note of any questions they could not answer. *(The websites selected have been vetted, but it is important to discuss with learners how to vet any website for relevance and accuracy.)* **[W7C] (Navigating Systems & Using Information, Self-Management)**
5. Once all groups are done, make new groups composed of one learner from each of the topic groups. In these new groups, have learners share the information learned while the others record the information on their worksheets.
6. Debrief in a large group using the following questions: **(Critical & Creative Thinking)**
 - a. What “aha” moments did you have about the information?
 - b. What was easy to navigate on the site? What was challenging?
 - c. What advice might you give to others doing this research online?

WRAP-UP

Remind learners that understanding the many types of financial resources available and knowing how to find the most updated information will help them make choices about education and training programs that will best support them.

EXTENSION ACTIVITIES

1. Cost of Attendance Calculations: Tell learners that they are going to work with some sample scenarios to calculate a COA for one whole year (recognizing that tuition will be paid during the academic year, typically nine months).
2. Distribute the [Scenarios: COA Calculations](#) worksheet or display on the screen for all to view.
3. Read the scenarios out loud and review any unfamiliar terms.
4. Have learners get into small groups to discuss, calculate the totals, and check answers.
5. When ready, each group can share their answers before the instructor confirms.
6. For learners who are actively pursuing education or training programs at a two- or four-year college, introduce the [Net Price Calculator Center, U.S. Department of Education](#). The Net Price is the amount that a learner pays to attend an institution in a single academic year after subtracting scholarships and grants the learner receives. Scholarships and grants are forms of financial aid that a learner does not have to pay back. Support learners in searching for their school's calculators and exploring the Net Price Calculator as well as what financial assistance they may be eligible for.
7. For learners who would benefit from additional reading and researching support, including multilingual learners, consider adding the following supports for reading skills for websites: **[R1.1]**
[R1.3]
 - Review the concepts of skimming and scanning to help learners gather information quickly and efficiently, using strategies such as pre-reading questions to prepare for what to look for, using headings to find focused information, and looking for keywords.

SECTION 5:

Skills for Education and Career Planning

- **LESSON 1:** Decision-Making Strategies
- **LESSON 2:** Setting Goals
- **LESSON 3:** Personal and Professional Networks of Support
- **LESSON 4:** Advocacy Skills
- **LESSON 5:** Problem-Solving
- **LESSON 6:** What Do I Need To Earn?
- **LESSON 7:** Money Management for Career Planning
- **LESSON 8:** Understanding the Role of Credit in Career Planning
- **LESSON 9:** Education and Career Planning



LESSON 1:

Decision-Making Strategies



LESSON GOAL

Learners will discuss common decision-making challenges and practice using strategies for objective decision-making.



KEY TERMS

Bias, objective, subjective, status quo



COLLEGE AND CAREER READINESS STANDARDS (CCRS/AE)

- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing [one's] own clearly.
- **Speaking and Listening Anchor 2, Level B [SL2B]:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Reading Anchor 5, Level A [R5A]:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



ENGLISH LANGUAGE PROFICIENCY STANDARDS

- **S/L2.3:** Participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues; build on the ideas of others.
- **W5.3:** Gather information from multiple provided print and digital sources; paraphrase key information in a short written report.

Extension Activities:

- **R1.2:** Use an emerging set of strategies to identify the topic in simple written texts; retell a few key details.
- **R9.2:** Provide one or two facts about the topic; use common linking words to connect events and ideas.
- **W4.2 or S/L4.2:** Construct a claim about familiar topics, experience, or events; give a reason to support the claim.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Critical & Creative Thinking**
- **Leadership & Initiative**
- **Self-Management**

**LEARNER
MATERIAL**

- [The Challenge of Making Decisions and Decision-Making Strategies](#) — Article sections and videos as chosen by instructor (See Instructor Preparation.)
- [How to make better decisions — 3 quick tips](#) — BBC Ideas (video)
- [How I Can Implement Decision-Making Tips](#) (worksheet)
- [Decision-Making Framework Activity](#) (worksheet)
- [Would You Rather...?](#) (handout)
- [Exit Ticket](#) (worksheet)

**INSTRUCTOR
PREPARATION**

- Review [The Challenge of Making Decisions and Decision-Making Strategies](#). Decide what combination of video and/or text works best for learner interest, ability, and need.
- Create cards from the [Would You Rather...?](#) handout.
- Review [Section 2, Lesson 3: Identifying Work Values](#). If completed by learners prior to this lesson, reference how people take into account their values when making decisions and the factors that influence education and career decisions, such as family, financial, and time considerations.

Lesson Overview

This lesson exposes learners to the factors that shape approaches to decision-making and presents strategies that will increase their confidence when making decisions. Learners watch a video on decision-making tips, review decision-making strategies, and apply learnings to their own education and career decisions.

WARM-UP

Instructor Talk

Many factors can influence a person's decision-making style when planning a career. Some people will choose to evaluate their interests, skills, and values and then begin planning. Others may choose to follow the advice of family, friends, or others in deciding. Knowing what type of decision-maker you are helps in your career planning process. There are many approaches to decision-making.

1. What do you think of when you hear "It was a good decision" or "It was a bad decision"? What factors or criteria make something a good decision vs. a bad decision?
 - a. Think of one decision you had to make about your own education, training, or a job. Then, take notes of the steps or components that were part of the process.
2. Encourage learners to share the effective aspects and the challenges as well. Provide some decision examples if needed, such as the decision to pursue their education, to quit a job, to apply for a job, to change sectors, to ask for a promotion or raise, etc. Then have a few people briefly share their examples.

ACTIVITIES



GROUP WORK & WORKSHEET: DECISION-MAKING VIDEO AND REFLECTION

1. Have learners watch [How to make better decisions — 3 quick tips — BBC Ideas](#). Explain that you will ask some debrief questions afterwards about what they learn. *(For learners who will benefit, provide a graphic organizer for note-taking before watching the video. Read the question prior to watching the video: What are the three tips for better decision-making?)*
2. Debrief asking these guiding questions:
 - a. What are the three tips for better decision-making?
 - b. Which ones do you use now when making decisions?

3. Distribute and review the worksheet [How I Can Implement Decision-Making Tips](#), which will ask learners to reflect on the video they just watched. Allow adequate time for each learner to complete the worksheet. **[SL2B] [S/L2.3]**
4. In pairs, have learners share their answers. **[SL1C]**



ARTICLE: DECISION-MAKING STRATEGIES

1. Refer back to the warm-up and remind learners about any challenges they brought up when making decisions. Have learners read the preselected (see Instruction Preparation) sections of [The Challenge of Making Decisions and Decision-Making Strategies](#).
2. Do a reading knowledge check by asking:
 - a. Using references to the text, what are five strategies for making objective decisions? **[R5A]** Answers should include:
 - Compare your options
 - Identify pros and cons
 - Think about the consequences
 - Two-minute diversion
 - Think in the third person
3. In pairs, have learners use their decision example shared in the warm-up and exchange answers to the following questions:
 - a. Which, if any, of the five strategies did you use in making the decision?
 - b. Which strategy might you use in the future when making a similar decision?
 - c. Think about how you usually make decisions. Is there a particular strategy you use most often?
 - d. How might using a different strategy support your decision-making? **(Critical & Creative Thinking, Self-Management)**



SMALL GROUP WORK: CREATE A DECISION-MAKING FRAMEWORK

Instructor Talk

We will now create a decision-making framework. In the simplest terms, a framework is a set of principles, guidelines, or concepts that shape a process. The task is to create a visual with a suggested map, calculation, steps, etc., to assist others in making objective decisions. The framework can include some of the criteria from this lesson as well as anything else learners feel inspired to include for quality decision-making.

1. Distribute the [Decision-Making Framework Activity](#) examples. Review as a group. These are meant to provide examples only, not to be read in full.

2. Have learners work in small groups of 2–4.
3. When ready, display all the frameworks and allow learners some time to observe what their classmates have produced and ask each other any clarifying questions.
4. Engage in a discussion, using these guiding questions:
 - a. What are you noticing about these frameworks?
 - b. How are they similar?
 - c. Which one stands out for you? Why?
5. Ask learners to write 1–2 paragraphs to explain their framework and then exchange with a partner for feedback. Then learners can make any final revision and submit for instructor feedback.
6. For any learners who would benefit from a paragraph support, offer the following model:
 - Topic/Main Idea: To make a good decision, we must consider the holistic impact of the situation including the short-term and long-term outcomes.
 - Support/Details: If we want to make a decision about going to college, we should consider A, B, and C. For example . . .
 - Close/Conclusion: In summary, making a good decision should be a comprehensive evaluation of the situation.



FRAMEWORK GAME: WOULD YOU RATHER?

1. Collect the frameworks from each group.
2. Explain that learners are now going to use another group's framework to participate in a decision-making game.
3. Maintaining the same group members from the previous activity, distribute another group's framework to each.
4. Distribute cards with sample situations from the Would You Rather...? handout. Each learner should have at least one or two.
5. Ask learners to take turns reading their question out loud to their group members and formulating their answer using the assigned framework.
6. Ask the groups to discuss:
 - a. How does (or doesn't) the framework assist your decision-making?
 - b. Which strategies in the framework were useful?
 - c. Is there something missing from the framework that made it challenging to use?

WRAP-UP & EXIT TICKET

Instructor Talk

[If learners have completed [Section 2, Lesson 3: Identifying Work Values](#), share the points below.] *As we wrap up today by completing an Exit Ticket, let's take into account factors that influenced your career decisions that were named in a previous lesson. Pull out your worksheets from [Section 2, Lesson 3: Identifying Work Values](#), titled [Work Values Inventory](#) and [Work Values Inventory Summary](#). Take a moment to review and reflect on your responses. Let these inform your responses on the Exit Ticket.*

1. Distribute and review the What, So What, Now What [Exit Ticket](#). **[SL2C] [W5.3] (Leadership & Initiative)**

EXTENSION ACTIVITIES

1. ESOL Extension Activity: Create scenarios of challenging decisions that match one or two of the strategies. Provide ESOL learners with the list of strategies.
2. Have each group read the scenario, think of potential solutions, and record their information.
3. Ask each group to present their information in a poster or give a presentation to the other groups. **[R1.2] [R9.2] [W4.2 or S/L4.2]**

LESSON 2:

Setting Goals



LESSON GOAL

Learners will be able to use the SMART Goal setting model to form goals related to their education and career plan.



