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| Title: CareerZone – The First Week of School | | | |
| Teacher Name: John Dann | | | Duration: 5 days, 90 minutes each day |
| Grade Level(s): 11 and 12 | Subject/Course: Career Explorations | | |
| Resources needed:  On-site people, facilities, tools, technology, materials, community connections | Chromebooks  Internet  Van and Driver | | |
| Learning Standards: | Standard 1: Career Development   * Create a CareerZone account * Complete interest and values inventories on CareerZone * Identify potential career interests based on inventory results   Standard 3a: Universal Foundation Skills   * Review the TST soft skills chosen for this year’s curriculum * Define each soft skill in a way that makes sense to each student * Connect each soft skill to a specific career or industry where that soft skill is in high demand   Community Connections   * Knowing where the DOL office in Ithaca is located and having an idea of what resources are available there | | |
| Big Idea & Authentic Purpose:  Why does this matter to your students?  How will this be helpful to your students? | Students will give some thought to who they are, what they want in the future, and what self-knowledge and career tools they have. | | |
| Relevancy:  How does it connect to students' lives? | Self-knowledge is vital for making good decisions in general, and especially when one is contemplating a career choice. Knowing how to find out what jobs one might be a good fit for will help students find more fulfilling careers.  Soft skills are the universal skills all employers need, whether they can readily define them or not. Reliability, communication, organization, problem-solving – these are the skills that employers have a hard time teaching, and having these skills taught to them in a Career Explorations class will help students find and keep jobs.  As young adults entering the world of work in New York State knowing how to find the Department of Labor office and access its resources will prove useful. | | |
| Objectives:  Day 1 -   1. Icebreakers (Two truths and a lie) 2. “What is a job?” - thoughtful discussion on what it means to be part of the workforce 3. “If someone gave you $100 what would you do with it?” - thoughtful discussion on how we view money 4. Video of Mr. Dann’s Summer Ambassador experience 5. What to expect from the school year (classroom behavior expectations, schedule for internships, introduction to soft skills)   Day 2 -   1. Introduction to Career Zone website 2. Look over the website together 3. Interests Assessment 4. Discussion   Day 3 -   1. Log on to Career Zone 2. Review the website again 3. Values Assessment 4. Discussion   Day 4 -   1. Log on to Career Zone 2. Review the website 3. Start entering information that will eventually turn into a resume   Day 5 -   1. Field trip to the Ithaca Career Center 2. Meet Career Center staff 3. Short tour to explain the resources available at the Career Center | | Purpose:  Day 1 – Introduce students to myself, each other, the world of work, financial literacy, and the goals of the class.  Day 2 – Career Zone is going to be foundational to our classwork. We will use the assessments, the financial literacy pieces, and input experiences for a resume at the end of the school year.  Day 3 – Values will mean more to some students than interests will. Looking at potential careers through both lenses will give students a more comprehensive understanding of what a satisfying career might look like.  Day 4 – I anticipate this being a challenging activity for my students, as it requires considering past experiences that might be resume worthy. Also, this timeline is ambitious, so I’m leaving extra time in today’s objectives in case it takes longer to go over the materials from Days 1-3.  Day 5 – I want to introduce students to the Department of Labor in a fun way, so they feel comfortable taking advantage of the available resources. | |