

# CareerZone Lesson Plans

## Brief Overview

The CareerZone (CZ) Lesson Plans are an online resource made for educators by educators to implement career development and CZ into New York State (NYS) classrooms and youth programs. In this document, you will find more than 50 innovative and in-depth lessons that align with the Next Generation Learning Standards, integrate technology, and engage students through hands-on activities.

Whether you are an educator, a counselor, parent or trusted adult, these lesson plans will serve as a valuable tool to support and guide students in their career exploration journey. Our extensive collection covers a wide range of topics, from career assessments and goal setting to job search strategies and interview skills.

Each lesson plan has been carefully crafted to provide engaging and interactive learning experiences for students of all backgrounds and interests. We aim to foster a sense of curiosity and self-discovery, encouraging students to explore their strengths, interests, and values while considering different career options. These lessons are adaptable for students of different age groups and can be tailored to meet the specific needs of your classroom or individual student.

Thank you for choosing CZ! We are excited to support you in guiding students toward a future filled with endless possibilities.

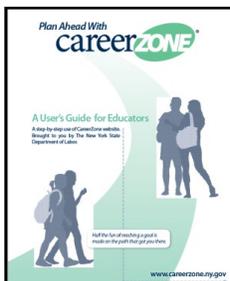
## Companion Materials

View the information below to learn about the various materials CareerZone has to offer:



### [CareerZone Factsheet](#)

This one-page factsheet is intended for anyone who would like to know more about CareerZone. It explains key components of the site, who should use it, and how CZ can help future jobseekers with career planning.



### [CareerZone Facilitator's Guide](#)

The CZ Facilitator's Guide has been designed to help educators navigate, implement, and facilitate CZ effectively in the classroom or program. It provides step-by-step instructions and tips for maximizing the impact of the lesson plans.

## Integrating NYSED Next Generation Learning Standards

Each CareerZone Lesson Plan contains a NYSED Next Generation Standard to ensure that each lesson leads students to college and career readiness and measure students' abilities to achieve competency in reading, writing, speaking and listening, and language. Standards are included at the beginning of each lesson and are also embedded throughout.

## CareerZone Lesson Plans Topics

*Below is a list of CareerZone lesson plan [topics \(in blue\)](#) with descriptions providing a brief overview of the topic.*

**Assess Yourself** - Facilitate engaging career assessments to help students better understand their interests, skills, and strengths, and how they align with potential career paths.

**Career Awareness** - Introduce basic career awareness concepts, such as exploring different industries and job sectors, understanding job titles and descriptions, and identifying skills needed for various careers.

**Financial Literacy** - Help students learn about Dollars & \$ense by providing practical knowledge and skills related to personal finance, budgeting, saving, investing, and managing money effectively.

**Job Search Skills** - Engage students in job search activities, including resume and cover letter writing, interview preparation, networking strategies, and online job search techniques, to enhance their chances of securing employment.

**Digital Literacy** - Develop digital literacy skills to protect students' online identity, privacy, and security. Teach them how to navigate various digital platforms safely, identify reliable sources of information, and use technology effectively in job search and career development.

These CZ lesson plan topics are designed to assist educators in delivering comprehensive and interactive lessons that empower students to make informed career-related decisions, enhance their employability skills, and become confident, financially literate individuals in the rapidly evolving digital world.

**\*Double Click** on the title of the lesson plan below and it will take you directly to that lesson.

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\*Double Click on the title of the lesson plan and it will take you directly to that lesson.

Title	Grade(s)	CDOS	Reading	Writing	Speaking & listening	Language	MST	ARTS	HE/PE	MATH
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<b>HOT Jobs Near You!</b>	9 - 12	1, 2	7	6, 7	4					
<b>The Business Advantage</b>	9 - 12	1, 2	7	5	1, 4					
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<b>Who Makes the News</b>	5 - 8	1	7	5, 6, 7	1					

**\*Double Click** on the title of the lesson plan and it will take you directly to that lesson.

Title	Grade(s)	CDOS	Reading	Writing	Speaking & listening	Language	MST	ARTS	HE/PE	MATH
<b>STEM – Integrate Science, Tech, Engineering and Math with career exploration</b>										
<b>Being Factologists</b>	8 - 10	1, 2	10, 5	5, 6	1					
<b>Everyday Math</b>	5 - 8	1	10	6	1, 2, 4					
<b>Fighting Forest Fires</b>	6 - 8	1, 2	7	2	1, 2					
<b>Fossil Hunters</b>	5 - 8	1	1	5, 6	1	1, 4				
<b>More Math, More Money</b>	6 - 12		9	1, 6		4				
<b>STEMVentions</b>	8 - 10	1, 2, 3a	7		1, 4					
<b>Tech News</b>	9 - 12	1, 2, 3a		6, 7						
<b>The Pythagorean Theorem</b>	8 - 9		7	2, 6, 7	1, 5		1, 2, 3, 7			

# Career Lesson - America's Next Top Job

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> Day 1: Introduction Day 2: Explore CareerZone and Activity Day 3: Conclusion and Assessment (For multiple-day lessons, each day consists of one 30-50 minute class period.)	
<b>Grade Level(s):</b> 6-9	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Chalk /whiteboard</li> <li>• Worksheet A or Worksheet B</li> <li>• Pens/pencils</li> </ul>	
<b>Learning Standards:</b>	6SL1, 6R7, 6W1, 6W5, 6W6, CDOS1, HE3.1, Lifelong Practices of Readers and Writers (pg.8)	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students should have a basic understanding of their work values and interests as they relate to the world of work. This assignment connects to students' lives by providing them with a practical and relevant task that they might face in the near future, which is choosing a career path. By comparing and contrasting two top job finalists or choices, students will be able to evaluate their own interests, skills, and goals, and make an informed decision about their future career. Additionally, writing a persuasive article requires critical thinking, research, and communication skills, which are essential for success in any career path. This objective encourages students to consider their skills and interests, research potential job opportunities, and make informed decisions about their future, which is relevant and important to their lives.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? <a href="https://www.indeed.com/career-advice/finding-a-job/difference-between-a-job-and-a-career">https://www.indeed.com/career-advice/finding-a-job/difference-between-a-job-and-a-career</a> <a href="https://www.indeed.com/career-advice/starting-new-job/comparing-careers">https://www.indeed.com/career-advice/starting-new-job/comparing-careers</a> Zoom with former students and/or professionals Guest speakers from local industries CareerZone Navigators	
<b>Objectives:</b> Students will be determining their next top job by comparing and contrasting two top job finalists (or choices) and writing a persuasive article.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect worksheets.</li> <li>• Collect and grade persuasive writings or blogs. Grade students on their ability to (1) back up their opinion using facts as evidence; (2) cite their evidence as a credible source while avoiding plagiarism; and (3) organize their writing in a logical way.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment "Three Questions" for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it		

## Beginning of lesson

### Prior to this lesson

- Students should have some knowledge of writing, editing, and revising on persuasive topics prior to this lesson. Students who do not have sufficient knowledge of persuasive writing may be introduced to the concept throughout the lesson.
- Students must be able to compare and contrast using a graphic organizer.
- Students should have a basic understanding of their work values and interests as they relate to the world of work. An introductory lesson on assessing work values and interests may be appropriate to provide to students before beginning this lesson.

### Introduction

1. Ask students if they have ever seen a show that used an elimination process to determine the winner. Ask: “What happens when the competition is down to two finalists?” (Judges must choose one that is the best one). Usually, this is a difficult decision. Judges must use specific criteria to judge the finalists. Have students use TV shows to list elements that are typically being judged. (For example, dance-offs may judge a finalist’s performance based on creativity, difficulty, improvement, costume design, etc.).

2. After students have a clear sense of comparing/contrasting using specific criteria, provide students with the following scenario: “You are a new jobseeker who has recently been offered two new positions in different occupations (these are your ‘finalists’). Based on your interests, imagine the two possible occupations these may be. They are both exactly what you are looking for. You would take both if you could. Unfortunately, you will have to pick only one. How are you going to decide which occupation area is the right one for you?”

3. Have students work in pairs or groups to list ways they would decide which occupation is best for them (tell students they are all the judges). What do they look for or value in an occupation? How do their interests and abilities come into consideration? List students’ ideas on the board. Ideas may include interest in the occupation, ability to be successful in their occupation, salary, hours of work, amount of education needed, and work context (e.g., Do they like working alone or with a group? Do they want to work under a supervisor or be their own boss?) (6SL1)

## Middle of lesson

### EXPLORE CAREERZONE

4. Have students find two occupations they find interesting using the CareerZone website. Students can select occupations by using the quick Assess Yourself tool in CareerZone (6R7)
5. Have students record their results using Worksheet A or Worksheet B and choose two top finalist occupations based on their results
6. Worksheet A: Assess Your Interests is used to record students’ career-related interests. The Interest Assessment is found under the Assess Yourself on CareerZone and is the default assessment. Worksheet B assesses students’ work values. To find the work values assessment on CareerZone, students must select the Work Values tab from the Assess Yourself section. This is a newly released feature on CareerZone.
7. For a more in-depth assessment students can access their portfolios on CareerZone and complete the Interest Profile or Work Importance Profiler (each take approximately 10-15 minutes) that will help students find occupations based on their personality.
8. Next, students will research their top choice careers using CareerZone. Students are encouraged to use a graphic organizer (Venn diagram, T-chart, etc.) to compare and contrast the two occupations. Students should also refer to criteria from the beginning of the lesson that they find is important for choosing an occupation.
9. To support students, you may want to provide topics for their compare/contrast work, such as the type of education required, experience required, salary, availability of jobs (outlook), tasks performed, etc. (6W1, 6W6)
10. For additional support, provide a demonstration on how to compare and contrast occupations using a SMART Board template to enhance student engagement through technology. Use a SMART Board Venn-diagram template in the following link or come up with one on your own: <https://exchange.smarttech.com/>

### ACTIVITY

11. Next, students must choose their top occupation based on the research and notes they conducted using CareerZone.

12. Students will use their research to write a persuasive article that uses evidence to support why they chose their top occupation. Ensure students understand that a persuasive piece uses strong, factual evidence to back up any opinion they have. Encourage students to research using multiple credible sources, other than CareerZone, to back up a strong thesis statement in their persuasive article. (6W1, 6W5)

13. Teach the art of persuasive writing more in-depth by either providing students with online persuasive articles or having students share persuasive articles they found on their own. Students may post their article on a shared classroom blog.

### **End of lesson**

14. After writing their writing their final piece, have students reflect on this lesson as a class. Have students share their favorite occupation and why they chose it when comparing it to another occupation. Ask students: How could this exercise be used in real life? Why is it important to make informed decisions using factual evidence? What could have happened if someone made a career decision without educating themselves first? How can technology help us make informed decisions?

15. Talk about what resources students used to find their research? Did everyone stick to CareerZone? How did we know this information is valid and accurate? Did anyone use a non-research-based resource, such as Yahoo Answers? Talk to students about how sources like Yahoo Answers are not researched based but are often people's opinions. Talk about how this could both help and harm people in making informed career decisions. Be sure to address that one should never use Yahoo Answers alone to support their claim in a research-based paper.

**Authors:** CareerZone Team, with ideas from Artis Finn's Comparing Careers Lesson Plan (Vernon Verona Sherrill Middle School)

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

## **Assess Your Interests**

Directions:

1. Read the career interest descriptions that correspond with the interest areas.
2. Choose the three interest areas that appeal most to you.
3. Order these three choices from most appealing to least and write the first letter of each in the space provided beneath the interest wheel. This is your three-letter theme code.
4. Visit CareerZone at: <http://careerzone.labor.ny.gov> to match your code to corresponding jobs and build a list of careers that might be right for you.
5. Click on the Assess Yourself tab on CareerZone, go to the three areas you have selected in the interest descriptions, and then select the View Occupations tab.



**Interest Descriptions**

**Realistic Environment:** People who have athletic or mechanical ability prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

**Investigative Environment:** People who like to observe, learn, investigate, analyze, evaluate or solve problems.

**Artistic Environment:** People who have artistic, innovating or intuitional abilities and like to work in unstructured situations using their imagination and creativity.

**Social Environment -** People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.

**Enterprising Environment:** People who like to work with people, influencing, persuading, performing, leading or managing for organizational goals or economic gain.

**Conventional Environment:** People who like to work with data, have clerical or numerical ability, carry out tasks in detail or follow through on others' instructions.

**Theme Code:**

**First Letter:** \_\_\_\_\_

**Second Letter:** \_\_\_\_\_

**Third Letter:** \_\_\_\_\_

## Assess Your Work Values



### Directions:

1. Read the following career work value descriptions that correspond with the work value areas found on CareerZone. These values are from the O\*NET database found at [www.onetonline.org](http://www.onetonline.org).
2. Choose the three work value areas that appeal most to you.
3. Order these three choices from most appealing to least and write the first letter of each in the space provided beneath the work values wheel. This is your three-letter theme code. Visit CareerZone at: <http://careerzone.labor.ny.gov> to match your code to corresponding jobs and build a list of careers that might be right for you.
4. Select the Assess Yourself tab on CareerZone's homepage. Select the Work Values tab. Then, select the three areas selected in steps 2 & 3. Next, select View Occupations.

### Work Value Descriptions

**Achievement** — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are ability, utilization, and achievement.

**Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are creativity, responsibility, and autonomy.

**Recognition** — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are advancement, authority, recognition, and social status.

**Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are co-workers, moral values and social service.

**Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are company policies, supervision, human relations, Supervision, and technical.

**Working Conditions** — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are activity, compensation, independence, security, variety, and working conditions.

**Theme Code: First Letter: \_\_\_\_\_ Second Letter: \_\_\_\_\_ Third Letter: \_\_\_\_\_**



- **What am I learning?**
- **Why am I learning it?**
- **How can I use it?**



<http://careerzone.labor.ny.gov>

Brought to you by The New York State  
Department of Labor.

# Career Lesson – Brochure Bonanza

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> Day 1: Introduction Day 2-3: Explore Career Zone Day 4: Activity – Create Brochure Day 5: Activity – Peer Review of Brochures Day 6: Activity – Revise Brochures Day 7: Conclusion– Assessment (For multiple-day lessons, each day consists of one 30-50 minutes class period.)	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Microsoft Office or similar program</li> <li>• Chalkboard/whiteboard</li> <li>• Sample brochure</li> <li>• Computers with Internet access to:  <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Printer</li> </ul>	
<b>Learning Standards:</b>	9-10R1, 9-10R2, 9-10W4, 9-10W5, 9-10W6, 9-10SL1, 9-10SL4, 9-10L6, ARTS1, MST2, CDOS1, CDOS2, Lifelong Practices of Readers and Writers (pg.8)	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	This activity is important to students because it helps them explore, research and present information about different career options, enabling them to make informed decisions about their future careers and develop valuable skills in critical thinking, research, and communication.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Various experts can provide an external perspective to students creating a business brochure to demonstrate their understanding of an occupation. These professionals include industry professionals (doctors, engineers, designers), business consultants, career counselors, professional writers/designers, and entrepreneurs/business owners. By involving these experts, students gain insights, real-world examples, guidance on brochure structure and language, assistance in aligning their skills, advice on engaging readers, and valuable perspectives on running a successful business. The involvement of these experts broadens students' understanding of their chosen field and ensures their brochure effectively showcases their knowledge and abilities.	
<b>Objectives:</b> Students will be able to demonstrate their knowledge of one occupation as it relates to their interests/abilities through creating a business brochure.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Have students create a final copy of their brochure to hand in for assessment.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Prior to the lesson</b> <ul style="list-style-type: none"> <li>• Students should be comfortable with using Microsoft Word and/or Microsoft Publisher (or a similar program) and have</li> </ul>		

basic computer skills.

## Introduction

1. Begin by asking students where and when brochures are used. Think about the school counselor's office. What kind of brochures do they see? Why are brochures a good way to show information? Ask students why they may see a brochure in a career center. (9-10SL1)
2. Tell students that they will create an informational career brochure. Ask students to tell you what a career informational brochure may contain and write these items on the board. Responses should include: a name and description of that specific occupation, photographs of people working in that occupation, average salary, location, specific job titles within that occupation, famous people or interesting facts about that occupation, and more. (9-10SL1)
3. Have students include information on the types of technology used within that occupation. Students may research what technology is used, how technology has affected this occupation over the past years, and how technology will change this occupation in the future.
4. To ensure students understand their task, provide an example of a brochure for students to refer to, or demonstrate by creating a brochure for a well-known occupation as a class exercise.

## Middle of lesson

### EXPLORE CAREERZONE

5. At the computer lab, have students research one chosen career on CareerZone.
6. To increase student engagement, allow sufficient time (15-20 minutes) for students to select an occupation that they are interested in rather than an occupation at random. As the instructor, you can decide how you want students to choose an occupation. Prior to this lesson, students can complete a self-assessment using the Assess Yourself guide or Interest Profiler that will lead them to a list of occupations that match their interests and abilities. You can also allow students to browse occupations by clusters, located on the main homepage.
7. Have students record any relevant information they may wish to add to their brochure. Students should begin thinking about what topics they want to include in their brochure based on their occupation and the information that they find. (9-10W6, 9-10W4)
8. For differentiated instruction, give students a list of common topics that they should include in their brochure.
9. Students can use the print feature to print out any page on CareerZone. This way they will be able to highlight, underline, and take notes by writing on the printouts. Students will also be able to bring any printouts back to the class as a reference material. You can also encourage students to use the My Journal module inside My Portfolio for notetaking. Journal entries can be printed as well. (9-10R2, 9-10W.5, 9-10W6)

### ACTIVITY

10. Have students create a brochure for their occupation, using ideas from the introduction of this lesson as well as their research.
11. Students can use Microsoft Publisher\* to access premade brochure templates. Students can also access additional premade brochure templates from <http://office.microsoft.com/en-us/templates/>. Encourage students to add images, photographs, and other visually appealing objects to their brochure by using online resources or even using their own photos. Students will use their creativity and knowledge of Microsoft Publisher to make their brochure look professional by adding word art, borders, graphics, etc. They will also need to be able to paraphrase the information that they researched into their own words (W.CCR.6).
12. Students will first create a rough copy or outline of their brochure. Students may want to find more information in order to create a more in-depth brochure with a range of useful information. Encourage students to continue researching on their own for a more interesting brochure. Also, have students peer review each other's brochures before creating a final copy. This will develop and strengthen their writing and allow for more revising and rewriting. Allow sufficient time for students to do this (W.CCR.5).
  - a. (Although Microsoft Publisher is most recommended, other computer programs can be used in place of this program, such as Microsoft Word, or any program that your district provides that will enable students to make a brochure.)

## End of lesson

13. Debrief by asking some students to share their brochures with the class. Have students provide positive feedback about each other's brochures.
14. Have students write a short narrative about this imagined experience: You are a jobseeker who has picked up a career brochure (the one the student has made in this lesson). Are you persuaded or motivated to pursue this career? What facts on this brochure inspire you? What questions do you still have? How do the visuals in the brochure help?

Students can also exchange brochures before completing this activity. (9-10W3)

15. Print out copies and hold a mock career fair, where students browse each other's brochures and then choose one for another writing assignment.
16. Integrate technology by having students write their responses in the My Journal module of the Portfolio section.

Authors: Renee Trojnar (Dolgeville High School); modified by the CareerZone Team\**This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

# Career Lesson – Cluster Buster

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Day 1:</b> Introduction & Begin Exploring CareerZone <b>Day 2-3:</b> Explore CareerZone <b>Day 4:</b> Activity <b>Day 5-6:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 6-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="https://careerzone.labor.ny.gov/jz/views/careerzone/index.jsf">https://careerzone.labor.ny.gov/jz/views/careerzone/index.jsf</a></li> <li>• Chalkboard or whiteboard or Newsprint/markers</li> <li>• Worksheet 1: Discovering New Occupations</li> <li>• Worksheet 2: Data Sheet</li> <li>• Pens /pencils</li> </ul>	
<b>Learning Standards:</b>	6R1, 6R2, 6R3, 6R4, 6W5, 6SL4, 6L6, CDOS1, CDOS2; MST2, Lifelong Practices of Readers and Writers (pg.8)	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Identifying new career options is important for students to make informed decisions about their future and find fulfilling careers. Researching and presenting on unfamiliar occupations will help students find a satisfying career path, stay current with job trends, and grow professionally and personally.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? You can connect with industry professionals, career coaches, mentors, alumni, or representatives from local businesses, non-profit organizations, or government agencies. These individuals can provide valuable insights and expertise in different career paths and industries, helping students explore new opportunities.	
<b>Objectives:</b> Students will be able to identify new career options that are available to them by researching and presenting on unfamiliar occupations.	<b>Assessment:</b> Each group will present to the class the results from its research. It is preferred that each member present one of the jobs in their group so every student has a turn (one student may need to go twice or another job may need to be added). Use the following scoring rubric to assess each group and collect both individual and group worksheets.  Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students. <b>(6SL4)</b>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students should be able to list common occupations. Students should also be familiar with using the Internet as a source for obtaining information. No prior knowledge of CareerZone is necessary for this lesson.</li> </ul> <b>Introduction</b>		

1. Ask students to list the first occupations that come to their minds. Write these occupations out on the board.
2. Ask guided questions that help students conclude that the occupations listed are all popular/well-known.
3. *Integrate technology and engage students by incorporating Twitter lingo for this activity. Ask students to come up with trending careers (like Twitter trends that are based on popularity). Have students write each occupation by beginning it with a #hashtag. For example: #teacher or #doctor or #thiswillmakemerich.*
4. Explain to students how there are many other occupations besides the trending ones. Ask students to brainstorm about why is it important to know about a wide range of occupations. List the reasons they come up with on the board.
5. Social studies tie-in: Tie in culture by asking students to pretend they are students in another country. Ask how their list of occupations may have been different and why people in other countries have different trending occupations.

## Middle of lesson

### Explore CareerZone

6. Students will explore unfamiliar occupations by searching career clusters. Have students identify occupations by using Worksheet 1: Discovering New Occupations. **(6R1)**
7. To ensure students are thoroughly researching occupations, ask that the students identify five occupations from each cluster, and include a brief description/focus task for each occupation.

### Activity

8. Generate a master list of occupations on the board by asking students to share one of their jobs from their list. Categorize the occupations by placing them under 6 clusters.
9. List occupations by grouping them under the appropriate cluster.
10. After the master list is completed, break the class into cluster groups. Six groups of 4-5 students will each represent one cluster.
11. A copy of Worksheet 2: Data Sheet should be given to each student in all the cluster groups. Students are responsible for answering all of the questions for each job located in their cluster.
12. *If preferred, focus on STEM (science, technology, engineering, math) occupations by encouraging students to choose only STEM occupations.*

## End of lesson

13. After each cluster group has presented, generate feedback or comments from the group. This includes elicit information that was just learned; ask students if they know someone who has a particular job that was discussed in the classroom; discuss the world of work, how it has changed and is continuing to change, etc.
14. Talk to students about how unfamiliar jobs could be the new trending occupations in upcoming years.
15. Have students journal an entry in CareerZone about a newly familiar occupation from this lesson. Students should record relevant information about that career as well as why they are interested in it and how it fits their skills, experience and interests.
16. To challenge students, instruct them to choose an occupation that is from another group's presentation.

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

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

### Discovering Occupations

Directions: Make a list of occupations that you're not familiar with in each career cluster by using CareerZone.

#### Engineering and Technology

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

#### Business & Information System

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

#### Natural & Agricultural Sciences

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

#### Human and Public Services

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

#### Health Services

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

#### Arts & Humanities

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



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

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

### Occupation Data Sheet

List the Job Description (3 sentences or less)

---

---

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Interest Code

---

---

---

Identify 2-3 skills from this job that you feel is most important. Why?

---

---

---

Summarize the knowledge needed for this job (3 sentences or less).

---

---

---

List the Education/Training needed for this job.

---

---

---

List any subjects that you currently take that relate to this job.

---

---

---

What is the salary range for this job? \_\_\_\_\_

Is this job expected to grow or decline? \_\_\_\_\_

What did you learn about this job that you didn't know before? \_\_\_\_\_

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## CareerZone Presentation Rubric

Presenter's Name \_\_\_\_\_

Group Members \_\_\_\_\_ Class \_\_\_\_\_

	Excellent	Skilled	Not Yet
<b>Speaking Skills</b>			
1. Eye contact	_____	_____	_____
2. Volume	_____	_____	_____
3. Pronunciation	_____	_____	_____
<b>Presentation Was Well Prepared</b>			
1. Was organized	_____	_____	_____
2. Said only what was necessary	_____	_____	_____
3. Stayed on topic	_____	_____	_____
4. Well planned	_____	_____	_____
5. On time	_____	_____	_____
6. User of CareerZone evident	_____	_____	_____
<b>Audience Interaction</b>			
1. Held attention	_____	_____	_____
2. Answered questions	_____	_____	_____
3. Easy to follow	_____	_____	_____
<b>Organization</b>			
1. Logical	_____	_____	_____
2. Clear	_____	_____	_____
3. Complete	_____	_____	_____



# Career Lesson – Coins of Strength

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction and Explore CareerZone <b>Day 2:</b> Activity, Conclusion, and Assessment	
<b>Grade Level(s):</b> 6-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Class set of computers with Internet access and printer</li> <li>• Access to <a href="http://careerzone.labor.ny.gov/">http://careerzone.labor.ny.gov/</a></li> <li>• Dove’s Self-Esteem Campaign video: <a href="https://www.youtube.com/channel/UCQV5H03p98huuX4PGxaj6bA">https://www.youtube.com/channel/UCQV5H03p98huuX4PGxaj6bA</a></li> <li>• Cardboard or poster board</li> <li>• Glue/tape</li> <li>• Scissors</li> <li>• Teacher handout: “The Coin List”</li> <li>• Teacher Handout: “Coins”</li> </ul>	
<b>Learning Standards:</b>	6R7, 6W2 6SL1, 6SL2, CDOS2, CDOS3a, Lifelong Practices of Readers and Writers (pg.8)	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Analyzing strengths and understanding how self-esteem impacts career planning is crucial for students. It helps them choose a career path that aligns with their skills, interests, and passions, and overcome challenges or barriers. By addressing self-esteem issues, students can make informed decisions, explore a wider range of career options, and increase their chances of success and fulfillment. Therefore, it empowers them to set a path towards professional success and increases their confidence levels as they transition into the workforce.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? You can connect with professionals in career counseling, life coaching, or HR consulting who specialize in this area. You can also reach out to your school/college career services office or student services to seek guidance or recommendations for professionals who can facilitate such workshops or discussions for students. Additionally, you can consider partnering with community organizations, non-profits, or business leaders who have expertise in career development or mentoring programs to bring in an external perspective.	
<b>Objectives:</b> Students will analyze their strengths and how self-esteem impacts their outlook in career planning.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Use a student roster to grade student participation during this lesson.</li> <li>• Collect journal entries students wrote for steps 9-12.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b>		

- Students should be able to identify personal characteristics. Students should have some familiarity with the world of work and the personal characteristics associated with successful professionals.

### Introduction

1. Ask students if they have ever been given a compliment. How did that make them feel? Then ask if they have ever been put down or insulted. How did that make them feel? Tell students that today we are going to do a self-esteem boosting activity that will challenge the way they think about themselves.
2. Ask students why it is important to have self-esteem? Ask students how sometimes the media can influence our self-esteem. Before getting their answers, show this video from Dove's Self Esteem Campaign: <https://www.youtube.com/channel/UCQV5H03p98huuX4PGxaj6bA>. Then discuss their answers and their feelings about the video (SL.CCR.2)

### Middle of lesson

#### Explore CareerZone

3. Have students sign into their CareerZone portfolio account and go to the Areas for Growth module. Then have students identify how they can turn a perceived weakness into a strength. This step can be done before or after the following activity (6R7).

#### Activity

4. Before this activity, have the circles/cards from the attached worksheet filled out with the strengths on one side and corresponding weaknesses on the other side (from the coins of strength list, suggested size: 7" in diameter).
5. Tape the circles up on the wall or display on a table with the strength showing.
6. Ask students to choose a strength that best fits them and remove it from the wall and tape it to their shirt (or just hold it).
7. Next, have students go around the circle quickly and say their name and their strength. Example: "My name is Susan, and I'm persistent."
8. Have students flip their circles over and go around again quickly introducing themselves again and including their weakness. Example: "My name is Susan, and I'm stubborn." There is usually a noticeable difference in how people feel after the second introductions.
9. Share what happened: How did it feel to introduce you the first time? How was it different the second time?
10. Ask the following: Are the two different descriptions related? What was important about what you just experienced? (6SL1)?
11. Relate their coins of strength back to career planning by discussing the job application process. Why would someone need to recognize their strengths and be able to discuss them at length in a job interview and on their resume?

### End of lesson

12. Have students write a journal based on steps 9-11 for a formal assessment (6W2).
13. Students can journal using CareerZone's Journal module and print out to hand in

Authors: Adapted for the Cornell Cooperative Extension 4-H Organization; modified by CareerZone

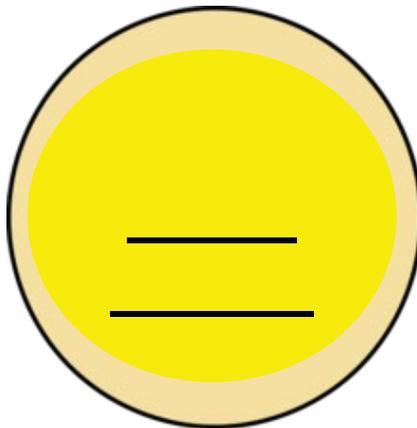
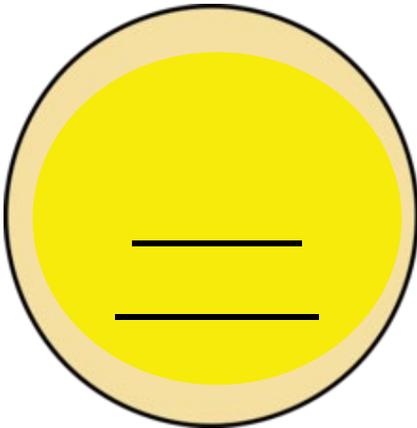
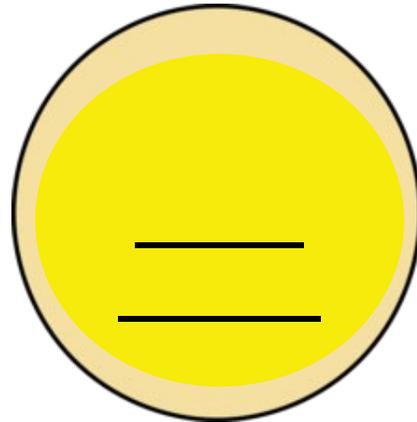
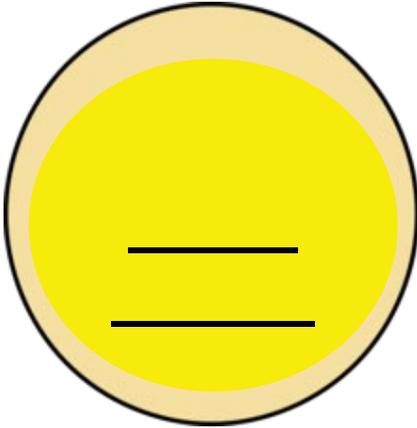
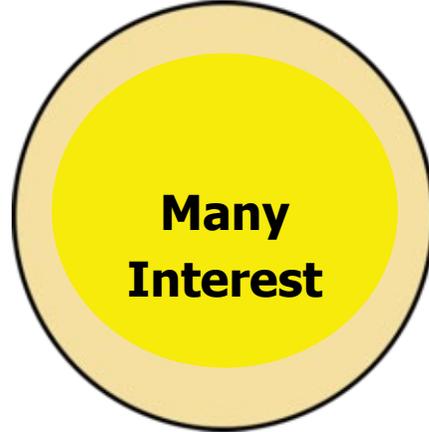
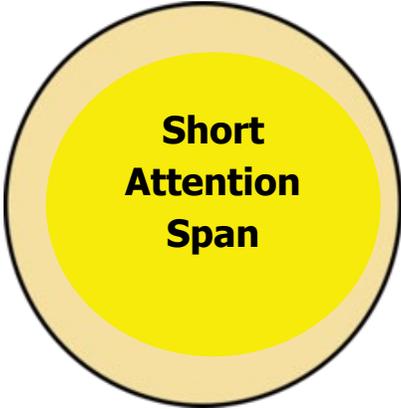
*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

## The Coin List

Teacher Handout

Weakness/Liability	Strength
<b>Short attention span</b>	<b>Many interests</b>
<b>Irresponsible</b>	<b>Fun-loving</b>
<b>Distractible</b>	<b>Perceptive</b>
<b>Unpredictable</b>	<b>Flexible</b>
<b>Impulsive</b>	<b>Carefree</b>
<b>Loud</b>	<b>Enthusiastic</b>
<b>Stubborn</b>	<b>Persistent</b>
<b>Poor planner</b>	<b>Spontaneous</b>
<b>Willful</b>	<b>Determined</b>
<b>Bossy</b>	<b>Leader</b>
<b>Disorganized</b>	<b>Creative</b>
<b>Argumentative</b>	<b>Good debater</b>
<b>Tests limits</b>	<b>Risk-taker</b>
<b>Manipulative</b>	<b>Negotiator</b>
<b>Anxious</b>	<b>Cautious</b>
<b>Explosive</b>	<b>Dramatic</b>
<b>Disobedient</b>	<b>Self-directed</b>
<b>Impatient</b>	<b>Eager</b>
<b>Rebellious</b>	<b>Nonconformist</b>
<b>Talks too much</b>	<b>Articulate</b>
<b>Boring</b>	<b>Stable</b>
<b>Critical</b>	<b>Analytical</b>
<b>Rigid</b>	<b>Organized</b>
<b>Aloof</b>	<b>Quiet</b>
<b>Picky</b>	<b>Detail-oriented</b>
<b>Arrogant</b>	<b>Logical</b>
<b>Overreacts</b>	<b>Sensitive</b>

**Teacher Instructions:** Use this list below to write or type in the coins on the next page. You will need to print multiple copies of the following pages to ensure every student has a different coin. Once each coin is cut, tape the coins to a wall with the strength side facing towards the wall and the weakness side facing outward.



# Career Lesson – Steve Jobs

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Days 1-2:</b> Introduction and Exploration of CareerZone <b>Days 3-4:</b> Activity –Future Goals and Dreams <b>Days 5-6:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 6-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Pen</li> <li>• Paper</li> <li>• Journal</li> </ul>	
<b>Learning Standards:</b>	6R1, 6W1, 6W2, 6W8, 6SL1, 6SL2, 6SL3, CDOS1, CDOS3a, Lifelong Practices of Readers and Writers (pg.8)	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Identifying career goals and using CareerZone to create an online portfolio can help students achieve their aspirations and stand out to potential employers. It provides a roadmap for success and opportunities for networking and mentorship. When students know what their career goals are, they can focus their energy and resources on building the skills and experiences necessary to achieve them. They can also make informed decisions about college majors, internships, and other experiences that align with their desired career path.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? 1. Career counselors: Career counselors have expertise in helping students identify their strengths, interests, and career goals. They can guide students on how to use CareerZone to develop an online portfolio that aligns with their career aspirations. 2. Industry professionals: Professionals in various industries can provide real-world insights into the skills and experiences necessary for success in their field. They can offer advice on developing an online portfolio that showcases these skills and experiences. 3. College alumni: Alumni who have established successful careers can offer valuable advice to students about what it takes to pursue their dream job. They can also provide examples of their own online portfolios and how they utilized CareerZone to achieve their goals. 4. Student organizations: There may be student organizations on campus that are focused on specific industries or career paths. These organizations can provide networking opportunities and guidance on how to use CareerZone to create an online portfolio that is relevant to their respective fields.	
<b>Objectives:</b> Students will be able to identify a career goal and develop an online portfolio using CareerZone to assist in planning out that goal.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Have students print and hand in their responses on the Future Goals and Dreams module for assessment.</li> <li>• After a period of time, regroup with students. Have students journal or discuss how they have completed their goals.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three</li> </ul>	

Questions” attachment for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

- Students should be comfortable with using Microsoft Word and/or Microsoft Publisher (or a similar program) along with basic computer skills.

### Introduction

1. Ask students, “Who plans on going to college?” Give them an opportunity to share their reasons why. Student responses may be influenced by whether or not students know what they want to be and what they want to do in college, all of which highlight the importance of making goals **(6SL1)**.
2. To demonstrate the importance of goal setting, show students the following YouTube video of Steve Jobs speaking at Stanford’s commencement ceremony <http://www.youtube.com/watch?v=UF8uR6Z6KLc> **(SL.CCR.2)**.
3. Before watching the video, provide a little background on Steve Jobs, and tell students that his presentation in this video urges graduates to pursue their dreams and see the opportunities in life’s setbacks. Ask the students to write down any inspirational quotes or phrases that Steve Jobs says during the video. For differentiated instruction, alter the number of quotes or phrases that students will have to record **(SL.CCR.3)**.
4. If time allows, watch the video twice: the first time for pure enjoyment and the second time to record any quotes or phrases.
5. Lead an opening discussion with students by prompting them to talk about their feelings after watching the video and what they found most memorable about the video. This discussion should motivate students to complete a CareerZone portfolio entry in which they can record their dreams and goals. They can also use the CareerZone portfolio to plan out how they will reach their goals.

### Middle of lesson

#### Explore CareerZone

6. Lead an opening discussion with students by prompting them to talk about their feelings after watching the video and what they found most memorable about the video. This discussion should motivate students to complete a CareerZone portfolio entry in which they can record their dreams and goals. They can also use the CareerZone portfolio to plan out how they will reach their goals.
7. First, tell students to come up with a goal. This goal should relate to one or more occupations that students have chosen. Have students complete the Interest Profiler, an in-depth assessment that matches students’ interests to related occupations.
8. Students will select 2-3 occupations they want to learn more about and add it to their favorites. (Choosing more than three occupations will affect the time it takes for students to complete the Future Goals and Dreams module).

#### Activity

9. Instruct students to complete the Future Goals and Dreams module. This module will help students narrow their list of favorite occupations by taking students through a list of tasks required for each occupation. Students will have to choose one or more action steps that they plan on using to make decisions about their career **(6R1)**.
10. Have students use one or more of the action steps they identified in step 10 to create a goal. It can be a long-term goal such as obtaining a job in that occupation. Or it can be a short-term goal such as job shadowing a worker in a particular occupation. It should also be SMART goal. SMART goals are specific, measurable, achievable, realistic, and have a timeframe.
11. Have students use the CareerZone Journal to write about the occupation(s) that they chose and why. What sort of statements did they strongly agree on in the Interest Profiler that possibly led them to choosing this occupation? Were they surprised by the results? After going through the list of tasks in Future Goals and Dreams module, did their favorable occupations change? If so, why? Finally, have students write down at least one goal they have relating to any of the occupations they picked **(6W2)**.

12. Have students record any Steve Jobs quotes or inspirational phrases from the video underneath their goals. Have students print out this entry and hand it in for assessment as well as to keep for themselves as a reminder that they have these goals.
13. Students can write an argumentative essay or a quick journal entry on whether they agree with one of the Steve Jobs quotes they wrote down from the beginning of the lesson. Students must include evidence from their CareerZone research and their responses on the Future Goals and Dreams module (6W1)
14. Talk to students about the importance of giving themselves a timespan for completing their goals. This will help them stay motivated. Talk about how some students may have longer timeframes than others. Emphasize that reaching goals usually involves obtaining multiple mini goals while working to reach that larger end goal. Provide examples, such as your own experiences with making and obtaining goals.
15. Give students a specific timespan to complete their goals (for example, by the end of the week or by the end of the school year). Talk to students about modifying their goals so that they can reach them by their planned timespans. Highlight that big goals can easily become overwhelming, so we need to break them down into smaller, more attainable goals. For example, if the student wanted to obtain a job as an engineer: what is a goal he can make that he could reach by the end of the week that would eventually help him get closer to getting on a career path to become an engineer?

### End of lesson

16. Have a few students share with the class about how their goals are different. Talk to students about how each of these goals is different. Ask if they thought some are more difficult to achieve than others. Also ask how we can all help each other achieve our goals: "What is something you can do if you see a friend not achieving his goals?" Prompt them to think about what they can do if they don't achieve their goals this week? Talk to students about the importance of continuing to move forward even when they do not reach their goals. Ask students what they should do if they no longer want to reach their original goals? How can we create a new goal that would motivate us again? What do we do once we achieve our goals? How can we celebrate? How can we use that encouragement to plan to achieve more goals?