KEY TERMS

Criteria



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing [one's] own clearly.
- **Speaking and Listening Anchor 2, Level A [SL2A]:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **Reading Anchor 2, Level C [R2C]:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Extension Activity:

- **Writing Anchor 7, Level C [W7C]:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **Writing Anchor 8, Level A [W8A]:** With guidance and support, recall information from experiences or gather information from provided sources to answer a question.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Adaptability & Flexibility**
- **Communication**
- **Leadership & Initiative**
- **Teamwork & Collaboration**



LEARNER MATERIAL

- [Neuroscience Explains Why You Need To Write Down Your Goals](#) (online article)
- [SMART Goal Worksheet](#) (worksheet)
- One of the videos chosen in the Instructor Preparation section



INSTRUCTOR PREPARATION

Review these videos on goal setting and choose one to use:

- [A Complete Guide to Goal Setting](#) (video)
- [SMART Goals — Setting Goals — Learning How To Set GoalsSMART](#) (video)

Lesson Overview

In this lesson, learners use the SMART Goal setting model to form goals related to their education and career plan.

WARM-UP WITH GOAL-SETTING VIDEO

Instructor Talk

Setting goals with measurable action steps is a proven way to increase your chances of achieving your educational and career goals. Today you will learn a model for how to set and achieve a goal.

1. Show the selected video (*see Instructor Preparation*). Review and discuss the video using these guiding questions: **[SL2A]**
 - a. What is a goal and why is it important to set goals?
 - b. How can you know if you have achieved a goal?
 - c. How do you measure progress toward a goal?
 - d. Why is it important to review your goals regularly?

ACTIVITIES



READING: THE SCIENCE BEHIND GOAL-SETTING

1. Ask learners the following question and write their responses on the board:
 - a. What is the benefit of writing down your goals?
2. Have learners read (either independently or out loud as a group) [Neuroscience Explains Why You Need To Write Down Your Goals](#).
3. Discuss the details and conclusion with these questions: **[R2C]**
 - a. What is the main point of this article?
 - b. How much more likely is someone to accomplish a goal if they can first vividly describe it?
 - c. What is the difference between external storage and encoding?
 - d. What is the generation effect?
 - e. What is the purpose of the author using the classroom note-taking method example in the final paragraph?



DISCUSSION & WORKSHEET: SMART GOALS

1. Distribute and review the first section of the [SMART Goal Worksheet](#) and ask learners to read aloud the definition of each part of the acronym.
2. Ask learners to think of a goal they have completed in the past related to education, career, family, health, etc., although they may not have thought of it as a goal at the time. **(Leadership & Initiative)** Pose the following questions:
 - a. What was the goal and why was it important to you?
 - b. How did you go about it?
 - c. How did you know it was complete?
 - d. Did you set a timeline for completing it?
 - e. What was challenging in achieving the goal?
 - f. Imagine that you will help someone else achieve this goal now. Can you try rewriting the goal as a SMART goal?
3. To prepare learners to fill in the worksheet, go over it as a class, using a sample goal provided by a learner. Examples may include getting a well-paying job, becoming healthy, exercising more, buying a house, completing their high school equivalency, saving money, paying off debt, or becoming a nurse.
4. Ask learners if the example goal meets the SMART criteria. Discuss and rewrite the goal as needed. See two examples below:
 - Goal: Become healthy; SMART Goal: I will eat two cups of fruits and vegetables every day for one month to help lower my blood pressure.
 - Goal: Exercise more; SMART Goal: I will walk one mile three days a week for two weeks so I can play with my kids without getting tired.
5. Have each learner complete their own worksheet using an education- or career-related goal. Provide some examples of goals if needed.



PAIRS WORK: PEER FEEDBACK

1. In pairs, have learners share and provide feedback on completed worksheets. Pairs should review how “SMART” the goal is and see if there is a way to make it more specific, measurable, achievable, relevant, and timely. Tell learners that as they provide feedback, they should use non-judgmental language, and ask questions such as, “Is this realistic in the timeframe?” to help their partner revise the goal. **[SL1C] (Teamwork & Collaboration, Adaptability & Flexibility, Communication)**

2. In a large group, ask what was helpful about the pairs work:
 - a. What feedback did you receive that was helpful?
 - b. Will you modify your goal as a result of the feedback? If so, how?
 - c. What is helpful about the SMART framework overall?
 - d. What is challenging about the SMART framework?

EXTENSION ACTIVITY

1. Using their completed SMART Goal Worksheet, have learners review two areas on their worksheet where additional research may be needed.
 - Take Action — Review the Potential Obstacles and decide if there is additional online research into solutions that would be useful. Conduct the research, adding information to the worksheet. **[W7C]**
 - Specific Action Steps — Review the steps, taking into consideration whether they can be broken down further into smaller steps. Add any additional steps. Then, as needed, research the steps to identify where assistance might be gotten to reach the step. **[W8A]**

LESSON 3:

Personal and Professional Networks of Support



LESSON GOAL

Learners will understand how networks of support and social capital play an essential role in their education and career journey.



KEY TERMS

Support network, networking, social capital



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Writing Anchor 4, Level B [W4B]:** Produce writing in which the development and organization are appropriate to task and purpose.
- **Speaking and Listening Anchor 3, Level B [SL3B]:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **Speaking and Listening Anchor 6, Level B [SL6B]:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Extension Activity:

- **Writing Anchor 3, Level A [W3A]:** Write narratives in which [learners] recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Adaptability & Flexibility**
- **Leadership & Initiative**
- **Teamwork & Collaboration**



LEARNER MATERIAL

- [My Supporters Help Me Reach My Goals](#) (online article)
- [Identifying Your Support Network](#) (worksheet)
- [Support Networking Plan](#) (worksheet)

Extension Activity:

- [LinkedIn Profile Checklist](#) (online article)

**INSTRUCTOR
PREPARATION**

- Prepare a scenario where you have needed to use your network to support your education and career journey. Identify support people and resources to share as an example when introducing the “Develop a Support Network” activity using the [Support Networking Plan](#).
- This lesson covers the importance of recognizing your network of support, as well as the importance of building social capital to support your education and career journey. For more on developing a pitch and networking skills, see [Section 3: Lesson 4: Job Fairs](#). However, for learners who are ready to further develop their networking skills, review the materials below on networking and the role that systemic racism and bias that existing within hiring practices:
 - [Racial Bias in Hiring Practices Widens the Black-White Wealth Disparity](#) (online article)
 - [Best Networking Tips: How To Make a Connection](#) (video)
 - [How To Use Networking To Find a Job](#) (online article)
 - [Cultivating Connections: A Framework for Building, Strengthening, and Mobilizing Students’ Social Capital](#)

Lesson Overview

In this lesson learners explore the many ways that personal and professional networks can support them during their progress along a career path. They start by identifying individuals and resources that will support them in their journey, and then come to understand the importance of both personal and professional networking.

INSTRUCTOR TALK

There are many people in our lives who already support us or who can provide future support to us in reaching our goals. By recognizing who those people are and how they have helped us, we can better identify the support we need. In addition, even those we don't know well can provide support through a network of relationships and resources, sometimes referred to as social capital.

In this lesson, we will talk about identifying your support network, and the importance of professional networking as a way to achieve your education and career goals. While this lesson talks about networks of support, not everyone has experienced this kind of support in their lives. It may be more difficult for some of us identify those in our lives who have supported us. Therefore, we will also be discussing how to find those individuals and resources moving forward.

ACTIVITIES



READINGS & DISCUSSION: IDENTIFYING YOUR SUPPORTS

1. Read out loud [My Supporters Help Me Reach My Goals](#). Together, fill out the chart at the end of the article identifying the specific ways the author got support from specific people.
2. Ask learners to identify and write down one goal that they achieved at some point in their lives and one person who supported them at this time in their life.
3. Turn and talk: In pairs, have learners take turns answering the questions about the support person: **[SL3B] (Teamwork & Collaboration)**
 - a. Who was this person and how were they supportive?
 - b. What were some things they said to you at the time?
 - c. What did they do to help you achieve your goal?
4. Debrief as a large group using these guiding questions:
 - a. Who can you turn to for support now in your career search?
 - b. What kind of support do you need?



DISCUSSION & WORKSHEET: NETWORK OF SUPPORT

1. Ask learners the following questions and record their answers on a whiteboard or online note-taking app:
 - a. Who is in your network? (Examples can include family, friends, colleagues from past jobs, classmates, and now, your friends and colleagues at your program)
 - b. How can you build your network?
 - Identify the people in your life who are already part of your network
 - Have a plan for networking
 - Know who you want to make a connection with
 - Consider what they can offer
 - Consider what you can offer in return
2. Tell learners they are going to have an opportunity to start identifying their own support system networks. Distribute the worksheet [Identifying Your Support Network](#). Review and give examples as needed. Allow adequate time to begin filling in the grid.
3. In pairs, ask learners to share some of their support network contacts and ideas for categories/places to find people who can provide support. **[SL6B]** Ask them to think about:
 - a. Where do you have the most contacts now?
 - b. Where could you find contacts for other categories?
 - c. Who of your contacts may have suggestions for other places to find the support needed?
4. Debrief in a large group using these guiding questions:
 - a. What contacts do you think will be most helpful in supporting you?
 - b. How do you feel about contacting people to ask for support?
 - c. What might be easy/challenging? (**Adaptability & Flexibility**)



WORKSHEET: DEVELOPING A SUPPORT PLAN

1. Explain that within their larger network of individuals, groups, and resources, sometimes they need to ask individuals for support. This next activity is to develop a plan for contacting people in their network, when they need support.
2. Distribute the worksheet [Support Networking Plan](#) and provide a scenario from your own life where you have needed the support of a network, and share an example of someone you engaged with from your network to show learners how to fill in the grid. Ask for other examples from learners. Note they will be filling in the first four columns only today. Outside of class, they can collect phone numbers and email addresses for contacts.

3. Brainstorm how learners might reach out to someone they do not know well. Allow adequate time for learners to fill in their plans.
4. Debrief in a large group by asking if a few people would be willing to share an example of their Purpose, Offer, and How for one contact.



INDIVIDUAL WORK: DEVELOP A LINKEDIN PROFILE

1. Ask learners who has a LinkedIn profile. For those who have a profile, ask how they developed it, and how they use it.
2. Have learner log into LinkedIn to either review their own profiles, or to begin the development of their own LinkedIn profiles.
3. To support their development or revision process, distribute the [LinkedIn Profile Checklist](#) and have them identify what is needed to improve their profiles.

WRAP-UP & EXIT TICKET

Instructor Talk

We have focused on understanding your network, and how they can support your educational and career journey. In addition to the people directly in your network, remember that as you move through your journey, everyone you connect with and the resources that you access are part of building your social capital. While you may do professional networking as you pursue your education and career goals, social capital and your larger network is essential for your community and family life as well.

1. Ask if anyone has used networking to find a job and if they would be willing to share what they did. If not, ask if they have used networking to find a repair person, a childcare provider, or something else. Explain that this is networking to identify resources. Many of the same skills can be used when building a support system network when looking for a job. **(Leadership & Initiative)**
2. Distribute and review [Exit Ticket](#). **[W4B]**

EXTENSION ACTIVITIES

1. Have learners write an imaginary letter to the person who supported them in the past to reach a goal. **[W3A]** Have them describe the situation, explain how the person helped them, and how they might not be where they are now if it hadn't been for their support. When finished, ask them to share any portion of the letter with another participant.

2. Have learners complete their network grid and develop a more thorough Networking Plan. Share the Networking Plans in class, emphasizing what the learner has to offer and how to “break through” to the contact.
3. Have learners develop a timeline for contacting the first person on their Networking Plan. Have them report back and then set timelines for the remaining contacts.
4. Invite a speaker from the local Career Center to talk about how to network and opportunities for networking at Career Center events.

LESSON 4:

Advocacy Skills



LESSON GOAL

Learners will learn how to advocate for their needs individually and collectively, with a focus on improving workplace conditions.



KEY TERMS

Advocacy



COLLEGE AND CAREER READINESS STANDARDS (CCRS/AE)

- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Reading Anchor 1, Level B [R1B]:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **Writing Anchor 1, Level B [W1B]:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

Extension Activity:

- **Speaking and Listening Anchor 3, Level C [SL3C]:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Adaptability & Flexibility**
- **Leadership & Initiative**
- **Teamwork & Collaboration**



LEARNER MATERIAL

- [Places To Use Self-Advocacy](#) (worksheet)
- [Advocate for What You Want](#) (online article)
- [Car Wash Workers Organize](#) (online article)
- [Getting to Yes: Self-Advocacy](#) (handout)
- [Self-Advocacy Scenarios: What Would You Do?](#) (handout)
- [Exit Ticket](#) (worksheet)

Extension Activity:

- [Self-Advocacy](#) (video)
- [Video Guide](#) (worksheet)
- [Humiliated on the Job](#) (online article)
- [Justice for Janitors](#) (online article)

**INSTRUCTOR
PREPARATION**

- [How To Advocate for Yourself: An 8-Step Guide](#) (online article)
- [Self-advocacy: Improve your life by speaking up](#) (online article)

Extension Activity:

- [Video Guide Answers](#) (handout)

Lesson Overview

This lesson prepares learners to advocate for their rights and needs in their education and career planning process and in the workplace. Activities draw on learners' own experiences and then walk them through how to strengthen their advocacy.

WARM-UP

1. Ask learners to reflect on a time, whether at home, school, work, or in the community, when they had to speak up for themselves. Prompt as necessary by supplying some potential problems, such as advocating for services, disputing a bill, improving workplace conditions, etc. In a large group, ask them to share their experiences. **[SL4B]**

Instructor Talk

The experiences you shared are a form of self-advocacy. Self-advocacy means speaking up for oneself or one's interests. It includes understanding your rights and advocating for them.

ACTIVITIES

Case Study Discussion #1

1. Distribute the case study handout [Advocate for What You Want](#). Have learners take turns reading from it out loud. **[R1B]**
2. Lead a discussion using the following questions:
 - a. What was the problem Carolyn faced at work and what did she and other workers decide to do about it?
 - b. They brought the problem to the supervisor in a particular way. How do you think that impacted the outcome?
 - c. What transferable skills did the author use in advocating on her job?

Case Study Discussion #2

1. Distribute the case study handout [Car Wash Workers Organize](#).
 - a. What were some of the problems these workers faced on their job and what did they decide to do about it?
 - b. What methods, resources, and tactics did they use to address the problem? What was the result?
 - c. How is this case study different from the first one?



HANDOUT: SELF-ADVOCACY

1. Ask learners to read the handout [Getting to Yes: Self-Advocacy](#) and ask the following questions:
 - a. What did you read that was new or surprising?
 - b. What did you read that confirmed something you already knew?
 - c. What did you read that is important to you and your context or current situation?



SMALL GROUP WORK: WHAT WOULD YOU DO? ANALYSIS

1. Have learners work in small groups of 2–4.
2. Distribute the [Self-Advocacy Scenarios: What Would You Do?](#) handout.
3. Have learners read the scenarios and discuss how they could self-advocate in each situation. **(Leadership & Initiative)**
4. Debrief by asking the larger group:
 - a. How did you feel thinking about each of these situations? Is there one particular situation that stands out to you?
 - b. Were there any points that stood out to you from the reading “Don’t Take No for an Answer”? Which ones?
 - c. If you are ever in a similar situation and you are unsure what to do, who can you talk to?



ROLE-PLAY: PRACTICE USING SELF-ADVOCACY

1. Explain to learners that they will now anticipate places where they will need to use self-advocacy. Using the worksheet [Places To Use Self-Advocacy](#), have learners choose two places where they might need to advocate for themselves. Brainstorm and record what they may want to ask about and choose one thing from the list for a role-play.
2. Have two learners role-play asking for information and responding to questions from the resource person **[SL3C]**. Have learners observe and offer feedback on what worked well and what could have been done differently. **(Teamwork & Collaboration, Adaptability & Flexibility)**

EXIT TICKET

1. Distribute and review the [Exit Ticket](#). **[W1B]**

EXTENSION ACTIVITIES

1. Choose one of the following readings to complete with learners based on interest and complete the “After You Read” discussion questions:
 - [Humiliated on the Job](#)
 - [Justice for Janitors](#)
2. Distribute and review the worksheet [Video Guide](#). Ask learners to complete the worksheet as they watch the video. Show the video [Self-Advocacy](#). Then review and discuss answers to the worksheet.
[SL3C]

LESSON 5:

Problem-Solving



LESSON GOAL

Learners will be able to identify real and potential barriers and problems that will arise in their education and career journey and will practice applying problem-solving skills.



KEY TERMS

Alternative, community resource



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 2, Level A [SL2A]:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Writing Anchor 8, Level A [W8A]:** With guidance and support, recall information from experiences or gather information from provided sources to answer a question.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Adaptability & Flexibility**
- **Leadership & Initiative**
- **Teamwork & Collaboration**



LEARNER MATERIAL

- [Taking Action to Solve Problems](#) (worksheet)
- [The 5 Steps of Problem Solving](#) (online article)
- [Identifying Your Support Network](#) (From Section 5, Lesson 3) (worksheet)
- [Problem-Solving Worksheet](#) (worksheet)
- [Exit Ticket](#) (worksheet)



INSTRUCTOR PREPARATION

- If learners did not complete Section 5, Lesson 3: Personal and Professional Networks of Support previously, have them complete this in preparation for this lesson.

Lesson Overview

In this lesson, learners reflect on their own problem-solving approach, practice using a new approach, and learn how to leverage the assistance of others in developing solutions to problems they anticipate related to their education and career planning process.

WARM-UP

1. Ask learners to think of a barrier or a problem they have encountered in the past. It could be related to school, a job, their home, in their community, or something else.
2. Have learners write down their answers to the following questions: **[SL4B] (Leadership & Initiative)**
 - a. What was the problem?
 - b. How did you solve it?
 - c. Who may have helped you?
 - d. What challenges did you encounter in trying to solve the problem?

ACTIVITIES



GROUP OR INDIVIDUAL WORK: PRACTICE TAKING ACTION

1. Learners will now have an opportunity to practice solving a current problem they are experiencing, in any area of their life (work, volunteering, school system, healthcare system) Using the [Taking Action To Solve Problems](#) worksheet, work through a learner-generated problem or example problem (e.g., needing to access services for a child, disputing a healthcare bill, needing to request time off to care for a family member, asking for conditions to be improved at a workplace) together.
2. Have learners brainstorm:
 - a. What can you say?
 - b. What can you do?
3. Have learners then work through a problem or two of their own.
4. Alternatively, distribute and review the worksheet [Taking Action To Solve Problems](#). Allow adequate time for learners to complete the worksheet individually, using a problem they are currently experiencing.
5. Ask if anyone would like to share their responses.
6. Note the variety of people who helped each learner solve the problem and the challenges faced. Congratulate learners for their perseverance in solving the problem.

Instructor Talk

Today, we are going to identify potential problems you may face or have faced related to education and career planning.

**ARTICLE REVIEW: PROBLEM-SOLVING STEPS**

1. Have learners read the online article [The 5 Steps of Problem Solving](#). Note that many learners followed these steps when they shared their problem in the first activity.
2. Lead a large group discussion using these guiding questions: **[SL2A]**
 - a. What are some challenges to defining the problem? How can you address them?
 - b. Which step is the easiest for you? The hardest?
 - c. What criteria do you use when choosing a solution?
 - d. How has seeing the results of your solutions changed how you approach problem-solving?

**PROBLEM-SOLVING SCENARIO**

(If learners completed [Section 5, Lesson 3: Personal and Professional Networks of Support](#), have them use the completed worksheet [Identifying Your Support Network](#) for this portion of the lesson.)