Authors: CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

# Career Lesson – Living My Dream

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50-minute class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity; Conclusion; Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Printer (optional)</li> <li>• Paper/pencils</li> <li>• Chalkboard/chalk (or whiteboard/markers)</li> <li>• News articles on America’s future job market (optional)</li> <li>• Access to <a href="http://www.labor.ny.gov/stats/tindproj.shtm">http://www.labor.ny.gov/stats/tindproj.shtm</a> (optional)</li> <li>• <i>My Future</i> worksheet (one per student)</li> <li>• Microsoft Word (optional)</li> </ul>	
<b>Learning Standards:</b>	9-10R7, 9-10R8, 9-10W3, 9-10W5, 9-10W6, 9-10SL1, CDOS1, CDOS2, Lifelong Practices of Readers and Writers (pg.8)	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Encouraging students to understand the career planning process by writing a narrative about their life in 15 years can be important for several reasons. It helps them identify their career goals and aspirations, develop writing and storytelling skills, and feel more confident and in control of their future. Creating a roadmap for where they want to be in the future can also help them make more informed choices about education and extracurricular activities.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Career counselors, alumni, local professionals, or industry associations. By exposing students to different perspectives and insights from experienced professionals, students can make more informed decisions about their own career paths.	
<b>Objectives:</b> Students will gain an understanding of the career plan process by identifying major life events that could happen to them during the next 15 years and writing a narrative realistic-fiction piece on their life in 15 years.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect <i>My Future</i> worksheet and writing pieces for grading and assessing.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students should have basic to advanced writing skills and be able to write narratives with proper organization, style, and function. Teaching a lesson on writing narratives may be appropriate prior to or in conjunction with this lesson based on student skills and level.</li> </ul> <b>Introduction</b>		

1. Ask students to go on an imaginary journey that takes them 15 years into the future. With their input, develop a list of events that could happen to them during the next 15 years (9-10SL1).  
This list could include such things as:
  - a. Graduating high school
  - b. Entering college
  - c. Participating in school events
  - d. Winning a scholarship
  - e. Attending a friend's/older sibling's wedding
  - f. Taking a vacation
  - g. Having a part-time job
  - h. Having a first full-time job
  - i. Getting engaged and married
2. Tell students they are now 28 or 30 years old. It is a weekday morning and all of them are fortunate enough to have full-time jobs and, at some point during the day, they must go to work. (You may also wish to suggest that none of them is a millionaire – yet!). Ask students to consider an occupation that they *may* have in 15 years.
3. Discuss with students what jobs they think could be in demand in 15 years Why do they suppose these jobs would be in demand? Discuss all responses with students and why or why not others agree (9-10SL1).
4. *Integrate technology by incorporating a recent news article on the impact of technology on America's future job market. Discuss with students' thoughts and concerns about the article.*

## Middle of lesson

### Explore CareerZone

5. Talk to students about where they can go and find information about jobs in demand. The New York State Department of Labor's website offers employment projections and can identify which occupations are most likely to be in demand in upcoming years. Access and discuss this information as a class at <http://www.labor.ny.gov/stats/ltindproj.shtm> or by using the Job Outlook field in the Occupation Profiles in CareerZone (R.CCR.8).
6. Have students explore CareerZone's occupations by browsing through the Career Cluster that interests them most or by searching for a specific occupation they are already interested in. Lead students to the Engineering and Technology cluster or to select certain filters in the Advanced Search field (i.e, Information Technology or selecting any of the STEM disciplines
7. Tell students to choose an occupation after reading through several job descriptions and decide which one is best for their future self. Talk to students about how their occupation should involve skills they would like to have in 15 years and the proper education they would need go through. Also discuss a realistic job outlook (9-10R7).
8. Students can also complete the Dollars and Sense Budgeting tool to help answer question on the *My Future* worksheet they will be completing in the next step.

### Activity

9. Have students brainstorm ideas for their narrative by completing the *My Future* worksheet. This worksheet is best used in conjunction with CareerZone (9-10W6).
10. Provide proper instruction, based on student's prior knowledge, on how to describe their future. Encourage students to outline their ideas ahead of time in order to develop a logical and sequential narrative. Students should also be creative in their ideas and include a proper beginning, middle, and end. Students can choose to write a diary entry, a typical day from beginning to end, a memoir type piece, or a story written about them (9-10W3).
11. *Have students type their final copy of their narrative using Microsoft Word*
12. Students should use information from CareerZone to portray a realistic life when describing their job and daily tasks, salary, job outlook, and other important factors (9-10W5).

## End of lesson

13. Advise students they must now return to the present day. Allow students who wish to share their future with the class to do so. (You may also wish to share your expectations of your life 15 years from now.) Explain that

while not all dreams come true, there is better chance they will come true if students begin to not only actively plan for the future, but also to engage in activities to help them work toward achieving their goals.

Authors: CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

## My Future

1. How old are you? \_\_\_\_\_ What year is it? \_\_\_\_\_
2. Are you married? \_\_\_\_\_ For how long? \_\_\_\_\_
3. Do you have children? \_\_\_\_\_ How many? \_\_\_\_\_ Ages? \_\_\_\_\_
4. What is your current job/ job title? \_\_\_\_\_
5. What do you usually wear to work? \_\_\_\_\_
6. What do you eat for breakfast? \_\_\_\_\_ Do you eat at home? \_\_\_\_\_
7. Do you live in a house? \_\_\_\_\_ an apartment? \_\_\_\_\_ a flat? \_\_\_\_\_ or a mobile home? \_\_\_\_\_
8. Is it in the city? \_\_\_\_\_ suburbs? \_\_\_\_\_ town? \_\_\_\_\_ a village? \_\_\_\_\_ or the country? \_\_\_\_\_
9. What time do you leave for work? \_\_\_\_\_
10. What time do you have to be at work? \_\_\_\_\_ Do you have to be there at the same time every day?  
\_\_\_\_\_ If no, why not? \_\_\_\_\_
11. Who is your employer? \_\_\_\_\_
12. What do you do while you are at work? What do your daily tasks consist of?  
\_\_\_\_\_  
\_\_\_\_\_
13. What is your work environment like? Who do you work with and how do you work with them?  
\_\_\_\_\_  
\_\_\_\_\_
14. What kind of new tools and technology do you use while at work? (Be creative!)  
\_\_\_\_\_  
\_\_\_\_\_
15. What do you like best about your job? \_\_\_\_\_  
\_\_\_\_\_  
Least? \_\_\_\_\_
16. Do you take your lunch to work? \_\_\_\_\_ or eat out? \_\_\_\_\_
17. What is your weekly take-home pay? \_\_\_\_\_ your grocery bill? \_\_\_\_\_  
light/ heat bill? \_\_\_\_\_ rent/ mortgage? \_\_\_\_\_
18. What do you usually do in the evenings on a work day? \_\_\_\_\_
19. What do you usually do on your days off? \_\_\_\_\_
20. What is your next goal you are working towards? \_\_\_\_\_

# Career Lesson – Self-Awareness T-Shirt

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 7-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Printer (optional)</li> <li>• Paper (extra-large)</li> <li>• Colored pencils/markers</li> <li>• T-shirt template or White T-Shirt brought from home (one per student)</li> </ul>	
<b>Learning Standards:</b>	7R4, 7W5, 7W6, 7SL1, 7SL4, ARTS2, CDOS1, Lifelong Practices of Readers and Writers (pg.8)	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Assessing one's personality and learning style can help students better understand their strengths and weaknesses and set more meaningful goals, both personal and professional. By aligning their career path with their strengths and interests, students can achieve greater job satisfaction, career success, and increase their likelihood of achieving their goals. Furthermore, knowledge of learning style enables students to tailor their study habits and be more efficient and effective. Overall, gaining self-awareness can positively impact a student's life and allow them to reach their full potential.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? There are several professionals, including school counselors, life coaches, career counselors, and teachers, who can provide students with outside voices to assess their personality and learning style. By connecting with these professionals, students can gain valuable insights and advice to achieve their goals.	
<b>Objectives:</b> Students will be able to assess their own personality and learning style and then use that information to illustrate their future goals.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Assess students on their ability to effectively use their T-shirt as a true representation of who they are by showing their interests and goals and correctly following instructions (<b>7W6</b>).</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students will need to understand the concept of self-awareness.</li> </ul> <b>Introduction</b>		

1. Begin by telling students that they will be making *self-awareness* T-shirts today. Explain that the T-shirts will reflect each student's personality, skills, and goals.
2. Offer some examples of strengths that you may see in some of your students and share examples of goals they have set. Allow students to provide some examples as well.
3. Give students time to brainstorm how they will decorate their T-shirt by drawing a T-shirt on a piece of paper or chalkboard and sketching words and designs the students feel describes them best.

## Middle of lesson

### Explore CareerZone

4. Have students access CareerZone to learn more about themselves in relation to work.
5. After students have created their portfolio accounts, have them access the Interest Profiler module. CareerZone will prompt students to answer a series of questions to identify three areas that represent them the best. They can use these areas to help them design their final T-shirt. The Interest Profiler will suggest a list of occupations for students to explore based on their assessment results. Students can use the results for ideas about what they would like to be doing in ten years **(7W5)**.
6. Next students will use CareerZone to choose one occupation to add to their list of favorites. Students can view their list of favorites at any time by viewing the Saved Occupations module.
7. It is important that students only choose one occupation in order to complete the next step in a timely manner. Students who have two or more occupations saved in the Saved Occupations module will need additional time to review the Future Goals & Dreams module.
8. Instruct students to access the Future Goals & Dreams module in the Portfolio. Students will rate how they feel about each task associated with this occupation by checking the circle marked like, unsure, and dislike.
9. Next, students will continue the Future Goals & Dreams module by identifying what important steps they would need to pursue the occupation selected. Have students record this information so they can add it to the goal section of their T-shirt.

### Activity

10. Provide students with the T-shirt template (attached) or by having students bring in a white T-shirt from home prior to this activity. Provide students with the following guidelines for creating their T-Shirt:
  - Draw your name in the middle of the T-shirt in graffiti style or neat handwriting.
  - On the upper left sleeve, draw two things you like to do in your spare time.
  - On the upper right sleeve, draw the ways you learn best (listening, watching, practicing, doing, etc.).
  - On the bottom left, draw what you would like to be doing in 10 years.
  - On the bottom right, draw a goal that you would like to accomplish within the next year.
  - Under your name, write an adjective that describes you.
  - Design the rest of your T-shirt with your favorite sketches, doodles, colors, etc.
11. *Integrate technology by having students find out the way they learn best by taking an online self-assessment questionnaire on learning styles. Research with students the different online learning assessments that are available and determine which one is most valid and user friendly (both in time and appearance). Next, give students time (about 10 minutes) to complete the learning-styles assessment and then discuss student results. For additional integration of technology, students can graph their learning style by using SMART Board technology.*

## End of lesson

12. Assess students on their ability to effectively use their T-shirt as a true representation of who they are by showing their interests and goals and correctly following instructions **(7W6)**.
13. Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.

Authors: Lynne C. Gates (Monroe-Woodbury High School); modified by the CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

**T-Shirt Template**

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

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



# Career Lesson – What’s My Line

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Days 1-3:</b> Introduction and Exploration of CareerZone <b>Days 4-5:</b> Activity/Presentations <b>Day 6:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 7-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Index cards</li> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Sticky/rolled tape</li> <li>• Rubric</li> <li>• “What’s My Line?” worksheet</li> <li>• Online dictionary (optional)</li> </ul>	
<b>Learning Standards:</b>	7R1, 7R4, 7R6, 7W5, 7W6, 7W7, 7SL1, 7SL3, 7L4, CDOS1, CDOS2, CDOS3a, CDOS3b, MST2	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	By exposing them to different job options, students can discover what education, skills, and experience are required for each occupation, and how each job aligns with their individual needs and desires. This promotes critical thinking and decision-making skills while encouraging students to pursue careers that they are passionate about. The use of CareerZone and collaborative learning through evaluating classmates' presentations also prepares students for the workforce by teaching them how to use technology and communication skills. Overall, the activity aims to help students make informed career choices, pursue their passions, and develop skills that will help them succeed in their future endeavors.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? An expert in career counseling or vocational education could present a topic about ranking occupations in order from most favorable to least. These individuals would typically have extensive knowledge of different career options, the labor market, and standardized assessment tools that can be used to evaluate interests, skills, and values.	
<b>Objectives:</b> Students will be able to demonstrate their knowledge of a given occupation by researching and presenting information using CareerZone. Students will also be able to rank occupations in order from most favorable to least favorable by evaluating information from their classmates' presentations and connecting job choices to their personal interests, abilities, and goals.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Use the following rubric, or create your own rubric, for grading purposes. The overall student grade should include participation in classroom discussions, preparation for presenting, and the actual presentation. Use the information that students came up with while brainstorming strategies to help develop these rubrics.</li> <li>• After all presentations have been completed, collect student’s ranking sheets and grade their work according to their ability to provide both factual evidence and personal reasoning for why certain occupations are their favorites. Differentiate by varying the number of occupations that students rank.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the</li> </ul>	

“Three Questions” attachment for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

- Students should have basic computer skills and be familiar with using the Internet.
- Some prior knowledge of CareerZone is useful but not necessary.

### Introduction

1. As students enter the classroom, the teacher places an index card with a job title on the back of each student without the student seeing the job listed (stick with rolled tape). Choose these occupations ahead of time using specific occupation titles from CareerZone that are found in the area where your students live.
2. *To engage students, incorporate a YouTube video to show students the “What’s My Line” (CBS, 1950-1967) game show that this lesson was based off.*
3. Pair students up and have each partner look at what the other partner has taped on their back (still not knowing what is on their own back). Then, have each student ask three-ten yes or no questions about the unknown job title on his or her back to name the job. Questions can relate to education level or if the job is mostly conducted inside an office or out in the field. After each partner has completed this exercise, ask students who was able to guess the occupation on his or her back.

### Middle of lesson

#### Explore CareerZone

4. Show students how to access information on CareerZone. Alter the amount of specific information provided to students based on the grade that you teach and the demands of the classroom.
5. Students can record newly acquired vocabulary associated to various occupations by using the Journal module in the My Portfolio section of CareerZone. Encourage students to determine the meaning of an unknown word or phrase by first using context clues and then consulting with a classmate or using an online dictionary such as <http://www.merriam-webster.com/> (7L4).
6. Students will research the job title on their cards by using the CareerZone site and the “What’s My Line” worksheet to plan a short (3-5 minute), informative presentation about their occupation. Tell students ahead of time that their classmates will be ranking the occupations described in the presentations based on their personal preferences and goals. An award or bonus points will be given to the presenters of the top five occupations. This will engage students who may have received an occupation that they are not necessarily interested in pursuing (7W6).
7. Discuss strategies for researching a career. These may include strategies that students may not be personally interested in. How could other students benefit from the information they give? Talk about the importance of giving good information and avoiding opinionated statements (7R6).
8. Lastly, talk about how presenters could persuade their classmates to give their occupation a high rank (*i.e.*, comparing that career’s salary to the average salary made). Students may use other valid websites to obtain this information if they cite all sources that they used in their presentation (7SL1).
9. Write down these strategies on the board for students to visualize and refer to during the lesson (W.CCR.8).

#### Activity

10. Allow sufficient time for students to create a well thought-out 3–5-minute presentation about their occupations. Brainstorm presentation strategies by having students list ways they can make their occupations stand out through an effective presentation. Be sure to address strategies involving enthusiasm in a presenter’s voice, integrating visuals and/or technology, and citing credible sources throughout a presentation (7W7).
11. *Students can find a range of presentation tips by looking up blogs and articles on the Internet. Encourage students to find these tips on their own and award extra points for implementing one or more of them into their presentation.*
12. On the day of the presentations, remind students that they will need to rank their top five occupations. Allow students to come up with their own system for how they will rank and decide their top five. Depending on your

class demands, you may want to require that students take notes on all occupations before deciding. When listing the top five, students will need to be able to tell why each occupation is favored over the other occupations and provide factual evidence from the presentation **(7SL3), (7W5)**.

### **End of lesson**

13. Review what students chose as their top favorite occupations by integrating math to find the top five occupations for the entire class. Tally the number of top favorites to find the most “popular” occupation (and then continue to go to the next highest and so on).
14. For a more accurate approach, students may award five points to the top occupation, four points to the second favorite, three points to the third favorite, and so on to determine a mathematical equation that would give a specific number to each occupation. The occupation with the highest number will be the class’s top occupation, followed by the next highest numbers.
15. Students may return to CareerZone website either on their own or at another time to research their top five occupations that they identified from the presentations.
16. Have students save CareerZone information about their top five occupations to My Portfolio section. Students who have created a CareerZone account can do this by adding any occupation to their list of saved occupations and easily accessing that information at another time.

Authors: Barbara Nigro, Gloversville Middle School; modified by the CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department’s Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

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

### What's My Line?

Research the occupation: \_\_\_\_\_ (copy from card).

Take notes from CareerZone and another Internet site. List all answers below.

1. List the occupation title. \_\_\_\_\_
2. In which cluster is this job found? \_\_\_\_\_
3. How many jobs are listed in this cluster? \_\_\_\_\_
4. What is this occupations salary range? \_\_\_\_\_
5. What interests listed in CareerZone does a person in this occupation typically have?  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
6. List four tasks that someone in this field might complete:  
1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_  
4) \_\_\_\_\_
7. List two examples of technology used in this occupation:  
1) \_\_\_\_\_ 2) \_\_\_\_\_
8. How much education and what kind of job training are required to do this job?  
\_\_\_\_\_  
\_\_\_\_\_
9. What are two school programs that offer a variety of jobs in this and similar fields?  
1. \_\_\_\_\_  
2. \_\_\_\_\_
10. Does this job outlook in this favorable or unfavorable? \_\_\_\_\_
11. How much job growth is predicted? \_\_\_\_\_
12. List one similar job: \_\_\_\_\_
13. Does this job interest you? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CareerZone Presentation Rubric

Presenter's Name \_\_\_\_\_

Name \_\_\_\_\_

Class \_\_\_\_\_

	Excellent	Skilled	Not Yet
<b>Speaking Skills</b>			
1. Eye contact	_____	_____	_____
2. Volume	_____	_____	_____
3. Pronunciation	_____	_____	_____
<b>Presentation Was Well Prepared</b>			
1. Was organized	_____	_____	_____
2. Said only what was necessary	_____	_____	_____
3. Stayed on topic	_____	_____	_____
4. Well planned	_____	_____	_____
5. On time	_____	_____	_____
6. Use of CareerZone evident	_____	_____	_____
<b>Audience Interaction</b>			
1. Held attention	_____	_____	_____
2. Answered questions	_____	_____	_____
3. Easy to follow	_____	_____	_____
<b>Organization</b>			
1. Logical	_____	_____	_____
2. Clear	_____	_____	_____
3. Complete	_____	_____	_____

# Career Lesson – Where Am I Going?

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Days 3:</b> Activity, Conclusion, and Assessment	
<b>Grade Level(s):</b> 6-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• <i>Where Do I Fit?</i> self-assessment sheet</li> <li>• Six posters labeled in groups 1-6. Use <i>Where Do I Fit</i> worksheet to write in the details for each poster</li> <li>• <i>What's Your RIASEC Code?</i> worksheet</li> <li>• <i>Career Information</i> worksheet</li> <li>• Presentation supplies and software, including access to Microsoft PowerPoint</li> <li>• Rubric (included)</li> </ul>	
<b>Learning Standards:</b>	6R1, 6R5, 6W5, 6W7, 6SL4, 6SL5, 6L6, CDOS1, CDOS2, CDOS3a, CDOS3b, MST2, Lifelong Practices of Writers (LPW)	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	The process of students identifying their personal interests and abilities and relating them to two specific occupations is aimed at helping them make informed decisions about their future careers by exploring potential career options that match their interests and abilities. By identifying personal interests and abilities, students can set career goals, develop their skills, and seek opportunities like internships or mentorship programs. Ultimately, the purpose is to empower students to make well-informed career decisions that lead to direction, motivation, and satisfaction in their professional lives.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Here are some experts who can help someone exploring their career opportunities: <ol style="list-style-type: none"> <li>1. Career Counselors</li> <li>2. Industry Experts</li> <li>3. Professional Associations</li> <li>4. Mentors</li> <li>5. Human Resources professionals</li> </ol>	
<b>Objectives:</b> Students will identify their personal interests and abilities and relate them to two specific occupations by playing a game and using CareerZone.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Share the following rubric that provides clear guidelines for what is expected in the presentation with students before they begin to develop their presentations. Talk to the students about how the presentation must focus on (1) how the career matches their interests or abilities and (2) other favorable aspects of their career.</li> <li>• Informal assessments should be given throughout the lesson to track student performance and participation. Use checklists on each chosen activity in this lesson. Also, collect all written work throughout this activity to grade as formal assessments.</li> </ul>	

- Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

- Students should have basic computer skills and be familiar with using the Internet.
- Some prior knowledge of CareerZone is useful, but not necessary.

### Introduction

1. Distribute the [Where Do I Fit?](#) worksheet in class (6R1). Prep classroom by hanging six signs labeled Group 1 through Group 6 around the room.
2. Tell students that they are going to a party. Ask them to imagine the group of people they would want to connect with and want to spend time with at that party. Read the details for each group and have students stand under the sign that represents their first choice.
3. Repeat this two times, having students move each time to a new group sign and record their group number each time. This will become the students’ three letter RIASEC code. (RAISEC stands for realistic, investigative, artistic, social, enterprising, and conventional.)
4. Talk to students about John Holland’s Theory of Career Choice. This theory explains how one’s personality and characteristics can be matched to an occupation. Ask students whether they agree or disagree with this and why. Find out more information about John Holland and his theory at <https://www.careers.govt.nz/resources/career-practice/career-theory-models/hollands-theory/>
5. Reveal to students that Group 1 = R, Group 2 = I, Group 3 = A, Group 4 = S, Group 5 = E and Group 6 = C. Have students record their three-letter RIASEC code (putting them in the order they choose them).

Distribute the *What’s Your RIASEC Code?* worksheet or display it where all students can see. Students will identify their three-letter RIASEC code and see how their interests relate to the world of work.

### Middle of lesson

#### Explore CareerZone

6. At the computer lab, students will use the Internet to access CareerZone. Students will complete the Assess Yourself option by choosing three interest areas. Talk to students about the structure of the Assess Yourself tool and why each section relates to each other and the whole (6R5).
7. The Assess Yourself tool is a quick and easy informal assessment that highlights the six career-related interest areas based on Holland’s Career Key. When the mouse hovers over each section, a detailed description of that interest is highlighted in the center of the diagram. Once an interest is selected, it appears to the left of the diagram. Students can choose up to three codes.
8. For an alternate and more formal assessment, students can complete the Interest Profiler by creating a My Portfolio account. This assessment will take approximately 10-15 minutes for students to complete.
9. Next, have students view a list of relevant occupations that match their chosen interest areas. Have students read through this list of occupations. Allow students to select any occupation that they wish to learn more about and read through the occupation detail page (6R1).

### Activity

10. Have students choose three specific occupations that interest them. Students can print these occupation detail pages or add it to their list of favorites, if they have a CareerZone account.
11. Allow students with CareerZone accounts to take notes in the Journal section (LPW). Discuss with students the credibility of the information they are researching (6W7).
12. Have students complete the Career Information worksheet for three careers (6W5).
13. For an extended activity, have students focus on one career they would be most interested in and create a visual-media presentation of their choice. Allow students time to explore options of using PowerPoint, a poster-style presentation, or other ideas that they may have (6SL4).
14. *Students may also use other technology tools that they have access to, such as iPad's Keynote Presentation app or SlideShare. Encourage students to use their creativity and knowledge of technology and social media tools, such as Skype, by bringing in guest speakers to add to their presentations (6SL5).*

### **End of lesson**

15. Allow time for students to present their findings to the class. Have students ask at least three questions after each presentation, which will allow you to monitor class and individual student participation throughout the presentations.
16. Encourage students to ask questions about any vocabulary or unknown phrases that were mentioned. Ask students to keep track of these words and meanings in their journals or notebooks (6L6).

Authors: Phoebe Sitterly (St. Johnsville Junior-Senior High School); modified by the CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

# Where Do I Fit?



*Imagine that you walk into a room where young men and women your age are talking about their future plans for education and work. You notice there are six groups.*

Group #1: Young people in this group are talking about working with their hands. They like using machines and tools, being around plants and animals, working outdoors, and making and fixing things. They enjoy physical work.

Group #2: Young people in this group are talking about using their minds to solve problems. They like math, science, investigating and discovering things, developing new ideas and products, and conducting research. They enjoy serious thinking.

Group #3: Young people in this group are talking about creating things that are pleasing to the eye or ear. They like art, music, dance, literature, form, color, sound, patterns, and using the imagination. They enjoy the arts.

Group #4: Young people in this group are talking about social issues. They want to eliminate poverty, hunger, illness, racism, and sexism; help reduce crime and the need for welfare; improve education; and help meet people's spiritual needs. They enjoy helping others.

Group #5: Young people in this group are talking about business and politics. They like buying, selling and investing; running a business or running for office; and persuading others. They enjoy being in charge.

Group # 6: Young people in this group are talking about making things run smoothly. They like keeping records, files, and information systems; following policies and procedures; and taking care of details. They enjoy keeping things organized.

*You are asked to join one of the groups and contribute to the conversation. Which group would you most likely join first?*

Group # \_\_\_\_\_

*After a few minutes, you decide to join a second group. Which group would it be?*

Group # \_\_\_\_\_

*After a few more minutes, you decide to join a third group. Which group would it be?*

Group # \_\_\_\_\_

This activity was adapted from *The Party Game* by Richard N. Bolles and Victoria B. Zenoff. Berkeley, CA: Ten Speed Press.

## What's Your RIASEC Code?

*The activity you just completed gives you information in two areas. Both can help you with career planning. The first is about the work environment — the kind of work people do and where they do it. The second is about your personality — what you bring to the workplace. There are six different work environments and six major personality types. They are called:*

**REALISTIC:** A realistic work environment involves making or fixing things, operating machinery, working with plants or animals, and using physical skills. People with realistic personalities enjoy working with their hands, being outdoors, and moving around. They like to see a product as a result of their work.

**INVESTIGATIVE:** An investigative work environment involves thinking, analysis, research, experimentation and problem solving. People with investigative personalities enjoy observing, measuring, and figuring out why things work as they do. They like to ask “what if” questions and are often good at inventing things.

**ARTISTIC:** An artistic work environment involves creativity, trying something new, and producing something that is pleasing to the eyes and ears. People with artistic personalities enjoy composing, performing, writing, drawing or painting and dancing. They like to be free to express themselves in a variety of ways.

**SOCIAL:** A social work environment involves interacting with and helping others, for example by teaching, healing, supporting, or tending to spiritual needs. People with social personalities enjoy helping people improve their lives. They like working with people, either individually or in groups.

**ENTERPRISING:** An enterprising work environment involves selling, persuading and coming up with new ideas. People with enterprising personalities enjoy working in situations that create wealth or positions of power. They like working in the world of business or politics.

**CONVENTIONAL:** A conventional work environment involves working with information and keeping things organized. People with conventional personalities enjoy creating systems for displaying and using information or objects. They like situations where rules, regulations and policies are clear and easy to follow.

*If you can find a work environment that matches your personality, you are likely to be happier and more successful. If this is not possible, you can increase your chances for success by using your personality traits to “make the job your own.” Think of a workplace that is familiar to most of us like a fast food restaurant. It can be viewed as any one of six work environments. How you view it will determine how you participate in it, and how successful you will be.*

### Career Information Worksheet

Which one of your chosen three occupations could be the job for you? Find out more important information about each occupation by using the information from CareerZone and filling out the chart below.

	<b>Occupation 1:</b> _____	<b>Occupation 2:</b> _____	<b>Occupation 3:</b> _____
<b>Occupation Description/Tasks</b>			
<b>Skills/Knowledge</b>			
<b>Education/Training Or School Programs</b>			
<b>Wages (Low-High)</b>			
<b>Job Outlook (Favorable vs. Least Favorable)</b>			
<b>Similar Jobs (identify two or more)</b>			

# CareerZone Presentation Rubric

Presenter's Name \_\_\_\_\_ Class \_\_\_\_\_

	Excellent	Skilled	Not Yet
<b>Speaking Skills</b>			
1. Eye contact	_____	_____	_____
2. Volume	_____	_____	_____
3. Pronunciation	_____	_____	_____
<b>Presentation Was Well Prepared</b>			
1. Was organized	_____	_____	_____
2. Said only what was necessary	_____	_____	_____
3. Stayed on topic	_____	_____	_____
4. Well planned	_____	_____	_____
5. On time	_____	_____	_____
6. Use of CareerZone evident	_____	_____	_____
<b>Audience Interaction</b>			
1. Held attention	_____	_____	_____
2. Answered questions	_____	_____	_____
3. Easy to follow	_____	_____	_____
<b>Organization</b>			
1. Logical	_____	_____	_____
2. Clear	_____	_____	_____
3. Complete	_____	_____	_____

# Career Lesson – A Day In The Life

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Days 1-3:</b> Introduction and Exploration of CareerZone <b>Days 4-5:</b> Activity – Create Workplace Videos <b>Day 6:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 6-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Video recorder (camcorder, webcam, cell phone, iPad, digital camera, Kindle Fire)</li> <li>• Pens</li> <li>• Notebook</li> <li>• Television or computer (to view videos)</li> <li>• Computer, television with a DVD player, or other screen device on which to watch a video</li> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> </ul>	
<b>Learning Standards:</b>	6R7, 6W6, 6W7, 6SL1, 6SL5, CDOS1, CDOS2, MST5, ARTS1, ARTS2, Lifelong Practices of Writers (LPW)	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	The idea of creating a career video is to help students develop a range of skills that will be useful in their future careers. Creating a video allows them to showcase their creativity, knowledge, social and organizational skills, as well as develop skills in research, writing, and editing. The goal is to help students gain confidence, reflect on interests and career goals, build a professional brand, and make informed career decisions. Overall, creating a career video helps develop skills that will be beneficial in future careers and demonstrates knowledge of a specific occupation.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Here are some experts you can connect with to help you in creating a career video: <ol style="list-style-type: none"> <li>1. Career counselors</li> <li>2. Industry professionals</li> <li>3. Video production professionals</li> <li>4. Social media experts</li> <li>5. Communication experts</li> </ol> You can reach out to these experts through networking platforms, industry associations, and online communities. You can also consider using online platforms such as LinkedIn Learning to learn more about video creation and digital marketing.	
<b>Objectives:</b> Students will be able to demonstrate their knowledge of the workplace in a specific occupation by creating a career video and expanding their social, organizational, and creative skills.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• After several weeks, have students present their videos to the class using the following rubric.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)		

## Prior to This Lesson (Prior Knowledge)

- Students should have some basic knowledge of using video as a means to create presentations.
- Students who do not have this basic knowledge should be paired with students who do.
- School-to-home connection: Inform parents about the out-of-class work that is expected of students in order to efficiently complete this lesson.

## Introduction

1. Ask if students have ever created a video, either with their cell phones, a camera, webcam or video camera. Ask for reasons why a video may be better than just a picture. Ask students why it would be easier to use a video to describe a particular occupation than to explain using words or by showing a picture. Tell students that they are going to be assigned a fun project that will require them to use video to show a day in the life of an employee in a specific occupation **(6SL1)**.
2. Create groups by evenly distributing students who do and do not have access to a video recording device. Students must create a group plan that demonstrates their understanding of which group member is responsible for providing their group with a video camera.
3. Talk to students about ways they can record a video using technology. For example, students can use a cell phone to create a video and then send the video to a school e-mail address to show it to the class. Students may also want to consider using media resources from the school or local library **(6SL2)**.

## Middle of lesson

### Explore CareerZone

4. Access CareerZone to view occupations that have career-related videos. Begin by allowing students to select a preferred cluster from the site's homepage. From this list, students will be able to view videos by selecting occupation titles that have a video icon next to it. Tell students that their videos should be like the ones that they are watching, but they must include their own creativity and ideas. The student videos will incorporate and demonstrate students' knowledge of the workplace.
5. Next, students will research their assigned occupation. First, students will do this independently and then share their findings with their group members. Occupations and teams should be assigned prior to this activity based on the demands of your classroom (6R7; 6W6).

### Activity

6. In class, have groups brainstorm realistic, yet creative ways they can create their workplace videos. Encourage students to find an actual person in that profession, if they can, by making an appointment and using their networking skills (6W7).
7. Provide alternative options for students who cannot find a real workplace for their videos. These groups can choose to use props and proper costumes to create a video in a similar setting or choose a different or similar occupation. Students can also interview someone in a different space if his or her workplace is unavailable.
8. Encourage students who have smartphones to download a free video editing app to enhance visuals of their video. Have students check out apps on their own or recommend Video Edit for iPhones or Andromedia Video Editor (free on Google Play). View this New York Times article for more ideas on video editing apps: [http://www.nytimes.com/2013/02/07/technology/personaltech/a-review-of-video-editing-apps-for-the-smartphone.html?\\_r=0](http://www.nytimes.com/2013/02/07/technology/personaltech/a-review-of-video-editing-apps-for-the-smartphone.html?_r=0). (W.CCR.5).
9. Talk to students about ways they can upload videos. For example, students who choose to use a smartphone to record their video can easily upload it to a computer by e-mailing it themselves or downloading it to a free app. Students can also upload their videos onto any of these websites for easy sharing: <https://cooltoolsforschool.net/>
10. Students will create a 3–5-minute career video titled "A Day in the Life of a/an \_\_\_\_\_" as an outside classroom project.

## End of lesson

11. After students have viewed each other's videos, debrief about how students incorporated technology. What are some things that they liked better about this project than other projects? What are the benefits of using videos as a way to present? What skills did they develop during the lesson that could benefit them when they are in college or their future workplace if they are asked to give a presentation? Did anything go wrong that could have been prevented? After this discussion, have each student journal these answers in their notebooks or in their online CareerZone journal by listing "10 Tips for Using Technology in

Presentations” to identify what they learned in this project.

Authors: Kathryn Tortorella and Gail Arnold (Marcus Whitman Middle School); modified by the CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department’s Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

## Video Presentation Rubric

Name \_\_\_\_\_

Class \_\_\_\_\_

	Excellent	Skilled	Not Yet
<b>Group Collaboration</b>			
1. Participated effectively	_____	_____	_____
2. Took on leadership role	_____	_____	_____
3. Showed initiative	_____	_____	_____
<b>Presentation Was Well Prepared</b>			
1. Was organized	_____	_____	_____
2. Said only what was necessary	_____	_____	_____
3. Stayed on topic	_____	_____	_____
4. Well planned	_____	_____	_____
5. On time	_____	_____	_____
6. Use of CareerZone evident	_____	_____	_____
<b>Ability to Use Technology</b>			
1. Used media to present	_____	_____	_____
2. Set up ahead of time	_____	_____	_____
3. Media looked professional	_____	_____	_____
<b>Research</b>			
1. Used CareerZone efficiently	_____	_____	_____
2. Cited all sources	_____	_____	_____
3. Incorporated research	_____	_____	_____

Comments:

Score:

# Career Lesson - Characters and Careers

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity <b>Day 4-5:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 7-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>Printer (optional)</li> </ul>	
<b>Learning Standards:</b>	CDOS 1, 2; MST 2, 7R9, 7W3, 7W5, 7W7, 7SL2, Lifetime Practices of Writers	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Identifying a possible career choice for a character in a literary work by analyzing their traits, interests, and skills is important because it helps students apply critical thinking skills to real-world situations, understand character development, enhance reading comprehension, develop empathy, and broaden their knowledge of different occupations.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>Career specific</li> <li>Career psychology</li> <li>Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Here are some experts you can connect with for help in identifying career choices in literature: <ol style="list-style-type: none"> <li>English teachers or professors: They can provide guidance and resources for analyzing characters and their potential career paths in literature.</li> <li>Career counselors</li> <li>Industry professionals</li> <li>Authors and literary analysts: They can provide nuanced and expert perspectives on how careers are portrayed in literature and the significance of a character's chosen profession in the story.</li> <li>Online communities and forums: There are many online forums where students can connect with career experts, book enthusiasts, and fellow students to discuss career choices in literature and gain fresh insight and inspiration.</li> </ol>	
<b>Objectives:</b> Students will be able to identify a possible career choice for a character in a literary work by analyzing the character's traits, interests, and skills.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>The final product will be organized into a project format for presentation to the class. All written material must be typed. PowerPoint presentations will be acceptable. Presentations will be 5-7 minutes. <b>(7SL 2)</b>.</li> <li>Use the following scoring rubric to assess student presentations.</li> <li>Students in higher grades should use proper presentation style – using their electronic presentation to back up and illustrate their points, rather than using it as a word-for-word document. They should not read their presentation on the screen – though they should point and refer to it.</li> <li>Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

- Students should be comfortable with using Microsoft Word and/or Microsoft Publisher along with basic computer skills.

### Introduction

1. Ask students to determine how career development is seen in a specific literary work that they have been reading in class. Have the class brainstorm all of the evidence seen throughout a story that pertains to career decision making. Modify this activity based on the character and story that the class is reading about. For example, if a character already has a job, decide what events in his life may have led him to that job. If the character does not have a job, decide what events in his life and character traits he possess that will help him find a job (7R9).
2. Use this as an opportunity for students to *mind map*. A mind map is a diagram used to represent words and ideas linked to and arranged around a central key word or idea. Students will individually brainstorm ideas that pertain to character development. Begin by using a character whom the entire class knows. For more information on the mind mapping concept, developed by Tony Buzan, visit <https://www.youtube.com/watch?v=u5Y4plsXTV0> (LPW).
3. On their own, students will choose a character from an approved full-length literary work. Have students record character traits and career-related experience for their character, including specific incidents and evidence from the text. They will also identify interests, like and dislikes for the chosen character, and will cite specific events in the text as supportive evidence (7W7).

### Middle of lesson

#### Explore CareerZone

4. Once students have mind mapped a character, they will visit the CareerZone site where they will click on Assess Yourself. They will complete the task as the chosen character.
5. Following the completion of the assessment, students will proceed to view careers where they will choose an occupation that fits the character based on interests and work value assessment results.
6. Next, have students write an explanation of the appropriateness of this choice, including evidence from the book (7W5).
7. *Have students type their final copy in their journals in the My Portfolio section of CareerZone or in a Microsoft Word document (LPW).*

#### Activity

8. Using knowledge gleaned from the search, have students create a character career collage, which will be representational of the character and the chosen career.
9. *Have students use technology to create their collage. Students can use an online collage creation tool or a photo editing application (Prezi, for example), or they can use a basic Microsoft program to incorporate pictures found online, quotes from the book, and other essential information that back up their choice of career for their character (LPW).*

### End of lesson

10. Students should write a narrative as their journal entry. The narrative should be about their character's first day on the job in the career the student has chosen for him/her. Students will use the information they gathered throughout this assignment to accurately portray the character in the chosen occupation, including the tasks that must be performed and how that is related to the education/skills/experience the character already has (as evidenced by the text). The narrative should also portray how the character feels as during the first day on the job and why he or she accepted the position (7W3).

## CareerZone Presentation Rubric

Presenter's Name \_\_\_\_\_ Class \_\_\_\_\_

	Excellent	Skilled	Not Yet
<b>Speaking Skills</b>			
1. Eye contact	_____	_____	_____
2. Volume	_____	_____	_____
3. Pronunciation	_____	_____	_____
<b>Presentation Was Well Prepared</b>			
1. Was organized	_____	_____	_____
2. Said only what was necessary	_____	_____	_____
3. Stayed on topic	_____	_____	_____
4. Well planned	_____	_____	_____
5. On time	_____	_____	_____
6. User of CareerZone evident	_____	_____	_____
<b>Audience Interaction</b>			
1. Held attention	_____	_____	_____
1. Answered questions	_____	_____	_____
2. Easy to follow	_____	_____	_____
<b>Organization</b>			
1. Logical	_____	_____	_____
2. Clear	_____	_____	_____
1. Complete	_____	_____	_____

# Career Lesson – Jobs For Sale

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone – Research Careers, Find Job Postings <b>Day 3:</b> Activity – Create Poster <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Newspaper clippings from help wanted sections (one per group)</li> <li>• Poster paper (w/ photographs, pictures, and materials to create text)</li> <li>• Email access (for students and teacher) optional</li> </ul>	
<b>Learning Standards:</b>	MST2, ARTS1, CDOS1, 9-10R1, 9-10W3, 9-10W7, 9-10SL1, 9-10SL2, , 9-10L6	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	This exercise encourages critical thinking, helps them develop career readiness skills, explore different options, make informed decisions, and foster creativity and innovation. By researching and analyzing each career, students gain valuable insights into the current job market, necessary skills, and growth potential. Overall, this exercise helps students prepare themselves for their professional life.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? 1. School guidance counselors and career advisors that can provide career counseling and help you explore various career options. 2. Career coaches to help identify strengths, interests, and values, and then develop a career plan based on that information. 3. You can reach out to professionals in the industries students are interested in and ask for guidance and insight into their profession. 4. There are various online resources available to help you explore different career options and job openings. Websites like O*NET OnLine, CareerOneStop, and LinkedIn can provide valuable information and insights into various career fields.	
<b>Objectives:</b> Students will be able to identify 5 possible career choices and create a visual display showing possible jobs openings in that occupation.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Have students print their posters or email them to you. Students who created a poster using paper can hand them in during class.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students should be comfortable with using Microsoft Word and/or Microsoft Publisher along with basic computer skills.</li> </ul>		

## Introduction

1. Divide students into groups, providing them with different newspaper clippings from the Help Wanted section. Ask students to share the type of information that they see in these job openings (9-10L6).
2. Ask students if anyone has ever used this section to find a job. Ask: How can newspapers help us find jobs? What are other tools that we can use to find jobs? Why may newspapers be more efficient than online tools? (They are typically more local and provide more recent information). Why may online tools be more effective in a job search? (More options, items are searchable, etc.) (9-10SL1).