1. If learners are not drawing from the completed worksheet [Identifying Your Support Network](#), distribute a blank copy of the worksheet, asking them to complete it. Explain that as they brainstorm solutions to problems, they can draw from their support network.
2. Post the chart below on a whiteboard, projector or shared screen.

Problem	Solution	What If	Another Solution
I have a two-year-old who needs care from 7:30 a.m. to 5 p.m. 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 classes at a community college. I live 20 miles from campus. The transmission went out on my car.			

3. Review the first problem. Read aloud the second problem and ask learners to share their answers for the three remaining columns, recording their responses. Note that there may be several solutions to both the initial problem and the “What If” scenario.

4. Distribute and review the [Problem-Solving Worksheet](#). Have each learner complete the first column only with two of their own examples.
5. Have learners move into pairs and work together to complete the remaining columns of their worksheets. **(Teamwork & Collaboration)**
6. In a large group, have pairs share their responses. For each problem, ask if there are other solutions learners might have.

EXIT TICKET

1. Distribute and review the [Exit Ticket](#). **[W8A]** Tell learners that they may want to refer to [The 5 Steps of Problem Solving](#) as they complete the Exit Ticket. Allow adequate time for learners to complete and hand in the Exit Ticket.

EXTENSION ACTIVITY

1. Have learners identify categories of potential barriers (prompting as needed with examples such as childcare, transportation, healthcare, etc.). Record the list into columns, on a whiteboard or online note-taking tool. Ask learners to brainstorm community resources that can help solve the problem. If there are some categories with few known resources, have learners research resources, adding them to the list. **(Adaptability & Flexibility)**

LESSON 6:

What Do I Need To Earn?



LESSON GOAL

Learners will explore what living wage they need to meet their needs and understand the impact income has on public assistance.



KEY TERMS

Public benefits, living wage, poverty level, cliff effects



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing [one's] own clearly.
- **Speaking and Listening Anchor 4, Level D [SL4D]:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **Writing Anchor 7, Level B [W7B]:** Conduct short research projects that build knowledge about a topic.

Extension Activity:

- **Writing Anchor 1, Level B [W1B]:** Write opinion pieces on topics or texts, supporting a point of view with reasons.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Adaptability & Flexibility**
- **Respecting Differences**
- **Teamwork & Collaboration**



LEARNER MATERIAL

- [Using the Living Wage Calculator](#) (worksheet)
- [Living Wage Calculator](#) (online tool)
- [What Are Benefits Cliffs? Leia's Story](#) (video)
- [Federal Public Assistance Programs with Income Eligibility Requirements](#) (worksheet)
- [Everything You Need To Know About Universal Basic Income](#) (online article)
- [Debate Language Guide](#) (online chart)

Extension Activity:

- [Legislating Wages: What's fair? What's sustainable? Is there such a thing as too much?](#)

**INSTRUCTOR
PREPARATION**

- Using the [Living Wage Calculator](#), identify the following to be used in the brainstorm activity:
 - the minimum wage for your locale
 - the living wages for the three family composition scenarios
- [What Are Benefits Cliffs?](#) (Federal Reserve Bank of Atlanta)
- [Cliff Tools Explained](#) (video)

Lesson Overview

This lesson defines the difference between a minimum wage and a living wage, then learners explore how a living wage changes, depending on family composition. Learners watch a video explaining benefits cliffs, and then review additional information about federal public assistance programs.

ACTIVITIES



LIVING WAGE INTRODUCTION

1. Hypothesize — Provide three different geographic locations (chosen based on relevance to learners or learner suggestion) and ask learners to guess:
 - a. How much do you think one person needs to earn per year to live in each location?

Instructor Talk

We are going to look at how much it costs to live in our region, based on the number of children and working adults in a family.

2. Post the following three scenarios and the minimum wage for the area, based on the [Living Wage Calculator](#):
 - One adult, two children
 - Two adults (one working), no children
 - Two adults (two working), three children
 - Minimum wage (based on county)
3. Now post the definition of a living wage, noting that it is different from the minimum wage:
 - The hourly rate is what an individual in a household must earn to support themselves and their family. The assumption is that the sole provider(s) is working full-time (2,080 hours per year).
4. In pairs, have learners estimate how much they think the living wage is for each scenario.
5. After five minutes, ask pairs to share their estimates. **[SL4D]**
6. Share the correct answers.

7. Lead a discussion using these guiding questions: **[W7B]**
 - a. How do you feel about the living wages needed for each scenario?
 - b. How are they different from what you expected?
 - c. What might be the reason for the difference?
 - d. What else would you like to know about the wages? (Record responses.)
8. Explain that there is an online tool called the Living Wage Calculator with regional wage information. This tool is useful for identifying occupational areas that can best help them obtain a living wage. The next activity will introduce them to it.



WORKSHEET: LIVING WAGE

Instructor Talk

Families and individuals working in low-wage jobs often make too little income to meet minimum standards of living in their community. The Living Wage Calculator was developed to help people estimate the local wage rate that a full-time worker requires to cover the costs of their family's basic needs where they live. Using the Living Wage Calculator, you can explore the living wage in your county, metro area, or state for twelve different family types. We looked at three types in the previous activity.

(Adapted from [Living Wage Calculator](#) online.)

1. Demonstrate how to navigate the [Living Wage Calculator](#), showing how to access information for their location and reviewing each section.
2. Distribute and review the worksheet [Using the Living Wage Calculator](#).
3. Have pairs work together on filling in the worksheets. Allow adequate time to complete them. **(Teamwork & Collaboration)**
4. In a large group, debrief by focusing on the questions at the bottom of the worksheet **(Adaptability and flexibility)**:
 - a. Which expenses do you think are higher than what are found in your location?
 - b. What do you think is a more realistic estimate for the higher expenses and why?
 - c. Which of the expenses do you think are lower than what are found in your location?
 - d. What do you think is a more realistic estimate for the lower expenses and why?
 - e. How can the information in the Living Wage Calculator help you with education and career planning?



VIDEO: CLIFF EFFECTS CASE STUDY

Instructor Talk

When determining the wage you need to earn to make a living wage, there are other factors to take into account, such as “cliff effects.” A benefits cliff occurs when people using municipal, state, or federal benefits receive a raise or an increase in their work hours and then discover that they make too much money to qualify for benefits, such as subsidized food, housing, healthcare, or childcare, but are not yet making enough wage income to sustain themselves and their households. This can leave a family worse off than before receiving the raise. Cliffs only affect families and individuals that have earnings and public support. And the more of these supports received, the more pronounced the cliffs.

1. Have learners watch the video [What Are Benefits Cliffs? Leia’s Story](#).
2. Lead a discussion using the guiding questions below: **(Respecting Differences)**
 - a. What happens as Leia’s income increases when she becomes a nurse?
 - b. How long before Leia can cover all her expenses herself and break even?
 - c. What experience with benefits cliffs have any family or friends had? How did they address it?
 - d. What questions do you have about benefits cliffs?



WORKSHEET: FEDERAL ASSISTANCE

1. Note that there are many types of federal public assistance programs that may be impacted when a recipient’s income increases. Distribute and review the worksheet [Federal Public Assistance Programs with Income-Eligibility Requirements](#).
2. Lead a large group discussion using the following guiding questions:
 - a. How might your benefits be impacted by increased hours or a new job?
 - b. How might you plan for those changes?
3. Post a list of the federal public assistance programs noted in #3 above. In pairs, have learners research the phone number for each program. Take notes on their answers and ask learners to write the numbers down on the worksheet, [Federal Public Assistance Programs with Income-Eligibility Requirements](#). Explain these numbers will be helpful if they have any questions now or at another time about how their benefits may be impacted as they progress in their education and career planning.

WRAP-UP

- Wrap up by telling learners that information provides agency. By knowing what a living wage is based on their family composition and the potential impacts of benefits cliffs, they are better prepared to chart their career course for success.

EXTENSION ACTIVITY

1. Have learners read the article [Legislating Wages: What's fair? What's sustainable? Is there such a thing as too much?](#). Note that although this article was written in 2013, the information about the federal minimum wage is not out of date. It is still \$7.25 per hour, although some states have raised the minimum wage.
2. Have learners write a three-paragraph essay expressing their opinion and supporting their point of view, using the following questions as a guide: **[W1B]**
 - a. Why do you think the government sets a minimum wage?
 - b. Do you agree that it should? Why or why not?
 - c. Have you ever worked a minimum-wage job? What was it like?
 - d. Should there be a maximum wage? Why or why not?
 - e. What is the minimum wage in your state? What do you think it should be? Why?
3. Have learners write a short three-paragraph essay expressing their opinion about Universal Basic Income (UBI) and supporting their point of view, using the following question as a guide: **[W1B]**
 - a. Are you personally for or against UBI? Why?

LESSON 7:

Money Management for Career Planning



LESSON GOAL

Learners explore tools and develop skills for tracking expenses for the purpose of planning and achieving their education and career goals.



KEY TERMS

Budget, expenses



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 2, Level B [SL2B]:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Writing Anchor 7, Level C [W7C]:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Extension Activity:

- **Writing Anchor 8, Level A [W8A]:** With guidance and support, recall information from experiences or gather information from provided sources to answer a question.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Adaptability & Flexibility**
- **Leadership & Initiative**
- **Teamwork & Collaboration**



LEARNER MATERIAL

- [FDIC's Money Smarts for Adults Game — Your Income and Expenses](#) (Play Round 3) (online game)
- [My Saving, Sharing, and Spending Diary](#) (worksheet)
- [My Monthly Expense Log](#) (worksheet)
- [Comparing Budget Tracking Tools](#) (worksheet)
- [Mint](#) (website)
- [Goodbudget](#) (website)
- [Exit Ticket](#) (worksheet)



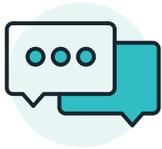
INSTRUCTOR PREPARATION

- Play the [FDIC's Money Smarts for Adults Game — Your Income and Expenses](#) to identify how you will introduce this game to students.

Lesson Overview

In this lesson, learners define the three ways we all use money. Then, learners discuss wants, needs and obligations in terms of budgeting. The lesson concludes by sharing approaches to developing and tracking a budget, including the use of apps and other online tools

ACTIVITIES



DISCUSSION

1. Ask learners: What do people do with their money?
2. If the ideas learners contribute do not include examples of saving, sharing, and spending income, ask additional questions to make sure those three concepts are included.
3. Share the definitions below:
 - **Saving:** You can save your money to build an emergency savings fund to help you in case of a major reduction in income, such as from a job loss, or to pay for a major, unexpected expense. You can also save money for short-term goals like back-to-school expenses or long-term goals like retirement.
 - **Sharing:** You can share your money with friends, family, charities, or others.
 - **Spending:** You can spend your money now to pay for basic living expenses like food, housing, utilities, and debts you owe, and on other things you might need or want.

Instructor Talk

This lesson will draw on your experience saving, sharing, and spending money. Managing your money will play an important part in your education and career planning process. You already have a lot of experience saving money.

4. Ask learners.
 - a. Would anyone like to share ways to save money, or ways you yourself save money?
[SL4B]



VIDEO & GAME: INCOME AND EXPENSES

Instructor Talk

This video includes a game to learn about your income and expenses. It introduces the concepts of needs, wants, and obligations to help you think about how you want to save, share, and spend your money.

1. Pre-teach the site by showing the page on a shared screen and demonstrating how to access Round 3.

2. Have learners play (on their own) Round 3 (about 15 minutes) of the online video game, [FDIC Money Smarts for Adults Game — Your Income and Expenses](#).
3. After learners have completed the game, ask: **[SL2B]**
 - a. How do you define a want? Need? Obligation?
 - b. What is an example of how to lower the cost of a need?
 - c. Name two examples of an obligation. (If needed, use examples below.)
 - Loan (borrowed money, such as a car loan or mortgage)
 - Lease (an obligation to pay rent for a certain time period)
 - d. How might one person's need be another person's want? Give an example.
 - e. How can knowing the difference between want, need, and obligation help you in managing your expenses?

Instructor Talk

Remember, people can consider needs and wants differently. For one person, updating their phone might be a want. Another person, perhaps someone with a disability, might need the apps on their smartphone to work or live independently. For that person, a smartphone is a need. Once you have identified some items as wants, you can think about whether you want to use less of your money for those items. Knowing how to manage your money helps you in reaching your education and career goals. Having goals might require savings. For example, taking classes might mean working part-time instead of full-time.

4. Ask learners: What are some other examples of how pursuing education and career goals might require savings? (Examples might include saving for childcare, transportation, and clothing/uniforms, as well as other associated expenses.)



WORKSHEET: TRACKING SPENDING AND MONTHLY EXPENSES

1. Explain that managing money includes tracking it, noting that there are many ways to do this using either paper or online tools.
2. Ask learners:
 - a. How do you budget or track money now?
3. Distribute and review the worksheets [My Saving, Sharing, and Spending Diary](#) and [My Monthly Expense Log](#).
4. Ask learners to take a few minutes to complete the spending diary for the past two days.
5. Lead a brief discussion: **[SL4B]**
 - a. How did it feel to categorize spending as a need, want, or obligation?
 - b. Did you notice any trends in how you spend money?
 - c. What might be challenging or easy in completing the spending diary?

6. Note that learners can use the spending diary to complete the monthly expense log. Have them complete as much of the [My Monthly Expense Log](#) as they can, and circle places where they need more data to complete.
7. Lead a brief large group discussion:
 - a. What sections of the budget were easiest to complete?
 - b. What additional categories do you need for your budget?
 - c. What questions do you have about the budget sheet?



REVIEW: BUDGET TRACKING TOOLS

1. Explain that there are also free online apps for tracking a budget. Distribute and review the worksheet [Comparing Budget Tracking Tools](#). Then ask learners to review the following two tools and complete the worksheet: **[W7C]**
 - [Mint](#)
 - [Goodbudget](#)
2. In pairs, have learners compare answers. If there are differences, have them review the online tools together to determine the correct answer.

EXIT TICKET

1. Wrap up by distributing and reviewing the Exit Ticket for learners to complete.

EXTENSION ACTIVITY

1. Have learners track their budgets for a week using an app or online tool. Then, have them write 2-3 paragraphs (4-5 sentences each) answering the following questions **[W8A]**:
 - a. What was the most important thing you learned in tracking your budget?
 - b. What about the digital tool was easy to use? What was challenging? How did you address the challenges?
 - c. How has tracking your budget helped you in preparing to meet your education and career goals?

LESSON 8:

Understanding the Role of Credit in Career Planning



LESSON GOAL

Learners will understand the role that credit scores play in their education and career planning and job search process.



KEY TERMS

Credit score, credit report, payment history



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing [one's] own clearly.
- **Reading Anchor 1, Level C [R1C]:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **Reading Anchor 10 [R10]:** Read and comprehend complex literary and informational texts independently and proficiently.

Extension Activities:

- **Writing Anchor 2, Level A [W2A]:** Write informative/explanatory texts in which [learners] name a topic, supply some facts about the topic, and provide some sense of closure.



ENGLISH LANGUAGE PROFICIENCY STANDARDS

- **R1.2:** Identify the main topic in written texts; retell a few key details.
- **S/L2.2:** Participate in short conversations and written exchanges about familiar topics; present information and ideas.

Extension Activities/ESOL Support:

- **S/L2.2:** Participate in short conversations and written exchanges about familiar topics; present information and ideas.
- **W3.3:** Compose written or information texts; develop the topic with a few details.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Navigating Systems & Using Information**
- **Self-Management**


**LEARNER
MATERIAL**

- [Reading Guide for “Why Employers Check Credit — and What They See”](#) (worksheet)
- [Why Employers Check Credit — and What They See](#) (online article)
- [Manage Your Credit Reports](#) (handout)
- [Employer Credit Check Scenarios](#)

Extension Activity:

- [Credit Reports: What They Are and How To Read Them](#) (online article)
- [Understanding the Difference Between Credit Scores and Credit Reports](#) (worksheet)
- [What Is a Credit Score?](#) (online article)
- [Why a Credit Report Is Important](#) (online article)
- [5 Ways Immigrants Can Build Credit in the United States](#) (online article)


**INSTRUCTOR
PREPARATION**

- Review the lessons on credit available through [SkillBlox on Understanding Credit](#)
- Review the resources included in the Extension Activity as background information, whether or not you complete the extension activities with learners:
 - [Credit Reports: What They Are and How To Read Them](#) (online article)
 - [What Is a Credit Score?](#) (online article)
 - [Why a Credit Report Is Important](#) (online article)

Lesson Overview

In this lesson learners will review what a credit score is, the difference between credit scores and credit reports, and how employers may use credit information in making hiring decisions.

ACTIVITIES



DISCUSSION

Instructor Talk

We will be exploring credit in this lesson, sharing your experience, and discussing the role credit plays in applying for jobs. Personal agency is about having the knowledge and information needed to make decisions in your best interest.

1. Ask learners the following questions: **[SL1C]**
 - a. What do you think of when you hear the term *credit*?
 - b. What types of things or activities do people use credit for?
2. Share the definition below, drawing on their answers:
 - Credit can mean either borrowing money or getting something of value, like a car, with the commitment to repay later and often with interest charged.
3. Ask if learners know the difference between a credit score and credit report. As needed, share the definitions below:
 - Credit score — A credit score is a prediction of your credit behavior, such as how likely you are to pay a loan back on time, based on information from your credit reports.
 - Credit report — A credit report is a record of your current and past debts, including your payment history. It's important because it can impact so many areas of your life, such as your ability to rent an apartment, buy a house or car, get a loan, and even be hired for certain jobs.
4. Share with learners that there are a variety of factors that affect their credit. Some of these factors include:
 - Types of credit in use (10 percent)
 - New credit (10 percent)
 - Length of their credit history (i.e., how many years have they had credit) (15 percent)
 - Amounts owed (e.g., on their credit card[s], loans, etc.) (30 percent)
 - Payment history (35 percent)



READING & PAIRS WORK: ARTICLE REVIEW & COMPREHENSION QUESTIONS

1. Explain that learners will now explore why and how employers may use credit reports when making a hiring decision.
2. Distribute and review the worksheet [Reading Guide for “Why Employers Check Credit — and What They See.”](#)
3. Have learners individually read [Why Employers Check Credit — and What They See](#), then write their answers to the questions in the worksheet. **[R10]** *(If incorporating the standard “Read and comprehend complex literary and informational texts independently and proficiently,” make sure that the reading level in this text is appropriate for your learners. If not appropriate, consider an alternate text or provide appropriate scaffolds.)*
4. In pairs, have learners share their answers. If there are differences in answers, have them review the article to determine which is accurate.
5. Debrief in a large group, reviewing the answers. **[R1C] [S/L2.2]** As needed, use these guiding questions for the discussion: **(Navigating Systems & Using Information, Self-Management)**
 - a. What is something you already knew in this article, and what is something new that you learned?
 - b. How might someone choose to respond if an employer wants to check their credit?
 - c. What types of jobs may be most likely to require a credit check?



GROUP WORK: CREDIT REPORT SCENARIOS

1. Have learners work in groups.
2. Distribute the [Employer Credit Checks: Scenarios](#) handout and explain that they are going to determine whether or not they would want to hire different applicants to work on their team based on their credit report. **[R1.2]**
3. As learners evaluate each situation, remind them to consider the information from the article [Why Employers Check Credit — and What They See](#).