## Middle of lesson

### Explore CareerZone

3. Have students research one to two careers that they want to learn more about.
4. For students who are unsure which occupations they want, have them access the Assess Yourself tool to find occupations that match their skills and interests.
5. Talk to students about where they can go to find jobs in that occupation. These include newspapers, career centers, and online job-seeking tools. Allow time for students to gather job postings for the occupation(s) that they chose using these job-seeking tools. (9-10W7).
6. Encourage students to use CareerZone to find actual job openings for that occupation.
7. Students can find real-life jobs for any occupation by selecting Job Openings in New York State in the list of occupational details.
8. Next, students will create a Help Wanted board to document their research and jobs that they found in that occupation (9-10R1).

### Activity

9. Have students create a poster using want ads from each career. Make sure students create a visually appealing poster with photographs, pictures, and adequately sized fonts (9-10SL2).
10. *Have students use technology (if available) to create their poster. Students can take screenshots of the information they found online, a scanner to scan in newspaper clippings, and photography from uploaded pictures to include in their poster. Online tools where students can collect screenshots can also be used to create their poster. Students with Google accounts can use iClippy. Here is a link on how to use it. <https://www.youtube.com/watch?v=brqb98Bvvog> (LPW).*

## End of lesson

11. Discuss with students the pros and cons of creating a poster using technology versus a poster by hand (e.g., Pros= easier, faster, more visual; cons= cannot express artistic skills, limits some of what you can do, accessibility to technology is not available to everyone) (9-10SL1).
12. Have students journal a narrative piece in which they pretend they are a job-seeker. Ask them: What job-seeking tools are you going to use to help you find a job and why? (9-10W3).

Authors: Latefa A. Lang (Mohonasen High School) ); modified by the CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

# Career Lesson – Jobs in Our School

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 2-4	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Blackboard/whiteboard</li> <li>• Paper/pens/pencils</li> </ul>	
<b>Learning Standards:</b>	CDOS 1, 2, MST 1, 2, 4R7, Lifelong Processes of Writers (LPW), 4SL1, 4SL4, 4L4	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	The activity is helpful for students in gaining insight into the different roles and responsibilities required to operate a school effectively. By researching and understanding the duties, qualifications, and contributions of different employees, students will appreciate the importance of teamwork, communication, and collaboration in a professional setting. This activity allows students to develop their communication and interpersonal skills and promotes teamwork and collaboration. Ultimately, it helps students to gain a basic understanding of organizational roles that can be beneficial in their future careers.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? You can connect with school administrators or other professionals working in the education sector. These could include principals, vice-principals, school board members, educational consultants or experts, community leaders, or representatives from educational organizations. Additionally, you could connect with local business leaders who could share their perspectives on teamwork, communication, and collaboration in a professional setting, which can be tailored to the education sector.	
<b>Objectives:</b> Students will gain an understanding of the different jobs that are needed to successfully run a school by researching the duties and qualifications of workers in their school and creating a questionnaire using the information they learned to interview a worker in their school.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Use the following rubric for scoring students individually throughout this lesson.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students should have adequate reading and writing skills at the second-grade level or higher.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>1. As a large group, begin the lesson by asking students to brainstorm all of the different jobs that are needed to run a school successfully (4SL1).</li> </ol>		

2. Record student responses on the board. Responses should include cafeteria workers, secretarial staff, postal workers, maintenance staff, nursing personnel, teacher aides, as well as teachers and principals (4L4).
3. Discuss with the class that each of these jobs has specific duties and qualifications.
4. *Integrate technology by finding an informative, yet entertaining YouTube video/short video clip on jobs found in a school.*

## Middle of lesson

### Explore CareerZone

5. Next, guide the students through CareerZone to research the qualifications and duties of the school jobs listed on the board (4R7).
6. Find occupations on CareerZone in one of two ways:
  - a) Choose the correct career cluster the occupation is in, and then select the correct occupation from the list of occupations in that cluster. This will require students to use critical thinking skills to determine which cluster the occupation is in.
  - b) Use the search feature to directly search for the occupation. This may require entering different keywords into the search field in order for the correct occupation title to appear.

### Activity

7. Have the students work with a partner and designate a school worker for them to interview. The small groups will create 3 simple interview questions using information from CareerZone, and they will write them on paper (LPW). Questions that students might ask include: What did you have to do to get this job? What classes did you take in school that helped you get this job? The students should request that the interview be done in a day or two.
8. Students will write the worker's answers on paper during the interview. Students may need to revise later to organize their notes to make them legible.
9. Lastly, the students will share and present their results to the class. The teacher may also follow with a class discussion that will help the students see the commonalities among the jobs and the qualifications of each worker (4SL4).

## End of lesson

10. Extend student's writing practice by having them write thank-you notes for the person they interviewed.
11. Debrief by asking what students learned from this lesson. Ask students if they would consider a career in the occupation they learned about. Ask them to explain why or why not.

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

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

**CareerZone's General Scoring Rubric**

<b>Category</b>	<b>5</b>	<b>3</b>	<b>1</b>
Contributions in classroom discussions	Routinely provides useful ideas when participating in the group and classroom discussion. A definite leader who contributes a lot of effort.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of written work	Provides work of the highest quality.	Provides standard quality work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Navigation of CareerZone	Routinely uses time well while navigating CareerZone independently to ensure things get done on time.	Tends to procrastinate, causing a need to deadline extensions, but always manages to complete online work.	Unable to complete one or more specific modules because of this person's inadequate time management.
Focus on the task, especially pertaining to the specific activity	Consistently stays focused and engaged throughout the activity and what needs to be done. Portrays a positive attitude throughout each activity.	Focuses on the task and what needs to be done some of the time. Needs to be reminded to stay on task. Usually has a positive attitude about the task(s).	Rarely focuses on the task and what needs to be done. Let's others do the work.

Total: \_\_\_\_ / 20

Comments:

# Career Lesson – Let’s Tell A Story

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Day 1:</b> Introduction; Explore CareerZone <b>Day 2:</b> Activity <b>Day 3-4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>Worksheet 1: Storyboard Template</li> </ul>	
<b>Learning Standards:</b>	9-10R7, 9-10W2, 9-10W3, Lifelong Practices of Writers (LPW), ARTS 1, 2	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Creating a storyboard based on a fictional character with a realistic occupation and logical events helps students connect realistic fiction to their lives, explore familiar or interesting occupations, and make the genre more relatable. It also develops critical thinking, creativity, storytelling, and visual communication skills, valuable in academic and professional settings. Additionally, storyboarding boosts students' confidence, self-esteem, and motivation to explore their interests and passions. Overall, it is a fun and engaging way for students to learn and develop important skills.	
<b>Type of Career Content</b> Career specific Career psychology Career skills	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? To teach students how to demonstrate their knowledge of realistic fiction through storyboard creation, you can connect with experts including authors, illustrators or graphic designers, storyboard artists, creative writing instructors, and professionals in relevant occupations. Reach out to local professionals, universities, or use online platforms to connect. Specify your desired outcomes to ensure the guidance is tailored to meet your students' needs.	
<b>Objectives:</b> Students will demonstrate their knowledge of the genre <i>realistic fiction</i> by creating a storyboard that is based on a fictional character with a realistic occupation and logical set of events.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Collect student storyboards and use the following storyboard rubric for grading.</li> <li>Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>Students must know how to write narratives using a proper beginning, middle, and end and other relevant writing techniques.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>Ask students to think of a book they have read or are currently reading in which a character in their story has, had, or will have an occupation. Have students share their ideas or use a story that every student has read to find a character.</li> <li>Talk to students about the genre term <i>realistic fiction</i>. Often, realistic fiction is portrayed by having fictional</li> </ol>		

characters take on real-life occupations. Tell students that today they will come up with a realistic fiction story by using this technique.

## Middle of lesson

### Explore CareerZone

3. First, students must have a clear understanding as to what occupation they want their character to have. Have each student come up with a main character. Ask students: How do you want your character to act? What qualities do you want your character to possess?
4. Have students either browse through CareerZone's career clusters, the search feature, or use the Assess Yourself tool to come up with an occupation for their fictional character **(9-10R7)**.
5. Then, have students record any important information about this career that they may want to use later in their story **(9-10W2)**.

### Activity

6. Students will begin brainstorming their story through a brainstorm process called storyboarding. Storyboarding is used by all storywriters, but specifically by filmmakers as a way to capture each new event, scene, or motion throughout their movie **(LPW)**.
7. *In order for students to understand what storyboarding is before beginning, show them a YouTube video about storyboarding. Students can draw their storyboards or use magazines and other images for a collage.*
8. Demonstrate by coming up with a fictional character, sequence of events, and facts from a well-known occupation.
9. Distribute Worksheet 1: Storyboard Template to students so they can begin their storyboarding.
10. If there is time, students may create an actual narrative with a beginning, middle, and end to edit and revise for a final product **(9-10W3)**.

## End of lesson

11. Have students either display their storyboards for the entire class to see or share in small groups. If you are having students do a longer project to create an actual narrative, students should use this opportunity to get feedback on their stories.

Authors: Renee Trojnar and Joanne Williams (Dolgeville High School); modified by the CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

*Storyboard Template*

A rounded rectangular panel with a double-line border. It contains two horizontal lines near the bottom, one above the other, for writing.

A rounded rectangular panel with a double-line border. It contains two horizontal lines near the bottom, one above the other, for writing.

A rounded rectangular panel with a double-line border. It contains two horizontal lines near the bottom, one above the other, for writing.

A rounded rectangular panel with a double-line border. It contains two horizontal lines near the bottom, one above the other, for writing.

A rounded rectangular panel with a double-line border. It contains two horizontal lines near the bottom, one above the other, for writing.

A rounded rectangular panel with a double-line border. It contains two horizontal lines near the bottom, one above the other, for writing.

Student's Name: \_\_\_\_\_

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

### Storyboard Rubric

	4 (Excellent use of material; above average)	3 (Appropriate material)	2 (Acceptable; average material)	1 (Poor use of material; below average)	0 (No evidence)
Prepared/timely					
Communicates significant information					
Contains an intro as well an ending					
Organization (transition from board to board)					
Uses good diction					
Appropriate language					
Uses the visual/storyboard effectively					

\_\_\_\_\_ / 28 pts.

Comments:

# Career Lesson – My Life in the World of Work

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction <b>Day 2 -3:</b> Explore CareerZone <b>Day 4:</b> Activity <b>Day 5:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 7-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Magazines</li> <li>• Scissors, pens, glue/ paper</li> <li>• Chalkboard/whiteboard</li> </ul>	
<b>Learning Standards:</b>	7R7, “Range of Student Reading Experiences for 7th Grade” (RSRE), 7W1, Lifelong Practices of Writers (LPW), 7SL1, CDOS1	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Creating a timeline showcasing possible job changes helps students recognize that career exploration is a lifelong process and prepares them for the dynamic job market. It encourages them to set long-term career goals, keeps them motivated and committed to their chosen paths, and promotes self-reflection and self-awareness. This exercise helps students make informed decisions about their future careers.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Connecting with different people and resources can help students create a timeline depicting possible job changes and identify career exploration as a lifelong process. These include career counselors, industry professionals, alumni networks, online resources, and parents or family members. Career counselors can assist in identifying potential career paths, while industry professionals and alumni can provide insights into different career paths and trends in the job market. Online resources and family members can also offer valuable information on career options.	
<b>Objectives:</b> Students will be able to identify career exploration as a life-long process by creating a timeline that depicts five to seven possible job changes they might experience in the world of work.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect students' rough drafts and final copies of their timelines.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students should have background knowledge about creating timelines using chronological order, be comfortable using Microsoft Word and/or Microsoft Publisher, and have basic computer skills.</li> </ul> <b>Introduction</b>		

1. Introduce students to the idea that people today likely will undergo as many as 7 job changes in their lives. For differentiation, alter the number of career changes for students to include in their timeline.
2. Ask if students see evidence of this in their lives. Share your own experiences with career changes if you have any, and then ask students to share their own or someone they may know who has had a career change.
3. Ask students why they think people go through career changes (gained more education, received a promotion, changed interests, etc.) **(7SL1)**.

## Middle of lesson

### Explore CareerZone

4. Demonstrate for students how to create a timeline using five to seven career changes. Use CareerZone to select an occupation to begin with by asking students what jobs are good starter jobs. Talk to students how these jobs typically require minimal work experience.
5. Find jobs that require no work experience by reading the education/training section in the occupation details page or using the advanced search feature. Choose an occupation that falls within Job Zone 1, such as a Service Station Attendant.
6. *Create a visual timeline using an online timeline creation tool. This will allow students to learn how to integrate technology to produce and publish their timeline and collaborate with others. For a simple online timeline, you can use <https://creately.com/diagram/example/bQaYaHZpZ9T/career-timeline-template> **(LPW)**.*
7. Continue demonstrating a timeline of work with students. Ask students what would come after a service station attendant job (or whatever was chosen), after some experience was gained? Check to make sure that this falls into Job Zones 1 or 2. Eventually lead up to Job Zone 5 (the most amount of preparation needed for an occupation).
8. Talk to students about how career changes typically fall within the same cluster, since they require similar training experiences. However, also provide examples in which this may not always be the case. Talk about salary changes. For the purposes of this activity, the salary typically should go up. Talk about cases in life in which sometimes the salary may go down. You may also incorporate news articles about wages and recession to discuss with students why people change jobs.
9. Let students access <https://careerzone.labor.ny.gov/jz/views/careerzone/index.jsf> to try this on their own. They will need to read through several occupations to determine which occupations could lead to another occupation **(7R7)**.
10. Have students write an outline of their timeline as they explore CareerZone, drafting their ideas and evidence for those ideas. Make sure they include reasons why they would put that occupation at that spot on their timeline. Organize a contest for "Most Realistic Timeline" to encourage students not to cut corners (e.g., chef to NFL star) **(RSRE)**.

### Activity

11. Have students peer review each other's timelines before creating the final piece. During this peer review, ask students to agree or disagree with any areas on their student peers' timelines and why **(7W1, LPW)**.
12. Students will create their final timeline using either paper or magazine cut-outs or by returning to the computer lab and accessing an online timeline tool (mentioned above) **(LPW)**.

## End of lesson

13. Have students share their timeline with a partner or the class. As they share, ask the rest of the class to identify whether or not these two workers would be able to mix and match some of the occupations on each other's timelines. For example, if one student had a service attendant on their timeline and another student had a mechanic on their timeline, where would the one occupation fall onto the other's timeline? Make sure students journal their responses and include information they learned from CareerZone and this lesson to explain what they talked about with their partner or the class **(LW1)**.

Original Author: Cathy Loiacana and Rosemary Maurer (Whitesboro Middle School); modified by the CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

# Career Lesson – Who Makes the News

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 5-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Printer (optional)</li> <li>• Chart paper or poster board</li> <li>• Local news station</li> <li>• Post-it notes</li> <li>• Pens/pencils</li> </ul>	
<b>Learning Standards:</b>	5R7, 5W5, 5W6, 5W7, 5SL1, CDOS1, MST1, MST6	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	This will benefit students by allowing them to explore potential career paths and gain insights into the industry. Interacting with professionals helps them prepare better for their future jobs and understand the required qualifications. Additionally, by understanding the job outlook, students can tailor their education and training to match the industry's needs and find a fulfilling career.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? <ul style="list-style-type: none"> <li>• TV News Pro - They offer resources and consultations to help individuals break into the television news industry.</li> <li>• Broadcast Education Association - They offer networking opportunities and resources for students and educators interested in the television news field.</li> <li>• Society of Professional Journalists - This organization provides networking opportunities, resources, and training for professionals in the field of journalism, including those in television news.</li> <li>• National Association of Broadcasters - They offer a variety of resources, training, and networking opportunities for students and professionals in the broadcast industry, including those in television news.</li> <li>• Local television news stations - Students can reach out to local television news stations and request job shadowing or informational interviews with professionals in the field.</li> </ul>	
<b>Objectives:</b> Students will be able to identify and describe jobs at television news organizations, ask informed questions about the career to those currently working in it, and discuss the job outlook for such careers.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Assess students individually by providing each one a sticky note to write down 1-3 things that they learned. Students must write their names on the back and add it to the L section of the KWL chart to share with the class.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the</li> </ul>	

“Three Questions” attachment for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson

- Students should have some familiarity with the news and the people who make the news.

### Introduction

1. Explain students that they will be going on field trip to a local news station to see how the news is made and to learn about the careers of the people that work at the news station.
2. To assess prior knowledge, make a KWL chart on chart paper, poster board, etc. (A KWL chart contains what students know, want to know, and learned during the lesson.)
3. Integrate technology by using a SMART Board to create, edit, and save a KWL chart.
4. Ask students what they already know about the news, the station, and the people who work there. Write the answers under the K section on the chart **(5SL1)**.
5. Once the K section of the chart is filled and students are finished discussing what they know, ask the students what they want to know about the news, the station, and the people that work there. Write the answers under the section labeled W.

### Middle of lesson

#### Explore CareerZone

6. Next, have the students research several news-related careers that they will learn about and see on the field trip, such as broadcast news analyst, TV reporter, television camera operator, program director, meteorological technician, or any of the other broadcast news technologists **(6W5)**.
7. If your class does not have access to CareerZone, you can gather books that discuss these occupations in detail from the school library.
8. Have the students work in small cooperative learning groups. Each group will be assigned one of the news-related careers and be asked to research the careers on CareerZone (or by using resources from their local library).
9. Tell each student group to write down three questions to ask during the field trip, using information from CareerZone.
10. Students will vote on their favorite news-related career that they learned about and saw on the trip. During math class, the class could make a graph with student votes and discuss the results **(5R7; 5W7)**.

#### Activity

11. Students will go on a field trip to their local news station.
12. After the field trip, the students will complete the KWL chart. To help them do so, ask students what they learned on the field trip. Their answers will go under the section labeled L.

### End of lesson

13. Have students research actual job postings at a local news station. If there are none, have students use the websites of major national news outlets. Tell students that jobs often can be found on company websites by selecting employment or career links. Students may also explore CareerZone to find job postings in New York State. **(5W6)**.
14. Have students research labor market information of careers in this field. Choose a specific career to research as a class or have students research the occupation they chose at the beginning of this activity. Students can use CareerZone to locate this information.

Authors: The CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

# Career Lesson – “Behind the Scenes” Advertising

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction and Explore CareerZone <b>Day 2:</b> Activity <b>Day 3:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Class set of computers with Internet access and printer</li> <li>• Access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a> and social media sites</li> <li>• Posters, printers to print website content, scissors, markers, glue, and tape</li> <li>• Rubric (attached)</li> </ul>	
<b>Learning Standards:</b>	9-10R7, 9-10W7, 9-10SL1, 9-10SL5, CDOS2, CDOS3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Learning about a company's use of social media can be very helpful and relevant for students. This is because social media is essential in everyday life and helps students understand how businesses interact with customers on social media. Additionally, understanding social media helps students develop marketing insights and problem-solving skills, which is valuable for their future careers. By researching social media trends and tools, students can apply their knowledge to their personal brands and businesses, preparing them for success in a digital world.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Social media strategists, digital marketing experts, social media analytics experts, social media influencers, and social media marketers can all provide valuable insights into how social media can be used for promoting products, developing marketing strategies, measuring campaign effectiveness, and more.	
<b>Objectives:</b> Students learn about the value of social media by researching a company to find how that company uses social media to advertise.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Use the rubric (attached) to assess students throughout this lesson.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students should be familiar with using the Internet and have background knowledge of social media sites.</li> <li>• Students should be able to do basic Internet research.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>1. Tell students that companies rely on social media to advertise their business. Not only do sites make actual social media accounts on which to house their logos, information, and comments, they also advertise on social media using “behind- the-scenes” technology. Companies pay to do this, which is essentially how social media sites such as Facebook and Twitter remain free to basic users.</li> </ol>		

2. Take-home activity or prelesson activity: Have students look at their social media accounts and notice advertisements on their page. Are any of these advertisements geared towards their interests? Do the users wonder how the social media site would make this personal connection? Have students share their findings and their thoughts on this.
3. Tell students that many social media sites collect information from users such as what they click on when visiting that site and even other sites they visit on the Internet. Ask students how this makes them feel and if this perhaps changes the way they view social media?
4. Tell students that they can always make informed decisions about whether or not they feel comfortable using a social media site. To help them understand what information is and isn't collected from them, they can view the site's privacy policy.

## Middle of lesson

### Explore CareerZone

5. Read and discuss CareerZone's privacy policy with students. Have students look for the section that explains about advertising. CareerZone does not use any information that students provide for advertising purposes (9-10R7).
6. Have students highlight or record what they find most interesting in CareerZone's privacy policy. What information does and doesn't CareerZone collect? Why?
7. Lastly, discuss with students that the "lock" and the "s" after the letters "http" in the web browser signify that the site is secure. Students should always look for these symbols when providing any personal information or even clicking on a website.

### Activity

8. List 10 popular companies on the board. Students will choose one of these companies to base their research on. Students will use the Internet to research how this company advertises using social media. Companies could include: Apple, Dell, American Express, Fab.com, eBay, Samsung, NBC, Toyota, SONY, Google, Netflix, Amazon, Disney, Microsoft, AT&T, etc. Students can also choose a local company.
9. Talk to students about finding articles that are recent and reliable. Students should also review the company's privacy policy and social media accounts. Point out that once they visit a company's Facebook page while signed in to their own account, they may notice ads from that company appearing in the future (9-10W7).
10. You may want to start with Apple as an example of a company's social-media approach. Apple is unique among large companies in that it is known for not embracing social media sites. However, it does have a section on the Apple.com website, where users can post a product they recently bought or plan on buying to their webpage.
11. Have students create a poster to display their most interesting findings. Students should use colorful visuals, quotes, pictures, and captions to show their work. Talk about what students can include on their poster, using the example from Apple. Students can also print out pictures of what that company's social-media pages look like, ads they use, and types of people they target for advertising.
12. Students can present their posters to the class or display them around the room in order for their classmates to learn about their company's advertising techniques on social media sites (9-10SL5).

## End of lesson

13. Conclude by discussing how students feel about companies using "behind-the-scenes" advertising. Are students going to be more cautious before they click on something? How would a person be affected if they "like" something or even type out a word, or visit a website? (9-10SL1).

Authors: The CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

Student : \_\_\_\_\_ Date Presenting: \_\_\_\_\_

**Rubric**

Points	Participation in Discussion	CareerZone	Preparation	Technology and Materials	Presentation
<b>Outstanding 5 Points</b>	Participated fully in classroom discussions.	Student fully incorporated ideas and research from CareerZone into the project.	Student prepared for the presentation by following all required directions as well as incorporated their own ideas.	Student used originality to create multiple materials for this project, as well as incorporated technology.	Spoke loudly, enthusiastically, concisely, and effectively when presenting information such that listeners can follow attentively.
<b>Good job 4 Points</b>	Somewhat participated in class discussions.	Student incorporated several ideas and research from CareerZone into the project.	Student somewhat prepared for the presentation by following all required directions, excluding some of their own ideas.	Student used originality to create some materials for this project but could have incorporated more technology.	Spoke effectively, while lacking in one of the areas mentioned above.
<b>Fair but needs improvement 3 Points</b>	Participated one time during class discussion.	Student incorporated some research from CareerZone into the project.	Student prepared for the presentation but did not follow several required directions.	Students used little originality and effort when creating materials and utilizing technology.	Spoke effectively while lacking in two-three areas mentioned above.
<b>Unsatisfactory 1-2 points</b>	Did not participate in opening discussion.	Student did not incorporate ideas and research from CareerZone into the project.	Student did not prepare for the project.	Students showed no originality and effort when creating materials and utilizing technology.	Lacked effective speech by missing at least three of the areas mentioned above.

**Total: \_\_\_\_\_/25 points**

**Comments:**



# Career Lesson – Cleaning Up Your Digital

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <i>(For multiple day lessons, each day consists of one 30-50 minutes class period)</i> <ul style="list-style-type: none"> <li>• <b>Day 1:</b> Introduction; Explore CareerZone</li> <li>• <b>Day 2:</b> Explore CareerZone; Activity</li> <li>• <b>Day 3:</b> Activity; Conclusion</li> </ul>	
<b>Grade Level(s):</b> 11-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Access to the Internet or newspapers</li> <li>• Access to social media sites like Google, Facebook, Twitter, etc.</li> <li>• Worksheet 1: Digital Footprint Cleanup</li> </ul>	
<b>Learning Standards:</b>	11-12R7, 11-12W6, 11-12W7, 11-12SL2, CDOS2, CDOS3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students need to understand that maintaining a positive online identity is crucial in today's digital age. To learn about the consequences of reckless online behavior, they can read articles about individuals who suffered damage to their careers due to such behavior. To make better decisions about online postings, students need to ensure that their online footprint does not negatively influence their future prospects. Conducting an online cleanup of their digital footprint can make potential employers see them in a better light and increase their chances of landing a job. Understanding the significance of a positive online identity and carrying out necessary digital cleanups is vital for students in being responsible digital citizens and succeeding in their careers.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? <ol style="list-style-type: none"> <li>1. Digital citizenship educators: These are educators who specialize in teaching students about responsible and ethical use of technology. They can offer lessons and advice on how to build a positive online identity.</li> <li>2. Cybersecurity professionals: Experts in cybersecurity can teach students about the risks of reckless online behavior and how to protect their online identities from cyberattacks.</li> <li>3. Social media experts: Professionals who specialize in social media marketing or management can teach students about the impact of their online presence on their personal and professional lives.</li> <li>4. Human resources professionals: HR professionals can provide insights into how potential employers view online behavior and what they look for in a candidate's online presence.</li> <li>5. Online reputation management specialists: These experts can teach students how to monitor and manage their online reputation to create a positive and professional image.</li> </ol>	
<b>Objectives:</b> Students will understand the importance of a positive online identity by finding articles of individuals whose careers were damaged because of reckless online behavior, and by taking action to clean up their digital footprint if necessary.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Digital Footprint Cleanup</li> </ul>	

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Introduction

1. Discuss with students the concept of *first impressions*. Ask: “How important are they? What if you are meeting someone first the time? What if you are a jobseeker? What if you are getting looked at by a college admission officer?”
2. Tell students: “It’s no secret that friends, family members, and potential employers will all take to Google, Facebook, Twitter, and LinkedIn to look for more information about you when they want it. It’s important to make sure that the things they find about you are representative of who you are (or who you want them to think you are.)”
3. Have students find articles regarding individuals who have damaged their career because of something they posted on social media (this may be given as a homework assignment). Have students share their articles and discuss how these activities could have been prevented (11-12W7).
4. Tell students that 90% of executive recruiters say they conduct online research of potential candidates (ExecuNet, 2014). Ask students how they feel about their current digital identity and if they think their online profile would help them get (or not get) a job and why.

### Middle of lesson

#### Explore CareerZone

5. Talk to students about being careful about posting information online. Read CareerZone’s Privacy Statement (located on the homepage) to find out what information is not collected from students when they use CareerZone (11-12R7).
6. Then, talk about the Journal module and other features of CareerZone where students may enter personal information. Ask, “Who has access to the Journal module?” Even though the information is kept private by the Labor Department why should students think twice when entering information into the Journal module? This may be true for any website where students post information, they believe is not accessible to others.

#### Activity

7. To begin cleaning up students’ digital footprints, have them find out what’s online and help them erase embarrassments. Have students do a vanity Google search of their name (and possibly their location). Have students note what they find. While turning up nothing means that at the time no one will find anything bad, it also means they won’t learn anything good about you.
8. Next, let’s check Facebook. You can view your public self on Twitter, Facebook, [LinkedIn](#), and [Google+](#) by either logging out and searching for your name, or by using the *View As...* feature on Facebook.
9. Have students clean up any results they don’t like by providing them with the following tips provided by Lifehacker.com:
  - **Google and Other Search Engines:** If you found the offending results at Google or another search engine, ask them to remove the pages from their results. [Google has a process for this](#) and another for [Google Images](#), but they only apply to pages that have been taken down, or old, cached versions of pages that are still up—it’s not for pulling down any old page. [DuckDuckGo has a feedback form](#), as does [Bing](#), where you can submit takedown requests for non-legal reasons.
  - **Facebook:** Deleting is your best option (so no one takes screenshots or makes your private posts public without you knowing.) Alternatively, change post visibility individually, or you can go to Privacy Settings > Limit Past Post Visibility to hide everything at once. Get familiar with [Facebook’s privacy options](#). If the content is on Facebook but not under your control, [we have some tips to help](#).
  - **Twitter:** Twitter is easy, just look at your profile by name. If your profile is public everyone can see it. If you use your real name as your handle (name you display as the user) it’s easy to find. You can [take your account private](#), but that won’t stop public users from quoting you (although it does stop retweets) or responding to you publicly. Remember, Twitter is probably the most public of all networks. Think before you tweet.
  - **Google+:** Your posts at Google+ aren’t as important as your Google profile. Hide anything you saw but wanted private when you viewed your profile earlier. Make useful details (a contact email address, links to your portfolio or personal web site, etc) are visible. Create topical circles for sharing and [familiarize yourself with Google+’s privacy settings](#).
  - **LinkedIn:** If you post articles to LinkedIn, make sure they’re professional in nature and relevant to the public persona you want to put forward. While you’re there, go ahead and fill out your profile with additional details: odds are your profile may be incomplete, or the last time you updated it was the last time you changed jobs.

10. Next have students turn their social networks into valuable hiring tools. Have them update or create their LinkedIn profile with interests and skills, not just work history. Add some relevant interests to Facebook and leave them public. You may even want to like a few job or industry-related pages.
11. Have students record their answers to questions asked during this activity and conclusion using Worksheet 1: Digital Footprint Cleanup (11-12W6).

### End of lesson

12. Have peers grade each others' digital footprint cleanup efforts. Did they find that their peer did a good job of cleaning up their online presense? Could it be helpful in finding them a job? Talk to students about what they can post that could actually help them get hired: If you wanted to be a \_\_\_\_\_ (any career) what are something you can post or do that would help you get noticed on a Google search (11-12SL2)?
13. Collect and grade: Worksheet 1: Digital Footprint Cleanup
14. Ask students: "What am I learning? Why am I learning it? How can I use it?" This quick assessment can be given throughout or at the end of the lesson. See the attachment: "Three Questions" for a visual that you can display for students.



**Digital Footprint Cleanup**

1. How important are *first impressions* to you? Explain why or provide an example.

\_\_\_\_\_

\_\_\_\_\_

2. Find a news article regarding an individual or individuals who have damaged their career because of something they posted online. Then record the following:

*Title of Article:* \_\_\_\_\_

*Source/Author/Date:* \_\_\_\_\_

*Brief Summary:* \_\_\_\_\_

*Reflection:* \_\_\_\_\_

\_\_\_\_\_

Please staple the article to the back of this paper and/or include the URL here:

\_\_\_\_\_

3. **Pre-Cleanup:** How would you score yourself in your Vanity Google search? (*Googling* yourself)  
How about your Vanity Facebook, Twitter, etc. searches?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Fire me</i> 😞		<i>Neutral</i>		<i>Hire Me</i> 😊

Why? \_\_\_\_\_

\_\_\_\_\_

4. **Post-Cleanup:** How would you score your digital identity?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Fire me</i> 😞		<i>Neutral</i>		<i>Hire Me</i> 😊

Why? \_\_\_\_\_

\_\_\_\_\_

5. **Peer-to-Peer Footprint Check:** How would you score your peer's,  
\_\_\_\_\_ (name) Digital Footprint Cleanup efforts?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Fire me</i> 😞		<i>Neutral</i>		<i>Hire Me</i> 😊

Why? \_\_\_\_\_

\_\_\_\_\_

# Career Lesson - Danger! How to Avoid Tricks & Scams

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone and Activity <b>Day 3:</b> Activity <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Class set of computers with Internet access and printer</li> <li>• Access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Access to the following videos and websites             <ul style="list-style-type: none"> <li>○ News sites and YouTube, or news articles about Internet scams</li> <li>○ Federal Trade Commission’s video at: <a href="https://www.ftc.gov/media/71268">https://www.ftc.gov/media/71268</a></li> <li>○ Assorted movie trailers downloaded to a classroom computer or burned to a disc</li> </ul> </li> <li>• Copies of <i>Safeguarding Your Child’s Future</i> (FTC, 2014) available at: <a href="https://bulkorder.ftc.gov/ShowCat.aspx?s=idt-08">https://bulkorder.ftc.gov/ShowCat.aspx?s=idt-08</a></li> </ul>	
<b>Learning Standards:</b>	9-10R1, 9-10R7, 9-10W2, 9-10W6, 9-10W7, 9-10SL2, CSOD2, CDOS3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	It is important for students to learn about the dangers of replying to scams on the internet so they can protect themselves, prevent financial loss, avoid legal issues, and protect others. This knowledge will help them develop safe and responsible online behavior.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Experts such as teachers and educators, cybersecurity professionals, law enforcement officials, and parental figures can help students learn about online safety and how to protect themselves from scams on the internet. There are also online resources available for students to access to learn about this topic.	
<b>Objectives:</b> Students will learn the dangers that exist when replying to scams on the Internet by evaluating a current-event article on the topic and creating a movie trailer storyboard.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect worksheets. Student participation and use of technology can also be scored based on the lesson procedure.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students should have basic Internet research skills.</li> <li>• Students should have a basic understanding of story structure.</li> </ul>		

## Introduction

1. Begin by reading aloud a current article on the issue of scams on the Internet. This article does a good job highlighting the types of scams that exist: <http://thenextweb.com/insider/2013/01/20/four-new-ways-online-scammers-are-taking-your-money/#!uu6lc>. You may also ask students if they have heard of Internet scams not covered by the article (9-10R1).
2. Discuss the four new ways (as mentioned in the article above) that hackers and con artists can get money via the Internet:
  - Spear phishing: The hacker gets access to your bank account and finds a major bank or credit card you belong to. The hacker emails you, pretending to be that bank/credit-card representative. While pretending to be a bank employee, the hacker tells you that your account has been compromised and ask you to provide your bank account number or other personal information to establish credibility.
  - IT phone calls: Con artists call computer owners, pretending to be Microsoft or Apple support technicians, and convince them that their computers need to be fixed. According to the article, con artists will “walk the victim through a series of tests to ‘prove’ the infections exist on the computer, even though many of them are common [and then] snag a quick \$50 or so from concerned people.”
  - Posing as friends, relatives, even you: Scammers will access your accounts and target your closest friends to convince them to open a virus on their computer. They even message them asking them for money (from you!), declaring that you are in some sort of emergency and need a wire money transfer ASAP.
  - Promising freebies: Scammers will send out links to a virus by emailing victims either a link disguised as something else (such as a free iPad) by completing a poll.
3. Ask students what can be done to protect themselves from these types of scams. Answers include being aware and alert, double-checking before clicking a suspicious link in an incoming email, and even watching what you click and post on social media, since hackers could potentially use it against you.

## Middle of lesson

### Explore CareerZone

4. Use CareerZone to show students how to ensure a website they are visiting is secure. Have students locate the lock icon in the address bar. Then have students locate the “s” after http. Both the lock and the “s” signify “secure.” All secure website will have these symbols in the address.
5. Ask students: How else can you find out if a website is secure or not? Students may or may not be aware of the privacy policies posted on websites to explain how secure these websites are, along with what information is and isn’t collected from users (9-10R7).
6. Next, have students sign in or create a CareerZone account. Discuss why students need to provide security questions for CareerZone and the majority of website accounts.
7. Security questions are a way to identify a user in case they ever forget their username or password. When users create accounts, they get to choose from a variety of security questions to answer should they forget their password. Questions are so personal that it would be difficult for a hacker to know the answer. An example of such a question might be, “What is the name of your first pet?”
8. Tell students: When choosing answers to security questions, it is important that you choose to answer questions that will be easy to remember and won’t likely change in the future. People should also avoid using more than one word and try to use words more than two letters long. This helps ensure that all the answers to questions are consistent and that the answers won’t be forgotten.
9. Next, if they haven’t already done so, have students answer their security questions on their CareerZone account using the tips you provided. They can also change their existing security questions if they wish to.
10. Have students access their favorite website at home and look to see if there is a “lock” or an “s” after the letter’s “http” in the address bar. Then have them read the privacy policy of that website.
11. Have students share their finding with their class the next day. What websites did students go to and did they notice if that site was secure or not secure? For sites that weren’t secure, what are some precautions students should take when they are using that website? (Answer: Be careful not to click unfamiliar links or ads, do not provide any personal information, etc.)

### Activity

12. Divide students into groups and have them complete the Worksheet 1: *Types of Tricks & Scams* by using the article and/or information discussed in the “Introduction” section of this lesson (9-10W6).
13. Each group will be assigned a specific type of scam (choosing from the four on Worksheet 1). Students will fill out as much information as possible on their scam.

14. Students can research further using the Internet or continue to use the article from the “Introduction” section (9-10W7).
15. Next, tell students that they will create a movie trailer based on their group’s type of scam.
16. Show examples of (rated PG or G) movie trailers on YouTube to discuss what movie trailers entail. Students should include the following in their trailers:
  - Relevant and clever movie title
  - Cast of actors (can be famous actors who would be likely to portray the roles in students’ movie trailers)
  - Voiceover or narrator script that provides summarized quotes of what to expect in the film
  - Clips showing the most thrilling events without spoiling the ending
17. Students will come up with the idea for a movie and use a storyboard to script out each different scene of the trailer. The movies should consist of a problem in which a victim gets scammed based on the specific type of scam the group is assigned (9-10W2).
18. *Depending on what resources are available, students can record their storyboard and make a video using any recording device. Students can even edit their video using a smartphone application such as Splice (a free video-editing app) or any editing software available to students.*
19. Next, have the student groups present their movie trailers storyboards (or videos if they made one) to the class (9-10SL2).

### End of lesson

20. Talk to students about [The Federal Trade Commission](#) (FTC), the nation’s consumer protection agency. The FTC works to prevent fraudulent, deceptive, and unfair business practices in the marketplace. Play this video and/or read this article on how to file a complaint with the FTC:  
<https://www.youtube.com/watch?v=3LvMO5UMCI8>
21. Have students write about how each of their movies end. This can be done independently so that each student can voice their own opinion. Conclusions should all be realistic and portray a reactive approach. Students can also write about what could have been done to prevent this scenario so that a sequel to the movie doesn’t need to be made.
22. School-to-home connection: Order copies of *Safeguarding Your Child’s Future*  
<https://consumer.ftc.gov/articles/how-protect-your-child-identity-theft>.

Authors: The CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department’s Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*



**DANGER! Avoiding Tricks & Scams  
On the Internet**

Directions: *Use this worksheet to fill out what each scam consists of  
and what you can do to avoid it.*

**Spear phishing:**

**IT phone calls:**

**Posing as a friend, relative, or you:**

**Promising freebies:**

***What can YOU do to avoid online scams?***

*Movie Trailer Storyboard Template*

A rounded rectangular panel with a double-line border. It contains two horizontal lines near the bottom, intended for a scene description.

A rounded rectangular panel with a double-line border. It contains two horizontal lines near the bottom, intended for a scene description.

A rounded rectangular panel with a double-line border. It contains two horizontal lines near the bottom, intended for a scene description.

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# Career Lesson - Privacy Rivalry

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity, Conclusion, and Assessment	
<b>Grade Level(s):</b> 10-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Class set of computers with Internet access and printer</li> <li>• Access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• PowerPoint: The Social Media Game (included)</li> <li>• Computer with projector</li> <li>• Access to <a href="http://www.piktochart.com">www.piktochart.com</a> (optional)</li> <li>• Newsprint and markers</li> <li>• Worksheet 1: "Privacy Rivalry" (included)</li> <li>• Worksheet 2: "Privacy Rivalry: Group Presentation Recording Sheet" (included)</li> </ul>	
<b>Learning Standards:</b>	9-10R4, 9-10R7, 9-10W6, 9-10SL4, CDOS2, CDOS3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	It is important for students to be able to identify secure vs unsecure websites to protect their personal and financial information from hacking and other malicious activities. Students who can differentiate between secure and unsecure sites can avoid potential scams and protect themselves from malware and viruses, making the internet a safer place for them.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? There are multiple experts that can help educate students on identifying secure versus unsecure websites, including cybersecurity professionals, tech experts, privacy advocates, digital literacy trainers, education technology specialists, academic researchers, and online privacy and safety organizations.	
<b>Objectives:</b> Students will be able to identify secure versus unsecure websites by evaluating and comparing privacy policy statements of popular social media sites and apps.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect worksheets 1 and 2 from students. Worksheet 1 may be collected twice from each student if you would like to grade individual CareerZone work, and the website researched as a group as separate assignments. Infographics may also be collected and graded either as a mandatory or extra-credit assignment.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment "Three Questions" for a visual that you can display for students.</li> </ul>	

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

- Students should have prior experience with creating a personal account on a social media website (e.g., Facebook, Twitter) or a smartphone application (e.g., Instagram or Vine).
- For students who have not created an account on a social media website, the teacher should explain what the process entails.