WRAP UP: CREDIT REPORT

1. Wrap up by emphasizing learners have agency by choosing to review their credit and, if needed, taking steps to improve it.
2. For learners who are interested in receiving a credit report, have them choose one of the three companies in the [Manage Your Credit Reports](#) handout and request a report as homework. *(If learners choose to do this, in the next class, include an opportunity for learners to ask clarifying questions about the reports as needed.)*

EXTENSION ACTIVITIES

1. Have learners read [Credit Reports: What They Are and How To Read Them](#).
2. Discuss the article as a large group. Then, ask learners to write a 7–9 sentence paragraph addressing the following: **[W2A]**
 - a. Why is it important to request and read your credit report when looking for a job?
 - b. What type of negative information may appear on the report?
 - c. How do you request a credit report?
3. To support paragraph writing, review the ideas in the Integrating Writing Activities section and include supports as needed.
4. To help learners to learn more about the differences between credit scores and credit reports, divide the class in half, assigning one of the articles to each half: [What Is a Credit Score?](#) and [Why a Credit Report is Important](#)
5. Distribute and review the worksheet [Understanding the Difference Between Credit Scores and Credit Reports](#).
6. Ask each group to read their assigned article and write their answers to the questions, based on the article read. Give the two groups at least 15 minutes.
7. Have each group teach the other group class the information learned, with learners completing their worksheet based on what they learned from the other group.
8. Debrief the answers as a large group to ensure comprehension and accuracy.
9. For learners who would benefit from more support in discussing the role of credit in the U.S. system, including multilingual learners, complete the following “jigsaw” activity using the article [5 Ways Immigrants Can Build Credit in the United States](#).
10. Discuss how credit scores do not transfer across countries. New immigrants are “credit-invisible.”
11. Read the introduction of the article together.
12. Divide class into five groups. Assign each group one of the tips for building a credit score from the article. Each group will be responsible for the following questions **[S/L2.2]**:
 - a. What is your section?
 - b. What is the method of building a credit score? (Name at least two steps that we must take.)
 - c. What kind of help or support will we need for this method?
13. Have a representative from each section give a report on their method, suggesting learners take notes of presentations.
14. Have learners write 2–3 sentences on this reflection question, reviewing information from the article to add details. Choose one section on building credit that may be useful for you or your family. Why have you chosen this method? **[W3.3]**

LESSON 9:

Education and Career Planning



LESSON GOAL

Learners will use the education and career planning worksheet to compile key findings from their self- and career-exploration journey and identify next steps in their education and career plan.



KEY TERMS

Goal



COLLEGE AND CAREER READINESS STANDARDS (CCRS&E)

- **Speaking and Listening Anchor 1, Level C [SL1C]:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor-led) with diverse partners, building on others' ideas and expressing [one's] own clearly.
- **Speaking and Listening Anchor 4, Level B [SL4B]:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Reading Anchor 7, Level C [R7Cb]:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Extension Activities:

- **Writing Anchor 2, Level A [W2A]:** Write informative/explanatory texts in which [learners] name a topic, supply some facts about the topic, and provide some sense of closure.



PERSONAL AND WORKPLACE SUCCESS SKILLS

- **Adaptability & Flexibility**
- **Communication**
- **Leadership & Initiative**
- **Teamwork & Collaboration**



LEARNER MATERIAL

- [Education and Career Planning Worksheet](#) (worksheet)
- [Education and Career Planning Process](#) (handout)

Extension Activities:

- [Transferable Personal and Workplace Success Skills Definitions](#) (handout)

**INSTRUCTOR
PREPARATION**

- The way that learners will complete this lesson depends on how they have moved through the curriculum and where or how artifacts have been collected in a portfolio. Review the [Education and Career Plan section](#) in the ICA introduction for more detail on the integration of education and career planning throughout the curriculum.
- As a reminder, it is recommended that learners begin filling in the [Education and Career Planning Worksheet](#) as they progress through the lessons. This helps them see from the beginning how lessons fit together to paint a picture of who they are and where they want to go.
- Revisit the concept of education and career planning introduced in [Section 1, Lesson 3: Introduction to Education and Career Planning](#).

Lesson Overview

This lesson provides an opportunity for learners to develop an education and career plan by drawing upon the lessons learned and data collected through the completion of Sections 1–5. The Education and Career Planning Worksheet is a living document meant to be updated over time as learners complete their short-term goals and make progress towards long-term goals.

WARM-UP & LOOKING BACK

Instructor Talk

Throughout the lessons in Sections 1–5 in this curriculum, you have been gathering information about your interests, values, and skills through self-exploration, and the occupations that require those skills, through occupational exploration. You have also been developing the skills needed to plan and pursue your education and career goals. In Section 1, Lesson 3, we first discussed the concept of planning for your future and in this lesson, you will use a worksheet to consolidate some of your findings and plan your next steps. Let's look back at all the components of this process that you have completed already.

1. Distribute and review the [Education and Career Planning Process](#). (*This was first reviewed in Section 1, Lesson 3.*) Provide reminders of what learners completed in the different sections of the curriculum, as needed. You can also ask learners to name some of the lessons that stood out to them in each section. Note that the education and career planning process is ongoing and iterative.
2. Lead a brief reflection using these guiding questions: **[SL1C]**
 - a. What parts of the process did you enjoy the most? (*Include the amount of time that has elapsed from when they first began the process.*)
 - b. What parts of the process did you find most challenging?
 - c. How does it feel to have completed the steps in the process?

ACTIVITIES



WORKSHEET: EDUCATION AND CAREER PLANNING

1. Distribute and review the [Education and Career Planning Worksheet](#).
2. Provide guidance around completing the whole worksheet, or sections, based on what learners may have completed, as well as time, interest, and ability. Support learners in accessing artifacts from their completion of the lessons in Sections 1–5 so that they can easily input findings, realizations, decisions, data, etc., into the worksheet. **(Leadership & Initiative) [R7C(b)]**

3. If you introduced the worksheet in [Section 1, Lesson 3](#), and learners have been completing sections as they go based on the lessons, have them review and revise as needed the information in the Skills, Values, and Interests and the Occupational Exploration sections. Then have them complete the Goals portion of the worksheet.
4. Briefly review [Section 5, Lesson 2: Setting Goals](#) for guidance in writing SMART goals. If learners have not been completing sections as they go, then record and briefly review the lessons completed in Sections 2 and 3.



PAIRS & LARGE GROUP WORK: PEER FEEDBACK & DEBRIEF

1. Once worksheets are completed, have learners work in pairs to share their worksheets, focusing on the two goal sections (short-term and long-term) and provide feedback to each other using the following questions **[SL4B]**, reminding them of the SMART goal-setting lesson and resources (Section 5, Lesson 2) as a support in providing peer feedback: **(Communication, Teamwork & Collaboration, Adaptability & Flexibility)**
 - a. How well do my goals meet the SMART goal criteria? What suggestions do you have to revise them?
 - b. What advice do you have for how to further break down the steps for my short-term goal?
 - c. What might you change in my timeline for completion of each step?
 - d. Do you know any additional resources that will help me complete any of the steps?
2. In a large group, have learners briefly share their short-term next steps. Be sure to celebrate each learner in reaching this stage of the education and career planning process.

EXTENSION ACTIVITIES

1. Have learners brainstorm a list of skills they used in developing their Education and Career Planning Worksheet and then write a paragraph about how they can use those skills in the occupations listed on the worksheet.
2. Have learners review the worksheet [Transferable Personal and Workplace Success Skills Definitions](#) from [Section 2, Lesson 4: Identifying Transferable Skills](#).
3. Then have learners share their writing in pairs. Each pair provides feedback and suggests additional ways the skills might be used in the occupations. **[W2A]**
4. The development of the Education and Career Planning Worksheet can be the basis for a learner portfolio. Completed worksheets can be included along with writing samples, self-assessment results, notes from participant/instructor or participant/advisor conferences, and any other materials that document a participant's career exploration process.

APPENDIX 1

Key Terms Glossary

TERM	DEFINITION
Admissions office	An office within a community college or university/college responsible for recruiting and communicating with new and transfer students. (noun)
Advocacy	Any action that speaks in favor of, recommends, argues for, supports, defends, or pleads on behalf of someone or something. (noun)
Affinity group	A group of people having a common interest or goal or acting together for a specific purpose. (noun)
Apprenticeship	An arrangement in which someone learns an art, trade, or job under an experienced practitioner. (noun) U.S. Department of Labor definition: A combination of paid on-the-job training with classroom instruction to prepare workers for highly skilled careers. (noun)
Assessment	The act of judging appraising or evaluating something. (noun)
Assumptions	A belief that we assume is true, although there is no proof. (noun)
Bias	Opinions or prejudice (both for and against) about a social group, often not based on fact or without fair judgment. (noun)
Budget	A way to balance income, expenses, and financial goals for a specific length of time. (noun) To be careful about the amount of money one spends; to plan to spend an amount of money for a particular purpose. (verb)
Career	The series of jobs that a person has within one or more sectors, usually involving more responsibility as time passes. (noun)
Career advancement	The process by which workers use their skill sets and determination to achieve new career goals and more challenging job opportunities. (noun)
Career exploration	The process of learning more about oneself, researching options, trying new experiences, and creating a strategic plan to reach one's professional goals. (noun)
Career fair	An event that allows individuals to learn about multiple potential employers by meeting with hiring managers and recruiters to discuss employment opportunities and ask questions regarding company culture, compensation, and work environment. Also sometimes called a job fair. (noun)
Career pathway	A series of structured and connected education programs and support services that enable people, often while they are working, to advance over time to better jobs and higher levels of education and training. (noun)

TERM	DEFINITION
Career services	Services offered by a department of the same name on most college campuses, which assist learners with almost any aspect of their career, from reviewing resumes to helping decide what jobs to pursue after graduation. (noun)
Certificate	A document stating one has completed a certain amount of training in preparation for a specific job. One can earn a certificate by taking courses at a community college, technical school or vocational school. Most certificate programs prepare people for technical or skills-based jobs. Compare to license. (noun)
Certification	The process of earning an official document, or the act of providing an official document, as proof that something has happened or been done; the process of giving certificates for a course of education. (noun)
Cliff effects	The financial result when people receiving public benefits experience an increase in income, rendering them ineligible for benefits. However, those experiencing the cliff effect are not making enough money to sustain themselves and their household. (noun)
Colleague	A person who one works with, especially in a profession or a business. (noun)
College credit	A college or university credit, sometimes called a credit hour or unit, measuring how much instruction a learner receives. Most institutions of higher learning in the U.S. comply with the Department of Education's definition of a credit so their learners qualify for federal aid programs. In general, a credit represents an hour of instruction each week over the term, although the government allows a lot of flexibility in this calculation. (noun)
Community resource	A source of information, service or expertise available within a community. Community resources are often provided through entities such as businesses, educational institutions, museums, libraries, places of worship, hospitals, community centers, parks, etc. (noun)
Co-worker	A person who one works with, especially someone with a similar job or level of responsibility. (noun)
Credential	The verification of an individual's qualification or competence issued by a third party with the relevant authority to issue such credentials (U.S. Department of Labor, 2010). The term credential encompasses educational certificates, degrees, work certifications, and government-issued licenses. (noun)
Credit report	A statement that has information about someone's credit activity and current credit situation, such as loan-paying history and the status of credit accounts. (noun)
Credit score	A number predicting credit behavior, such as how likely someone is to pay a loan back on time, based on information from credit reports. (noun)
Criteria	Standards of judgment or criticism; a rule or principle for evaluating or testing something. Plural of criterion. (noun)

TERM	DEFINITION
Cultural factors	The set of beliefs, moral values, traditions, language, and laws (or rules of behavior) held in common by a nation, a community, or other defined group of people. Culturally determined characteristics can include: the language spoken at home; religious observances; customs; acceptable gender roles and occupations; dietary practices; intellectual, artistic, and leisure-time pursuits; and other aspects of behavior. (noun)
Data	Information, especially facts or numbers, collected to be examined and considered and used to help with making decisions. (noun)
Degree	An academic qualification awarded by universities and colleges to learners after they have completed their studies. (noun)
Demographics	The number and characteristics of people who live in a particular area or form a particular group, especially in relation to their age, gender, race, education, how much money they have, and what they spend it on. (noun)
Discrimination	The unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, disability, religion, or sexual orientation. (noun)
Employer tuition-reimbursement	A program that allows employees to pursue specific degrees and certificates, with the company contributing a set amount of money. (noun)
Employment trends	Information showing whether employment in a particular area has risen or declined in the stated years. (noun)
Estimated	What the approximate cost, size, etc., of something is tentatively thought to be, although it is not known for certain. (adjective)
Estimated average annual wage	The estimated total annual wages of an occupation divided by the estimated number of personnel in that occupation. (noun)
Estimated average hourly wage	An average hourly wage is calculated by adding up all of the hourly rates (for a particular job, for instance) and dividing the total by the number of rates to come up with an average. (noun)
Expenses	A list of regularly occurring bills or purchases needed to support an individual or family, such as rent or mortgage, utility bills, childcare or groceries. (noun)
Externship	A temporary training program in a workplace, especially one offered to learners as part of a course of study. Externs typically shadow a professional without completing job-related tasks, compared to interns, who take on responsibilities and get hands-on experience. (noun)
Financial aid	Grants, work-study programs, loans, and scholarships to help pay for college or career school. (noun)

TERM	DEFINITION
Foundational skills	Fundamental, portable skills that are essential to conveying and receiving information that is critical to training and workplace success. These skills are fundamental in that they serve as a basis — the foundation — for supporting additional operations/tasks and learning. Foundational skills are well rounded, versatile, and improve what someone may offer as a candidate or employee in any industry. (noun)
Gender identity	An individual's self-identification as being a man, woman, nonbinary, gender-fluid or a combination of one or more of these identities. (noun)
Goal —Long-term goal —Short-term goal	In the context of an educational or professional career: An accomplishment one aspires to achieve. (noun) Long-term goal — Seek to achieve anytime beyond 1 - 2 years Short-term goal — Seek to achieve within six months to one year
Graduation rate	An educational institution's percentage of first-time, first-year undergraduate learners who complete their program within 150 percent of the published time for the program. For example, for a four-year degree program, entering learners who complete within six years are graduates. (noun)
Grant	Financial aid that, unlike loans, does not have to be repaid. The federal government provides grants for learners attending college or career school. Grants can also come from state governments, educational institutions, individuals, or a private or nonprofit organization. (noun)
Higher Education: —community college —college —university —private/for-profit	Education beyond high school, especially at a college or university. (noun) Types of higher education institutions include: Community college — Two-year institution with programs leading to the Associate of Arts (A.A.) or Associate of Science (A.S.) degree. These colleges also have technical and vocational programs with close links to secondary/high schools, community groups, and employers in the local community. College — Four-year institution which grants bachelor's degrees in liberal arts or science or both. Typically, only offers undergraduate degrees. University — An institution offering both undergraduate and graduate degrees leading to a master's degree or Ph.D. Private/for-profit — An institution focused mainly on earning revenue through tuition and fees paid by learners.
Human resources (HR) department	The department within a business or organization responsible for managing its employees, including hiring, firing, managing benefits, and other staffing needs. (noun)

TERM	DEFINITION
Identity: —self-identity —social identity	Identity — The qualities and beliefs that make a particular person or group different from others. (noun) Self-identity — a combination of personality traits, abilities, physical attributes, interests, hobbies, and/or social roles from one's personal identity that one specifically selects to identify oneself. Social identity — either a self-claimed or societally ascribed identity.
Impression	The way that something seems, looks, or feels to a particular person. (noun)
Incumbent worker	An individual who is employed. (noun)
Industry	A set of businesses or companies engaged in similar activities. There can be multiple industries within a sector. For example, hospitals are an industry within the healthcare sector. (noun)
Influence	The power to have an effect on people or things, or a person or thing that is able to do this. (noun) To affect or change how someone or something develops, behaves, or thinks. (verb)
Informational interview	A meeting to learn about the real-life experience of someone working in a field or company, where the focus is on getting information, not a job offer. (noun)
Internship	A short-term opportunity to gain entry-level work experience. Interns usually work alongside a specific team within a company, learning from seasoned professionals and trying out different aspects of the job. Rather than leading their own projects, interns usually complete smaller tasks to support larger organizational initiatives. Compare to externship, which typically involves shadowing a professional without completing job-related tasks. (noun)
Job	A specific work position with an employer. (noun)
Job application	Forms used by employers to gather information from prospective employees, including contact information and work history. (noun)
Job fair	An event that hosts employers with job openings, serving as a temporary hub for employers to display information about their businesses, employee experience, and open positions. Also may be called a career fair. (noun)
Job interview	A meeting in which an employer asks the person applying for a job questions to see whether they would be the right person to do that job. These are a crucial part of the hiring process. Along with getting to know the interviewee as a person, hiring managers use interviews to learn more about someone's background and skills. (noun)
Job posting	An advertisement or listing for a job opening to attract qualified candidates. Posted on the internet, in newspapers, or in other media sources, listings usually include a detailed description of the job, its responsibilities, required qualifications, and additional information. (noun)

TERM	DEFINITION
Job promotion	When an employer moves an employee up in the hierarchical levels within an organization, typically allowing an employee to progress to a higher position, a higher level of responsibility, higher levels of authority, and/or higher pay scale. (noun)
Job-seeker	A person who is looking for work. (noun)
Job shadow	An opportunity — lasting a few hours, days or even weeks — to follow an individual through their daily work routine. (noun)
Job security	The assurance employees have that they can continue working their current job for the foreseeable future, confident that their employment status with a company can stay consistent, without layoffs, regardless of any external forces that might impact the business. (noun)
License (for work)	A credential awarded by a federal, state, or local government agency in recognition of a level of skill or knowledge needed to perform a specific type of job and giving legal authority to work in a particular occupation. To earn a license, you need to meet predetermined criteria. This often includes earning a particular degree and passing a state-administered examination. When receiving your license, you typically need to complete continuing education credits to renew your standing. Compare with certificate, a credential awarded by a nongovernmental body. (noun)
Living wage	The local wage rate that full-time workers require to cover the costs of their family's basic needs in the area where they live. (noun)
Loan	A sum of money borrowed from a creditor that must be paid back, typically with interest. (noun)
Motivator	Something that provides a reason or stimulus to do something. (noun)
Networking	The process of making connections with people who share one's interests, and who can offer mutual support, help, additional connections, resources, and information. (noun)
Objective	Based on facts and not influenced by personal beliefs or feelings. (adjective)
Occupation	A general term that refers to a field or industry. It can also refer to a role within an organization or be a broad term that describes a field of career interest. The U.S. Bureau of Labor Statistics divides occupations into 23 categories that include different work situations and offer jobs, careers, and professions. (noun)
Outcome	A result or effect of an action, situation, etc. (noun)
Payment history	The record of a borrower's payments on their credit accounts and other debts. (noun)
Perception	A belief or opinion, often held by many people, based on how things seem. (noun)

TERM	DEFINITION
Performance appraisal	Periodic evaluation of an employee's job performance against a set of expectations and goals, with the results of this process used to make informed decisions for both the individual employee and the organization in areas such as compensation, promotion, employee development, staffing, and succession planning, among others. (noun)
Placement tests	Exams used to determine the academic skills of learners entering a school. Based on the results, learners will be placed in classes that best match their current skills. Low scores may mean taking developmental courses to improve academic skills. (noun)
Postsecondary education	Any education that comes after high school (secondary education). Postsecondary education includes certificate programs and six levels of degree-granting programs: associate, baccalaureate, first professional, master, advanced intermediate, or research doctorate. (noun)
Poverty level	An economic measure in the United States comparing an individual's or family's income to a set threshold or minimum amount of income needed to cover basic needs. People whose income falls under their threshold are considered poor or to be living under the poverty level. The U.S. Census Bureau is the government agency in charge of measuring poverty. (noun)
Prestige	Respect and admiration given to someone or something, usually because of a reputation for high quality, success, or social influence. (noun)
Projected growth rate	The rate at which something is expected to grow based on information already known. (noun)
Public benefits	Government benefits, such as food, cash, housing, and medical assistance, for people who need financial help because they are ill, unemployed and/or have low or no income. Examples include SNAP (food stamps), TANF (Temporary Assistance for Needy Families), Public Housing, Section 8, and Medicaid. (noun)
Qualitative information	Information that cannot be counted, measured or easily expressed using numbers, collected from text, audio, and images and shared through data visualization tools, such as word clouds, timelines, graph databases, concept maps, and infographics. (noun)
Quantitative information	Information that can be counted or measured in numerical values. (noun)
Rank	To have a position higher or lower than others, or to be considered to have such a position. (verb) A grade of official standing in a hierarchy, such as an admiral or senior vice president. (noun)
Recruiter	A human resources professional who specializes in recruiting new employees. Some recruiters work for staffing agencies and help multiple companies find the right employees for their needs, while others work for a company and find employees for that company alone. (noun)