### Introduction

1. Begin by polling students to see how many of them use social media sites and what age/year they first created such an account.
2. Divide students into groups to play The Social Media Game. Students will see a screenshot of a website and will guess the name of the site (9-10R7).
3. Have groups quietly discuss and write down the name of each site.
4. To ensure that only one group wins, have one person from each group roll a dice to see how many points their guess is worth. Students will roll the dice for every new guess. Reveal the answers after each slide to see which groups are correct.
5. Tiebreaker challenger: Have students name as many additional social media sites as they can. Students can use the PowerPoint slide containing several website logos for ideas. Each answer can be worth a half point.
6. Talk to students about what each of these sites entail. Slide #19 shares some quick and interesting information about the most used social media sites. Have students point out what they find most interesting from this information and why.
7. Next, introduce the concept that all of the sites create many privacy concerns for their users. Ask students what they think some of these privacy concerns could be. For example, ask students: When you enter your personal information into these websites, who can access that information?
8. Tell students that each of these sites (and all sites) have different privacy policies. These policies often are required for websites that collect information so that the user is aware of what is being collected and what can be done with that information.
9. Use the infographic guide for student discussion on social media privacy. <https://dataprivacymanager.net/how-to-protect-your-privacy-on-social-media/>

### Middle of lesson

#### Explore CareerZone

10. Have students access CareerZone and select the privacy policy link at the bottom of the homepage.
11. Have students answer the questions on Worksheet 1. These questions can be completed as a class. Review with students what each question means and look up the answer using CareerZone. Tell students that they must interpret the privacy policy and read carefully to understand what it means (9-10R4).
12. Discuss how CareerZone does not provide student data to outside sources, including schools or the New York State Education Department. All data is collected and maintained in a secure server. The Department of Labor reviews this data at an aggregate level to find out information such as which schools have the most/least students using CareerZone, what are the most/least common grade levels of CareerZone students, and what do students click on first when coming to the website. CareerZone uses this information to help improve the site and address user interests and concerns. Many other websites use data in the same way; however, you must review each site's privacy policy to ensure they do not also share personal information.
13. Point out the “lock” next in the address bar in students' browsers and the “https” written in front of CareerZone's URL. The ‘s’ in https stands for “secure” and the lock is an icon to represent that the website is secure. These items verify the site's security and are used for all secure websites, like CareerZone. This also means that people are not able to easily take data from the CareerZone site through hacking or other means.
14. Talk to students about how reading a website's privacy policy and ensuring a site is secure can help make informed decisions as to whether or not to create an account and share their personal information.
15. Students can create a CareerZone account now that they know their personal information is secure.

#### Activity

16. Divide students into groups (the same groups can be used as those formed in the “Introduction” section). Provide each group with a specific social media website. Use the same sites mentioned in the “Introduction” section, or ones you deem important or most used by your students.
17. Have students review the privacy policy of their specific site. Students should use the Worksheet 1: “Privacy Rivalry” to answer questions about their site. Depending on their site, students may want to provide more information in addition to what is on the question sheet (9-10W6).

18. Provide students with newsprint and markers for them to use to summarize and record key findings. Students will use this as a visual when presenting to their class.
19. An alternative or supplement to Worksheet 1, have groups create their own infographic to describe the privacy policy of their site.
20. Use the web to create an infographic at: <http://piktochart.com>. Please note that a free trial membership is required.
21. Have students present their newsprint and findings to the class. Have students who are listening to the presentations fill out Worksheet 2: "Privacy Rivalry Group Presentation Recording Sheet" to summarize the most important facts from their classmates' presentations. Students will also use the worksheet to circle whether they like (meaning trust) or dislike (wouldn't trust) each website (9-10SL4).

### End of lesson

22. What are some reasons they trust ("like") or don't trust (dislike) each website? Have students discuss what they feel is reasonable usage of their information and what is not. Talk to students about how reading the privacy policy on a website can help them make an informed decision as to whether or not they would provide their personal information.
23. School-to-home connection: Have students talk about what websites they visit during the school day (Wikipedia, Google, etc.) and look up the privacy policy of that website with their parent or guardian. Encourage students to discuss how they feel about sharing personal information online.

Authors: CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

## Privacy Rivalry

**Name:** \_\_\_\_\_ **Group:** \_\_\_\_\_

**Directions:** Find out about a website's privacy policy by answering the questions below

Website name: \_\_\_\_\_

Website URL: \_\_\_\_\_

Organization in charge of website: \_\_\_\_\_

Purpose of the website: \_\_\_\_\_

What information is automatically collected or asked for when you first access the website?

Why is this information collected? \_\_\_\_\_

Who has access to the personal information (name, address, phone number) entered?

What additional information (financial, demographics, website usage, etc.) is collected?

Who does NOT have access to the information you enter (if any). Are there exceptions? \_\_\_\_\_

What data (if any) collected for "commercial purposes" or advertising use? \_\_\_\_\_

**What do YOU think?** Using the information above, would you trust this website? Are there some aspects that you trust while others you do not? How much of your information would you provide on this site? What are the risks vs. rewards for providing such information?

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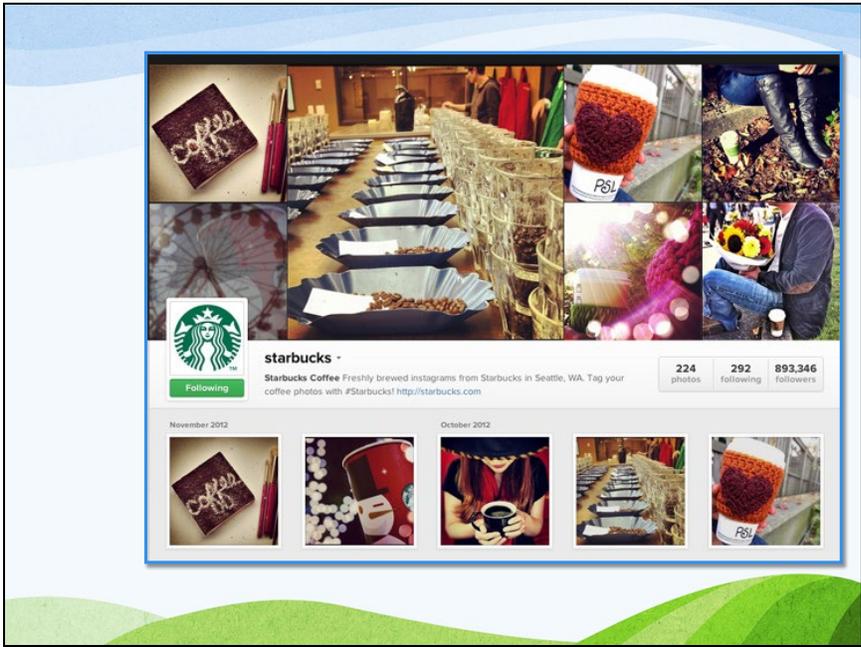
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**Privacy Rivalry - Group Presentations Recording Sheet**

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

Website:

Privacy Policy:

# Career Lesson – Social Media Debate

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>Social media articles</li> </ul>	
<b>Learning Standards:</b>	9-10W6, 9-10SL1, 9-10SL4, 9-10SL6, MST2, CDOS1	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students benefit from assessing the impact of social media on society and work for several reasons: it develops critical thinking abilities, improves digital literacy, enhances understanding of societal dynamics, promotes communication skills, fosters empathy and perspective-taking, and prepares students for future careers. By analyzing social media's effects and forming arguments about its use, students cultivate essential skills that are applicable across various academic and professional settings.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>Career specific</li> <li>Career psychology</li> <li>Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Sociologists offer insights into the societal implications, while media and communication scholars focus on how social media influences relationships and professional environments. Digital marketing professionals can teach about social media marketing strategies and their benefits/drawbacks. Cybersecurity experts educate students on the risks associated with social media, while ethicists examine the ethical implications. HR professionals discuss how social media affects workplace dynamics and provide guidance on professional social media use. Connecting with these experts can be done through guest speakers, workshops, online forums, and educational resources.	
<b>Objectives:</b> Students will be able to assess the effect of social media on society and the world of work and develop and deliver an argument for or against the use of social media.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Assess students using the attached rubric.</li> <li>Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment "Three Questions" for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>Students should be familiar with social media websites such as Facebook.</li> </ul> <b>Introduction</b>		

1. Find two relevant, appropriate news articles on social media issues in today's society. Choose between 1-3 articles that demonstrate social media being used in a positive light and 1-3 articles that demonstrate social media being used in a negative light. Choose articles appropriate for the maturity of your class.
2. Begin with an open discussion on social media by asking the following: What is social media? What are examples of social media? Who uses it? Why do we use it? How has social media changed in recent years? (9-10SL1).
3. Pose the question: Is social media good or bad?
4. Break students up into two groups, distributing pro-social media articles to one group and anti-social media articles to another group. Tell each group that each side is going to read articles and use any other credible sources (if possible) to determine several facts and opinions as to why each group supports its side. \*Note that students must side with their assigned group and not their actual personal opinion of the matter.

## Middle of lesson

### Explore CareerZone

5. After reading the article(s), have students use CareerZone to further explore any occupation(s) discussed in the articles. This will give students a better understanding of their article (9-10W6).

### Activity

6. Have each group of students brainstorm valid reasons why social media has positively or negatively influenced our society (9-10SL4).
7. Guide students as they brainstorm. As a class, discuss key elements that groups should consider when discussing whether or not social media is beneficial. One key element could be employability issues (proving that social media has many times impacted, both negatively and positively, an individual to secure or maintain a job). Another element could be social issues (social media causes a lack of face-to-face communication, which is essential for developing social skills versus the positive effects social media has on networking). Have students identify their own elements without necessarily discussing the positive or negative factors associated with each element (since groups will come up with the factors on their own).
8. Have students prepare for their debate by choosing 1-3 spokesperson(s) and listing valid and credible reasons for why they are for or against social media. Students can use their own experiences, opinions, statistical facts, and the news article(s) to form their reasons (9-10SL6).

## End of lesson

9. Hold a debate. Take an overall vote on the debate of each side and declare a winner. Debrief by asking students why they think the winner was chosen as such. Ask students to point out statements from each side that stood out to them. Discuss any takeaways and what students learned from this lesson and how they will apply it to their lives.

Authors: CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network*

## CareerZone Debate Rubric

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

Position: \_\_\_\_\_

Excellent

Satisfactory    Not Yet

### Participation

Contributed to group work	_____	_____	_____
Positive attitude to work	_____	_____	_____
Spoke in class discussions	_____	_____	_____
Stayed on task	_____	_____	_____

### Preparation

Researched Topic using credible sources	_____	_____	_____
Well-prepared	_____	_____	_____
Stayed on topic	_____	_____	_____
Provided several examples	_____	_____	_____

### Presentation

Chose an effective group leader	_____	_____	_____
Spoke effectively	_____	_____	_____
Eye contact	_____	_____	_____
Provided evidence in statements	_____	_____	_____

# Career Lesson – Text Vs. Email Etiquette

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction; Explore CareerZone; Activity <b>Day 2:</b> Conclusion	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li><i>Your Digital Identity Matters</i> Handout</li> <li>Translating Text worksheet</li> <li><i>Professional Email Etiquette</i> worksheet</li> </ul>	
<b>Learning Standards:</b>	9-10R1, Lifelong Practices of Writers (LPW), 9-10SL1, CDOS2, CDOS3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students need to understand and demonstrate knowledge of digital etiquette by distinguishing between casual text messaging and professional email etiquette. This is important for their communication skills, professionalism, contextual awareness, respect and empathy, and digital citizenship. It helps them develop effective communication skills, maintain professionalism, recognize appropriate tones, and behave responsibly in online communities.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>Career specific</li> <li>Career psychology</li> <li>Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Connecting with experts is key to educating students about digital etiquette. Digital etiquette trainers teach appropriate behavior and best practices. Educators with knowledge of digital citizenship offer guidance and interactive lessons. IT professionals in cybersecurity and digital communications provide insights on etiquette and data privacy. Guest speakers from relevant fields share experiences and explain etiquette's significance. Internet safety organizations like Common Sense Media offer resources and expert support. Engaging discussions and interactive sessions with these experts enhance students' understanding.	
<b>Objectives:</b> Students will be able to demonstrate their knowledge of digital etiquette by analyzing the difference between casual text messaging and professional email etiquette as well as by discussing the impact of social networking.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Collect and grade worksheets.</li> <li>Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>Students will need a basic understanding as to what references are and appropriate ways to ask for a reference.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>Distribute NYSDOL's <i>Your Digital Identity Matters</i> handout to read and discuss with students (9-10R1, 9-10SL1).</li> </ol>		
<b>Middle of lesson</b>		

## Explore CareerZone

2. Have students explore 1-3 occupations on CareerZone. Then, have them make a T-chart of occupations in which having a positive social identity is especially important.
3. Have students journal, using CareerZone, about which occupations they chose and how their career could be impacted if they posted inappropriate or unprofessional things on social media (9-10W4).
4. Integrate more technology by having students find news articles of positive and negative examples of professionals using social media.

## Activity

5. Pass out the *Translating Text* worksheet to participants and have them decode the text messages. Discuss when it can be appropriate to talk in this abbreviated form (with close friends) and when it is not (with your boss or work colleagues). Discuss how many young adults consider email an adult way to communicate and would rather text or use other forms of social media to communicate. However, when it comes time to apply to college or for a job, good email skills are necessary.
6. Distribute the *Professional Email Etiquette* worksheet for participants to read and discuss in groups of 3-4 people.

## End of lesson

7. Review and discuss the responses participants had for Professional Email Etiquette. Address the use of personal email addresses vs. business/professional ones. Why should one avoid using email addresses such as [hotfoxychick@xyz.com](mailto:hotfoxychick@xyz.com), [itsallaboutme@abc.com](mailto:itsallaboutme@abc.com), or [partyanimal@mno.me](mailto:partyanimal@mno.me) when applying for a job? (9-10SL1).

# Your Digital Identity Matters

Technology plays a large role in our everyday lives. The use of email, smart phones apps, and text messaging help us make communications easier *and* more casual. If you want the edge over the competition during your job search than follow these tips below:

## Email Addresses That Aren't Strictly Business

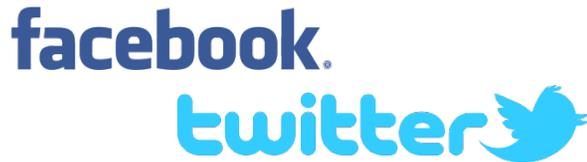
Email is much more than just a method of delivering messages between yourself and potential employers. Your email address can say a lot about who you are. After all, people use their email addresses as an expression of their personalities. They declare their affiliations with political or social groups. Express their love of nature or the environment. Show their devilish side with a feeling a slight anonymity. All of which is fine, for the most part. **However, when it comes to an active job search, less is definitely more.** As in, tell potential employers *a lot less* about your personal life and you'll get a lot more interest.

Your email address should not include:

- References to body parts.
- Religious or political affiliations.
- Obscenities.
- Slang.
- Street-name or nicknames.

The email address used in your job search *should*:

- Be professional.
- Include your full name or something close to it.
- Be checked regularly.



Recruiters and potential employers see the use of inappropriate email addresses every single day.

- It brings the job candidate's judgment into question.
- Offends potential employers or recruiters.
- Subjects the candidate to potential bias - intentionally or not.

## Have Voicemail

Imagine that you are a recruiter or potential employer. You are overloaded with resumes, in addition to your usual duties. A potential job candidate's resume catches your attention and you give her a call, only to discover that she doesn't have voicemail. Will you call her again later? How many times will you call, hoping to catch the candidate before you move on to the next?

The mistake that job seekers typically make regarding voicemail is the use of a less than professional voicemail message. Think of your voicemail message as an audition tape for potential employers. Give them a sample of how you will sound on the phone with their customers. Keep your message simple and eliminate background noise or music and slang.

## Think Before You Post

Protect your personal information and reputation. Anything you post online or send in an electronic message can be sent to anyone else. This includes sites where you may *think* you have privacy controls such as Facebook, Snapchat, or Instagram. But in fact, employers have ways they can look up anything you post online, and messages can be sent and discovered with a click of a button. If you wouldn't post it on a bulletin board at school don't post or send it online or by cell phone! Remember to protect your online identity by reading privacy statements and showing the best you!

## Translating Text

**Directions: Translate the text below.**

#1) I dun knO Y adults R makin such a big deal out of d amt of tym tEnz spNd txtN! It's a gr8 way 2 kEp n tuch w ur fRnds n knO wat ppl r doin n whr dey r.

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#2) dEr Employer,

I wul llk 2 appli 4 d dA tym customer srvc positN I saw advRtized on FB. I hav atachd my resume & hOp u wiL agrE dat ma skilz n intRstz r diRctIE relAtd 2 d positN U hav avail. I wud aPrec8 d opRtunET 2 Met w u n persn 2 discus y I wuld mAk an XLNT employE 4 ur co Ty

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*\*Adapted from Skills to Pay the Bills.*

# Professional Email Etiquette

**Directions:** Provide reasons for each email etiquette listed.

**When emailing people you don't know:**

**Email Etiquette:** Include a subject line that helps the reader.

**Possible Reasons:** \_\_\_\_\_  
\_\_\_\_\_

**Email Etiquette:** Include a greeting (Dear...) and a closing (Sincerely,).

**Possible Reasons:** \_\_\_\_\_  
\_\_\_\_\_

**Email Etiquette:** Use business language, spell check, and avoid abbreviations.

**Possible Reasons:** \_\_\_\_\_  
\_\_\_\_\_

**Email Etiquette:** Avoid using ALL CAPS.

**Possible Reasons:** \_\_\_\_\_  
\_\_\_\_\_

**Email Etiquette:** Do not use jokes, witty remarks, or sarcasm.

**Possible Reasons:** \_\_\_\_\_  
\_\_\_\_\_

**Email Etiquette:** Do not use emoticons (for introductory emails).

**Possible Reasons** \_\_\_\_\_  
\_\_\_\_\_

**Email Etiquette:** Reread before hitting Send.

**Possible Reasons:** \_\_\_\_\_  
\_\_\_\_\_

*\*Adapted from Skills to Pay the Bills.*



# Career Lesson – The Good, the Bad and the Ugly

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction and Explore CareerZone <b>Day 2-3:</b> Activity <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Class set of computers with Internet access and printer</li> <li>• Access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a> <ul style="list-style-type: none"> <li>• Teacher access to: <a href="https://www.teach-ict.com/ks3/year8/information_reliability_bias/information_reliability_spoofs.htm">https://www.teach-ict.com/ks3/year8/information_reliability_bias/information_reliability_spoofs.htm</a> (prior to lesson)</li> </ul> </li> <li>• Access to the suggested websites:             <ul style="list-style-type: none"> <li>○ <a href="http://www.bls.gov/ooh">www.bls.gov/ooh</a></li> <li>○ <a href="http://www.onetonline.org">www.onetonline.org</a></li> <li>○ <a href="http://www.thedogisland.com">www.thedogisland.com</a></li> <li>○ <a href="http://www.zapatopi.net/treeoctopus">www.zapatopi.net/treeoctopus</a></li> </ul> </li> <li>• Small dry-erase boards/markers for each student (optional)</li> <li>• Pen/paper</li> <li>• PowerPoint presentation: “Evaluating a Website” (included)</li> <li>• Worksheet 1: “Evaluating a Website” (included)</li> </ul>	
<b>Learning Standards:</b>	9-10R1, 9-10W6, 9-10W7, 9-10SL1, 9-10SL5, CDOS 2, 3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Learning to analyze websites is crucial for students as it allows them to evaluate content accuracy, relevance, and reliability, develop critical thinking skills, and identify misinformation. It also helps them assess the quality, credibility, and authority of websites, improving their digital literacy. Analyzing reading levels ensures suitability, while assessing user appeal and friendliness helps evaluate usability and accessibility. Ultimately, these skills empower students to navigate online information, make informed choices, and engage critically with digital media.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Connecting with various experts such as librarians, educators, web designers, professors, and research methodology instructors can provide valuable guidance on analyzing websites. These experts offer expertise in evaluating website content, assessing credibility, enhancing digital literacy skills, recognizing misinformation, understanding website design elements, evaluating credibility and reliability, and effective research strategies. By leveraging their knowledge and insights, students can learn to analyze websites effectively.	
<b>Objectives:</b> Students will learn how to analyze websites by evaluating the content, quality, developers' expertise, reading level, and user appeal and friendliness.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect Worksheet 1 from students. Students should also be graded on their presentation skills and participation throughout the lesson.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment</li> </ul>	

“Three Questions” for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

- Students should have prior experience using the Internet as a means to research information.

### Introduction

1. Play Two Truths and a Lie with students by showing them two real websites with real information and one “spoof” website. For a list of spoof websites visit:  
[http://www.teachict.com/ks3/year8/information\\_reliability\\_bias/information\\_reliability\\_spoofs.htm](http://www.teachict.com/ks3/year8/information_reliability_bias/information_reliability_spoofs.htm).
2. For real websites, use strange but true news articles, event announcements, or websites. Students will try to guess which website is fake by writing their answers down on a piece of paper or small dry erase board and then revealing their answers one at a time.
3. Reveal to students which websites are true and which are not. Discuss how some sites are reliable and provide accurate information while other sites are not completely accurate.
4. Tell students that there are several elements that need to be considered to determine whether or not a site is a high-quality, reliable site. These elements can help us decide whether to use the website to find information or whether we should perhaps look for a different site. Elements include content, quality, and developers’ expertise, reading level, and user appeal and friendliness.
5. Show the PowerPoint “Evaluating a Website” and discuss the elements students should consider when looking up information on the web.

### Middle of lesson

#### Explore CareerZone

6. Have students as a class evaluate CareerZone using the elements on Worksheet 1: “Evaluating a Website.” Based on what students learned from the PowerPoint presentation, fill out the first column (CareerZone) by looking at the website and using the criteria in the chart. This will provide students with an example of what they will be doing in the “Activity” portion of this lesson (9-10R1, 9-10W7).

#### Activity

7. Divide the class into groups. Each group will become an “expert” on assigned criteria for evaluating a website. Each group will use Worksheet 1: “Evaluating a Website” to review two websites for their assigned criteria (9-10W7).
8. For large classes, you may double up the groups (8 groups/2 groups will have the same topic).
9. Provide the class with two websites to evaluate. To enhance students’ career development, students can evaluate websites such as: O\*NET Online ([www.onetonline.org](http://www.onetonline.org)) and the National Bureau of Labor Statistics Occupational Outlook Handbook ([www.bls.gov/ooh](http://www.bls.gov/ooh)).
10. You may also choose have students evaluate one high-quality, accredited website and one low-quality or “spoof” website that provides false information such as the “Dog Island” website:  
<http://www.thedogisland.com/index.html> or “Help Save the Endangered Tree Octopus” website:  
<http://zapatopi.net/treeoctopus/>
11. Have students share their researched criteria with the class, allowing other students time to listen and ask questions as well as record what they learned onto the relevant section of the worksheet. Presenters should clearly point out the elements of the website that mark it as reliable or unreliable (9-10SL1).
12. As groups present, have them show the part on the website that they are talking about to the class. This will

allow students to practice making strategic use of visual displays to enhance understanding of presentations (9-10SL5).

### End of lesson

13. School-to-home connection: Have students take this activity home and play Two Truths and a Lie with someone at home. Have them show two websites that are true and then one that is a spoof and see if their family member or friend can guess correctly which one is fake. If he/she is unable to guess correctly, have your student show what he/she learned in class about how to tell a reliable website from one that shouldn't be trusted.

Authors: CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

### Evaluating a Website

**Directions:** Evaluate three websites based on the following criteria: authority, accuracy, currency, and coverage. Each group will be assigned to a specific criteria and report back to the class on their findings.

Name: \_\_\_\_\_ Group # \_\_\_\_\_ Evaluating website for: \_\_\_\_\_

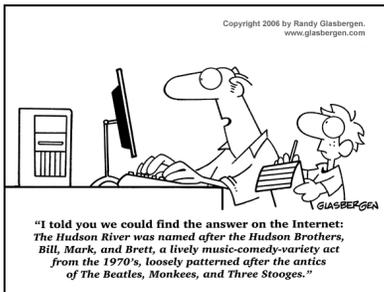
	<b>Website 1: CareerZone</b> <a href="http://careerzone.labor.ny.gov">(<a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a>)</a>	<b>Website 2</b>	<b>Website 3</b>
<b>Authority</b> Is the author qualified? Who is the sponsor of the website? What can you tell from the domain?			
<b>Accuracy</b> Is the information reliable and error free? Does someone verify the information?			
<b>Currency</b> When was the page last updated? How current are the links?			
<b>Coverage</b> What topics are covered? What does this page offer that is not found elsewhere? How in depth is it?			

The Good, the Bad, and the Ugly - PowerPoint  
Slide 1



This website evaluation framework was designed by Susan E. Beck, the Collection Development Coordinator at the New Mexico State University Library

Slide 2



Say: In the research process you will encounter many types of resources including books, articles and websites. But not everything you find on your topic will be suitable. How do you make sense of what is out there and evaluate its authority and appropriateness for your research?

Slide 3



So how can we tell the good from the bad?  
Here is an example of a 'Good' website.

Slide 4



Although blogs sometimes contain researched based practices... we have to be careful as to whether or not all the information included is valid.

Slide 5



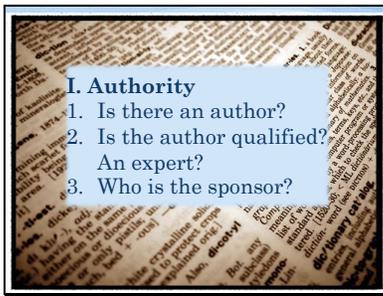
Here is a plain 'ugly' website. Watch out for sites like this that are completely made up like UNCYCLOPEDIA!

Slide 6



How can we tell the difference between the good, the bad, and the ugly? Look for these five elements for evaluation of websites.

Slide 7



**I. Authority – Who is the author of the cite? Is the author an expert? Qualified? Is the page signed? Who is the sponsor?**

Slide 8



Look for a header or footer showing affiliation. You can also look at the URL or the domain. Can someone provide information as to who may be hosting the above

- .gov – gov't agency
- .com – commercial company
- .edu – academic institution
- . Org – non-profit organization

What qualifications or expertise does the individual or group that created the site have?

Slide 9



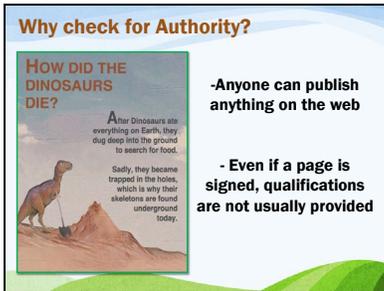
How can we tell this website has authority? Where can we find more information on the author- Karen C. Fox?

Slide 10



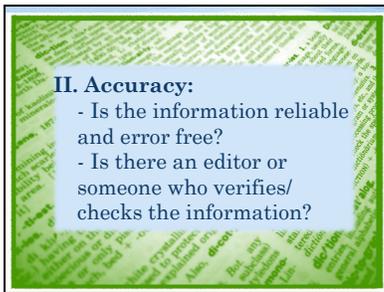
You can use social media to research the expertise, credentials, of the author's expertise in career development

Slide 11



Criterion 3: Expertise

Slide 12



Criterion 2: Accuracy

Is the information reliable and error free? Is there an editor or someone who verifies/checks the information?

Slide 13

**Why check for Accuracy?**



- Unlike traditional print resources, web resources rarely have editors or fact checkers
- Currently, no web standards exist to ensure accuracy
- Anyone can publish anything on the web

Slide 14

**III. Currency**



GOOGLE  
CLASSIC

QUERY: \_\_\_\_\_

WEB  NEWS  VIDEO  MAPS  SHOP

SEND YOUR QUERY TO: GOOGLE INC., 1600 AMPHITHEATRE PARKWAY, MOUNTAIN VIEW, CA 94035, UNITED STATES

PLEASE ALLOW 30 DAYS FOR SEARCH RESULTS

Some websites and resources get updated on the reg. Some of them... haven't been updated in ages!

Check the date the website was last updated. Usually websites with copy write dates that are more than five years old contain out of date information.

Slide 15



**IV. Coverage**

What topics are covered? What does this page offer that is not found elsewhere? How in-depth is the material?



Databases often offer a wide variety of coverage. Jstor and EbscoHost are two databases commonly used to find scholarly articles for school reports. They provide the following type of information:

- ✓ Accurate
- ✓ Tailored to the needs of the user
- ✓ Relevant
- ✓ Immediately understandable
- ✓ Recognizable
- ✓ Brief
- ✓ Trustworthy – balanced
- ✓ Complete
- ✓ Easily accessible

# Career Lesson – Your Digital Footprint

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction and Explore CareerZone <b>Day 2:</b> Explore CareerZone and Activity <b>Day 3:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Class set of computers with Internet access and printer</li> <li>• Access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Projector/SMART Board</li> <li>• Collage materials (magazines, glue, etc.)</li> <li>• “Digital Footprint” worksheet (included)</li> <li>• Access to “Common Sense Media’s Digital Footprint” video: <a href="https://healthpoweredkids.org/lessons/online-safety-for-kids-your-digital-footprint-and-digital-imprint/#:~:text=Your%20digital%20footprint%20is%20made,people%20that%20you've%20shared">https://healthpoweredkids.org/lessons/online-safety-for-kids-your-digital-footprint-and-digital-imprint/#:~:text=Your%20digital%20footprint%20is%20made,people%20that%20you've%20shared</a> and <a href="http://www.google.com">www.google.com</a> (optional)</li> <li>• Copies of <a href="https://www.cisa.gov/sites/default/files/publications/Chatting%20with%20Kids%20Booklet_0.pdf">https://www.cisa.gov/sites/default/files/publications/Chatting%20with%20Kids%20Booklet_0.pdf</a></li> </ul>	
<b>Learning Standards:</b>	9-10W2, 9-10SL2, 9-10SL4, 9-10L3, 9-10R7, Lifelong Practices of Writers (LPW), 9-10W7, CDOS2, CDOS3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Understanding the risks and rewards of posting information online and sharing through text messages helps students make informed decisions about their online presence. Creating a "digital footprint" enables students to see the information they leave behind, including their social media activity and personal details. Identifying risks like privacy concerns and cyberbullying encourages cautious sharing and privacy protection. Recognizing rewards such as self-expression and accessing opportunities prompts intentional sharing. Managing their digital footprint enhances students' digital literacy, enabling them to make informed choices and safeguard their personal information online.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Connecting with experts like internet safety organizations, school counselors, law enforcement agencies, social media/IT professionals, and privacy advocacy groups can help educate students about online risks and managing their digital footprint. These experts offer workshops, presentations, and resources covering topics such as online safety, privacy, cyberbullying, and responsible online behavior. Make inquiries about their availability, resources, and potential costs, and also consider involving parents or guardians with relevant expertise.	
<b>Objectives:</b> Students will identify the risks and rewards of posting information online and sharing through text messages by creating their “digital footprint” to show what they think their online identity will look like in 20 years.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Informally assess student participation throughout this lesson. Also, collect and grade students’ “Digital Footprint” worksheet.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the</li> </ul>	

attachment “Three Questions” for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

- Students should have prior experience with or knowledge about posting information onto social media platforms (Facebook, Twitter, etc.) or Smartphone applications (Instagram, Vine, etc.) and know how to send a text message.

### Introduction

1. Introduce students to the term “digital footprint.” The term describes the trail, traces, or presence that people leave online **(9-10L3)**.
2. Show students this video from Common Sense Media (2013) that explains what a digital footprint is: <https://healthpoweredkids.org/lessons/online-safety-for-kids-your-digital-footprint-and-digital-imprint/#:~:text=Your%20digital%20footprint%20is%20made,people%20that%20you've%20shared>. After students have watched it, have them discuss the video as a class **(9-10SL2)**.
3. Tell students that they can already begin to see their digital footprint by searching their names via Google. Have students do this (either in class or at home) to see some of their digital footprint. They may want to include the city they live in or their school name to populate more results.

### Middle of lesson

#### Explore CareerZone

4. Have students create or sign in to their CareerZone portfolio account and access the Journal module.
5. Now that students have a basic understanding about what a digital footprint is, have them reflect on their past, present, and future online posts inside the Journal module. Students should think about what kind of messages, photos, or videos they posted in the past and whether those posts were harmful or beneficial in terms of how they want to be perceived in the future by training program coordinators or colleges they wish to attend **(LPW)**.
6. Students can also use CareerZone to explore occupations and think about the implications of mean spirited or harassing online posts or images that show them engaging in illegal activities and how this could jeopardize their future career.

#### Activity

7. Tell students: What you post online can be permanent and follow you well into adulthood. That is why it's so important to protect your personal information and reputation. Anything posted online or sent in an electronic message can be searched, copied and passed on and/or seen by a large, possibly invisible and unknown audience. This includes websites and applications where students *think* they have privacy controls, such as Facebook, Snapchat, or Instagram. However, future employers can look up almost anything posted online, even if it's hidden from the public at large.
8. Write a T chart on the front board with the first column titled “Risks” and the second column titled “Rewards.” Highlight the potential risks of posting pictures or information online. Ask: If someone posts a picture involving illegal activities, what would the risk be? Answers can vary from getting kicked off a sports team to more severe consequences, such as getting arrested. Other risks include not chosen for a job applied for or being fired from a job one already has.
9. Have students write down information analyzed during class discussion in a T chart for their notes **(9-10W2)**.
10. Ask students: What happens when a friend posts a picture of me that I don't want anyone to see? Discuss the following: Even though you can “untag” the picture, others can still see it and you are still responsible for what is shown in the picture. Even if you were to report the picture to have a website take it down, others still may have seen it and passed it on. Ask: How could you solve this problem? The answer is to prevent the picture from happening in the first place.
11. Talk about how the settings can be edited so that each picture, post, and comment can be seen by the audience you choose. For Facebook, this would include choosing from Global (Everyone can see), Friends of Friends, Friends, Only You. You can even create specific friends lists to choose to have only some friends view your stuff.
12. Now have students work on the opposite side of the T chart to list rewards of posting to social media. Be sure to discuss positive effects social media can have as well. Ask students: What could happen if someone was

recognized for an award in their community? Discuss with students: Many times, awards are posted online and can appear when someone searches your name or looks up your online profile (if you posted it). As a result, your classmates may recognize and congratulate you on your achievements. In the long-term, it could also be a deciding factor that lands you your dream job. If students are artists or inventors, social media can also be a great way for them to get their creations noticed.

13. Possible take-home activity: Now that students understand the risks vs. rewards of having an online identity, have them draw their 'digital footprint' on the attached worksheet. Students can choose to include photos from magazines or the Internet, comments or quotes, or anything they feel represents their current or their future digital footprint. Students can even use printouts from their social network accounts or include past (or future) statuses that show their accomplishments, goals, and interests (9-10W7).

### End of lesson

14. Have students share their digital footprints with one another or present to the class. Make it into a guessing game by showing a student's footprint and having others try to guess which student it is. You may need to cover up their photo if they included one (9-10SL4).
15. Ask students what they would assume their classmates are like based on just looking at their digital footprints.
16. Debrief by asking students why it is so important to "think before you post." Since posts never go away, anything a student does or says online can affect his or her likelihood of getting a job in the future. On the contrary, presenting themselves in the best light can help showcase accomplishments and memories for any future friend, family member, or employer to see.
17. School-to-home connection: Have students talk with their parents about being online by ordering and distributing free copies of [https://www.cisa.gov/sites/default/files/publications/Chatting%20with%20Kids%20Booklet\\_0.pdf](https://www.cisa.gov/sites/default/files/publications/Chatting%20with%20Kids%20Booklet_0.pdf) , available from the Federal Trade Commission at: <https://bulkorder.ftc.gov/ShowCat.aspx?subcat=Computers+and+the+Internet%3A+Privacy+and+Security> (9-10R7).
18. Take home: Now that students understand the importance of having a "clean digital footprint," have them edit their privacy settings at home or remove any unwanted photos or posts on their social media profiles.

Authors: CareerZone Team, adapted from Common Sense Media

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

## My Digital Footprint

On the Internet, a digital footprint is a term used to describe the trail, traces, or presence that people leave online. That trail you leave online can be searched, copied and passed on and seen by a large, possibly invisible audience.

Take control of your digital footprint by being the “best version of you” both in person and online.

**Directions:** Create your digital footprint by pasting images from magazines or the Internet that show your ideal digital footprint. Images can include status, comments, or photos posted to social networking sites that show the best version of you.



# Career Lesson – Entrepreneurs of Yesterday and Today

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction <b>Day 2-3:</b> Explore CareerZone <b>Day 4:</b> Activity – Factual Narrative or Blog <b>Day 5:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 6-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Materials for researching careers and famous figures (encyclopedias, books, Internet handouts, the Internet)</li> <li>• notebooks/pens/pencils</li> <li>• Access to <a href="http://www.nbcnews.com/id/5519861/ns/business-small_business/t/history-greatest-entrepreneurs/#.U8VBBfdUvA">http://www.nbcnews.com/id/5519861/ns/business-small_business/t/history-greatest-entrepreneurs/#.U8VBBfdUvA</a></li> </ul>	
<b>Learning Standards:</b>	6R7, Lifelong Practices of Writers (LPW), 6W3, 6W7, 6SL5, 6SL6, MST2, CDOS1, SS1	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Exploring a famous entrepreneur's career helps students find inspiration, understand entrepreneurship's evolution, learn from failures, recognize opportunities, and gain insights from personal experiences and advice. It motivates students, showcases changes in the business landscape, teaches resilience, highlights innovative thinking, and imparts valuable lessons for their own entrepreneurial journeys.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Connecting with experts such as business professors, successful entrepreneurs, business consultants, authors, and alumni from entrepreneurship programs can provide valuable outside voices and expert insights on exploring a famous entrepreneur's career and its differences from the present. These experts bring in-depth knowledge, personal experiences, practical guidance, and research-based analysis, which can be accessed through various channels like professional networks, conferences, educational institutions, and online platforms.	
<b>Objectives:</b> Students will be able to explore a famous entrepreneurs' career and draw conclusions about how that career is different from its current form.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Grade student work by what was published online or handed in. Gather links from student work that was done online and allow them to share it with their peers.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <p style="text-align: center;"><b>Prior to This Lesson (Prior Knowledge)</b></p>		

- Students should be somewhat familiar with skills and tasks necessary for 21<sup>st</sup> century jobs so that they can compare those skills and tasks to careers in the past.
- Gather material about several careers for students use as research, if computers are not available for the introduction activity.

### Introduction

1. Divide students into groups and give each group one of the following topics to research: entrepreneurs 100 years careers, 50 years ago, 30 years ago, 10 years ago, and today. Students may need to be briefed on what an entrepreneur is ahead of time.
2. Have groups list facts about careers during their assigned time period. Students can research using books provided by the library or use the Internet (LPW).
3. *Students can use InstaGrok to research their career time period. Instagrok is a search engine in which students can view credible information or access other online websites about the topic that they entered into the search. Access InstaGrok for a new way to learn at <https://www.learnsask.net/instagrok.html>*
4. Debrief students about what each group found, coming to the conclusion that careers have changed drastically from today until now. Have students record at least one fact from each decade that they found most interesting and how it is different from today.

### Middle of lesson

#### Explore CareerZone

5. Assign students a famous entrepreneur who has completed a notable career prior to today's technology revolution. Examples could be Henry Ford, Thomas Edison, Benjamin Franklin, etc. Be sure to include more recent figures as well, though they should be figures who have completed the majority of their careers. These could include Steve Jobs, Oprah Winfrey, Michael Jordan, etc. For more ideas on great entrepreneurs of yesterday and today visit: [http://www.nbcnews.com/id/5519861/ns/business-small\\_business/t/history-greatest-entrepreneurs/#.U8VBBfIdUvA](http://www.nbcnews.com/id/5519861/ns/business-small_business/t/history-greatest-entrepreneurs/#.U8VBBfIdUvA)
6. Have students research their chosen figure by concentrating on the hobbies, talents, education, accomplishments, and careers of that notable person (6W7).
7. *Students can convey this information by using ThingLink, an online tool that allows students to make visual presentations from one picture. Students can include a picture of their figure and then tag any area of those pictures to add in their facts. As students gather their resources, have them create a <https://www.crunchbase.com/organization/mentormob>. This is an online tool that allows students to enter multiple websites and view them in a playlist-like feature (6SL5).*
8. Students must choose the main (or most interesting) career that their chosen figure held and then research that career further by comparing and contrasting the career between the earlier time period and today (6R7).
9. Have students gather relevant information from multiple print and digital sources and assess the credibility of each one in conducting their research (6W7).

#### Activity

10. After students understand the difference between their assigned career in their figure's time period and today, as well as have a good idea as to who that famous person is and what he or she did, have students write a factual narrative of what it would be like for that figure to work in today's technological world (6W3).
11. *Students should first create an outline using their ThingLink and MentorMob as references and then begin constructing their writing, allowing time for editing and revising (LPW).*
12. *As an alternative to a writing assignment, have students create a blog, add a page to a class wikispace, or add their writing to their journals in the My Portfolio section of CareerZone (LPW).*

### End of lesson

13. Debrief with students how careers have changed over history. Ask students to use their researched entrepreneur to provide examples. Ask how careers might change in the future. To further student discussion

show this Did You Know? video [http://www.youtube.com/watch?v=YmwwrGV\\_aiE](http://www.youtube.com/watch?v=YmwwrGV_aiE) that discusses how careers will change in the future. **(6SL5)**.

Authors: The CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

# Career Lesson – FAMOUS ENTREPRENEURS

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 6-10	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Printer and Speakers (attached to computer)</li> <li>• Poster board/magazines/markers</li> <li>• CD player</li> </ul>	
<b>Learning Standards:</b>	6R7, 6W4, 6W5, 6SL1, 6SL5, ARTS1, CDOS1, CDOS2, SS1	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Researching famous American entrepreneurs is essential for students as it provides them with real-life examples and practical applications of entrepreneurship principles. By studying the careers of famous entrepreneurs, students gain insights into the challenges, successes, and strategies employed in the real business world.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? To bring in external perspectives on researching and understanding famous American entrepreneurs, you can seek guidance from experts such as business historians, business ethics specialists, industry specialists, entrepreneurship professors, business mentors or advisors, and archivists or librarians. These professionals can provide insights into the historical context, cultural influences, ethical considerations, industry-specific challenges, academic expertise, practical advice, and access to research resources. Reach out to them through appropriate channels like universities, research institutions, industry associations, or professional networks.	
<b>Objectives:</b> Students will be able to demonstrate an understanding of famous Americans' entrepreneur by using several resources to research aspects of the famous person's career.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Students will create a poster with a motivational slogan or phrase reflecting the famous person's contribution to society for students to use as they present their rap to the class. (Example for Martin Luther King, Jr.: He was a preacher – He preached peace and equality to all). The slogan or phrase could also be a direct quote from the famous person who was researched ("I have a dream..."). However, if possible, the poster shouldn't give away the famous person's identity (<b>6SL5</b>).</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)		

## Prior to This Lesson (Prior Knowledge)

- Students should be familiar with forms of poetry (limericks, haikus, etc.) and conventions of poetry, such as rhythm and end-rhyme.

## Introduction

1. Ask students, “What is an Entrepreneur?” Explain that an entrepreneur is a person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so. Ask students to name entrepreneurs they have heard of. Next, each student will select a famous entrepreneur to research his or her background and contributions to society (early life, education, career, achievements, and contributions).
2. Allow students to use the Internet to browse for Americans they may be interested in researching. Encourage students to research Americans involved in the technological revolution in the 21<sup>st</sup> century. Students should list several options and then use their own methods to decide on one American to research (6W4).

## Middle of lesson

### Explore CareerZone

3. Students will use CareerZone to research the following aspects of the famous person's career: career title, definition, tasks, interests, skills, abilities, knowledge, education, school subjects, and wages (6R7).
4. Have students create some sort of graphic organizer to organize their research and notes. This graphic organizer could include a web-like chart or a table chart. For differentiated instruction, provide students with a template (6W5).

### Activity

5. Students will be writing a rap about a famous person's career – play a sample rap to illustrate the project. For older students, one of the *Epic Rap Battles of History* YouTube video series may work. An appropriate choice may be the clean version of “<https://www.youtube.com/watch?v=gJ1Mz7kGVf0>” episode. \*Prepare to show YouTube video ahead of time to ensure video is appropriate for students' ages.
6. Students will write a rap incorporating the following components:
  - Name of famous person
  - Background (early life, education)
  - Career
  - Philanthropy- How the famous person made a difference to society through his/her career
  - One other difference the famous person could have made to society
  - Based on asking students the following question: If you had the famous person's career, what difference in present society would you want to make through this career?
  - One obstacle the student would face in trying to make this difference in present society and how the student can overcome this obstacle
  - What the student likes about the famous person and why
7. You may want students to work in pairs or small groups and choose one of the famous people they researched to write a rap about (6W4).
8. Discuss with students strategies for writing a rap. (Does it rhyme, have rhythm, incorporate a theme, include a chorus, and include more than one person?) Also discuss with students how raps are different or similar to other forms of music and poetry. Brainstorm types of poems that students know about and can use as their rap (for example, an acrostic, limerick, or haiku poem) (6SL1).
9. Tell students that they will be presenting their raps to the class. You may want to offer them the option to prerecord their rap to account for less-outgoing students. A good computer program for this is Garage Band. Other students may want to prepare by finding a beat to play while they rap over it live for the class. Again, students may choose to perform in groups.

## End of lesson

10. Debrief students by playing a game of Guess Who? As one student presents his/her rap, have other students try to guess which famous American that student selected. Have the presenting student choose one classmate at a

time to ask one yes-or-no question about a characteristic of the famous person in question. (Questions might include the following: Is the person a male/female? Is she alive/dead? Did he/she invent something? Did he/she own a business? Depending on your class and time, allow each student to be asked three to five questions.

# Career Lesson – Mind Your Own Business

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity – Create Business Plan <b>Day 4-5:</b> Activity – Create Business Fair Materials <b>Day 6:</b> Conclusion – Business Fair <b>Day 7:</b> Assessment	
<b>Grade Level(s):</b> 7-10	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Pen / Paper</li> <li>• Markers / Construction Paper</li> </ul>	
<b>Learning Standards:</b>	7R7, 7W2, Lifelong Practices of Writing (LPW), 7SL1, 7L6, MST2, CDOS1, SS4	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Participating in a technology-enhanced business simulation enriched with social media and effective advertising is important for students. It provides real-world practice, helps develop technological competence, enhances social media and digital marketing expertise, teaches adaptation to evolving advertising approaches, aligns with industry expectations, and fosters collaboration and problem-solving skills. These benefits prepare students for marketing careers in the 21st century.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? To gain insights from experts on marketing through business simulations, connect with academics, marketing professionals, business consultants, industry associations, technology providers, and social media influencers. Reach out through professional networks, attend conferences, use social media platforms, or contact them directly. Respect their time and clearly state your purpose for seeking input.	
<b>Objectives:</b> Students will be able to demonstrate their knowledge of marketing a business in the 21 <sup>st</sup> century by participating in a business simulation that is enriched with technology, social media, and effective advertising.	<b>Assessment:</b> <ol style="list-style-type: none"> <li>1. Debrief with students by discussing how they felt, what they learned, what they liked, and what they disliked about the simulation. Were any two businesses exactly the same? Which businesses were similar? Talk about how these businesses could be competitors or partners and pros and cons of each.</li> <li>2. Ask students to reflect in their journal (in CareerZone or in another journal) about the business fair. What could they change about their company to compete with similar companies? What things would they keep the same? (7W2).</li> <li>3. Use the following handout as a rubric for grading all activities within this lesson plan. It is a simplified rubric that leaves room for any modifications that you may have made to this lesson plan for grading.</li> <li>4. Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three</li> </ol>	

Questions” attachment for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

- Students should be somewhat familiar with vocabulary typically used in business marketing. Some terms include: product, occupation, advertising, target audience, logo, and slogan. Students should be comfortable with using Microsoft Word and/or Microsoft Publisher along with other basic computer skills.

### Introduction

1. Break students into 3-5 groups. Give each group a specific but well-known business.
2. Use companies that complement the culture and interests of your students. Examples could include Facebook, Apple, Verizon, SONY, MTV, and Disney. Come up with this list as a class before assigning students a specific topic.
3. Instruct each group to list as many details as they can about that company. Brainstorm first with the class what types of details you mean. Examples include products that company sells, occupations within that company, popular commercials associated with the company, what its logo looks like, a slogan that is used, the target audience for that company, associated media and famous people, its competitors, its partners, etc. (7SL1).
4. Discuss unfamiliar vocabulary and have students use and record these terms throughout this lesson (7L6).
5. Have groups share their company details. Encourage other students not in the group to add to and reflect on what each group says (7SL1). Students should come to the realization of all the effort that companies put into creating a business and the influence technology has on outreach for these companies.
6. Tell students that they are going to be an entrepreneur and they are going to create a mock business that uses all of the same strategies that these real businesses use.

### Middle of lesson

#### Explore CareerZone

7. Have students access CareerZone. Point out the career clusters on the main page and their purpose.
8. The clusters group occupations together within common industries that require similar skills, interests, and abilities.
9. Allow students time to explore occupations to spark ideas for their business. Give students enough freedom to pick any desired business they choose if it is realistic (7R7).
10. Model with students how they can create their business by exploring the list of occupations, combining certain occupations, or perhaps choosing an entire cluster. Remind students that the more their business does—the more work that will be required for its success.
11. An example could include: “I am interested in the arts and humanities. Favorable occupations within that cluster are jewelers, dressmakers, and fashion designers. Therefore, I want to create a business that incorporates all these occupations.”
12. It is recommended that this project should be done in groups or pairs, depending on the demands of the classroom.
13. Have students draft ideas for their business in the journal section of CareerZone (LPW).
14. Students can date and title their journal and print it out at the conclusion of this activity. Be sure students with created accounts add any occupations that interest them to their list of favorites.

### Activity

15. Students will create a business plan. Challenge students by allowing them to come up with their own business plan, components, and advertising. All students should have their business plan completed in a formal outline and approved by the instructor before moving forward.
16. Business plans must include a name for the business, date established, location(s), logo, slogan, products (if any), and target audience.
17. Additional information may include number of employees and the occupation titles that they hold, net worth, minimum/maximum salaries given, etc.
18. Students will also create a marketing/advertising plan for their business. This may include a slogan or song, a commercial, billboards, posters, online website, etc. Students can choose a unique product to focus on for their campaign, or the business as a whole (7L6).
19. Announce to students that their company is invited to the Annual Mock Business Fair, where they will have an opportunity to show their business to the class. Students will begin to execute their business plan by imagining a product for their business and outreaching that produce to customers. Allow students to pick between 2-3 pieces of their business plan to complete to show off their business during the Mock Business Fair.
20. Encourage teamwork by dividing tasks evenly among group members.
21. Return to the computer lab to allow students to begin creating materials for their business fair.
22. All students should begin by creating a business card and informational brochure or factsheet to distribute to each of their classmates that visit their “booth” (aka desk) (LPW).
23. The remainder of this project can be fulfilled outside of class.
24. Instruct students to create more materials to showcase their business. Remind students that it is essential that a booth has a sign.
25. *Encourage students to create these signs using Microsoft Word or any familiar design programs or online tools that they have access to.*
26. Their sign should also include their business slogan and logo, which can be drawn or computer generated, given students’ experience with design programs. Discuss with students the importance of keeping the design of your business consistent. For example, the sign should also match the business card and brochure. Ask students why they think this is important. (LPW).
27. *Students will create an advertisement for their business. This will attract other companies (aka students) to their company’s booth. Students will do this by incorporating technology whenever possible to their booth. They can:*
  - *Record a commercial: Students can use their cell phone to create a mock commercial and market it by sending it to their classmates’ phones.*
  - *Create an app: Have students create the landing page for their company’s app. This is the page that customers find when they search for their company in the App Store.*
  - *Produce a song: Students can use their cell phone or any other recording device to produce or record a song that fits the goals of their company. Students can also choose to use an existing song by buying the rights for it and playing it during the Mock Business Fair.*
  - *Use social media: Have students create Facebook or Twitter pages for their mock company. Instead of encouraging students to create fake accounts, have them find templates using the Internet and alter these templates to fit their company profile (LPW).*

### End of lesson

28. Hold the business fair. Students will come prepared with everything they will need to showcase their materials. Allow time for students to set up their “booth” in an organized and appealing fashion prior to their presentations (7SL2)

Authors: CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department’s Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

Student : \_\_\_\_\_ Date Presenting: \_\_\_\_\_

**Business Plan Rubric**

Points	Participation in Discussion	CareerZone	Preparation	Technology and Materials	Presentation
<b>Outstanding 4 Points</b>	Participated fully in classroom discussions.	Fully incorporated ideas and research from CareerZone into the project.	Prepared for the presentation by following all required directions as well as incorporated own ideas.	Used originality to create multiple materials for this project as well as incorporated technology.	Spoke loudly, enthusiastically, concisely, and effectively when presenting information such that listeners can follow attentively.
<b>Very Good 3 Points</b>	Somewhat participated in class discussions.	Student somewhat incorporated ideas and research from CareerZone into the project.	Somewhat prepared for the presentation by following all required directions, excluding some of the student's own ideas.	Used originality to create some materials for this project but could have incorporated more technology.	Spoke effectively, while lacking in one of the areas mentioned above.
<b>Satisfactory 2 Points</b>	Student barely participated in class discussions.	Student barely incorporated ideas and research from CareerZone into the project.	Student prepared for the presentation but did not follow several required directions.	Student lacked originality and effort when creating materials and utilizing technology.	Somewhat spoke effectively, lacking in two of the areas mentioned above.
<b>Unsatisfactory 1 point</b>	Student did not participate in opening discussion.	Student did not incorporate ideas and research from CareerZone into the project.	Student did not prepare for the project.	Student showed no originality and effort when creating materials and utilizing technology.	Lacked effective speech by missing at least three of the areas mentioned above.

**Comments:**

**Total: \_\_\_\_\_/20 points\***

# Career Lesson – Practicing Philanthropy

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone and Activity <b>Day 3:</b> Activity (there will be a gap between lesson days 3 and 4 to allow students time to do out-of-class work) <b>Day 4:</b> Activity (presentation), Assessment, and Conclusion	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Class set of computers with Internet access and printer</li> <li>• Access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Access to the Vodafone Foundation's <i>Making a World of Difference</i> available at: <a href="http://www.youtube.com/watch?v=6WzRtWb70Qs">http://www.youtube.com/watch?v=6WzRtWb70Qs</a></li> <li>• GenerationOn's list of ways to make a difference at: <a href="http://www.generationon.org/global/65-ways-make-difference">http://www.generationon.org/global/65-ways-make-difference</a></li> <li>• Youth Service America's YOUth Changing the World Toolkit: <a href="https://engage.youth.gov/resources/youth-changing-world-your-service-project-toolkit">https://engage.youth.gov/resources/youth-changing-world-your-service-project-toolkit</a></li> <li>• Service learning resource from the New York Education Department: <a href="https://www.nysed.gov/edtech/educator-resources">https://www.nysed.gov/edtech/educator-resources</a></li> <li>• Chalkboard or chart paper (chalk/markers)</li> </ul>	
<b>Learning Standards:</b>	9-10R7, Lifelong Practices of Writers (LPW), 9-10SL1, 9-10SL2, 9-10SL5, 9-10L4, CDOS1, CDOS2, CDOS3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students should learn to appreciate the benefits of service-learning by choosing a meaningful cause and carrying out a service-learning project. This enables personal growth, as they develop empathy and civic responsibility. It also allows for real-world application of knowledge and skills, promotes community engagement and connection, facilitates skill development, enhances emotional intelligence, and offers career exploration opportunities. Ultimately, service-learning encourages students to make a positive impact on society.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? To gain expert insights on service-learning and its significance for students, consider connecting with various professionals. These include service-learning organizations, educators/researchers specializing in the field, nonprofit leaders, community leaders, students/alumni with service-learning experience, and policy experts/policymakers. Each of these experts can provide unique perspectives, research-based insights, practical knowledge, and first-hand experiences to support your understanding and advocacy for the importance of service-learning for students. Approach them respectfully and clearly communicate your needs to benefit from their expertise.	

**Objectives:** Students will learn to appreciate the benefits of service-learning experiences by identifying a cause that is meaningful to them and developing and carrying out a service-learning project.

**Assessment:**

- Collect students' service-learning presentations.
- Use the rubric (included) for scoring students' service-learning effort, commitment, and presentation.
- Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment "Three Questions" for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

**Prior to This Lesson (Prior Knowledge)**

- Students should have some general familiarity with designing and executing a project, including the steps necessary to go from planning to implementation.

**Introduction**

1. Introduce students to the term "service learning" by writing the term on the board. This area can later be used as a center point for pictures and objects to represent students' future service-learning experience.
2. Under the word 'service' write the word "volunteer." Tell students that Service Learning is a lot like volunteer work. Share ideas on what volunteer work is and examples of volunteer work students have done in the past. Volunteer work can range from helping a younger sibling with homework to working at a soup kitchen or holding a food drive.
3. Now talk to students about how service learning is similar to and different from volunteer work. Ask: If the service component refers to volunteer, what does the learning aspect refer to? Learning is the piece that comes after or while the volunteer work is taking place. It is an internal piece of knowledge, responsibility, and skill acquired based on the volunteer work performed (9-10L4).
4. Students utilize the skills and knowledge they are acquiring in their classes to make a positive difference in their schools or communities. Service learning provides real life application of academic knowledge and skills to real life community or school needs.
5. For service learning projects, students will not only volunteer, but also document and reflect on what they learned from the experience. Ask students why documentation is such an important element to their service learning work.
6. There are several quality videos available on the Internet (TeacherTube, YouTube, etc.) that demonstrate positive service learning experiences for students. For example, you could use the Vodafone Foundation's *Making a World of Difference* short video available at <http://www.youtube.com/watch?v=6WzRtWb70Qs>. Show and discuss a video or two and ask how students feel after viewing (9-10SL2). Are they inspired? Are they motivated?
7. Also, talk to students about the term *philanthropy*, comparing it to Service Learning and entrepreneurship. What famous entrepreneurs have specific philanthropies? Research as a class or assign as a homework assignment for students to find out. Conclude by discussing how students would develop a similar project in the future.

**Middle of lesson**

**Explore CareerZone**

8. Have students find occupations that match their interests and/or work values by completing the Assess Yourself tool in CareerZone. Students can use this information to apply to their service learning project. For example, students interested in teaching careers may want to develop a project around education (tutoring students or assisting in a cause that supports global education organizations) (9-10R7).
9. Brainstorm with students the types of occupations and relevant volunteer/service learning activities that people in that occupation could participate in (9-10SL1).

**Activity**

10. Now that students have a better understanding of what service learning is, have them further brainstorm actual projects they could develop and carry out.

11. Talk to students about the different categories of service learning that exists:
  - Raising Awareness: Helping your peers, adults, and your community be informed about and understand important issues in order to change behaviors. Example: Handing out fliers, hosting debates, etc.
  - Active Service: Taking actions that directly address a human, community, or environmental need. Examples: Cleaning up parks, helping an elderly person with basic chores, etc.
  - Advocacy: Using your voice and joining others to promote solutions that change policies and laws. Example: Visiting your state or local representative to lobby for a new law or regulation.
  - Philanthropy: Giving and generating funds and in-kind resources to meet an important social need. Examples: Blood drives and car washes for charity.
12. Have students identify additional examples of each type listed above. Ask students what types they prefer to engage in and why.
13. To help students develop more ideas, visit GenerationOn's list of ways to make a difference at <http://www.generationon.org/global/65-ways-make-difference>.
14. Students should choose 1 project and develop a plan for that project. Have students gather a planning team, if necessary.
15. Have students print and complete this interactive service-learning guide provided by Youth Service America (YSA) to help implement a meaningful project: <https://engage.youth.gov/resources/youth-changing-world-your-service-project-toolkit> (LPW).
16. Talk to students about "outreach." Outreach is a critical component to service learning in that students will need outside sources to participate in their project. Outreach can include recruiting other volunteers, fundraising, or contacting media or even public officials. For more information on how students can do outreach, use YSA's service-learning guide (link above).
17. Have students document and implement their plan. See page 15 of the guide for final steps before implementing their project.
18. Once projects are completed, have students create and give a presentation that includes pictures as well as the challenges and achievements of their projects. They should show that they have reflected on their experience, and they should identify several things that they learned as well as how they anticipate the project will impact their future lives. They will present this information to the class using one or more of the following methods (9-10SL5):
  - Blog
  - Videos
  - Personal journal
  - Small and large group discussions
  - Interviews
  - Group journal
  - Photo essays or collages
19. Students can also share with the class how one could replicate their project and gather ideas from the class for how to improve an area of their project.
20. Lastly, students should celebrate their success and thank their supporters. Acknowledge students' hard work by declaring a Pizza Party Day or printing certificates of achievement.

## End of lesson

21. Ask students:
  - When and where can you do your project again?
  - How can other groups and individuals get involved?
  - How can you get more friends and youth involved?
  - Can you create and reach even more project goals?

Author: CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

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

**Rubric: Service-Learning Project**

Points	Participation in Discussion	Preparation	Commitment	Creation Item	Presentation
Outstanding 4 Points	Participated extensively in classroom discussions.	Student prepared for the presentation by following all required directions as well as incorporated their own ideas.	Extensively committed to their project by working well and often with their team.	Used originality to create their item(s) for this project, as well as incorporated strong visuals and technology if necessary.	Spoke loudly, enthusiastically, concisely, and effectively when presenting information such that listeners can follow attentively.
Good 3 Points	Participated in several class discussions.	Student prepared for the presentation by following all required directions.	Student was committed to their project by working with their team and showing involvement when needed.	Student used originality to create several materials for this project.	Spoke effectively, while lacking in one of the areas mentioned above.
Needs Improvement 2 Points	Somewhat participated in class discussions.	Somewhat prepared for the presentation.	Somewhat committed to the project by working with the team.	Showed some originality and effort.	Somewhat spoke effectively, lacking in two of the areas mentioned above.
Unsatisfactory 1 point	Did not participate in opening discussion.	Student did not prepare for the project.	Student was not committed to their project, did not work with their team to the best of their ability nor showed involvement.	Students showed no originality and effort when creating materials and using technology.	Lacked effective speech by missing at least three of the areas mentioned above.

Total: \_\_\_\_/20 points

Comments:

# Career Lesson – Checking In

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <i>(For multiple day lessons, each day consists of one 30-50 minutes class period.)</i> <ul style="list-style-type: none"> <li>• <b>Day 1:</b> Introduction/Explore CareerZone</li> <li>• <b>Day 2:</b> Activity/Conclusion</li> </ul>	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Print Checking Unit for student assessment: <a href="http://financeintheclassroom.org/downloads/CheckingUnitLessonPlans.pdf">http://financeintheclassroom.org/downloads/CheckingUnitLessonPlans.pdf</a></li> <li>• Checking Account Items handout (Print one to use as an overhead; print additional copies for each student.)</li> <li>• Worksheet 1: Budget Worksheet</li> <li>• Worksheet 2: Checking In</li> <li>• Access to an online banking website such as <a href="https://www.bankofamerica.com/onlinebanking/online-banking.go">https://www.bankofamerica.com/onlinebanking/online-banking.go</a></li> </ul>	
<b>Learning Standards:</b>	9-10R7, Lifelong Practices of Writers (LPW), 9-10W7, 9-10L3, CDOS2, CDOS3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Teaching students how to write checks, balance a checkbook, and deposit checks into a checking account is important for their financial literacy and preparation for adulthood. It equips them with practical money management skills, fosters financial independence, helps avoid financial mistakes, and prepares them for various adult responsibilities. By learning these skills, students become more confident in managing their finances responsibly and function as responsible citizens in the future.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? To gain outside perspectives on teaching students' financial skills like writing checks and balancing a checkbook, consider connecting with experts in financial education, personal finance, or financial literacy. Personal finance educators can offer insights and practical strategies for implementing financial education in schools. Financial literacy organizations can provide experts who speak about the importance of teaching financial skills and its impact on students' well-being. Financial planners or advisors who work with young adults can explain the practical aspects and benefits of these skills. Banking professionals can share insights on the relevance of these skills in real-world banking, while academic researchers can offer evidence-based insights on the long-term benefits of teaching financial skills. When reaching out, explain your purpose and request their expertise or an interview in a polite and concise email, being specific about the topic, goals, and how their insights can contribute.	
<b>Objectives:</b> Students will be able to write checks, balance a checkbook and deposit a check into their checking account after practicing different scenarios of check writing.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect Worksheet 1 from students.</li> <li>• For a full assessment, have students complete these worksheets: <a href="http://financeintheclassroom.org/downloads/CheckingUnitLessonPlans.pdf">http://financeintheclassroom.org/downloads/CheckingUnitLessonPlans.pdf</a></li> </ul>	

- Ask students: “*What am I learning? Why am I learning it? How can I use it?*” This quick assessment can be given throughout or at the end of the lesson. See the Three Questions attachment for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Introduction

- Show students copies of three different checking account items: a check, a check register, and a deposit ticket (attached). Ask students what the three items have in common. Then differentiate between the three and discuss the purpose of each (9-10L3).

### Explore CareerZone

1. Say the answer: **Item 1: check.** *A check is a piece of paper that tells a bank to pay the holder a certain amount of money. If your aunt gives you a check for \$10 for your birthday, you would bring the check to bank to cash it in. The bank would take \$10 from your aunt's account and give it to you.*

Point out and discuss parts of a check including: check number, memo line, etc.

Then define checking account: *an account held at a financial institution that allows for withdrawals and deposits.*

2. Ask: “*How do we keep track of money coming into a checking account and going out of it? What happens when we write a check to someone who has not yet cashed it? What happens when they cash it?*” To ensure there is enough money in the account, we must balance our checkbook using **Item #2: check register.**

Provide an example of how to fill out a check register. Call on students to write a given amount on the overhead's check register.

3. Ask: “*How do we put more money into our checking account?*” Using **Item #3: deposit ticket**, point out different parts of the deposit ticket.

### Middle of lesson

4. Use CareerZone's Dollars & \$ense Budget tool (either as a class or independently) (9-10R7).
5. Have students use Worksheet 1 to record the amounts of rent, utilities, etc. They will use these recorded amounts in the next section of this lesson (9-10W7).

### Activity

6. Have students use information found and recorded on Worksheet 1 to complete Worksheet 2: Checking In (attached).
7. Next, print blank copies of Blank Checks handout (used in Introduction). Students will now use their own prices to determine how they want to save and spend their money! Have students write in any amount of money on each item and explain (on the back or below the item) how and why they wrote that amount. Encourage students to be creative! (LPW).
8. *Integrate technology by discussing how the Internet and/or smartphones have influenced banking. What are the benefits and risks of banking online? Why must students still keep a check register even if they have online banking? As a class, visit and discuss an online banking website such as <https://www.bankofamerica.com/onlinebanking/online-banking.go>.*

### End of lesson

9. Have students share how they filled out their three items.
10. Conclude by discussing the difference between a checking and savings account. “Although we only talked about checking accounts today, notice that we applied it to a variety of everyday items. In contrast, savings accounts are to accumulate funds for future needs. These accounts are also used to pay for expenses that come up due to emergencies or larger expenses. To continue talking about savings with students, continue to CareerZone's *Pledge to Save* lesson,” located in CareerZone's Lesson Plan database.

Checking Account Items

1

Jane & John Doe  
555 Saveland Ave.  
Acneville, WI 54321

123

DATE \_\_\_\_\_

PAY TO \_\_\_\_\_ \$ \_\_\_\_\_  
THE ORDER OF \_\_\_\_\_ /00 DOLLARS 

**The Mint Savings & Loan**

MEMO \_\_\_\_\_

⑈001123451 ⑈23 12 3456⑈ 123

2

NUMBER	DATE	TRANSACTION DESCRIPTION	PAYMENT/DEBIT (-)	CODE	FEE (-)	DEPOSIT/CREDIT (+)	\$

3

**DEPOSIT TICKET**

**IMA STUDENT**      07-02  
123 YOUR STREET    555-6789  
ANYWHERE, USA    12345

CASH ▶  
97-7751/3243  
1

DATE \_\_\_\_\_  
DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE IF CASH RECEIVED FROM DEPOSIT

OR TOTAL FROM OTHER SIDE

TOTAL ITEMS     SUBTOTAL ▶  
LESS CASH ▶

NET DEPOSIT \$

**AMERICA FIRST**  
CREDIT UNION      P.O. Box 9199  
Ogden, UT 84409  
www.americafirst.com

⑆324377516⑆74600000000 0⑈ 0011

## Budget Worksheet

<i>Category</i>	<i>Budget</i>
Housing (rent/mortgage).....	_____
Utilities.....	_____
Food.....	_____
Entertainment.....	_____
Wardrobe.....	_____
Transportation .....	_____
Healthcare.....	_____
Miscellaneous .....	_____
Phone.....	_____
Savings for emergencies.....	_____
Total .....	_____

\* Multiply **Total** by 12 to get annual living expenses = \_\_\_\_\_

## Checking IN

**Directions:** Visit *CareerZone's Dollars & Sense Budget Tool* and chose whether you would like to live in a one-, two-, or three-bedroom apartment and determine how much it would cost in your area. Then use the check below to practice writing a check for rent. According to your lease you must pay by the first of every month to your landlord named Henry Cash.

## Writing a Check

You are buying for a pair of jeans at The Mart for \$27.83.

Learn how to correctly write the check below by following these 6 simple steps.

- 1. Enter the date** in the blank in upper right corner. Include the month, the date, and the year. You can write out the date, January 4, 200X or you can use all numbers 01/04/0X. **Using your keyboard, type in the date and press enter to continue.**



Jane & John Doe  
555 Saveland Ave.  
Acmeville, WI 54321

DATE \_\_\_\_\_ 123

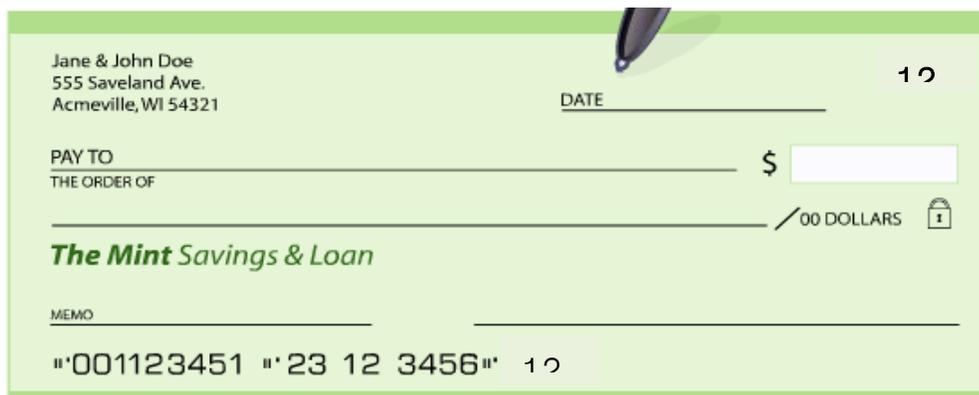
PAY TO \_\_\_\_\_ \$ \_\_\_\_\_  
THE ORDER OF \_\_\_\_\_ /00 DOLLARS 

**The Mint Savings & Loan**

MEMO \_\_\_\_\_

⑈001123451 ⑈23 12 3456⑈ 123

Continue exploring *CareerZone's Dollars & Sense Tool* and record the amount your utilities would cost. Then write a check to *National Utilities Co.* based on that amount.



Jane & John Doe  
555 Saveland Ave.  
Acmeville, WI 54321

DATE \_\_\_\_\_ 12

PAY TO \_\_\_\_\_ \$ \_\_\_\_\_  
THE ORDER OF \_\_\_\_\_ /00 DOLLARS 

**The Mint Savings & Loan**

MEMO \_\_\_\_\_

⑈001123451 ⑈23 12 3456⑈ 12

## Balancing Your Checkbook

You have a beginning balance of \$1100. Record the two checks you just wrote for rent and utilities, along with a \$100 check you just wrote to pay for expenses associated with the wedding of your friends, Tia and Mark Munney.

NUMBER	DATE	TRANSACTION DESCRIPTION	PAYMENT/DEBIT (-)	CODE	FEE (-)	DEPOSIT/CREDIT (+)	\$

## Depositing Your Check

Its payday! You received a paycheck worth \$210. You also have a \$20 check from your grandma. Now it's time to go to the bank! Use the ticket below to deposit your checks into your checking account AND receive \$50 back in cash. **Don't forget to go back and balance your checkbook (above) once you're done!**

**DEPOSIT TICKET**

**IMA STUDENT**      07-02  
 123 YOUR STREET 555-6789  
 ANYWHERE, USA 12345

DATE \_\_\_\_\_  
DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

\_\_\_\_\_  
SIGN HERE IF CASH RECEIVED FROM DEPOSIT

**AMERICA FIRST**  
CREDIT UNION

P.O. Box 9199  
 Ogden, UT 84409  
[www.americafirst.com](http://www.americafirst.com)

CASH ▶

97-7751/3243

1

\_\_\_\_\_

\_\_\_\_\_

OR TOTAL FROM OTHER SIDE

TOTAL SUBTOTAL ▶

ITEMS

LESS CASH ▶

NET DEPOSIT \$

.	.	.	.	.	.	.	.	.	.

⑆ 3 243 775 16 ⑆ 74600000000 00 00 11

Authors: The CareerZone Team  
*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

# Career Lesson – Credit Scores and Losses

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <i>(For multiple day lessons, each day consists of one 30-50 minutes class period.)</i> <ul style="list-style-type: none"> <li>• <b>Day 1:</b> Introduction/Explore CareerZone</li> <li>• <b>Day 2:</b> Activity/Conclusion</li> </ul>	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to: <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• <i>How to Teach Your Kids to Think about Debt</i> <a href="https://www.theheavypurse.com/how-to-teach-your-kids-to-think-about-debt/">https://www.theheavypurse.com/how-to-teach-your-kids-to-think-about-debt/</a></li> <li>• Access to an article from CNBC on <i>Here's what happens if you only pay the minimum on your credit card</i> available at <a href="https://www.cnbc.com/select/what-happens-if-you-only-pay-the-minimum-on-your-credit-card/">https://www.cnbc.com/select/what-happens-if-you-only-pay-the-minimum-on-your-credit-card/</a></li> <li>• Worksheet 1: Budget Worksheet (attached)</li> <li>• Infographic example (attached)</li> <li>• Credit Card Simulator: <a href="https://www.creditkarma.com/tools/credit-score-simulator">https://www.creditkarma.com/tools/credit-score-simulator</a></li> <li>• Access to Infographic video: <a href="http://vimeo.com/37781587">http://vimeo.com/37781587</a></li> <li>• Forbes Credit Card Comparison <a href="https://www.forbes.com/advisor/credit-cards/compare/">https://www.forbes.com/advisor/credit-cards/compare/</a></li> <li>• Copies of Credit Reports and Your Consumer Rights (FTC) available at <a href="https://www.bulkorder.ftc.gov/system/files/publications/pdf-0070-credit-and-your-consumer-rights.pdf">https://www.bulkorder.ftc.gov/system/files/publications/pdf-0070-credit-and-your-consumer-rights.pdf</a></li> <li>• Access to YouTube video on Credit vs. Debit Cards: <a href="http://www.youtube.com/watch?v=hS-baeQhkyE">http://www.youtube.com/watch?v=hS-baeQhkyE</a></li> <li>• Access to <a href="http://www.easel.ly">www.easel.ly</a> (Infographic site), coloring utensils, and paper or Microsoft Office Tools</li> </ul>	
<b>Learning Standards:</b>	9-10R7, 9-10W6, Lifelong Practices of Writers (LPW) , 9-10SL2, 9-10L4, CDOS2, CDOS3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Using online tools to explore credit cards, credit scores, debit, and debt is crucial for students because it provides real-world relevance, enhances financial literacy, helps manage risks, allows for comparison and analysis, offers accessible and interactive learning, and promotes empowerment and independence in managing their financial lives. Ultimately, this equips students with practical knowledge, fosters responsible decision-making, and empowers them to navigate their finances successfully.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? To gain insights on credit cards, credit scores, debit, and debt, experts such as financial advisors, credit counselors, personal finance bloggers, financial education organizations, and social media influencers can provide valuable information. They specialize in offering personalized financial advice, guidance on debt management, practical tips, and expert perspectives through various channels like websites, blogs, social media, and networking platforms. Utilizing these resources can help students seek guidance, gain perspective, and make informed financial decisions.	

**Objectives:** Students will use a variety of online tools to explore and understand the significance of credit cards, credit scores, debit and debt.

**Assessment:**

1. Collect and grade student Infographics based on validity, effectiveness, and creativity.
2. Collect Budget Worksheet from students.
3. Ask students: “*What am I learning? Why am I learning it? How can I use it?*” This quick assessment can be given throughout or at the end of the lesson. See the Three Questions attachment for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

**Introduction**

1. Show and discuss the following *How to Teach Your Kids to Think about Debt* <https://www.theheavypurse.com/how-to-teach-your-kids-to-think-about-debt/> (9-10R7).
2. You can also view and discuss an article from CNBC on *Here’s what happens if you only pay the minimum on your credit card* available at <https://www.cnbc.com/select/what-happens-if-you-only-pay-the-minimum-on-your-credit-card/>
3. Use these videos to discuss and define the following terms: credit cards, paying on credit, paying directly, credit score, debt, APR, annual fee, interest, fixed rate, and introductory rate (9-10L4).

**Middle of lesson**

**Explore CareerZone**

4. Have students access CareerZone’s Dollars & \$ense module to complete a budget. Students will select any desirable options they would like, imagining life spending without limits. Have students record their spending using column one on Worksheet 1: Budget Worksheet.
5. Students will continue to use Worksheet1 to consider how much extra each identified expense will cost if they put the cost on a credit card and made only the minimum payment due each month. Students will quickly discover how much more items cost when using a credit card with a 14% interest rate than items paid for directly (9-10W6).
6. Note that some items such as housing, utilities and healthcare include N/A. Talk to students about why you wouldn’t use a credit card for these items. For items marked with N/A instruct students to use the same price as they did for the first column (not \$0).
7. Compare and discuss how much students paid annually in column one (paying directly) versus column two (paying on credit).
8. Have students complete the Check for Understanding section on Worksheet 1.

**Activity**

9. Have students complete the Credit Card Simulator (either independently or as a class): <https://www.creditkarma.com/tools/credit-score-simulator> (LPW).
10. Begin by reviewing terms such as APR, annual fee, interest, fixed rate, and introductory rate. Then have students apply these terms during the credit card simulation to select a credit card (step 1), select items to purchase (step 2), and make a monthly payment (step 3). Students will see how long it takes to pay off their credit card based on their monthly payment and the price they end up paying.
11. Next students will compare actual credit card policies (i.e., rewards, interest rates, ability to view credit score, etc.) using Forbes Credit Card Comparison to see the benefits and risks of different credit cards: <https://www.forbes.com/advisor/credit-cards/compare/>
12. Have students share which credit cards they would most likely choose and why (9-10SL2).
13. Ask: “*What is the difference between credit and debit cards?*” and then watch and discuss this 35 second video that tells the difference: <http://www.youtube.com/watch?v=hS-baeQhkyE> .
14. Have students find and share a variety of Infographics on the concept of savings, debt, credit scores, credit cards, etc. Use Infographic Overhead to lead discussion. For more information on Infographics view this video as a class: <http://vimeo.com/37781587>.

15. If time, or as a homework or extra credit assignment, have students create their own Infographic at [www.easel.ly](http://www.easel.ly). Students without access to this site may also choose to create an Infographic using paper/coloring utensils or Microsoft Office tools.
16. Show students an example of the Infographic (attached) and brainstorm a list of ideas students can use for creating their own. The example may include an Infographic that show...
  - Credit card comparisons
  - The difference between paying a with credit card balance in full versus making the minimum payment each month
  - The impact of saving money each month
  - Ways to view your credit report
  - How to deal with debt
  - Credit vs. debit
  - Credit rules or advice
17. Encourage students to find current event articles or valid statistics regarding credit and debt to help create their Infographic.
18. Students who do not have access to a computer may draw their Infographic using colored pencils/markers and paper or Microsoft Office (Word, Publisher, or PowerPoint).

#### **End of lesson**

19. Debrief by asking students how they plan to build a good credit report. What are some “Best Practices” they know? What are the risks to having a credit card? Who plans to open a credit card in the future? Who plans to open a debit card in the future?
20. Discuss this article from CNBC on the importance of building of a good credit report: <https://www.cnbc.com/select/why-building-credit-is-so-important/>

Authors: The CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department’s Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

Credit Scores and Losses Infographic

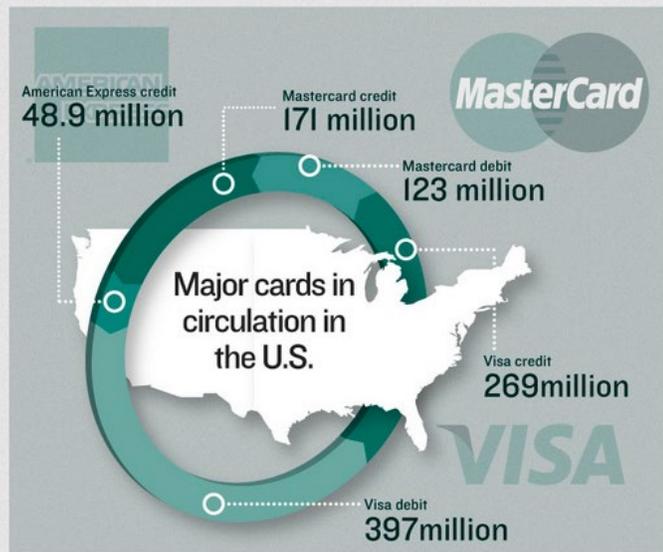
Plan Ahead With **careerZONE**

# Credit Cards

BY THE NUMBERS

The amount of credit cards held by U.S. consumers

## 609,800,000



70 miles into space

reach more than 70 miles into space

Average APR on new credit card offer **14.83%**

Average APR on credit card with a balance on it **13.44%**

View this entire Infographic at

<http://www.ultimatecoupons.com/blog/2011/06/credit-cards-by-the-numbers/#b>

For more examples visit:

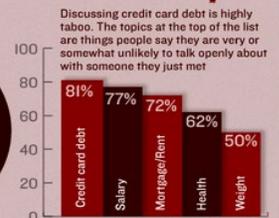
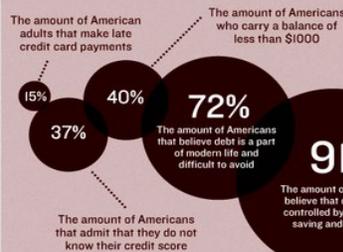
<https://www.mint.com/blog/trends/credit-card-code-01202011/>

Then watch this short video on creating Infographics at <http://vimeo.com/37781587> and create your own at: <http://www.easel.ly/>

### IN THE RED

Average credit card debt per household with credit card debt  
**\$14,743**

Total U.S. revolving debt (98% of which is made up of credit card debt)  
**\$796.1 billion**



U.S. credit card 60-day delinquency rate

## 4.23%

The average unpaid credit card balance in January 2010

## \$3,389

In 2009, penalty fees from credit cards added up to approx

## \$20,500,000,000

Sources:  
NY Times  
Federal Reserve Bank Of Boston  
Fitch Ratings  
U.S. Census Bureau  
[www.creditcards.com](http://www.creditcards.com)  
[www.thinkmoney.com](http://www.thinkmoney.com)  
[www.cardratings.com](http://www.cardratings.com)

Design by  
[www.ischardesign.co.uk](http://www.ischardesign.co.uk)  
[www.acquisitionengine.com](http://www.acquisitionengine.com)

**ULTIMATE** coupons

...searching the web to bring you the best coupons!