TERM	DEFINITION
Referral	The act of directing someone to a different place or person for information, help, or action, often to a person or group with more knowledge or power. (noun)
Resume	A formal document that displays an individual's professional background and relevant skills, usually consisting of educational degrees and training, work history, a professional summary and a list of skills. (noun)
Salary	A consistent payment by an employer to an employee based on a specific position's work and services, typically given monthly, bi-weekly or weekly. (noun)
Scholarship	An amount of money given by a school, organization, etc., to a learner to help pay educational costs. (noun)
Sector	A category that most jobs fall into, with the primary sectors in the U.S. being healthcare, information technology, real estate, retail, education, and government. (noun)
Sexual orientation	A person's identity in relation to the gender or genders to which they are sexually or romantically attracted. (noun)
Social capital	Networks of relationships, values and resources among people who live and work in a particular society, allowing individuals to work together in a group to effectively achieve a common purpose.
Stackable credential	Part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs, according to the U.S. Department of Labor. Stackable credentials can be viewed as building blocks where each short-term credential that a person earns builds into a higher-level credential. (noun)
Statistics	A collection of numerical data and their analysis, interpretation, and presentation. (noun)
Status quo	The existing situation or condition. (noun)
Strategy	A general plan or set of plans intended to achieve something, especially over a long period. (noun)
Subjective	Influenced by or based on personal beliefs or feelings, rather than based on facts. (adjective)
Support network	A group of individuals, such as family, friends, colleagues and mentors, who provide emotional, information, and practical assistance and can help one achieve personal and professional goals. (noun)
Technical skills	Skills acquired by using and gaining expertise in performing physical or digital tasks. There are many kinds of technical skills and many industries rely on employees with technical knowledge. Also known as hard skills. (noun)
Training (workforce, workplace, occupational, or job)	Instructional programs or courses that focus on the skills required for a particular job function. (noun)

TERM	DEFINITION
Transferable skills	Skills one can use in new industries or jobs that still serve a function in a new position, typically more general skills, such as specific social skills, but sometimes as specific as technical skills. (noun)
Underemployed	Not having enough paid work or not doing work that makes full use of one's skills and abilities. (adjective)
Union	An organized association of workers, often in a trade or profession, formed to protect and further their rights and interests. (noun)
Values	Principles, standards of behavior, or one's judgment of what is important in life. (noun)
Vocational program	An instructional program or courses that focus on the skills required for a particular job function or trade. In vocational training, education prepares learners for specific careers, disregarding traditional, unrelated academic subjects. Sometimes called vocational education and training or career and technical education, vocational training provides hand-on, job-specific instruction, and can lead to certification, a diploma or even an associate's degree. (noun)
Word-of-mouth	The passing of information from person to person using oral communication, rather than its being shared in written form. (adjective)
Work conditions/ environment	<p>Working conditions are the physical and psychological conditions that workers are exposed to while working. Conditions in a workplace can encompass everything from when or where employees work to their terms of employment.</p> <p>A work environment is the physical, social, and cultural setting in which individuals carry out their job responsibilities. It encompasses the place where work is done, the people one interacts with, the organizational culture, and the overall atmosphere.</p> <p>Both can significantly impact employees' health, safety, well-being and morale, performance, productivity, and job satisfaction. (noun)</p>
Work-study	A program that provides part-time jobs for undergraduate and graduate learners with financial need, allowing them to earn money to help pay education expenses. The program encourages community-service work and work related to the learner's course of study. (noun)
Workers' rights	Both legal and human rights related to labor relations between works and employers. Although there is no single definition or definitive list of workers' rights, the International Labor Organization (ILO) identifies what it calls "fundamental principles and rights at work," which are: freedom of association and the effective recognition of the right to collective bargaining; elimination of all forms of forced or compulsory labor; effective abolition of child labor; elimination of discrimination in respect of employment and occupation; and a safe and healthy working environment. (noun)
Working "under the table"	Working without having the earnings reported to the government, so that no taxes or other deductions are involved. Also called working off the books, unreported income, or cash-in-hand employment. (adjective)

APPENDIX 2

Transferable Personal and Workplace Success Skills Definitions

1. **Communication:** When we have strong communication skills, we can effectively give information to others using speaking, writing, body language, visual images, video, etc. We often use technology to communicate. Good communication also means understanding when to use formal and informal language and how to repair conversations when necessary.

Examples:

- Applicants understand they need to use formal language during a job interview.
- When writing emails at work, employees need to be sure their messages communicate clearly.
- People who design websites need to understand how to communicate effectively.
- It is not unusual for communication to break down. When this happens, it is important to ask for clarification.
- In U.S. culture, when someone is speaking and someone in the audience sits with their arms crossed, this might communicate that the person is not interested.

2. **Leadership & Initiative:** This is the ability to motivate, take responsibility for, and lead others effectively to accomplish objectives and goals.

Examples:

- When leading a volunteer project at school, I can exert a high level of effort and persevere toward meeting our goal.
- Someone who is captain of a sports team knows how to motivate teammates to work together and score.
- At work, someone who was a personal mentor to several employees, many of whom were new exhibits leadership. The ability to motivate entry-level professionals experiencing challenges in their roles and help them reach their assigned targets for the week is leadership.

3. **Self-Management:** The practice of self-management includes being able to assess your priorities, manage your time, hold yourself accountable, follow through with the task at hand, and most importantly, maintain your well-being.

Examples:

- You can apply your organizational skills to your time, physical space, energy and mental capabilities to establish neatness and improve functionality. If you are well-organized, you are able to plan, prioritize and execute important activities, helping you self-manage your essential workplace responsibilities.
- In the workplace, you can prioritize tasks, avoid distractions, and maintain focus. Effective time management helps with setting and meeting deadlines, working on one thing at a time and delegating responsibilities appropriately.
- Stress management is a key form of self-management. It can take many forms, from maintaining a healthy diet and exercise regimen to proactively engaging in activities like meditation or journaling about your experiences. Proactively managing workplace stressors can help you remain calm on the job.

4. **Navigating Systems & Using Information:** We navigate systems when we take several steps within an organizational structure to achieve a goal at work, in the community, or at school.

Examples:

- People need to navigate the immigration system to apply for citizenship.
- People need to navigate the Department of Motor Vehicles system to get a driver's license.
- When people want to use the self-checkout at the grocery store, they need to first learn to navigate the self-checkout system.
- Because of all the necessary steps, applying to college is a complicated system to navigate.

5. **Critical and Creative Thinking:** We use critical and creative thinking when we carefully study information and use evidence to help us make good decisions.

Examples:

- After a tornado, people at the Red Cross carefully study a lot of information to see what cities and towns need the most help. They think critically about the evidence they collect to make good decisions about where and how to send help.
- Students tell their teacher they want to better understand how to read medicine labels. The teacher brings 12–15 different medications to class. Students work in small groups to carefully read medicine labels for several different medications. They sort the information into categories based on what the medicine is for, who can take the medicine, what is the dosage, and what warnings are on the labels. Each group reports what they learn to the whole class. They work as a class to make a chart summarizing all the medications. The students can now make better decisions when they and their family need to take medicine.
- Someone who needs a job collects information about different companies, for example, salary, benefits, and working conditions. She uses critical thinking when she compares the information about the different companies to decide which job is best for her.

6. **Digital Literacy:** The ability to use information and communication technologies to find, evaluate, create, and communicate information. It requires both thinking and technical skills.

Examples:

- At work, I can find and share information using voicemail, email, text, computers, and other technology.
- In the classroom, a student creates a PowerPoint presentation.
- I can communicate with my child's teacher through the school's online platform.

7. **Teamwork & Collaboration:** The ability to work well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.

Examples:

- At work, I listen to and respect the thoughts and ideas of others, offering to take on assignments that best fit my skills.
- In a classroom, a student seeks to understand the needs and learning styles of others.
- When planning an event at my child's school with others, I take instructions from the leader and follow through on my tasks.

8. **Respecting Differences:** When we respect differences and diversity, we get along well with others from different backgrounds, including when we have different experiences, ideas, and opinions.

Examples:

- When planning a party for a diverse group of friends, someone who respects differences will include vegetarian options for guests who don't eat meat.
- In a classroom, students who respect differences are open to hearing everyone's ideas. They know that it is okay for students to have different opinions as long as they disagree respectfully.
- Individuals who respect differences are not afraid to say something when they hear someone say negative comments about people based on their race, religion, gender, or sexual orientation.

9. **Adaptability & Flexibility:** When we are adaptable, we can accept changes that happen without getting upset. We are also flexible and open to learning new information and skills from the changes.

Examples:

- A teacher invites students to use a new app for class. The students are adaptable when they respond positively and say they are willing to learn from each other about how to use the new app.
- Workers are adaptable when they willingly accept different responsibilities on the job. They realize the change can give them the opportunity to learn new skills.
- Students are flexible when they expect to revise their writing after receiving feedback from the teacher and their peers. They know that working hard to revise their writing will improve their writing skills.

10. **Emotional Intelligence:** This is our ability to perceive, reason with, understand and manage

emotions, both within ourselves and from other people, which may include colleagues or supervisors in a professional setting. Perceiving emotions relates to how well we can identify what we or someone else feels. We can do this with nonverbal signals, like facial expressions or body language.

Examples:

- Showing you are ready to take on new initiatives or projects can help you display emotional intelligence. Having a positive attitude can help you understand what your supervisor is asking you to do and you are willing to do the work to accomplish it.
- A co-worker who accepts responsibility for a mistake they made is demonstrating emotional intelligence.
- At home when you listen actively to your partner or child, it shows you respect them and are empathetic to them. Active listening can help you better perceive and respond to emotions. At work it is often essential to listen actively during meetings, discussing with colleagues or attending to customer complaints. Doing this also can help build trust and strengthen your relationships.