## Budget Worksheet

**Directions:** Complete the CareerZone Dollars & \$ense Budgeting tool and record the price of each expense if paid directly in the first column. Then determine the price of each using a credit card interest rate of 14% and record in the second column. *Which method of payment would you rather use for your budget?*

**Category**

**Cost if Paid Directly**

**Cost if paid with 14% Interest**

Housing (rent/mortgage).....	_____	_____ N/A _____
Utilities.....	_____	_____ N/A _____
Food.....	_____	_____
Entertainment.....	_____	_____
Wardrobe.....	_____	_____
Transportation .....	_____	_____
Healthcare.....	_____	_____ N/A _____
Miscellaneous .....	_____	_____
Phone.....	_____	_____
Savings for emergencies.....	_____	_____ N/A _____
<b>Total</b> .....	_____	_____
* Multiply <b>Total</b> by 12 to get annual living expenses .....	_____	_____

**Check for understanding:**

1. Why do some categories contain N/A? \_\_\_\_\_
2. How do you plan to pay for expenses directly? \_\_\_\_\_
3. What are the benefits of paying on credit? \_\_\_\_\_
4. What is a risk of paying on credit? \_\_\_\_\_
5. Circle the best method of payment for each expense listed above. *(Hint: There is no distinct right or wrong answer!)*



# Career Lesson – Let’s Take a Vacation

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction; Explore CareerZone <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 7-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Projector (optional)</li> <li>• Vacation budget worksheet</li> <li>• Pens/pencils</li> <li>• Calculator (optional)</li> </ul>	
<b>Learning Standards:</b>	7R7, 7W1, 7W2, Lifelong Practices of Writers (LPW), 7W6, PE3, CDOS1, MST1, MST2, MST3, MST7	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Developing a budget that allows for surplus money for a vacation is important for students for several reasons. It teaches financial responsibility, goal-setting, and long-term planning. It also promotes economic awareness, reduces stress, and provides cultural exposure. Planning and budgeting for a vacation early on equips students with valuable skills for managing their finances and exploring the world.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Consulting experts such as financial advisors, personal finance educators, travel professionals, psychologists, economists, and education professionals can provide valuable insights into the importance of students developing a budget for vacations. These professionals can offer expertise on budgeting strategies, financial skills, the benefits of travel, the psychological impact of vacations, economic implications, and the educational value of budgeting for trips.	
<b>Objectives:</b> Students will be able to develop a budget that will leave enough surplus money to plan a vacation. Students will then plan a hypothetical vacation that fits within the limits of their budget.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect vacation/travel worksheet from students.</li> <li>• Collect student writing pieces.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson</b> <ul style="list-style-type: none"> <li>• Students must understand the concept of a monthly budget and income.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>1. Ask if any students have taken a trip before. For students who have, ask them to share their experiences. Ask them who has paid for their trips or vacations and if they know how that person paid for it. Did the person save, win a vacation, or had someone else pay for it?</li> </ol>		

2. Allow students to realize that vacation is something that can be enjoyed after our basic needs and responsibilities are met, such as paying for housing, food, and transportation. To go on vacation, one must plan by budgeting appropriately.

## Middle of lesson

### Explore CareerZone

3. Use CareerZone's Dollars and \$ense budget tool to take students through a monthly budget based on an occupation's salary. This can be done as a class as the instructor selects choices based on the class' overall consensus. To assess individual students on their ability to create a budget, allow each student to create a budget based on a favorite occupation of his or her choice (7R7).
4. Students who create a budget from inside the Portfolio tool will be able to save multiple budgets. Students who create a budget from outside Portfolio will not be able to save their budget.
5. Students will create their budget by selecting the region that they live in and begin selecting average living expenses. Remind students that this is a budget plan for someone who wants to have enough left over at the end to go on a vacation. Students will notice how quickly items add up in their budget plan and how difficult it is to have extra money left at the end of the month.
6. Have students examine how much extra money they have for their selected occupation. Students will need to use this price when completing the Vacation/Travel Budget worksheet.
7. Students will use the *Vacation/Travel Budget* worksheet to briefly research a vacation they would like to take and how much it costs. Talk to students about using credible sites for planning a vacation, and limit students to using only these sites (7W6).
8. For students who do not have Internet access, create handouts that include three-to-five options for each area of their budget plan (transportation, insurance, lodging, etc.). Students may select which option they would like and add it to their budget. Remind students that all expenses must be below their budget.
9. After viewing how much is left over (yearly), discuss with students the following questions: Why it is appropriate to set a budget before planning a vacation? Why is it a good idea to not spend the entire amount that is left over? How much (percentage) of your budget do you want to spend on a vacation?

### Activity

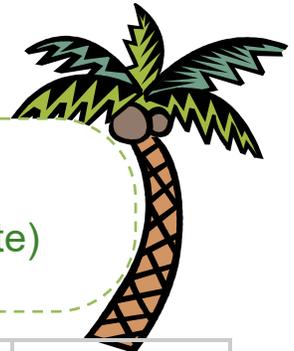
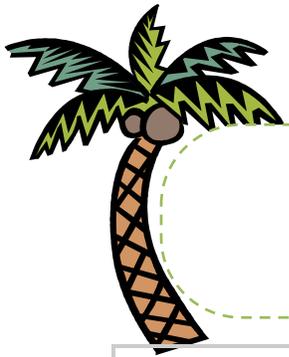
10. Choose one of the following writing topics for students to reflect on their budget activity (7W1, 7W2).
  - Write a vacation ad convincing your audience that your vacation package is the best deal! Include things such as specific pricing, how easily an average salary can pay for a vacation such as this one, reasons people can afford this vacation, etc. (Make sure students are realistic with their ads.)
  - Develop a checklist of Things to Do Before Going on Vacation. Include similar steps to the ones taken earlier in this lesson used to create a budget plan. For example, begin the list with "plan in advance and "budget your monthly expenses." Make sure to include next to each item *why* it is necessary. For example, "plan in advance" and "budget monthly expenses" need to be included to ensure you have enough money left at the end of the year to go on vacation.
  - Write a narrative pretending you are a travel agent giving advice to a family that wants to go on vacation. The first questions you might want to ask the family include: How much are you willing to save for this trip? How much are you willing to spend on this trip? How can you use this information to help the family members begin planning for their trip? What are your steps in planning the trip for the family? How is planning a trip for a family different than planning a trip for just one person?
11. Encourage students to publish their writing using technology, such as on a class blog or using the CareerZone Journal module (LPW).

## End of lesson

12. Talk to students about the pros and cons of going on vacation. Pros can include taking a relaxing break, rewarding your hard work, spending time with people you love, releasing stress, etc. Cons could be spending money, not planning well enough for possible problems, or stress from travel.
13. Talk to students about alternate options for families who may not have enough money to go on what they might consider their ideal vacation once a year. What other trips could they take that are not so costly where they would still receive all of the positives just listed? (They can go somewhere cheaper, take a "Staycation,"

or wait longer than a year to save up money).

Authors: Lynne C. Gates (Monroe-Woodbury High School); modified by the CareerZone Team



## Vacation Budget Worksheet

Monthly budget for \_\_\_\_\_ (date)

<b>Transportation</b>	<b>Budget</b>	<b>Actual</b>	<b>Difference</b>
Airfare			
Airfare Parking at Airport			
Car Rental			
Gas [price x miles/MPG]			
Road Tolls			
Other			
<b>Total</b>			

<b>Insurance</b>	<b>Budget</b>	<b>Actual</b>	<b>Difference</b>
Cancellation Insurance			
Travel Insurance - Medical			
Travel Insurance - Valuables			
<b>Total</b>			

<b>Lodging</b>	<b>Budget</b>	<b>Actual</b>	<b>Difference</b>
Hotels and Motels			
Cabin Rentals			
Campsite Rental			
Other			
<b>Total</b>			

**Things to Get Here**

<b>Things to Get Here</b>	<b>Budget</b>	<b>Actual</b>	<b>Difference</b>
Suitcases			
Maps / Road Atlas			
Guidebooks			
Language Guides			
Books & Magazines			
Other			
<b>Total</b>			

**Things to Get There**

<b>Things to Get There</b>	<b>Budget</b>	<b>Actual</b>	<b>Difference</b>
Souvenirs			

<b>Things to Get There</b>	<b>Budget</b>	<b>Actual</b>	<b>Difference</b>
Clothes			
Other			
<b>Total</b>			

<b>Food &amp; Drink</b>	<b>Budget</b>	<b>Actual</b>	<b>Difference</b>
Snacks			
Bottled Drinks			
Breakfasts			
Lunches			
Dinners			
Groceries for Cooking			
Coffee & Bar			
Other			
<b>Total</b>			

	Budget	Actual	Difference
Museums			
Amusement			
Other			
<b>Total</b>			
Misc. Section	Budget	Actual	Difference
<b>Total</b>			
Summary Calculation	Budget	Actual	Difference
Total Expenses			

# Career Lesson – Life and Taxes

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3-4:</b> Activity <b>Day 5:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Printer (optional)</li> <li>• Federal tax forms W4 and 1099EZ</li> </ul>	
<b>Learning Standards:</b>	9-10R1, 9-10W5, 9-10SL4, 9-10L6, CDOS1, MST2	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	It is important for students to learn how to fill out tax forms using real-world salary examples for various reasons. Firstly, it helps develop their financial literacy by familiarizing them with concepts like deductions and credits. Secondly, it provides practical relevance, connecting classroom learning to future career and financial responsibilities. Thirdly, it instills responsibility and accountability regarding fiscal obligations. Additionally, completing tax forms teaches budgeting and financial planning. It also helps students understand how tax dollars are used by the government for public services and programs. Lastly, familiarity with tax forms prepares students for future employment and the importance of accurate income reporting. Overall, this learning equips students with essential financial skills, promotes responsible citizenship, and enhances their understanding of tax fund utilization.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? To gather expert opinions on teaching students to fill out tax forms, connecting with personal finance educators, tax professionals, financial planners, government representatives, and academic researchers is recommended. These experts can provide insights on effective teaching methods, practical aspects of filling out tax forms, the connection between tax forms and financial planning, the importance of tax education, and evidence-based insights on the impact of teaching tax forms on students' financial knowledge and skills. Engaging with these experts will help broaden perspectives and enhance understanding of the significance of teaching tax forms and promoting financial literacy among students.	
<b>Objectives:</b> Students will learn how to fill out federal tax forms W4 and 1040EZ using real-world career salary examples. Students will learn how tax dollars are spent.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Assess the students' writing about their chosen career on research, clarity, and strength of argument. Assess the accuracy and completeness of forms W4 and 1040 EZ. Assess the accuracy of calculations and research in student presentations, as well as the clarity of both the oral and visual presentation.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.</li> </ul>	

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

- Prior to starting this unit, students should have the following skills: library and Internet search techniques, presentation development.

### Introduction

1. Benjamin Franklin once said, “In this world nothing can be said to be certain, except *death and taxes*.” *And he was right!*
2. Explain that almost everyone has to pay taxes. Some older students may have already filed their first tax forms for income earned at summer jobs. Explain what taxes are and what they are used for. Show the pie chart found here: <http://www.cbpp.org/cms/?fa=view&id=1258>.
3. Explain that people don't pay taxes in one lump sum when they file their tax returns in April. Rather, a little bit is taken from each paycheck – called withholdings – and people get credit for everything that was withheld when they file their return. If too little was withheld, they must pay in. If too much was withheld, they get a refund.
4. Explain that the amount of taxes one pays is based on his or her income.
5. Begin to generate a list of vocabulary terms on the board for students to learn and refer to throughout this lesson (9-10L6).

### Middle of lesson

#### Explore CareerZone

6. Students will either use the Assess Yourself tool or browse the career clusters at the CareerZone website to find a career that interests them. Ask students to record vital information about the career, including salary, amount of education/experience required, and main tasks performed (R.CCR.1).
7. Students should also write a paragraph or two explaining why the career appeals to them, drawing from the information found on CareerZone as well as other research – such as profiles of successful people in that career (9-10W5).

#### Activity

8. Students will fill out form W4 for withholdings, assuming they are single with no dependents: <http://www.irs.gov/pub/irs-pdf/fw4.pdf>.
9. Have students calculate how much will be withheld over a year, using the average wage from their chosen career. View the withholding tables on Page 44 of IRS publication 15. Assume weekly payroll. Students will have to divide the annual salary of their chosen career by 52 to get the weekly payment amount. Have them calculate the weekly withholding amount and use multiplication to calculate the annual withholding.
10. Have students fill out form 1040EZ. The form and instructions can be found at [www.irs.gov](http://www.irs.gov). Students should use the annual salary from their chosen career and assume they are single, have no dependents, and standard deduction. Using the annual withholding amount they calculated, will they owe money, or will they get a refund?
11. Arrange students in small groups. Have them research how the government spends tax dollars. They will want to find percentages like those presented for the U.S. in the introduction to this lesson. They can choose to do this for states or other countries. Students should choose one group member's chosen career. Supposing they paid the tax amount from form 1040EZ (line 10 on the 2013 form) to the government entity they chose; students will calculate how much (dollar amount) of the tax collected goes to each government spending category.
12. Students should develop a presentation that shows how their chosen entity spends tax dollars (percentages) and the breakdown of how the taxes paid for their chosen career are spent. Students will present these to the class. Students can use presentation tools such as Prezi or PowerPoint for this presentation. (9-10SL4).

### End of lesson

13. Conduct a class discussion to explore the question: “What consequences does cheating on your tax returns have on you, your friends, your school and your government?” Students need to be specific and cite evidence for their arguments.

Authors: Charles Chafee (Mt. Markham Senior High School); modified by the CareerZone Team

# Career Lesson – Payday Planning

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Day 1:</b> Introduction <b>Day 2-3:</b> Explore CareerZone; Activity <b>Day 4-5:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 8-10	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Printer (optional)</li> <li>• <i>My Future Budget</i> Worksheet (provided)</li> <li>• Pens/pencils/ loose-leaf paper/notebook</li> <li>• Post- it notes (optional)</li> </ul>	
<b>Learning Standards:</b>	8R1, 8R7, 8W7, Lifelong Practices of Writers (LPW), 8SL1, 8L3, CDOS1, HE3, MST7	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	It is important for students to identify an occupation related to their interests and create a budget based on its average salary as it helps them gain a realistic understanding of their future financial responsibilities. By matching their career choice with their interests, students can find job satisfaction and increased motivation. Creating a budget based on the average salary allows them to plan their expenses, set financial goals, and make informed decisions about their education, lifestyle, and saving habits. Ultimately, this exercise helps students develop financial literacy and personal financial management skills that will be valuable throughout their lives.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Inviting professionals such as career counselors, financial planners, industry professionals, alumni or mentors, and financial literacy educators can bring an outside voice and expert insights on the topic. Career counselors assist in identifying suitable occupations based on students' interests, while financial planners provide guidance on creating realistic budgets. Industry professionals offer practical perspectives, alumni/mentors share personal experiences, and financial literacy educators teach essential financial skills. It is crucial to ensure the invited experts have relevant qualifications and experience to provide valuable insights to students.	
<b>Objectives:</b> Students will be able to identify one occupation related to their interests and then create a reasonable budget based on the average salary of that occupation.	<b>Assessment:</b> <ol style="list-style-type: none"> <li>1. Collect Worksheet 1 for a formal assessment. As an alternate to completing Worksheet 1, students can print out the summary page results of the budgeting tool that shows all their chosen expenses in relation to their occupation salary.</li> <li>2. Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ol>	

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

- Students must know how much they generally spend on a weekly basis. Assign students to track everything that they spend money on for a week prior to this lesson. Students also need a general idea of how much they get paid per week (whether it is an allowance or a part-time job). For students who do not earn an allowance, assign hypothetical jobs such as a paperboy or babysitter. Students must have basic computer skills and be able to use the Internet.

### Introduction

1. Begin an open discussion with students to gain a general sense of what students get paid per week. This can include an allowance from their parents/guardians or, for older students, what they make at their part-time job. To keep this anonymous, you may want to ask students to write down their weekly wages on a sticky note and put them on the front board (8SL1).
2. Introduce vocabulary to students such as expenses, gross and net income, estimate, savings, total monthly income, total monthly expenses, and total annual salary. Ask about when these words are used in life. Compare student answers with how those words will be used when talking about a budget. Students will apply this vocabulary throughout the lesson (8L3).
3. Next, ask students to record how much they spend on a weekly basis. For a more accurate recording, ask students to track everything they spend a week prior to this lesson (LPW).
4. Integrate technology by having students with phones track how much they save and spend. There are several budgeting apps designed to help smartphone users track their savings and spending. Research the latest free budgeting apps and suggest one for students to use. You may also want to suggest a web-based app for students who do not have smartphones (LPW).
5. After students have tracked their weekly spending, put them in groups to list the pros of keeping track of their spending. Ask how the amount that they spend affects the amount they save (and vice versa). How will this change once they must buy a house or pay for rent? Talk to students about how the more they save and the more they spend, the more important it is for them to keep track.
6. Ask how the occupation they choose to pursue and the jobs they have will influence the amount that they spend. This will lead into the next activity.

### Middle of lesson

#### Explore CareerZone

7. Have students log in to CareerZone and choose an occupation to begin building their budget. This occupation should be one that the students can see themselves pursuing in the future (8R1).
8. Students can use the quick Assess Yourself tool and choose one occupation from the list that matches their interests. For a more accurate and lengthier (approximately 10 minutes) assessment, have students complete the Interest Profiler through the My Portfolio feature. They can also browse occupations or use the search feature to choose an occupation. Once students find an occupation to use to build a budget, have them add that occupation to their list of favorites.
9. For older students, have them research what kinds of jobs are available in the area they plan to live in after high school. For college-bound students, have them look for part time jobs that will accommodate their future class schedule. Have them choose one of those occupations; students who will enter the workforce immediately after school should choose a job they could reasonably get with the skills and experience they will have upon high school graduation.

### Activity

10. In CareerZone, have students access the budgeting module from inside the My Portfolio section. Students must select the occupation that they would like to use to create their budget.

11. In order for this occupation's budget to appear, it must have previously been added to the student's list of favorite occupations.
12. Have students complete a budget for the occupation that they chose. Students should complete all sections of the budgeting piece by choosing *reasonable expenses*.
13. Older students can fill out the budget using expenses for the area they plan to live in after high school. College-bound students should assume they live off campus. You may want to have these older students research housing prices by looking up apartment listings in their chosen area. They may want to assume they have roommates with whom they can split expenses.
14. For students to record their budget in a hardcopy form, have them fill out Worksheet 1: *My Future Budget (8R7)*.
15. Ensure that students' total annual expenses do not exceed their monthly salary. Students should be able to show this by accurately completing Worksheet 1: *My Future Budget*.
16. Students whose annual expenses exceed their monthly salary must revisit their budget and enter lower living expenses. For students who may have chosen occupation with relatively low salaries, allow them the option of changing occupations to ones with higher salaries.
17. Students whose annual expenses do not exceed their monthly salary can research ways they would like to spend their extra money. Remind students that depending on their level of income, a portion of their surplus salary will go to state and federal taxes. Have students record their extra spending at the bottom of Worksheet 1.
18. *Integrate technology by allowing students to use the computer to research ways they could spend their extra money; for example, by looking up charities that interest them, vacation deals, or investment opportunities (8W7).*

### End of lesson

19. To debrief with students, split the class into three groups based on the results of the first budget they created. (Students who had to redo their budget should use their original budget for this exercise.) **(8SL2)**.
20. Divide the class into: The ones who *broke even* (these students did not go over or under their annual salary by \$500); the ones who *went over* (these students picked lifestyle choices that were too expensive based on their occupation); and the ones who had money *left over*. Students should physically stand with their group on opposite sides of the room to differentiate the different groups.
21. Go group by group and have students share their occupation and strategies for how they chose the amount of each expense **(8SL4)**.
22. Determine strategies for how students can break even. What are the pros of breaking even? What are the risks someone takes who constantly *breaks even*? (Example: They do not factor in emergency expenses.)
23. For the group of students who went over, what did they do differently the second or third time they created their budget? How did they choose more reasonable living expenses? Also talk about the students who made occupation changes and the realistic vs. unrealistic scenarios of doing this.
24. Talk to students who had money left over (this can now include students who redid their budget plan). What occupations did they have? Talk about how occupations that require extensive educational preparation will usually result in higher salaries. List the ways students chose to spend their extra money.

Authors: CareerZone Team



## My Future Budget

My Occupation: \_\_\_\_\_

Annual \_\_\_\_\_

Category	Amount
Housing (rent/mortgage).....	_____
Food.....	_____
Car.....	_____
Car insurance, maintenance, gas.....	_____
Health insurance/dental insurance.....	_____
Entertainment ..... (eating out, movies, concerts)	_____
Clothing, personal items.....	_____
Cable.....	_____
Phone.....	_____
Cell phone, pager.....	_____
Utilities (water, gas, electricity, etc.).....	_____
Internet access.....	_____
<b>Total</b> .....	_____
Savings for emergencies	_____
* Multiply <b>Total</b> by 12 to get annual living expenses =	_____

# Career Lesson – Pledge to Save

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <i>(For multiple day lessons, each day consists of one 30-50 minutes class period.)</i> <ul style="list-style-type: none"> <li>• <b>Day 1:</b> Introduction/Explore CareerZone</li> <li>• <b>Day 2:</b> Activity/ Conclusion</li> </ul>	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Access to <a href="https://americasaves.org/">https://americasaves.org/</a></li> <li>• Access to <a href="http://americasaves.org/for-savers/pledge">http://americasaves.org/for-savers/pledge</a></li> <li>• Chalkboard/ Chalk</li> <li>• Access to <a href="http://www.easel.ly">www.easel.ly</a> (Infographic site), coloring utensils, and paper or Microsoft Publisher/Word</li> </ul>	
<b>Learning Standards:</b>	9-10R7, Lifelong Practices of Writers (LPW), 9-10SL1, 9-10SL4, CDOS2, CDOS3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Understanding the importance of saving, managing savings accounts, and using direct deposit is crucial for students. It helps them build financial stability, prevent debt, achieve financial independence, improve financial literacy, and lay the foundation for long-term wealth building. Teaching these skills through online tools like America Saves equips students with essential financial knowledge for their future.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? <ol style="list-style-type: none"> <li>1. Financial advisors: Seek out advisors specializing in student or young adult financial planning for expert insights, strategies, and real-life examples regarding saving and managing savings accounts.</li> <li>2. Personal finance bloggers or influencers: Connect with individuals who focus on educating students about managing money through practical tips, advice, and personal experiences.</li> <li>3. Financial educators: Contact organizations specializing in financial literacy programs for students to access valuable resources, workshops, presentations, and discussions tailored to their needs.</li> <li>4. Financial institution representatives: Engage with representatives from banks, credit unions, or similar institutions to gain insights into the benefits of savings accounts, direct deposit, and specific tools or services they offer.</li> <li>5. Alumni or finance professionals: Reach out to former students or industry professionals who have effectively managed their finances, providing firsthand experiences, practical guidance, and inspiration for students.</li> </ol>	
<b>Objectives:</b> Students will understand the value of saving money, creating, and managing savings accounts, and using direct deposit by using a variety of online tools such as America Saves.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect and grade flyers. Check for completion of students' Pledge to Save information.</li> <li>• Ask students: <i>"What am I learning? Why am I learning it? How can I use it?"</i> This quick assessment can be given throughout or at the end of the lesson. See the</li> </ul>	

Three Questions attachment for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Introduction

1. Engage students in saving by showing and discussing this short video from Young America Saves. Select Start and then click play to watch the video <https://americasaves.org/> (9-10R7).
2. Brainstorm a list of what students can save for by writing a T-chart on the board. On one column list *opportunities* and on the other, list *emergencies*. Continue to write ideas for what an opportunity or an emergency may entail. \*This can also be substituted with having students write a sticky note for each one and then placing it under the correct column (9-10SL4).
3. Once students have a clear idea of what they would want to save money for, have them complete the America Saves Pledge (<http://americasaves.org/for-savers/pledge>). \*You may print copies of the pledge if you do not have access to computers.
4. Discuss what students wrote and the time frame they gave themselves. Talk about how some items may take longer and why it is important to develop SMART goals. SMART goals are specific, measurable, achievable, relevant, and time-based. For example, ask why it may be a SMART-er goal for students to save for a down payment on an apartment rather than for a house.

### Middle of lesson

#### Explore CareerZone

5. Have students view CareerZone's Dollars and \$ense module and begin a budget of their actual expenses. If students are too young to enter most expenses, have them imagine their adult-life and select what they would think they pay for each expense. Once students get to the section on Savings, have them determine the amount they plan to save monthly and write this in the text box.
6. Once students have finished their budget, have them view a list of occupations that they could obtain given their experience and skill set.
7. Ask: "How could having a job in one of these occupations help youth save more money? When can youth start saving?" Talk about saving for college and other college options besides saving in case of an emergency.

#### Activity

8. Speak with a local bank to see if a representative can come into your classroom and speak about the benefits of having a savings account. Invite parents to join and even have students open up bank accounts (if permitted). Discuss the ease of direct deposit and have adults share success stories with students.
9. Did you know America Saves Week is in February? Have students help promote saving for others by creating an information flyer on saving! Use tools like Micosoft Publisher or Word. Consider creating an Infographic at [www.easel.ly](http://www.easel.ly) or with coloring utensils and paper.
10. Have students share their flyers and post them around the classroom and/or school for others to see.

### End of lesson

11. Debrief with students 2-4 weeks from this activity. Who has made progress so far? Have students share their success stories as they happen! For students who have not yet been successful in saving, how can they improve their habits to get closer to their goal? (9-10SL4)
12. Begin to talk about how youth plan to save or pay for college. This can lead into another lesson: My College Readiness Packet, located in CareerZone's Lesson Plan database.

# Career Lesson – Ratios and Rates

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (This lesson can be completed within one 40-minute class period.) <ul style="list-style-type: none"> <li>• <b>10-20 minutes:</b> Introduction and Explore CareerZone</li> <li>• <b>20-40 minutes:</b> Activity, Conclusion and Assessment</li> </ul>	
<b>Grade Level(s):</b> 6-7	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Whiteboards</li> <li>• Worksheet 1A/Worksheet 1B</li> </ul>	
<b>Learning Standards:</b>	6R1, R67, LPW (lifetime Practices of Writers), 6W7, NY-7.RP.1, NY-7.RP.3, NY-6.RP.3, CDOS 1, MST 1, 2, 3	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students?	The following career sets will help students prepare a career field in business or STEM.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Personal businesses, bank employee, business teachers	
<b>Objectives:</b> Students will be able to demonstrate an understanding of ratios and rates by solving problems based on ratios and rates as they relate to various careers.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect worksheets from students. Grade student participation and effort by using a class roster.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students should be familiar with ratio and rates.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>1. Write the following problem on the board for students to complete: A craft artist making holiday bulbs needs to rinse the inside of the bulbs with vinegar and water solution with a ratio of three parts to one before the paint can be used on the bulb. Have students brainstorm with their partners other ways ratios and rates are used in various careers (6R1, NY-7.RP.1)</li> <li>2. Provide students with Worksheet 1A and Worksheet 1B for additional support using Ratios &amp; Rates.</li> <li>3. For additional practice, students can address the following questions and tasks with a partner:             <ul style="list-style-type: none"> <li>• Define a ratio in your own words.</li> <li>• Write the ratio 6/1 in two other ways on whiteboards.</li> <li>• Write the ratio of 3 days to 12 hours in simplest form on whiteboards.</li> <li>• Write 27 students to nine computers as a rate in simplest form on whiteboards.</li> <li>• Compare and contrast ratios and rates.</li> </ul> </li> </ol>		
<b>Middle of lesson</b> <b>Explore CareerZone</b>		

4. Distribute Worksheet 2: Ratios, Rates, and Careers to students.
5. Divide students into groups based on the four occupations provided on Worksheet 2. For large classes, the same occupation may be given to more than one group.
6. Student groups will go to a computer and log on to the CareerZone website. They will access the career that they have been assigned and read the description together (6R7).
7. Students will then individually write down five interesting facts about the career that they learned from the website. They will also include if and how mathematics is used in the career. The groups will then regroup into new groups containing one person from each career. The students will use a round robin method to share their findings (LPW).

### Activity

8. Distribute attached worksheet to students. Students will work together in their groups to solve problems related to ratios and rates.
9. Each group will be assigned a career. The problems they will solve are relative to that particular career (NY-7.RP.1, NY-7.RP.3) (NY-6.RP.3).

### End of lesson

10. Allow students to create a math problem based on any occupation of their choice. Have students swap their problems with a partner to solve. Students should use the information they gathered throughout this lesson to come up with a unique and original math problem (6W7)

Authors: Stephanie Anne Zigrossi (Pittsford Middle School); modified by the CareerZone Team

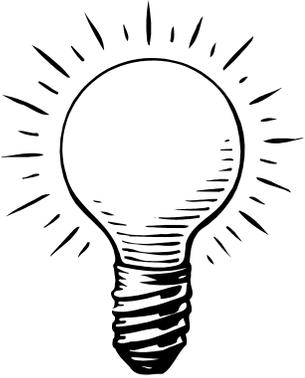
## Ratios and Rates

### I. Ratios

- a. Definition:
  
- b. Written 3 ways:
  
- c. Change to the same units then simplify like a fraction.
  
- d. Examples: express as a ratio in simplest form
  1. 15 apples to 24 apples
  
  2. 6 inches out of 1 foot

### II. Rate

- a. Definition:
  
- b. Unit rate is a rate with a denominator of \_\_\_\_.
  
- c. Express the following as a unit rate:
  1. 300 students to 20 teachers
  
  2. \$880 for 11 pounds



### A quick check for understanding:

Define a ratio in your own words.

Write the ratio  $6/1$  in two other ways on whiteboards.

Write the ratio of 3 days to 12 hours in simplest form on white boards.

Write 27 students to nine computers as a rate in simplest form on whiteboards.

Compare and contrast ratios and rates.



## Ratios, Rates & Careers

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

Group Members: \_\_\_\_\_

### Sport Analyst

1. The Buffalo Bills spend an average of 5 days per calendar year on publicity campaigns that you as a sports analyst are offered to attend. Express this ratio in simplest form (in the same units).
2. At the time of the 2013 All-Star Game, the New York Yankees led the American League East division by winning 44 of their first 77 games. You are managing the Yankees (and since they were just in the World Series) you would like to include this information as a ratio. Write the ratio of winning games to total games three different ways in simplest form.
3. In the first ten games of the season, the Pittsburgh Pirates won six games. What is their win: loss ratio in simplest terms?
4. Some say that Abner Doubleday in Cooperstown, NY, invented the modern game of baseball in 1839. However, in 1845, Alexander J. Cartwright established standard rules for the game and organized the Knickerbocker Baseball Club of NY. Since the beginning of baseball, statisticians have kept track of players' performances. For example, a player's batting average is really a ratio.

$$\frac{\text{Number of hits}}{\text{Number of times at bat}} = \text{batting average}$$

5. In the 2013 baseball season, The New York Yankees scored 650 runs with 144 of them being homeruns. What is the ratio or homeruns to runs for the season?



## Sales Associate

1. The ratio of the number of quarters you keep in the store to number of \$1 bills is 18 to 8. Write this as a ratio in lowest terms (using the same units).
2. As a sales associate, you make an extra \$100 for selling 16 CD players. Express this as a unit rate.
3. What does this unit rate tell you? Why might it be important to you?
4. Which is a better buy for your customers, 2 compact discs for \$26.50 or 3 compact discs for \$40.00? Defend your response.



## Cook/Chef

1. For every ounce of vegetable oil you put into your secret recipe, you need to put in two pints of water. Write this as a ratio in simplest form using the same units.
2. Could your ratio be considered a rate? Why or why not?
3. You know that 27 people can be served with three boxes of instant mashed potatoes. Express the above as a unit rate.
4. What does this unit rate tell you?
5. As a chef, which is a better deal to buy, 1 apple for \$0.19 or 3 apples for \$0.59? Defend your response.



## Travel Agent

1. As a travel agent, you buy bus tickets at \$420 for 15 tickets. Express this as a unit rate (cost per ticket).
2. Many of your clients like to buy phone cards so they can call their families while they are away. You can get a rate of \$1.75 for 5 minutes. Express this as a unit rate.
3. The average travel agent spends about *20 minutes per hour* on the telephone making reservations. Express this as a ratio in simplest form (using the same units).
4. Which is a better buy, a cruise for \$1,200 for 4 nights or \$2,310 for 7 nights? Justify your response.

# Career Lesson – Tax, Discounts and Commission

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (This lesson can be completed within one 40-minute class period.) <ul style="list-style-type: none"> <li>• 10-30 Minutes: Introduction and Explore CareerZone</li> <li>• 20-30 minutes: Activity and Conclusion</li> </ul>	
<b>Grade Level(s):</b> Grade 8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Worksheet 1: <i>Check for Understanding</i></li> <li>• Worksheet 2: <i>Careers and Sales</i></li> <li>• Paper</li> <li>• Notebook</li> <li>• Whiteboard</li> </ul>	
<b>Learning Standards:</b>	8R1, 8R7, 8W7, NY-7.RP.1, NY-7.RP.3; NY-6.RP.3, CDOS 1, MST 1, 2, 3	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students?	Understanding tax, discount, and commission is important for students for several reasons. Firstly, it promotes financial literacy by equipping students with the knowledge and skills to make informed financial decisions. It also has real-world applications, as these calculations are common in everyday life. Understanding these concepts is essential for effective budgeting and financial planning, enabling students to manage their expenses, savings, and investments accurately. Moreover, it opens business and career opportunities, particularly in finance, accounting, retail, sales, and entrepreneurship. Understanding tax, discount, and commission helps students avoid financial mistakes and promotes critical thinking and problem-solving skills. Overall, it prepares students to make informed financial decisions and succeed in their future careers.	
Type of Career Content <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Local businesses, financial advisors and planners, accountants, math teachers, financial literacy organizations	
<b>Objectives:</b> Students will demonstrate an understanding of tax, discount, and commission by problem solving and using CareerZone to see how math is used in careers.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect student worksheets and use a class roster for assessment of student effort and participation.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <p><b>Prior to This Lesson (Prior Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Students will define and understand the following terms: <ul style="list-style-type: none"> <li>○ TAX: amount added to the regular price of something</li> <li>○ DISCOUNT: amount the regular price is reduced</li> <li>○ COMMISSION: amount given to an agent for the service of selling a product</li> </ul> </li> </ul> <p><b>Introduction</b></p> 1. Begin with this practice scenario:		

- a. After Mr. and Mrs. Zigrossi moved into their new house, they had to buy some dining room furniture. They went into a popular furniture store in the area and were very surprised by the customer service they encountered. A man named Louie approached them and asked what they were looking for. When they said that they were just looking, he handed them a card and repeated his name several times. Why do you think he did this? Give your response to your study partner. (Answer: Louie works on commission.) (8R1)
2. Distribute Worksheet 1: Check for Understanding to students. Students can complete this worksheet independently or in pairs. Then go over the answers as a class (NY-7.RP.3).

### **Middle of lesson**

#### **Explore CareerZone**

3. Each student will be assigned to a different group based on readiness.
4. Distribute the corresponding Worksheet 2: Careers and Sales. Each group will have a real-life theme and will contain problems based on tax, discount, and commission.
5. Once in groups, students will choose a role (facilitator, checker, note-taker, or timekeeper) and will work together to solve each problem.
6. Collect one worksheet from each group to assess their work (NY-7.RP.3), (NY-6.RP.3).
7. The students will then log on to the CareerZone website. Students will continue their roles, however; the checker will become the reader and the timekeeper will become the typist.
8. Each group will access an occupation that relates to their theme and read the information found on the Occupation Profiles (8R7).

#### **Activity**

9. The students will individually write a short summary of the career highlighting if and how mathematics is used (8W7).
10. Following the computer activity, the groups will be rearranged so that the new groups will contain one student from each career.
11. The students will then do a round robin sharing technique to report their findings

### **End of lesson**

12. Have students create their own math problem as it relates to an occupation. Allow them to choose an occupation already used or use a new one. Have students swap their problems to share in pairs.

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Authors: Stephanie Anne Zigrossi (Pittsford Middle School); modified by the CareerZone Team

## Check for Understanding

### I. Definitions:

a. Tax:

b. Discount:

c. Commission:

### II. The Equation:

$$\text{Original} \times \text{Percent of Change} = \text{New Amount}$$

### III. Examples:

1. A pair of jeans is discounted 30% off the original price of \$45. What is the sale price?
2. An airline ticket has a tax of \$18. If the tax rate is 8% what was the original price?

### Check for Understanding:

1. Work with your partner and discuss how you would find the price of a \$35 sweater on sale for 20% off.
2. Compare and contrast sale price and discount.

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Worksheet 1: Check for Understanding

**Pull out your whiteboards and write an equation, but do not solve.**

3. Find the amount of tax you will pay for \$35.99 SONY PlayStation game that is taxed 8%.
4. Emma earns 4% commission. How much does she earn if she sells an MP3 player for \$250?
5. Find the tax rate Jarod paid if he bought a \$390 mountain bike and paid a total of \$419.25.

## Careers & Sales

Worksheet 2

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

Group Members: \_\_\_\_\_

### Auto Sales:

1. As a salesperson, you are trying very hard to sell a Dodge Stratus. To try to entice the customer, you ask your manager if you can mark the car down \$1,000 from the original price of \$10,000. What is the percentage discount?
2. Congratulations! You just sold your first car (thanks to your excellent discounts). You earn 3.5% commission on all your sales, and you just sold a brand new Dodge Stratus for \$17,899. How much of a commission will you earn?
3. As the person buying the Dodge Stratus, you will pay 8% New York State sales tax. How much tax will you pay? What is the final cost of your new car?

### Travel Agency:

1. As a travel agent, you are trying to sell these trip packages to Walt Disney World Florida. To help sell the packages, you marked them down for \$985 to \$825 per person. What is the percentage discount?
2. Great job! Your plan worked. A couple has purchased two packages for a honeymoon. How much money did you earn in commission if you earn 2.5% on all your sales?
3. The couple would like to know the final cost of the trip. If the tax is 8%, what is their final bill?

**The Stereo Shop:**

1. As an employee of the Stereo Shop, you are trying to sell car stereos. Since Best Buy has moved down the street, your business really needs to discount prices in order to compete. Your boss has asked you to mark down the Pioneer car CD/MP3 player from \$399 to \$285. What is the percentage discount?
2. After a long Saturday of work, the total that you sold is five of the Pioneer car stereos. If you earn 3.25% commission, how much extra did you earn (using the sale price of \$285)?
3. What is the final cost of one of the car stereos if the tax is 8%?

**Furniture Sales:**

1. Your summer job is to work at Value City. The manager asks you to mark down the living room set to \$800. If the set was originally \$995, what is the percentage discount?
2. Since you helped sell one of these sets, you will earn 3.5% commission. How much extra will you earn?
3. One of your jobs is to fill out the paperwork for the customer after making a sale. You need to calculate the tax and the final cost on the bottom of the page. What is the tax and final cost if tax is 8%?

**Real Estate:**

1. As a real estate agent, you are trying to sell a house worth \$120,000. Since no one has shown interest in the house, you convince the homeowners to discount their price to \$115,000. What is the percentage discount?
2. Congratulations! You sold the house for \$115,000 and earned a 2% commission on the sale. How much commission did you earn?
3. If the buyer of the home pays 8% sales tax on the house, what is the amount of tax? What is the final cost of the home?

# Career Lesson – The Price Is Right: Gas Money

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3-4:</b> Activity and Conclusion <b>Day 5:</b> Assessment	
<b>Grade Level(s):</b> 6-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>Internet access to CNN’s student loan calculator at: <a href="https://studentaid.gov/loan-simulator/repayment/wizard/personal-info/select-what-applies">https://studentaid.gov/loan-simulator/repayment/wizard/personal-info/select-what-applies</a> (optional)</li> <li>Picture of a new car</li> <li>Blackboard/whiteboard</li> <li><i>The Price Is Right</i> worksheet.</li> <li>Pens/pencils/paper</li> </ul>	
<b>Learning Standards:</b>	6R7, LPW (Lifelong Practices of Writers), 6SL1, CDOS 1, HE 3, MST 2	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students?	Students will become familiar with a budgeting skill set, will help them develop money managing skills and goal setting and avoiding debt	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>Career specific</li> <li>Career psychology</li> <li>Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Financial Educators, Personal Finance Experts, NYS DOL	
<b>Objectives:</b> Students will gain a basic understanding about how much items cost by playing a game in which they guess prices of expensive everyday items and create a fantasy budget using CareerZone’s Dollars and \$ense budgeting tool.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Collect and grade the <i>Price Is Right</i> worksheet.</li> <li>Use group points to evaluate student participation and understanding during <i>The Price Is Right</i> game.</li> <li>Ask students: “What am I learning? Why am I learning it? How can I use it?” This quick assessment can be given throughout or at the end of the lesson. See the Three Questions attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>Students should possess basic computer skills using Microsoft Word, Microsoft Publisher and/or Microsoft PowerPoint.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>Begin by playing <i>The Price Is Right</i> game called Gas Money. Play by breaking the class up into five groups. Show a picture of a new car that’s for sale (found online or in the newspaper). Write (in random order) five possible prices for the car, one of them being the correct price. (For lower level classes, select a wide range of prices (\$50, \$500, \$5000, \$25,000, \$50,000. For higher level classes, select a small range of prices (10,000, 15,000, 25,000 30,000, 39,000).</li> </ol>		

2. Each of the four wrong prices is worth \$1,000, \$2,000, \$3,000 or \$4,000 (based on the closeness to the actual answer). Rotate turns so each group guesses once and then the next team guesses, until a team finally guesses the correct answer.
3. To play multiple games, have a class scorekeeper write the points of each correct guess for each team. Also, use a variety of cars and car prices as well as other items (homes, boats, cell-phone plans) to have students guess the price of several different items **(6SL1)**.
4. The purpose of this game is to help students gain a realistic sense of how much things cost. Conclude this activity by discussing with students what they were surprised about and what they learned. Transition into talking about how people earn money to buy these items (college/training and working).

## Middle of lesson

### Explore CareerZone

5. Access the Dollars and \$ense budgeting tool from CareerZone. Students will go through a series of lifestyle choices and determine how much they would like to spend on each one (6R7).
6. Allow students to use the internet to look up the monthly expenses of luxury items and services to add to their budget plan. Also encourage students to add in generous donations to charity and causes of their choosing.
7. Have students record their budget using The Price Is Right worksheet (LPW).
8. Students who are logged in to their Portfolio account can save their budget to CareerZone.
9. Once students have completed their budget, have them view a list of occupations with salaries that can support the budget they created. They can find this information through CareerZone at the end of the budgeting tool, or by using an internet search.
10. Have students select an occupation from their list that interests them the most.
11. Students will research their selected occupation further, especially pertaining to its education requirements and college programs. Students will be able to directly find this information in CareerZone.

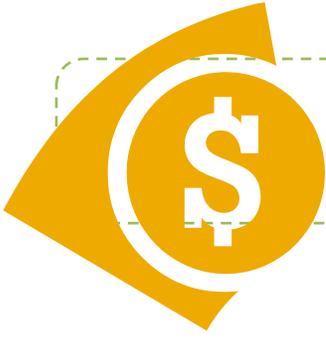
### Activity

12. Now that students have a clearer sense to how much things cost, play The Price Is Right Gas Money game again. This time, use a variety of items with a smaller range of prices. Based on how accurate your students can guess have been, make the correct prices more and more difficult to guess. You can also switch it up so that students continue to guess until they get an answer wrong (as supposed to rotating every turn) (6SL 1).

## End of lesson

13. Conclude by using CareerZone to look up wages for several occupations. Discuss how salary is influenced by the amount (and cost) of education/training needed for that occupation. Then discuss the benefits, risks, and complications of taking out large loans to pay for education and training programs. You can use recent news articles that further discusses research and viewpoints on these topics. If you have time, you can use CNN's Loan Calculator to determine how long it takes to pay off a loan by entering in a specific loan amount and monthly payment. Find the loan amount by using a local or familiar college's tuition costs. Then enter a monthly payment by looking up an occupation's salary that could be hired with a degree from that college. Enter several options for students to get a true reality check of how long it may take to pay off their student loan.

Authors: The CareerZone Team



## The Price Is Right

Category	Amount
Housing (rent/mortgage).....	_____
Food.....	_____
Car.....	_____
Car insurance, maintenance, gas.....	_____
Health insurance/dental insurance.....	_____
Entertainment ..... (eating out, movies, concerts)	_____
Clothing, personal items.....	_____
Cable.....	_____
Phone.....	_____
Cell phone, pager.....	_____
Utilities (water, gas, electricity, etc.).....	_____
Internet access.....	_____
<b>Total</b> .....	_____
Savings for emergencies	_____
* Multiply <b>Total</b> by 12 to get annual living expenses =	_____

# Career Lesson – Dream Resumes

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Timeline</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore Career Zone <b>Day 3:</b> Activity <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 7-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>Printer</li> <li>Notebook/Journal</li> <li>Sample Resumes</li> </ul>	
<b>Learning Standards:</b>	R10 (Range of Student Reading Experiences for 7th Grade), 7W2, LPW, 7W5, 7SL1, CDOS 1, 2; MST 2	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students?	Students will be able to explore possible career ideas, begin to build a resume which will help them understand their skills and abilities	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>Career specific</li> <li>Career psychology</li> <li>Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? NYS DOL, Local Colleges, Local Business Leaders	
<b>Objectives:</b> Students will be able to identify a possible dream job and write a resume for it, forecasting the education and experience they will need to get the job.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Have students print out and hand in their resumes, along with any notes that they took regarding researching their specific occupation.</li> <li>Students can use the Journal section in Career Zone’s My Portfolio to record their thoughts.</li> <li>Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>Students must have basic computer skills and be able to research using the Internet.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>Share with students the quote, “Do what you love and you will never have to work a day in your life.” Ask them: What does this mean? Discuss with students what people mean when they say dream job. Ask students: What does a typical “dream job” consist of? Conclude that a dream job consists of doing what you love.</li> <li>Have students brainstorm what their dream job could be and why.</li> <li>Next, have students each make a list in their journal of their schooling, job and volunteer experience, and skills that they already have as well as the things they will need to have in order to be considered for this job. The students can share their responses with the class. Also, ask students if they think they would need to have some type of college education for their dream job. The students may also discuss whether or not they believe college is important (7SL1).</li> </ol>		

4. Explain to the students that they will be building fantasy resumes with the jobs they wrote about in their journals. They will be using Career Zone to research the job and to also use the Resume Builder in the password protected My Portfolio section of the website.
5. Pass out sample resumes from different fields for students to see how resumes are constructed. Discuss the traditional parts of a resume as the students observe the samples.
6. Ask students to look at the list in their journal and see how the information can be written in a resume format.

## **Middle of lesson**

### **Explore Career Zone**

7. Explain to students that the next step is for them to begin creating their fantasy resumes for their dream job. Since it will be written for a future job, it should detail future education, skills, and work experience they expect to have to be qualified for this job. Students may pick what college they would like to go to and what future job experience they would like to have.
8. First, students will research their dream career by using the Search feature in Career Zone and finding an occupation title that best matches their interests.
9. Students who are unsure of their dream career can use the quick Assess Yourself tool to determine a possible occupation.
10. Have students record relevant skills, knowledge, required licenses (if applicable), and school programs necessary for this occupation. This information will all be used as students build their dream resume (7W5).

### **Activity**

11. Have students access the Resume Builder module to incorporate a list of dream qualifications, education, volunteer work, etc. that the student will need for this dream job (LPW).
12. In order for students to save their resume to Career Zone, they will need to log in to My Portfolio. Students may also create an unsaved version of the Resume Builder by using the Quick Resume in Guest Tools.
13. Logged-in users can save and edit their resumes at another time. You can also have students print out their resumes and have their peers edit them.

## **End of lesson**

14. Have students print out and hand in their resumes, along with any notes that they took regarding researching their specific occupation.
15. Students can use the Journal section in Career Zone's My Portfolio to record their thoughts.
16. Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.

Authors: Deborah Johnson; modified by the Career Zone Team

# Lesson – Help Wanted

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Timeline</b> (For multiple-day lessons, each day consists of one 30–50-minute class period.) <b>Day 1:</b> Introduction <b>Day 2-4:</b> Explore CareerZone; Activity <b>Day 5-6:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 6-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a> Newspaper (optional)	
<b>Learning Standards:</b>	6R1, 6W6, 6SL1, 6SL2, 6SL5, CDOS 1, 2; Arts 1; MST 1, 2, 3	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	By developing a job posting, students will become aware of how to read and respond to job postings accurately.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>● Career specific</li> <li>● Career psychology</li> <li>● Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Local Businesses or HR representatives from companies	
<b>Objectives:</b> As a group, students will create a help-wanted ad to show their understanding of how personal qualities and job qualifications relate to occupations.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>● Use the following rubric to assess students throughout this lesson.</li> <li>● Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <p><b>Prior to This Lesson (Prior Knowledge)</b></p> <ul style="list-style-type: none"> <li>● Students must be able to conduct research using the Internet.</li> </ul> <p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1. Begin by talking to students about help-wanted ads. Where do they find these and what do these ads include? Talk about how help-wanted ads are recent job postings and can be found electronically (job-search engines) or paper-based (newspapers, billboards, posters in windows).</li> <li>2. Put students into groups (no more than four students per group). Supply each group with one job opening ad found in a newspaper or online. Prior to this activity, cut out the name of the job, leaving only the description. Have students decide as a group what the job posting may be by reading qualifications and other determining factors (6SL1).</li> <li>3. Regroup as a class to discuss what each group decided, and reveal the occupation described in each job posting.</li> </ol>		

4. Classes with iPad or computer accessibility can search for apps designed to help people find jobs and where businesses can post jobs. Ask students about how different or easier it might be to access recent job postings in today's world, given the availability of today's technology.

## Middle of lesson

### Explore Career Zone

5. Tell students that they will be researching an occupation to make their own Help Wanted ad. Have students use an occupation already used in the introduction or choose a brand-new occupation.
6. Students will read about the occupation they choose (either a new one or an occupation from the Introduction) by using CareerZone and taking notes on important occupation details including its description, knowledge, and skills. (6R1, 6SL2, 6W6).

### Activity

7. After researching an occupation, each group will create a job description and a help-wanted ad for that occupation. The students should use CareerZone and newspapers (or the job clippings from the introduction of this lesson) to guide them with how to write the job description and help-wanted ad.
8. Students can use Web 2.0 tools to create and present their findings to the class. Search Web 2.0 tools for virtual corkboards or posters for students to create their job postings. For a list of Web 2.0 tools visit: <http://www.web2teachingtools.com/A-Z.html>
9. Groups will then present their job postings to the class. As an optional activity, you may have the presenters not mention the title of the occupation they're describing and encourage the class to try and guess what it is from the job description and help-wanted ad. (6SL5)
10. Another good optional activity it to have a human resource professional from a local company come in to talk about how the company creates job ads and the kind of language that is used to describe the kind of applicant the company wants to hire.
11. Help students improve their descriptions by having students access the O\*NET Job Description Writer at: <http://www.careeronestop.org/businesscenter/jdw/gettingstarted.aspx>. Students can find their occupation and select from a pre-written list of descriptions to include in their help-wanted ad. Talk to students about how this tool can be useful for employers for creating job postings.

## End of lesson

12. Debrief students by having them journal in the CareerZone's Journal section about what they learned from this lesson. What interested them about the career they researched? How do their interests and abilities relate to their future career?

Authors: Deborah Johnson; modified by the CareerZone Team

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

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

Group members: \_\_\_\_\_

Occupation: \_\_\_\_\_

### Scoring Rubric: *Help-Wanted Project*

Did you work cooperatively in small groups?	Did you take notes using CareerZone?	Did you create a job description using the information from CareerZone?	Did you create a help-wanted ad using information from CareerZone and the newspaper?	Did your help-wanted ad provide an accurate and detailed list of qualifications, job description, and additional work-related information?
Outstanding (4)	Outstanding (4)	Outstanding (4)	Outstanding (4)	Outstanding (4)
Good job (3)	Good job (3)	Good job (3)	Good job (3)	Good job (3)
Satisfactory (2)	Satisfactory (2)	Satisfactory (2)	Satisfactory (2)	Satisfactory (2)
Poor (1)	Poor (1)	Poor (1)	Poor (1)	Poor (1)

Comments:

**Total: \_\_\_\_\_ / 20 points**

# Lesson – Job Shadowing

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> Timeline (For multiple-day lessons, each day consists of one 30-50 minutes class period.)  Day 1: Introduction Day 2: Explore CareerZone Day 3-5: Activity Day 6: Conclusion and Assessment	
<b>Grade Level(s):</b> 6-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Video-taking and presentation equipment</li> <li>• Newsprint or poster-board / markers</li> <li>• Information on job shadowing</li> </ul>	
<b>Learning Standards:</b>	6R7, 6W2, 6SL1, 6SL4, 6L3, CDOS 1, MST 2, 5	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students will learn and see firsthand through interactions, observation, and conversation what certain career areas consist of and the skills or education needed for that career.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Local Business owners, Professionals in the STEM or Medical Field, Employees from offices within your school district	
<b>Objectives:</b> Students will job-shadow someone in a job of interest, identify key duties of that job, and analyze the experience to determine if that career is still interesting to them.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect introductory questions from students. Collect job-shadowing interview questions from students. Grade students' Virtual Job Shadow video based on their overall effort and effectiveness of questions. Collect journals.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Prior to This Lesson</b> <ul style="list-style-type: none"> <li>• Students should be somewhat familiar with the job-shadowing experience. A brief introduction may need to be taught for students to answer introductory questions. For students with no prior knowledge on job shadowing, you may need to print out information on job shadowing from valid websites.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>1. Before beginning the lesson, tell students that they are going to job shadow one adult in a career of their interest.</li> </ol>		

- Give students an adequate amount of time to set up a job-shadowing appointment.
2. Incorporate technology by prepping students to create a Virtual Job Shadow in which they will record their day and edit it to fit a 1 ½ - 2-minute video.
  3. Divide students into groups. Each group will research one of the following questions and present their research to the rest of the class. Provide newsprint or poster board for groups to use in creating a visual to present their findings to the class. Encourage students to use visuals, pictures, and words in an organized format to portray their ideas (6SL1; 6W2).
  4. Incorporate technology by allowing students to research using the Internet. To do this activity without using computers, students can use their critical thinking to come up with answers for the questions or read from premade website handouts that provide valid information on job shadowing (6R7).
  5. Following is a sample of research questions and tasks that can be used:
    - a. What is job shadowing? What are some benefits (at least 5) of job shadowing? (Encourage students to display their information in a web chart form, in which the term and definition of job shadowing goes in the middle and its benefits branch out from the center.) (6L3).
    - b. Identify ways (actions) one can go about finding a job-shadowing experience.
    - c. Who can we job shadow? (types of occupations; strangers vs. family/friends, etc.)
    - d. What type of ways can you prepare for a job-shadowing experience?
    - e. How should you act on the day you're scheduled to job shadow someone? What is the appropriate attire to wear? (Provide students tips for a successful job-shadowing experience.

## Middle of lesson

### Explore Career Zone

6. As a class, browse CareerZone's six career clusters. Discuss what each one is and specific occupations found in that cluster.
7. The career clusters in CareerZone correspond to the six career majors developed by the New York State Education Department. These career clusters contain occupations in the same field of work that require similar skills. This clustering can help focus a student's education plans toward obtaining the necessary knowledge, competencies, and training for success in a particular career pathway.
8. Discuss with students how job shadowing allows people to see the reality of a workplace. However, it may sometimes be difficult to find a person to shadow in the specific occupation we are looking to explore. Talk to students about how job shadowing in a similar occupation or occupation within the same cluster (or industry) will help someone determine if that occupation is right for him or her.
9. Allow students to explore occupations that interest them by selecting a cluster from the homepage. Students may write down occupations that they would like to explore. Students will later use these choices to set up an actual job-shadowing experience with someone they know (or perhaps don't know).

### Activity

10. Students will set up a job-shadowing experience with an occupation anywhere in an industry that falls into their favorite occupation.
11. Students will write down at least 10 questions to ask during their job-shadowing experience. Discuss with students what may be appropriate and inappropriate questions to ask.
12. Instruct students to set up a job-shadowing experience by using their professional networking skills. Students can ask friends, relatives, or any adult they can find who is willing to let them shadow them for a half day. School breaks or after-school hours are excellent times for student job-shadowing opportunities.
13. Integrate technology by having students create a Virtual Job Shadow video. Students may record their experience using either their phones or any video recording device. Students can edit their videos using video editing apps and create a short (1 ½-2 minute) video of their experience. Hold a Film Day once students have completed the project so they can share their experiences with each other.
14. Whether or not students film their experience, they should prepare a 3-minute presentation to give to the class about what they learned through their job-shadowing experience. This should include specifics about the job duties and whether or not they are as interested in this career as they thought they were before the experience (6SL4).

## End of lesson

15. Debrief with students on their experiences. Students can journal about their job-shadowing experience. Did they benefit from it? Is this a type of job they can see themselves doing in the future? Why or why not? If they were to do this experience again, what would they do differently and why?

Authors: Patricia Bruce (Donovan Middle School); modified by the CareerZone Team

# Lesson – Mind Map My Resume

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> Timeline (For multiple day lessons, each day consists of one 30-50 minutes class period.) <ul style="list-style-type: none"> <li>• <b>Day 1:</b> Introduction</li> <li>• <b>Day 2:</b> Explore CareerZone</li> <li>• <b>Day 3:</b> Activity, Conclusion</li> </ul>	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Internet Access to locate one Functional Resume and one Chronological Resume (Resumes may be printed for each student or viewed as an overhead)</li> <li>• Chalkboard/Chalk</li> <li>• Copies of action words: <a href="https://www.indeed.com/career-advice/resumes-cover-letters/action-verbs-to-make-your-resume-stand-out">https://www.indeed.com/career-advice/resumes-cover-letters/action-verbs-to-make-your-resume-stand-out</a></li> <li>• Access to: <a href="https://readwritethink.org/classroom-resources/student-interactives/resume-generator">https://readwritethink.org/classroom-resources/student-interactives/resume-generator</a></li> <li>• Copies of <a href="https://www.readwritethink.org/">https://www.readwritethink.org/</a></li> <li>• Learn about Mindmapping at: <a href="http://www.mindmapping.com/">http://www.mindmapping.com/</a></li> <li>• Construction Paper/ Markers</li> </ul>	
<b>Learning Standards:</b>	9-10R4, LPW, LPW, 9-10SL1, CDOS 1, 2	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students will learn resume formats and content and how to begin the resume writing process by reviewing and discussing resume examples.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Guidance Counselor, Human Resources director from local businesses, NYS DOL	
<b>Objectives:</b> Students will understand the function, form, and effectiveness of a resume by examining and discussing sample resumes with their classmates. Students will also develop a working resume by using one of two Internet sources.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect typed drafts of students' resumes and cover letters as created using the Resume Generator and Letter Generator. Review and grade them using the Resume/Cover Letter Rubric. Address the grade and comments when returning the resumes and cover letters to students, especially if students are allowed to revise their submissions for a new grade.</li> <li>• Ask students, "What am I learning? Why am I learning it? How can I use it?" This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.</li> </ul>	

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Introduction

1. Introduce students to resumes as a genre of writing— professional writing. Discuss how this is different from academic genres in that it serves a different purpose and is intended for a different audience. In short, it is a type of writing by an author who is trying to get something. As a result, it is an extremely persuasive style of writing. Share examples of when a person would need a resume, such as applying for a job, a scholarship, or an award, or when creating a portfolio of one's work.
2. Prepare students to understand the purpose of a resume. The function of a resume is to inform the audience about you in order to accomplish something (perhaps getting a job, getting into college or winning a scholarship.)
3. Show students one example of a Chronological Resumes and another example of a Functional Resume (Search engine searches will provide several examples). (9-10R4).
4. Drawing a Venn-diagram on the front board and have students list similarities and difference between Chronological and Functional Resumes (9-10SL1).
5. Ask students what type of resume they think would best suit their purpose and experience. Typically, students who do not have a lot of work experience should develop a Functional Resume that highlights their skills, while those with work experience can develop a Chronological Resume.
6. Next, discuss the importance of listing skills and using action verbs on resumes. Talk to students about how a resume is a 30 second pitch to show all your achievements, skills, and experiences.
7. Students can create a Mind Map (<http://www.mindmapping.com/> ) to visually brainstorm a detailed list of their skills, knowledge, experience, and achievements. Allow students to write and draw words that comes to mind, while keeping their thoughts organized by categories. Encourage students to use action words while developing their Mind Map. Review these examples of Mind Map resumes: <https://www.indeed.com/career-advice/resumes-cover-letters/action-verbs-to-make-your-resume-stand-out>.
8. Have students color and add illustrations to their Mind Map.
9. Next, have students circle or star areas of their Mind Map that they wish to add to their resume.

### Middle of lesson

#### Explore Career Zone

10. Use CareerZone's Resume Builder to begin developing student resumes. Students with a CareerZone account can access the Resume Builder through the portfolio and save and update their resume at a later date. Students who do not have an account can access the Quick Resume Builder outside of the portfolio and save their resume to their desktop as a Microsoft Word document (LPW).
11. For an alternative to CareerZone's Resume Builder Visit Read Write Think's Resume Generator.

#### Activity

12. When they have completed their resumes, have students save them and print a copy to bring to the next class.
13. Ask students to take out the printed copies of their resumes. Discuss how resumes today can be printed and submitted to the audience, but they can also be submitted electronically. In that case, the resume writer needs to understand how to save a resume as a .pdf or how to create a resume with very little formatting, with only the basic information listed and no fancy spacing, or bullets used.

### End of lesson

14. Ask students, "How often should resumes be updated or revised?" Discuss how resumes are constantly changing based on the experiences and skills people are developing. Resumes should be revised in between new jobs or opportunities, but also as many times a year as new skills, training, experience, etc. are being developed.
15. Discuss how important it is to save a general resume in a safe place. Also, resumes should be modified based on the audience. Although your general resume may have a list of all your prior work experience, you may want to exclude some work experience if it's irrelevant to your audience or purpose.
16. Ask students to share where they plan to save their resumes and the next time, they will update it.

Authors: The CareerZone Team

New York State Department of Labor

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# Lesson –My College Readiness Packet

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <i>Timeline (For multiple day lessons, each day consists of one 30-50 minutes class period)</i> <ul style="list-style-type: none"> <li>• <b>Day 1:</b> Introduction</li> <li>• <b>Day 2:</b> Explore Careerzone; Activity</li> <li>• <b>Day 3:</b> Activity; Conclusion</li> </ul>	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Access to <a href="http://nces.ed.gov/collegenavigator/">http://nces.ed.gov/collegenavigator/</a></li> <li>• Worksheet 1: My College Readiness Packet <i>Notes</i> (attached)</li> <li>• Worksheet 2: My College Readiness Packet <i>Sections</i> (attached)</li> <li>• Order copies of Paying for College bookmark ahead of time (optional): <a href="http://www.consumer.ftc.gov/articles/0352-paying-college-bookmark">http://www.consumer.ftc.gov/articles/0352-paying-college-bookmark</a></li> </ul>	
<b>Learning Standards:</b>	9-10W7, 9-10SL2, 9-10SL, CDOS 2, 3b, Range of Student Reading Experiences for 9th-10 <sup>th</sup> Grade	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students will have an understanding and familiarity with the conducting college research and the college search process. They will examine college topics such as college programs, majors and financial aid processes.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? School Counselors, College Faculty or College Admissions Offices, NYS Education Department or HESC	
<b>Objectives:</b> Students will explore college financing options by utilizing several online resources and creating their own College Readiness Packet.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• College Worksheet: My College Readiness Packet Notes.</li> <li>• Collect and grade students' packets on a 1-5 scale (1 - poor, 3- satisfactory 5- excellent) for 1) Relevancy, 2) Organization, and 3) Validity of sources, for a total of 15 points.</li> <li>• Ask students: "What am I learning? Why am I learning it? How can I use it?" This quick assessment can be given throughout or at the end of the lesson. See the attachment: "Three Questions" for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)		
<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Have the students develop a list of dream colleges without thought to financing options. (If the students find it difficult to identify a range of options, suggest a small school in your region, a large school in your region, an</li> </ol>		

- exclusive school, and a large school in another area of the country).
2. Using College Navigator, <http://nces.ed.gov/collegenavigator/>, search for the specific school and select Tuition. Students can also use the multi-year calculator to find out the cost of tuition for 2-4 years.
  3. As a class, discuss the students' initial reactions to the information about the cost of college. Were they surprised, or was the amount close to what they expected? Do they think college will be worth it? That is will the cost of attending college be outweighed by the benefits they will receive after they complete their college degrees? (9-10SL2)
  4. Ask students what happens if they do not complete their degree? What happens if they fulfill most- but not all of their course work? What happens if they pass all but one of their courses. Answer: They will not get a degree. Ask: "Do you still have to pay for the fulfilled courses you took?" [Yes.] "Do you still have to pay for the course you didn't complete?" [Yes.]

## Middle of lesson

### Explore CareerZone

5. Explore colleges and save information in the CareerZone Portfolio. Students must create or have a Portfolio account on CareerZone to access the Colleges module. Once students select the College module from the Portfolio, students can search for colleges by major, keyword, type of degree, location, etc.
6. Have students view the college's official website; explore and note important information such as programs they offer, courses needed for that program, tuition costs and more. If students find this is a favorable college for them, have them add it to their list of favorites using CareerZone's Add to Favorites button.

### Activity

7. Talk to students about different ways to pay for college- list them on the board and share. Guide students into sharing that the main tools to pay for college are: 1. Grants 2. Scholarships 3. Awards 4. Loans 5. Preplanned Savings
8. Break students into expert groups. Each group will become an expert on their assigned topic to report back to the class. Topics will consist of 1. Grants 2. Scholarships/Awards 3. Loans 4. Preplanned Savings (i.e., NY529's Program) and 5. FASFA.
9. All groups are to research their topic using NY's Higher Education Service's (HESC) website at: <http://www.hesc.ny.gov> and any other valid and approved websites (9-10W7).
10. Integrate STEM by incorporating an Expert Group that will research and present on the NYS STEM Incentive Program. Information on this program is also available on HESC website.
11. Have students present their findings to the class while their peers use Worksheet 1: My College Readiness Packet Notes to take notes. Be sure that each student include comments/a short reflection for each group's topic (9-10SL4).
12. Next, students will use this new knowledge to create their College-Readiness Packet. Distribute My College Readiness Packet Sections handout to students. Students will use this handout as a guide for creating their packet and acquiring the following information about either a college/training program of choice or ways to save and pay for any college/training program.
13. Allow students time to gather and print important resources for their packet. Information should be relevant to their career or college choice and should be organized.
14. Instead of a packet, students could also develop a College Readiness Binder using dividers for different sections, or even a Microsoft Word file with live links.

## End of lesson

15. Have students share their College Readiness Packet. For those who feel comfortable, ask how they consider paying for college, tuition, etc., and how this lesson may have made them more aware of or even changed their views on how they plan to finance their college education.

Authors: The CareerZone Team

New York State Department of Labor

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**My College Readiness Packet Notes**

Grants	Scholarships	Awards	Loans	Preplanned Savings	STEM Incentive Program
<i>TAP</i>			<i>Federal Loans</i>	<i>529 College Savings</i>	
<i>Federal or State</i>			<i>Private Loans</i>	<i>Other ways to save:</i>	
<i>PELL</i>					



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<i>Comments:</i>	<i>Comments:</i>	<i>Comments:</i>	<i>Comments:</i>	<i>Comments:</i>	<i>Comments:</i>

# Lesson – My Portable Portfolio: Hardcopy vs. Online Portfolios

<b>Teacher Name:</b>	<b>Duration (in minutes): Timeline</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Day 1:</b> Introduction and Exploration of CareerZone <b>Days 2-4:</b> Activity – Create Hardcopy Portfolio <b>Days 5-6:</b> Activity – Create Online Portfolio <b>Day 7:</b> Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Student material from home to assist in creating a portfolio. This may include but is not limited to: (1) documents with employers contact information; (2) dates of employment; (3) awards received with dates; (4) volunteer experience with contact information; and (5) dates of volunteer work, etc.</li> <li>• Student notebooks (1 per student) and writing utensils</li> <li>• Chalkboard, chart paper, SMART board, or whiteboard</li> <li>• Computers with Internet access to:             <ul style="list-style-type: none"> <li>- <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>- <a href="#">Wordl - A daily word game</a></li> </ul> </li> <li>• Résumé templates (one per student) and other templates that students can fill out and include in their portfolios.</li> <li>• Manila folders</li> </ul>	
<b>Learning Standards:</b>	9-10R7, 9-10SL1, 9-10SL4, 9-10SL5, LPW, 9-10W1, 9-10W7; 9-10L4, 9-10L6, CDOS 1	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students will have a deeper understanding of how to develop a portfolio that will showcase their skills and abilities to lead them into employment or training.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? NYS DOL, School Guidance Counselor, College Career Counselor	
<b>Objectives:</b>  Students will be able to demonstrate their knowledge of a career portfolio by creating both a hardcopy and an online portfolio and then comparing the two.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• After allowing adequate time for reviewing, collect students' paper portfolios for assessment. If you wish to grade the online portfolios, students can print out each completed module to hand in to you. If you wish to grade their portfolios by accessing their accounts directly, you must retrieve each student's username and password.</li> <li>• Informal assessment of student performance and participation should be evaluated throughout the lesson, using student rosters and checklists on each chosen activity.</li> </ul>	

- Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

1. Students should have a clear understanding of what a career portfolio is and be able to identify reasons why keeping one will be beneficial in their lives.
2. Assign students to bring to class any relevant materials that they may wish to add or use when making their portfolios (contact information of a previous employer, awards they have received, etc.). Allow adequate time for students to gather this information prior to this lesson (9-10W7, LPW).
  - School-to-home connection: Involve parents by having them help their children find the resources they need from home in order to complete this lesson.

### Introduction

3. Access students’ prior knowledge by having students brainstorm vocabulary terms and phrases that come to mind when they hear career portfolio. Write these words down on chart paper (9-10SL1).
4. Allow students to use the Internet to search for terms related to career portfolio. Students can then display the words that they came up with in a word collage by using Wordle, ([www.Wordle.net](http://www.Wordle.net)) an online tool for generating word clouds provided by the user. Have students share Wordles and the words they chose to include and why (9-10SL5).

## Middle of lesson

### Explore CareerZone

5. Once students have a clear idea of what a career portfolio is and why it is important, have them access CareerZone at [www.careerzone.ny.gov](http://www.careerzone.ny.gov).
6. Have students explore CareerZone independently while listing all of the items that are available to them in CareerZone that they would want to include in a career portfolio. Possible answers include (1) occupation names; (2) descriptions; (3) salaries; (4) self-assessments; and (5) modules inside My Portfolio. Encourage students to group similar items together (9-10R7; LPW).
7. Students must first create a CareerZone account in order to access My Portfolio. This will only take a few short minutes and will allow students to explore more than 15 career-related modules, including a résumé builder, cover letter, reference list, self-assessments, and a journal.
8. Students can track these words by creating a Wordle (see previous information) at [Wordl - A daily word game](#) (9-10SL5).

### Activity

9. Have students share (either with the entire class, groups, or in pairs) their lists of words. Take this as an opportunity to enhance student vocabulary and speaking skills. Allow students to explain the meanings of the words on their lists and why they would want them in their portfolios. Discuss any unfamiliar words as a class (9-10L4, 9-10L6, 9-10SL4).
10. Ask students to share which features they would include in their portfolios and why. Typical responses should include a resume, a cover letter, and a list of references/contacts. Then ask students why no two portfolios will be exactly the same. Since students have different goals, they will each showcase unique work to display their talents and interests (LPW, 9-10SL1).
11. Students will begin compiling paper versions of their career portfolios. They will first need to decide what they feel is most important to include in their portfolios. Students should use the information they gathered while exploring CareerZone. Give students adequate time to complete their career portfolios by allowing them to edit, revise, and peer review (LPW).

12. At a later session, students will begin creating their online version of a career portfolio. Allow additional time after this lesson for students to complete their portfolios (LPW).
13. If students are not able to create an online portfolio at this time, you may print out templates that are useful for them so they can compare their hardcopy portfolios. They can print résumé templates or sample job applications that they can fill out and include in their portfolios.
14. Completion of CareerZone's My Portfolio is not necessary for this lesson. Recommended modules are Job Readiness Skills, Volunteer Experience\*, Work Experience\*, Education History\*, Future Goals and Dreams, Résumé Builder, Cover Letter and Reference List.

\*Note that modules marked with a (\*) are automatically added to the Résumé Builder module.

### **End of lesson**

15. At the conclusion of this lesson, have students write a short reflection on which type of portfolio (the paper or the online version) they would rather use. Have them respond to questions such as: (1) What are the advantages of creating an online portfolio in place of a paper portfolio? (2) Did they find one easier than the other? If so, why? Have students use sufficient evidence and valid reasoning to support their answers (W.CCR.1, 4).

Authors: Renee Trojnar and Joanne Williams (Dolgeville High School); modified by the CareerZone Team

# Lesson – Reference Your References

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Timeline</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.)  <b>Day 1:</b> Introduction <b>Day 2-3:</b> Explore CareerZone; Activity <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>Printer (optional)</li> <li>Worksheet 1: “Making References”</li> <li>Pens/pencils</li> </ul>	
<b>Learning Standards:</b>	9-10R1, “Lifelong Practices of Writers (LPW), 9-10W7, 9-10SL2, 9-10L6, CDOS 1, 2, 3A	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students will be able to understand what a “reference” for a job means and how to create a reference page. This will be helpful for them as they apply to job positions or complete college applications.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>Career specific</li> <li>Career psychology</li> <li>Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? School Counselor, Local Businesses HR Representatives, College Career Counselors or Admissions Counselors, NYS DOL	
<b>Objectives:</b> Students will be able to explain the importance of having references for job and college applications, as well as the process for obtaining them from various individuals, by acting out various scenarios and creating their own reference lists.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Collect final copies of students’ reference lists for a formal assessment. Students who finish early can write down strategies for how they gathered their reference list. They may also use <i>Worksheet 1: Making References</i> as a guide if they directly asked a teacher or employer to be a reference.</li> <li>Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <ul style="list-style-type: none"> <li><b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>Students should be knowledgeable on the topic of references and letters of recommendation. Students should also find out the contact information of one to three individuals who can serve as references prior to this lesson.</li> <li>If not previously covered, discuss the importance of asking for a reference before writing one down on an application. Have students think of an individual they think would be a positive reference for a job application. Ask students questions such as: Is this someone who has a good opinion of you and is familiar with how well you work? If yes, then how would you go about asking them to give you a reference? How can you ask them in a professional manner? What is the difference of asking them face-to-face versus a phone call or email, text, etc.?</li> </ul> </li> </ul>		

## Introduction

1. Distribute the seven scenarios on Worksheet 1: “Making References” for students to act out in front of their peers. Divide students into groups of three or four, depending on class size. Mention that some scenarios may only require two roles, but the whole group must participate in preparing for the skit (9-10SL1).
2. For a quicker version, portray the skits as a class, choosing students at random to perform the skits for participation points.
3. Depending on the prior knowledge students have with this content, they may have to do additional research or be given answer keys before presenting.
4. Have students complete Worksheet 1: “Making References” as they listen to and present their own skits (9-10SL2).

## Middle of lesson

### Explore CareerZone

5. Have students as a class access CareerZone’s My Portfolio. Begin by pointing out the Reference List module and then showing other modules. Ask: Which two modules could work in concurrence with the Reference List module and why? Students should be able to, with guidance, point out Volunteer Experience, Work Experience, Resume Builder, and the Job Application tool (9-10L6).
6. Contact information entered in Volunteer Experience and Work Experience sections can also be automatically added to the Reference List module if the user chooses to do so.
7. Open up the Reference List module and have students fill out a mock reference form as a class. For student engagement purposes, use a well-known person of the students’ choice. Practice ways to find out the contact information for this person, such as using the Internet, and then compare that with more accurate ways students can find the contact information for their real references.

### Activity

8. Have students access CareerZone to create their own Reference List (LPW).
9. Students can log on to CareerZone and use the Reference List module in their portfolio to save and refer back to later. For a quick version of the Reference List module, access References through Guest Tools. Please note that students are not able to save their work in Guest Tools.
10. Encourage students to use accurate contact information and proper spelling. Allow students time to gather reference information through resources they have at home, the Internet, phonebook, school directory, etc. (9-10W7).

## End of lesson

11. Talk to students about storing their reference list both online and as a hardcopy. For a lesson on building an online portfolio and a hardcopy portfolio see the lesson: “My Portable Portfolio: Hardcopy vs. Online.”
12. Discuss with students when to and when not to provide references. When filling out a job application, students will need to have this information on hand so they can fill in this section (if required). This means that a student would need to gather these materials before he or she begins filling out an application (if he/she plans to fill their application out at the worksite). Also, discuss why resumes typically do not require attached references. Discuss with students why most professional employers require that their applicants provide references after a job interview is given.
13. Have students revise and edit their reference list before printing out a final copy to hand in for assessment (LPW).

Authors: CareerZone Team

# Making References

Following are seven scenarios describing a student who is in need of a reference or letter of recommendation. Write down **at least three pieces of advice** for each scenario to ensure the student is correctly, politely, and honestly requesting good references.

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**Scenario 1:** You are a student who is asking a teacher for a letter of recommendation to get into college. Although you no longer have a class with this teacher, he is in the same building as you everyday. How do you approach this teacher and ask for a letter of recommendation?

**Scenario 2:** You are a student who is asking a teacher for a letter of recommendation to get into college. This teacher is no longer working in your school district and you are unsure how to get ahold of him/her. How do you find this teacher and how do you ask for a letter of a recommendation once you find him/her?

**Scenario 3:** You are a student who is asking a teacher for a letter of recommendation to get into college. This teacher has had you in classes in which you have been constantly disruptive by talking to classmates when you weren't supposed to be and appeared to lack interest by falling asleep during class. How do you ask this teacher for a letter of recommendation in person? How does the teacher respond?

**Scenario 4:** You are looking for three references to add to a job application. However, you have little work experience. Make up a skit that portrays you asking as many as three people if they can be a reference for you. Who do you ask and what do you say?

**Scenario 5:** Your mom tells you to put her down as a reference. She cannot wait to tell your potential employer about how great you are. How can you tell your mom that she cannot be a reference? How can you ask your mom to help you find references?

**Scenario 6:** You are asking your boss to be a reference for another job for which you are applying. How can you politely ask him/her to be a reference for you?

**Scenario 7:** Your teacher has handed you a letter of recommendation that she has put a lot of time in writing to help you get into college. How can you follow up with him/her to let him/her know that you appreciate his/her efforts? What do you say/write?

# Lesson – The Soft Skills Challenge

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Timeline</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.)  <b>Day 1:</b> Introduction and Explore CareerZone <b>Day 2:</b> Activity (or assign as homework) <b>Day 3:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Class set of computers with Internet access and printer.</li> <li>• Access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Soft skill challenge materials:             <ul style="list-style-type: none"> <li>○ Exiled bin (for items not allowed to be used during the challenge)</li> <li>○ Headphones and music player (for each student who received the active listening skill)</li> <li>○ clock covered up with paper or cardboard</li> <li>○ blindfold</li> </ul> </li> <li>• United States Department of Labor’s (USDOL) “Soft Skills – Communication” video:  <a href="http://www.youtube.com/watch?v=X0voPIW2pSs">http://www.youtube.com/watch?v=X0voPIW2pSs</a></li> <li>• Worksheet 1: “Soft Skilled Careers”</li> <li>• Teacher handout: “Soft Skills Challenge”</li> </ul>	
<b>Learning Standards:</b>	9-10R1, 9-10R7, 9-10W6, 9-10SL6, 9-10L4, CDOS 1,2,3A	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students’ lives?	Students will be able to recognize and understand what soft skills are, how they are important and which skill sets they have and may need to improve on .	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice?  School Counselor, NYS DOL, Local College Admission or faculty, local business leaders	
<b>Objectives:</b> Students will improve their soft skills through an activity in which they must communicate for a given length of time without the use of certain soft skills, such as speaking and listening, and reflect on the experience with classmates.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Use the student roster to assess participation in challenge. Collect journal entries and the “Soft Skilled Careers” worksheets from students.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students.</li> </ul>	

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson (Prior Knowledge)

- Students should have some knowledge of the world of work and how professionals interact with each other and with customers. Students should also be able to reflect on an experience and journal critically about it.

### Introduction

1. Introduce students to the idea of “soft skills” as skills necessary for successful interpersonal communication. Soft skills are internal abilities one has to communicate, trust, understand, listen, and engage with another person or particular topic. These skills are vital for personal and professional growth (9-10L4).
2. Show students this United States Department of Labor’s (USDOL) “Soft Skills – Communication” video: <http://www.youtube.com/watch?v=X0voPIW2pSs>. This video discusses the importance of having good communication skills in the workplace (9-10R7).
3. After watching the video ask students:
  - Have you ever felt the way the cashier feels? If so, how?
  - Have you ever had to communicate to someone in a different way than you would with your friends? If so, how?
  - Sometimes, it is important to change the way we speak in order to properly communicate with another person. This is especially true for the workplace or anytime you are talking to an adult. Why do you think this is?

### Middle of lesson

#### Explore CareerZone

4. Explain how people in different occupations master specific soft skills to succeed in that occupation. Some employers even require their employees to pass soft skills training and exams. These trainings and exams teach and test individuals’ abilities to communicate effectively in specific job encounters. Special agents of the Federal Bureau of Investigation (FBI), for example, are trained on soft skills in order to properly conduct a criminal investigation. A key component is to teach people to say things that are appropriate for the situation, but may not be what they originally want to say. Encourage students to learn more about FBI soft skills training by having them read “The Challenge of Teaching Soft Skills”: (<http://elearningindustry.com/the-challenge-of-teaching-soft-skills>).
5. Ask students: In what other type of jobs do you think soft skills are essential? Have them research occupations using CareerZone to find jobs that require soft skills. Have students record 3 occupations that require soft skills and have them explain why (use the included “Soft Skills Challenge” worksheet) (9-10W6).
6. To provide more examples for students, say: There are also soft skill trainings for doctors. Doctors go through “simulation trainings” in which doctors role play with actors on scenarios they would encounter with real patients (such as how to handle patients with an illness).
7. Discuss new technologies available that train employees in soft skills and technical skills. Trainings often teach employees on how to use certain equipment or programs necessary for the job. “Virtual simulations” are being used more and more to conduct these trainings. Virtual simulations may be conducted via a computer program or a training space, where individuals feel as though they are actually in the workplace and working with a client. What are the benefits of virtual simulations? These simulations are cost effective and also produce a multitude of scenarios so that individuals will not get the same scenario more than once.
8. Use Teacher Tube or YouTube to show students a short video of a virtual simulation.
9. As students research using CareerZone, show them the Skills section that’s found on the Occupation Detail pages. Once students find an occupation they are interested in, have them read the description and then read the skills required for this occupation. Tell students that the skills listed on CareerZone are both “hard” and “soft” skills. Ask students if they can guess which the hard skills are. Hard skills are specific, teachable abilities that often represent occupational requirements for a job, such as typing. Other examples include speaking a foreign language or having a degree or proficiency in computer programming. Next, have students identify the soft skills for the purpose of this lesson (9-10R1).
10. Show an example of soft skills found on CareerZone. Examples include active listening, critical thinking, speaking, etc. CareerZone shows the skill level needed for each occupation using a rating scale from 1-7. A low number shows that only some competence is required while a number closer to seven shows that students would need to be an expert with that skill. CareerZone also ranks importance of the skill needed for that jobs using a 1-5 scale.
11. Have students complete the attached worksheet. They should then discuss their responses as a class.
12. Provide an example for students. Persuasion is a soft skill in which someone must try to get others to change their minds or behaviors. Ask: What occupations require their employees to have this skill? Answers should include an occupation in sales (or something similar), since salespeople must persuade others to buy their products. A lawyer is another good example since lawyers must persuade a judge or perhaps a jury that their client is innocent.

13. Ask students why training soft skills for occupations is often challenging. Responses could include It requires people to change the way they communicate as well as habits that have been developed over a lifetime.

### Activity

14. Students will practice their soft skills by completing in the Soft Skills Challenge. You may want to assign this over a weekend, so students do not miss out on your or other teachers' instruction. If assigning overnight or over a weekend, have students journal about their experience (9-10SL6).
15. Cut out and distribute the soft skill challenges on the teacher handout (included). Each student will be handed a soft skill at random. Encourage students to avoid sharing what they received with their classmates, if possible.

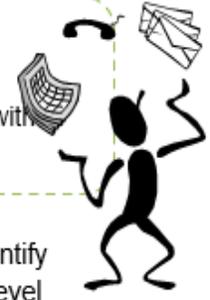
### End of lesson

16. Talk to students about how they felt during the activity. Each student should talk about what his or her soft skill challenge was, what was done to complete it, and any notable situations that happened in which he or she had to act in a different way than he/she normally would. Have students provide specific examples of what happened during their experience. How would they have acted in real life versus how they acted in the challenge? Lastly, have students discuss how having this skill helps them in life, school, and the workplace.
17. Have students journal questions asked in Step 16 for assessment.

Original Author: CareerZone Team

## Soft Skilled Careers

**Soft skills** are internal abilities one has to communicate, trust, understand, listen and engage with another person or particular topic. These skills are vital to personal and professional growth.



**Directions:** Use CareerZone to identify three occupations that require soft skills. Then identify what these soft skills are and why they are important to the occupation. Lastly, rank your level for each skill (1 being no attainment and 10 being mastery) that you currently possess.

Occupation Title	Soft Skill(s) required	Why?	Level of skill (1-10)

**Conclusion:** Based on your research, which occupation do you think you would be most successful in and why?

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### Soft Skills Challenge

**Teacher Instructions:** Print out multiple copies of this page to ensure each student receives a soft skill. Then, cut out each square and distribute to students to begin the Soft Skill Challenge. The same square may be used more than once.

<p><b>Soft Skill:</b> <a href="#">Active Learning</a> — Applying your entire field of knowledge (perhaps something you learned in the past or in a different context) to help you learn new information for both current and future problem-solving and decision-making.</p> <p><b>Challenge:</b> You do not have the ability to learn anything new. Please move all books, notebooks, and learning materials from your desk and put them in the Exiled Bin.</p>	<p><b>Soft Skill:</b> <a href="#">Active Listening</a> — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</p> <p><b>Challenge:</b> You cannot give your full attention to what others are saying. Put on headphones with music to avoid hearing your classmates and teacher(s).</p>	<p><b>Soft Skill:</b> <a href="#">Conflict Resolution</a> — is a way for two or more parties to find a peaceful solution to a disagreement among them.</p> <p><b>Challenge:</b> You are unable to help people, talk to people, or read their body language to solve a problem. Use the <i>blindfold</i> provided to remove your vision and your ability to solve conflicts!</p>	<p><b>Soft Skill:</b> <a href="#">Speaking</a> — Talking to others to convey information effectively.</p> <p><b>Challenge:</b> Stay quiet for the entire length of this challenge.</p>
<p><b>Soft Skill:</b> <a href="#">Instructing</a> — Teaching others how to do something.</p> <p><b>Challenge:</b> Only ask questions. You cannot answer any questions, explain anything, voice comments, or make suggestions.</p>	<p><b>Soft Skill:</b> <a href="#">Mediation</a>— Bringing others together and trying to reconcile differences.</p> <p><b>Challenge:</b> You can only talk to one person at a time to avoid mediation! Remove yourself from all conversations with more than one person and do not participate in classroom or group discussions (but stay and listen).</p>	<p><b>Soft Skill:</b> <a href="#">Persuasion</a> — Persuading others to change their minds or behavior.</p> <p><b>Challenge:</b> You have to say yes to and agree with everything others say (talk to your instructor about exceptions to this rule).</p>	<p><b>Soft Skill:</b> <a href="#">Time Management</a> — Managing your time and the time of others.</p> <p><b>Challenge:</b> You cannot ask for or look at the time! You are also the last person to arrive at each destination traveled to throughout this challenge. Watches, phones, etc. should all go in the Exiled Bin.</p>

# Lesson – Bobilator

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Timeline</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.)  <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity, Conclusion, and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Class set of computers with Internet access and printer</li> <li>• Access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Worksheet: “The Bobilator” (included)</li> <li>• Overheads included in this lesson</li> </ul>	
<b>Learning Standards:</b>	9-10R1, 9-10W7, 9-10SL1, 9-10L4, CDOS 1, 2, 3A	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students will be able to recognize what LMI is and how it can help them while looking at picking out a career in a certain field or location.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? NYS DOL, Local Business Leaders	
<b>Objectives:</b> Students will play a game called the Bobilator to better understand how different types of labor market information (LMI) can inform career decisions and that more information is always better.	<b>Assessment:</b>  Collect Bobilator worksheets from students and their recordings for LMI found on CareerZone or New York Department of Labor website. Students can also write in their journals based on questions asked in the conclusion/final thoughts.  Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students.	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students should understand the concept of a labor market.</li> <li>• You may also want to preface this lesson by having students do a journaling exercise to reflect on what they value in their future career – money, flexibility, education level, etc., so they have spent some time thinking about information that they will be asked to rank in this lesson.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>1. Introduce the Bobilator activity by telling students that you will show them a list of 11 occupations that are “real</li> </ol>		

- jobs” in New York State. However, the titles are disguised. Show them the overhead of the Bobilator Decision Sheet (attached).
2. Ask students to individually complete Step 1 (first column) of the “Bobilator Decision Sheet” by ranking their choices by number 1-11, on the basis of which occupation titles seem most appealing to them.
  3. Ask students:
    - a. Would you feel comfortable starting work tomorrow in your first occupation choice?
    - b. What else would you like to know?
    - c. What other information would be important for you to know before picking one of these jobs?
  4. Explain that additional facts about each job title will be presented. Reveal the next piece of information (Step 2) and ask students to review their job ranking and complete Column 2 by re-evaluating their job choices.
  5. Continue this for steps 3-6. When Step 6 is complete, discuss the rankings and ask students:
    - d. Did your first-choice change from Step 1?
    - e. What information influenced you to change your ranking or to keep the same ranking?
  6. Ask students to raise their hands as you read out the list to indicate which job is the most appealing to them.
  7. Ask students to guess what the “real jobs” disguised in this activity are. Show students the overhead with the real titles of the 11 occupations.
  8. Ask students to reflect on the decision-making process, by presenting questions such as: Which piece of information was most useful?
  9. Review the occupations that students guessed. Was anyone close? What did they write down? How did they come up with their answers?
  10. Explain to students that the information on their worksheets is a form of labor market information (LMI). LMI is data that is collected, analyzed, and published to determine the number of people employed, the wages they are earning, their occupations, the location of their workplace in relation to where they live, the number of people available to work in a given area, and the occupations that will be in demand in the future.
  11. Ask students: How can knowing about LMI help us make informed career decisions? (9-10R1, 9-10SL1).

## Middle of lesson

### Explore CareerZone

12. Have students look up the occupations revealed from the Bobilator activity in CareerZone in order to write down their job outlook. Ask students what job outlook means and why it is a form of LMI? (9-10L4).
13. Answer: Job outlook tells the number of jobs expected to exist in the future. This is also sometimes called job projection. It is a piece of LMI in that data is collected and interpreted to help us make informed decisions about a given occupation and if that occupation is likely to be favorable or unfavorable occupation in the future.
14. Use the search feature and type in hairdresser. Then find and record the following information.
  - Field/Career Cluster: (This is a good opportunity to discuss with students what different fields exist. Show the career clusters on the homepage and have students brainstorm what type of occupations are included for each cluster and why they are similar).
  - Students can locate the Field/Career Cluster for each occupation by viewing the cluster icon and information at the top of each Occupation Details page. For example, on the Occupation Details for hairdressers provides information on the field of the occupation by saying: This occupation is in the Human Services career cluster and the Personal Care Services career pathway.
  - Wage
  - Job Outlook
  - What Training Is Required
15. Have students write down CareerZone’s Job Outlook for each occupation. Students can record this on their worksheet using a different colored pen.
16. Compare these answers with what was used for the Bobilator activity. Ask students why they think some answers may be different? Answer: LMI is constantly changing!

### Activity

17. The job outlook on CareerZone is gathered by the New York State Department of Labor. Discuss the advantages and disadvantages of using statewide data to make career decisions. An advantage is you might find an occupation that has favorable outlook statewide. A disadvantage is that statewide data may not tell the full story of what’s happening in a small area or region of the state. An occupation that is thriving statewide could still potentially provide small opportunities in the specific region you are looking at (and vice versa).
18. Have students look up and record LMI for each occupation used in the Bobilator activity with a specific region in mind. Students will look up the same information used in the demonstration (wage, job outlook, and training). Note that students will not look up the field/career cluster that their occupation is in.

19. Students can look up LMI in their region by using New York State Department of Labor's website on Labor Statistics at [www.labor.ny.gov](http://www.labor.ny.gov) □ Government and Research □ Labor Statistics □ Labor Statistics Overview □ Employment Projections. Then select: Regional projections for the ten labor market regions.
20. Now, knowing all of this correct information, have students "re-rank" the occupations listed in the Bobilator activity. Discuss how rankings changed and why (9-10W7).

**End of lesson**

21. Debrief with students by asking them how they will use LMI in the future. How can LMI help us make informed decisions about career choices? Did anyone find that a high-ranking occupation became more or less appealing after discovering an important piece of LMI? Have students share their examples.

Original Author: Idaho Career Resource Network; modified by CareerZone

## **Bobilator Activity: Steps for Students**

### **Step 1 – Rank these “occupations”**

**Look over the jobs listed on the left of your Bobilator Decision Sheet. Now rank them from 1 (least) to 11 (most) according to how interesting you find them.**

(There is no other information available about each job.)

- 1. Bobilator**
- 2. Gastronomist**
- 3. Extricator**
- 4. Arbologist**
- 5. Husher**
- 6. Wrencher**
- 7. Knowleologist**
- 8. Encodologist**
- 9. Imagizer**
- 10. Haulassister**
- 11. Wahlstrator**

## Step 2- What field would you like to work in?

Taking into account the information provided, rank the jobs again in Column 2 of your Bobilator Decision Sheet.

1. Bobilator.....Personal care
2. Gastronomist.....Food service
3. Extricator.....Health service
4. Arbologist.....Agriculture
5. Husher.....Clerical
6. Wrencher.....Construction
7. Knowleologist.....Social Services
8. Encodologist.....Mathematical & Computing
9. Imagizer.....Arts & Entertainment
10. Haulassister.....Transportation
11. Wahlstrator.....Financial Services

### Step 3 - How important is money?

Re-rank the jobs considering both the kind of work and pay per year, in Column 3 of your Bobilator Decision Sheet.

1. Bobilator .....\$17,000-37,000
2. Gastronomist.....\$31,000-57,000
3. Extricator.....\$83,000-185,000
4. Arbologist.....\$39,000-63,000
5. Husher.....\$17,000-30,000
6. Wrencher.....\$33,000-74,000
7. Knowleologist.....\$45,000-79,000
8. Encodologist.....\$49,000-93,000
9. Imagizer.....\$38,000-80,000
10. Haulassister.....\$29,000-52,000
- 11.Wahlstrator.....\$59,000-134,000



**Step 4 - What are your chances of finding a job? What is the stability of your occupation in the economy?**

**Consider the earlier factors and re-rank the occupations again in Column 4 of your Bobilator Decision Sheet.**

- 1. Bobilator.....Small
- 2. Gastronomist.....Stable
- 3. Extricator.....Very Small
- 4. Arbologist.....Very Small
- 5. Husher.....Stable
- 6. Wrencher.....Very Small
- 7. Knowleologist.....Large
- 8. Encodologist.....Large
- 9. Imagizer.....Large
- 10. Haul Assister.....Large
- 11. Wahlstrator.....Stable



## Step 5- How much training are you willing to complete?

Consider the earlier factors and re-rank the jobs in Column 5 of your Bobilator Decision Sheet.

1. Bobilator .....H.S. + 1-2 yrs. training
2. Gastronomist.....H.S. + 1-2 yrs. training
3. Extricator.....7 Years postsecondary
4. Arbologist.....Bachelor's degree
5. Husher.....H.S. diploma
6. Wrencher.....1-2 yrs. postsecondary  
+ on-the-job training
7. Knowleologist.....Master's degree
8. Encodologist.....Bachelor's degree
9. Imagizer.....1-2 yrs. postsecondary  
+ on-the-job training
10. Haulassister.....on-the-job training
11. Wahlstrator.....Bachelor's degree

## Step 6 - What are the working conditions?

Taking into account this new information, rank the jobs again in Column 6 of your Bobilator Decision Sheet.

1. **Bobilator:** long hours, standing, bending, use of chemicals
2. **Gastronomist:** may work irregular hours, weekends & holidays
3. **Extricator:** detailed intense work, normal work hours, some danger of infection
4. **Arbologist:** outside work
5. **Husher:** work inside, must work w/public, some clerical duties
6. **Wrencher:** often self-employed, heavy-lifting, flexibility, irregular hours
7. **Knowleologist:** inside work, regular hours, working w/ public
8. **Encodologist:** inside work, long hours using computers
9. **Imagizer:** irregular work schedule, often out-of-work for periods, travel
10. **Haulassister:** long hours, overnight travel, heavy lifting
11. **Wahlstrator:** long hours, stressful work environment

**Step 7- From the information you have, write down what you think these jobs might be in reality!**

**Put your ideas in Column 7 of your Bobilator Decision Sheet.**

- 1. Bobilator**
- 2. Gastronomist**
- 3. Extricator**
- 4. Arbologist**
- 5. Husher**
- 6. Wrencher**
- 7. Knowleologist**
- 8. Encodologist**
- 9. Imagizer**
- 10. Haulassister**
- 11. Wahlstrator**

## The “Real Jobs” (CareerZone titles)

1. Bobilator.....[Hairdresser, Hairstylist, and Cosmetologist](#)
2. Gastronomist.....[Chef and Head Cook](#)
3. Extricator.....Dentist
4. Arbologist.....Forester
5. Husher..... Library Assistant
6. Wrencher.....Plumber
7. Knowleologist..... Teacher  
(CareerZone title: [middle school teachers, except special and vocational education](#))
8. Encodologist.....Computer Programmer
9. Imagizer.....Film and Video Editor
10. Haulassister.....[Truck Driver \(heavy and tractor trailer\)](#)
11. Wahlstrator.....Financial Analyst



## Bobilator Decision Sheet

Job Title	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
<u>Bobilator</u>							
Gastronomist							
<u>Extricator</u>							
<u>Arbologist</u>							
<u>Husher</u>							
Wrencher							
<u>Knowleologist</u>							
<u>Encodologist</u>							
<u>Imagizer</u>							
<u>Haulassister</u>							
<u>Wahlstrator</u>							

# Lesson – HOT Jobs Near You

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> Timeline (For multiple day lessons, each day consists of one 30-50 minutes class period.) <ul style="list-style-type: none"> <li>• <b>Day 1:</b> Introduction, Explore CareerZone</li> <li>• <b>Day 2:</b> Activity, Conclusion</li> </ul>	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Sticky Notes (1 per student)</li> <li>• Chalk board</li> <li>• Worksheet 1: Hot Jobs Near You</li> </ul>	
<b>Learning Standards:</b>	9-10R7, 9-10W6, 9-10W7, 9-10SL4 CDOS 1, 2	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Labor market information can help you make an informed program or career choice, but you also need to consider your interests and needs. This activity will help support understanding and using Labor Market information with career choices.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? NYS DOL, Local Businesses	
<b>Objectives:</b> Students will apply real-time labor market information to future career decisions by researching job postings from various companies.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect Worksheet 1: Hot Jobs Near You from students. Worksheet also contains a PowerPoint score chart for instructor.</li> <li>• Ask students, “What am I learning? Why am I learning it? How can I use it?” This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Introduction</b> <ol style="list-style-type: none"> <li>1. Provide each student with a sticky note and ask students to write down one occupation they would consider having now, or in the future. Then have them post their responses to a wall or surface in the front of the classroom.</li> <li>2. Next, tell students that they are going to imagine that they are between 23-30 years old. They have completed school and have obtained the necessary training required for the occupation they just listed. Ask students to give you have the required skills and training, what are some barriers you could face in obtaining a job? Allow time for students to respond.</li> <li>3. Then ask, “What if you are a marine biologist but you live in Arizona? What are some barriers you may face in finding employment?” Hopefully students will see that there are few companies hiring marine biologists in Arizona with limited</li> </ol>		

access to lakes and oceans.

4. Tell students, “Oftentimes, we can see if we are likely to find a job in a particular occupation by looking at the place you plan to find work in and if that place has businesses that hire your desired occupation. It’s also important whether that occupation is expected to grow or shrink as years go on. This is called using real-time labor market information.”

## Middle of lesson

### Explore CareerZone

5. Use an occupation posted on the board to look up it’s job outlook on CareerZone’s occupational profile. Tell students this information is traditional labor market information (9-10R7).
6. Search for the occupation you are looking for (i.e., copy editor, art director, etc.) by selecting the Search function from CareerZone’s homepage. After typing in a keyword, select the occupation title that most closely matches the occupation you are looking for. Next, view the Job Outlook on the Occupation Details page. Analyze what the Job Outlook says with students by discussing the following (9-10W7).
7. What is the difference between national and New York data? Which data would we want to look at for the purpose of finding a job in New York?
8. Why is it helpful to know the national data? (Possible response: It gives you an opportunity to make a comparison to see if your state is below or above the national data. If it is below, you may want to find out which states have a higher outlook and vice-versa.)
9. Why is it helpful to use this traditional labor market information? (Possible response: It gives you guidance as to whether you are likely to obtain a job in that occupation based on where you live.)

### Activity

10. Students will use Worksheet 1: HOT Jobs Near You! to record and assess answers for Activity steps 8-13 (9-10W6).
11. Students are going to become job hunters! Have students search for current jobs using the occupation they listed in the Introduction.
12. Find jobs posted to CareerZone by searching for an occupation and selecting JOBS column from the search results options. Ask students to record their findings. Are there jobs in their area? Do students see a trend as to where the jobs are located? If so, why do they think that trend exists?
13. There are many ways you can tell which businesses not only exist but thrive in your area. One source is NYS DOL’s Business Directory located at. <http://www.labor.ny.gov/stats/bdirector.shtm>. Explore by industry or occupation.
14. Have students find out which companies have the most jobs in the area they plan to live one day. Then explore one of those company’s websites to determine for what positions they are hiring. Ask if students would consider any of these occupations.
15. Allow students who plan to seek employment in an alternate state to use a valid website that provides businesses and labor market information for that state. Career Info Net is a great national resource that can be found at <http://www.careerinfo.net.org/>.
16. Have students share their findings in a Real Time Labor Market information PowerPoint. The PowerPoint will consist of five short slides that students will use as they share their presentation (9-10SL4).
  - Title Slide (Name and Location they picked to live)
  - Website they used
  - Business they chose
  - Hot Jobs listed on that business’ website
  - Hot Job they chose to consider or perhaps a reason why they would like to look at a different company (In this case have students look at alternative businesses they could consider and why they may be a better option.)
17. Students will share their PowerPoint presentation with the class.

## End of lesson

18. Discuss why students found this lesson helpful. How will they use real-time Labor Market Information to make informed career decisions? Why is it important to continuously look at real-time Labor Market Information and not just once every great while? (Possible response: Real-time Labor Market Information changes all the time! It is important to know which occupations are thriving in your area, and which businesses are declining to help you make informed career decisions.)

Authors: The CareerZone Team



## HOT Jobs Near You!

**Directions:** Do you know what the HOTTEST jobs are in your area? Knowing about what HOT jobs exist helps you make informed career decisions. These decisions will help you get the right training when you need it. When you are informed you will know what and where companies are hiring skilled people like you to perform the jobs they need! Research HOT companies near you and answer the following questions:

**I. Choose a potential future occupation:** \_\_\_\_\_

**II. Use CareerZone to determine traditional Labor Market Information for the above occupation.**

1. NYS Job Outlook: \_\_\_\_\_
2. National Outlook: \_\_\_\_\_
3. What does this information tell you about your occupation? \_\_\_\_\_  
\_\_\_\_\_

**III. Use CareerZone to find real-time job postings for your occupation.**

4. What jobs did you find? \_\_\_\_\_
5. Where are the most/least jobs located? \_\_\_\_\_
6. Why do you think there are more/less jobs in a particular area? \_\_\_\_\_  
\_\_\_\_\_

**IV. Use NYSDOL's Business Directory to find popular companies in your area.**

7. What region did you select? If you are looking at another state, be sure to identify the region within that state and the website you used. \_\_\_\_\_
8. What are the top companies in that area? \_\_\_\_\_
9. Pick one top company to explore and identify 3 HOT jobs that company is currently looking to fill. *Company:* \_\_\_\_\_  
*Jobs:* \_\_\_\_\_
10. How can you use the above information to make informed career decisions? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**V. PowerPoint Rubric** (scored by instructor)

- 1 point: *Little-no effort. Answered 0-1 questions correctly, using invalid sources.*  
3 points: *Average effort. Answered 2-3 questions correctly, using valid sources.*  
5 points: *Outstanding effort. Answered 5 questions correctly using valid sources.*



# Lesson – The Business Advantage

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> Timeline ( <i>For multiple day lessons, each day consists of one 30-50 minutes class period.</i> ) <ul style="list-style-type: none"> <li>• <b>Day 1:</b> Introduction, Explore CareerZone</li> <li>• <b>Day 2:</b> Activity, Conclusion</li> </ul>	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Internet</li> <li>• Newspapers (preferably Business sections)</li> <li>• Posters/ markers (enough for each student)</li> </ul>	
<b>Learning Standards:</b>	9-10R7, 9-10W5, Lifelong Practices of Writers (LPW), 9-10SL1, 9-10SL4, CDOS 1, 2	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students will become familiar with and more comfortable conducting career research and have a better understanding of local businesses and companies in their community.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? NYS DOL, Local Businesses/Companies, School Guidance Counselor	
<b>Objectives:</b> Students will identify thriving businesses by conducting a research project and determine how those businesses affect local employment.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect and grade students' vision boards and presentations.</li> <li>• Ask students, "What am I learning? Why am I learning it? How can I use it?" This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Introduction</b> <ol style="list-style-type: none"> <li>1. For homework, prior to this activity, have students find articles using the Internet or newspapers to identify one or several thriving businesses today.</li> <li>2. Have students share articles with their peers. Ask, "Do any articles contradict each other? Why might that be? (Possible response: Perhaps their data sources pull from different sources, times, or locations.) Do some articles show a trend? What rising industries do we see? What industries are declining?" (9-10SL1).</li> <li>3. Ask, "What happens to employment numbers for these thriving businesses? (Possible response: Employment increases.) How would employment increasing in a specific business affect us as jobseekers? (Possible response: It could lead jobseekers to obtain employment if that business is in a field of interest.)"</li> <li>4. Say, "Today we are all going to be jobseekers! We are looking for our ideal jobs after years of hard work and training. What are ways we can search for a job? (Have students make a list of two ideal jobs and two ways to</li> </ol>		

search for those jobs.) For ideas use the Job Hunter's Bible website article "[14 Ways to Look for a Job](#)". Based on what we talked about today so far, what is another way to search for a job? (Lead students to saying that we can research thriving businesses in our area and look to see if the jobs they are hiring people for match our skill set.)

5. Say, "We can take advantage of the different thriving businesses in our area by seeking employment with those businesses."

## Middle of lesson

### Explore CareerZone

6. Use CareerZone to have students decide on an occupation of interest. Have them use the Assess Yourself tool and determine an occupation that they would like to consider (9-10W5).

### Activity

7. Allow students time to research occupations of interest by using a variety of sources including the Internet to find job postings from a popular business. Begin by demonstrating how they could look for a thriving business in their area by visiting the Chamber of Commerce's website, conducting an Internet search, reading online and newspaper articles and exploring information that they get via word of mouth, etc. (LPW).
8. Allow students to get creative and search for job openings using their dream business. Ask students what company or organization they would love to work for in the future (i.e., ESPN, NBA, Tiffany & Co, Apple, National Geographic, etc.) Then look for job openings on that website.
9. Show students where job postings are typically posted to a company's website. They are typically found at the very bottom as a link called careers, employment, jobs, etc.
10. Demonstrate as a class by viewing careers found on ESPN's website: [Working at ESPN | Search Jobs and Careers at ESPN \(disneycareers.com\)](#) Select a specific location to view job postings (i.e., New York, NY) at [Working at ESPN | Search Jobs and Careers at ESPN \(disneycareers.com\)](#). Then view and discuss the list of occupations. Based on the occupations or fields that students are interested in, what occupations are right for them? Notice that companies like ESPN have a wide range of jobs they are hiring for, from web developer, to research analyst.
11. Allow students to conduct their business search and find a dream career.
12. Students will document their work by creating a vision board on poster paper. Have students use magazine cutouts and their own pictures to illustrate the vision board. The vision board will show the following:
  - Their name, character traits, and current interests
  - Their dream career and company
  - Vision steps they will need to achieve in order to reach that goal (i.e., (1) enroll in art and computer classes at school, (2) enroll in NYC's New School of Graphic Design, (3) become an intern at ESPN, (4) become a freelancer, (5) become a web designer, (6) become a web developer... etc.
13. Students will prepare and provide a presentation on their vision board and career pathway goals on that vision board (9-10SL4).

## End of lesson

14. Ask students, "Based on today's activity, how can we get to our dream occupation? Discuss how researching in-demand businesses or industries can help you find your dream job. In order to get to a dream position, you will need to travel a career pathway, which starts where you are today. You can take classes, get specialized training, begin in an entry level position which may then lead you into higher level opportunities.

Authors: The CareerZone Team

# Lesson – What’s the Deal with LMI (Labor Market Information)

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Timeline</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.)  <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone and Activity <b>Day 3:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Class set of computers with Internet access and printer</li> <li>• Access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Worksheet: “What’s the Deal with LMI?”</li> <li>• PowerPoint: “LMI Basics”</li> <li>• Rubric (attached)</li> <li>• Markers and newsprint</li> <li>• Magazines or other media for making visuals</li> </ul>	
<b>Learning Standards:</b>	9-10R1, 9-10W7, 9-10SL1, 9-10SL2, CDOS 2, 3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students will be able to become more familiar with LMI and how to understand the material and apply LMI to careers.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Local Are Colleges/Universities, School Counselor, NYS DOL, Local Community Businesses or Companies	
<b>Objectives:</b>  Students will be able to understand the different components of labor market information (LMI) by becoming an <i>economist</i> and presenting their LMI findings for a specific region of New York to the class.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Use the rubric included to score student participation, preparation, and presentation.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students should have a basic understanding of what a labor market is.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>1. The first portion of the lesson will be to teach LMI to students using the handout and PowerPoint provided in this lesson. The second portion will involve students looking up actual LMI in their area.</li> <li>2. Begin by introducing the concept of LMI to students. Distribute the “What’s the Deal with LMI?” worksheet to students. Actively read the handout aloud, taking time to stop and analyze questions and important concepts</li> </ol>		

- discussed on the worksheet (9-10R1).
3. Continue to discuss LMI with students by showing the attached PowerPoint: “What’s LMI?”

## Middle of lesson

### Explore CareerZone

4. Show students where LMI is found on CareerZone. Look up a common occupation that students are familiar with and find the wages, job outlook, and training required. All of these components are examples of LMI (9-10W7).
5. To do this, use the Search feature of CareerZone to look up a specific occupation (e.g., engineer). Then scroll until you find the piece of information you are looking for or select it from the right-hand menu.

### Activity

6. Talk to students about how CareerZone’s LMI includes information specific to New York State. However, different locations in New York State can have very different LMI. Ask students why jobs differ across the state? Why is it important to look up information specific to your area?
7. Show students the New York State Department of Labor’s webpage on labor statistics. Access this page at [www.labor.ny.gov](http://www.labor.ny.gov) □ Government & Research □ Labor Statistics □ Labor Statistics Overview □ Employment Projections. Then select: Regional projections for the ten labor market regions.
8. Show students all the different regions that are included in the regional projection and the different components of LMI used. Show students on a map where each region is located along with references to what the geography and economy is like and how this may influence the labor market.
9. Divide students into groups. Each group will be a labor market analyst for a specific region in New York State. Their job is to find out what occupations will be in demand for their region and report back to the class.
10. Regions include Capital District, Central New York State, the Finger Lakes, Hudson Valley, Long Island, Mohawk Valley, New York City, North Country, Southern Tier, and Western NY. Regions may be omitted based on the number of groups you would like to have and the relevance of importance to students and your area.
11. Have students select Employment Projections on the New York State Department of Labor’s Labor Statistics page. Then scroll to find the “Jobs in Demand Today” section. Students will select their assigned region and record five occupations listed. You may also wish to have students research each job and record the job duties, wage, and education requirements.
12. For a challenge, students can find more details on the five jobs they listed in Step 9. Have students find the number of jobs that will exist for a given occupation in their region in the year 2020. Have students select regional projections for the ten labor market regions under Long-Term Occupational Employment Projections. Then have students select their region using the tabs at the bottom of the Excel spreadsheet. Students will record the number of total annual average openings.
13. Have students record their findings on newsprint to display and describe to the class. Students should also include visuals to describe what their region is like, geographically and economically. Then have students present their newsprint to the class (9-10SL2).

## End of lesson

14. Conclude by asking students how knowing regional labor market information can help us make informed decisions about careers. When students listened to their peers’ presentations, did they discover any trends about jobs in a specific area? What did different regions have in common? How were they different? Then have students identify what regions they could potentially move to in the future for a job they’re interested in that is likely to be in demand in that area (9-10SL1).

Authors: CareerZone Team

# What's the Deal with LMI?

## [Labor Market Information]



**Did You Know?** There are people who collect and analyze information, or *data*, for work. What kind of occupations do you know of where people collect data? What kind of data do they collect? Perhaps you are thinking of a *scientist* – someone who collects all sorts of data to learn about the way things work. *Teachers* also collect data. They collect and grade (analyze) student homework to evaluate knowledge and skills on a subject.

The New York State Department of Labor (NYSDOL) employs *economists* who collect data about the labor market and prepare reports to share important information with jobseekers, businesses, and economic developers. These economists are called labor market analysts and they are information specialists. They serve as the “eyes and ears” of the NYSDOL in 10 regions across the state.

**But what exactly is the labor market?**



The workers who exist (*supply*) The jobs needed (*demand*)

*Think of this:* There are 5 cashiers who currently work at the grocery store (the supply). But the MARKET is growing so the grocery store is expanding (the demand).

**What is happening to the labor market?** *It's increasing! Perhaps now we will need 9 or 10 cashiers to keep up with the store and its customers.*

Labor market analysts study types of trends similar to the cashier example just mentioned. They collect data to share what jobs currently exist and what jobs are likely to be created in the future. They also study:

- The number of **people employed**.
- The pay, or **wages**, workers are earning, their occupations, and the **location** of their workplace in relation to where they live.
- The number of **people available to work** in a given area.
- The **occupations that will be in demand** in the future – even in each area

**Don't forget!** LMI involves much more than just *collecting* this data. Labor market analysts also analyze, interpret, report, and publish data so that we all can see it and use it for our own lives and decision making!

**Now it's your turn:** *How can looking up current LMI help you make informed decisions?* View New York State labor market information at [www.labor.ny.gov/stats/](http://www.labor.ny.gov/stats/) or CareerZone's Occupational Profiles at <http://careerzone.labor.ny.gov>.

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

**Rubric: *What's the Deal with LMI?***

Points	Participation in Discussion	NYSDOL's LMI Site	Preparation	Use of Visuals and Materials	Presentation
Outstanding 4 Points	Participated more than expected in classroom discussions.	Student incorporated a wide range of ideas and researched about and beyond expectations.	Student prepared for the presentation by following all required directions as well as incorporated their own ideas.	Student created a variety of materials for this project and incorporated very strong visuals to represent their region.	Spoke loudly, enthusiastically, concisely, and effectively when presenting information such that listeners can follow attentively.
Very Good 3 Points	Participated fully in class discussions.	Student incorporated very good ideas and research from NYSDOL's LMI site into the project.	Student prepared for the presentation by following all required directions.	Student used originality to create one or two materials for this project.	Spoke effectively, while lacking in one of the areas mentioned above.
Satisfactory 2 Points	Somewhat participated in class discussions.	Student somewhat incorporated ideas and research from NYSDOL's LMI site into the project.	Student prepared for the presentation but did not follow some required directions.	Students had some originality and put forth some effort when creating materials and creating visuals.	Somewhat spoke effectively while lacking in two of the areas mentioned two boxes above.
Unsatisfactory 1 point	Did not participate in opening discussion.	Student did not incorporate ideas and research from NYSDOL's LMI site into the project.	Student did not prepare for the project.	Students showed no originality and effort when creating materials and creating visuals.	Lacked effective speech by missing at least three of the areas mentioned three boxes above.

Total: \_\_\_\_\_/20 points

Comments:



# LMI Basics

I have been looking for a way to learn more about LMI!

Adapted from:

The Basics of LMI United States Department of Labor

## Today's Goals

- **Define** the term "Labor Market Information" (LMI)
- **Explain** LMI
- Identify **types** and **uses** of LMI
- Describe LMI **collection methods**
- Identify **locations** of LMI
- **Apply** LMI tools

The Basics of LMI United States Department of Labor

Do you want to know the answers to these types of questions? If so, LMI can help!

What jobs pay the most?

What jobs hire the most in my area?



The Basics of LMI United States Department of Labor



WHAT IS LMI?

Labor Market Information can be defined as the systematic **collection, analysis, reporting, and publishing** of a broad range of data that describes current **economic conditions** within a given area.

- Wages/benefits
  - Unemployment rate
  - Skill requirements
  - Career information
  - Projections
  - Demographics
  - Geography
- Company downsizing and expansion
- Job opportunities



The Basics of LMI United States Department of Labor

Or, in the simplest terms:

*It's basically any data or analysis that relates to the workforce.*



The Basics of LMI United States Department of Labor

- Most topics have their own unique set of terms, jargon, and acronyms. LMI is no exception.
- Before you begin to explore the LMI world, there are some basic terms and concepts with which you need to become familiar. The data will make more sense if you have a good grasp of these fundamentals.



The Basics of LMI United States Department of Labor

## Acronyms Common to LMI

- |        |                               |         |   |
|--------|-------------------------------|---------|---|
| ▪ ACS  | American Community Survey     | ▪ LMI   | Labor Market Information                      |
| ▪ BEA  | Bureau of Economic Analysis   | ▪ MLS   | Mass Layoff Statistics                        |
| ▪ BLS  | Bureau of Labor Statistics    | ▪ MSA   | Metropolitan Statistical Area                 |
| ▪ CPS  | Current Population Survey     | ▪ NAICS | North American Industry Classification System |
| ▪ ETA  | Current Employment Statistics | ▪ QCEW  | Quarterly Census of Employment and Wages      |
| ▪ LAUS | Current Population Survey     | ▪ SOC   | Occupational Employment Statistics            |
| ▪ LED  | Employment & Training         |         |   |
| ▪ LMA  | Employment & Training         |         |   |

Click here to [access](#) & print a more complete list.



The Basics of LMI United States Department of Labor

## Classification Systems Used in LMI

- Geographic
- Industrial
- Occupational



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## The First Type: **Geographic**

- LMI can be collected based on Geographic Location. For example by:
  - States
  - Counties (or equivalent)
  - Metro Areas
  - Towns and cities



The Basics of LMI United States Department of Labor

## The Second Type: **Industrial**

- LMI is collected based on Industry. This includes:
  - Six-digit system
  - Twenty major sectors
  - Identifies businesses by product made or sold or by service provided



The Basics of LMI United States Department of Labor

## Here are the different industries used in LMI:

- Agriculture, Forestry, Fishing & Hunting
- Mining Utilities
- Construction
- Manufacturing
- Wholesale Trade
- Retail Trade
- Transportation & Warehousing
- Real Estate, Renting & Leasing
- Professional, Scientific, & Technical Services
- Management Services
- Admin., Support, Waste
- Educational Services
- Health & Social Services
- Arts, Entertainment & Recreation



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## A Quick Quiz!

Let's see how much you've learned so far!  
Read the questions, and then point and click  
on the answers.



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## Category: Basic Terms

READ THE QUESTION



Labor Market  
Information can be  
defined as ...

CLICK ON YOUR ANSWER



A bunch of made up statistics

Any data or analysis that relates to  
the work force.

Information about Labor Union  
dues

Click here to advance to next slide



The Basics of LMI United States Department of Labor

So where did all  
this data  
originate?



Good question!  
The next  
section will  
examine the  
sources of  
labor market  
information



The Basics of LMI United States Department of Labor

LMI is compiled from a number of sources.

Let's learn a little about each type

Surveys	Administrative Databases	Transactional Procedures
<ul style="list-style-type: none"><li>Household</li><li>Employer</li></ul>	<ul style="list-style-type: none"><li>Unemployment Insurance records</li><li>Agency records</li></ul>	<ul style="list-style-type: none"><li>Job orders</li><li>Classified Ads</li><li>Resumes</li><li>Initial UI Claims</li></ul>



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I see how LMI is gathered, but who is responsible for pulling the data together?

## Another good question!

Let's examine who collects and compiles the



The Basics of LMI United States Department of Labor

The majority of LMI is generated by the states.

- Most LMI results from a joint partnership between the state workforce agencies and the federal government.
  - The Bureau of Labor Statistics provides the software and controls the methodology.
  - The states do the actual compilations with oversight by BLS.

State

Federal

Department of Labor



The Basics of LMI United States Department of Labor

## State LMI Websites

Click on any state for direct access to its workforce agency website.

A - H	I - M	N - O	P - W
<a href="#">Alabama</a> <a href="#">Alaska</a> <a href="#">Arizona</a> <a href="#">Arkansas</a> <a href="#">California</a> <a href="#">Colorado</a> <a href="#">Connecticut</a> <a href="#">Delaware</a> <a href="#">Florida</a> <a href="#">Georgia</a>	<a href="#">Idaho</a> <a href="#">Illinois</a> <a href="#">Indiana</a> <a href="#">Iowa</a> <a href="#">Kansas</a> <a href="#">Kentucky</a> <a href="#">Louisiana</a> <a href="#">Maine</a> <a href="#">Maryland</a>  <a href="#">Massachusetts</a> <a href="#">Michigan</a> <a href="#">Minnesota</a>	<a href="#">Nebraska</a> <a href="#">Nevada</a>  <a href="#">New Hampshire</a> <a href="#">New Jersey</a> <a href="#">New Mexico</a> <a href="#">New York</a> <a href="#">North Carolina</a> <a href="#">North Dakota</a> <a href="#">Ohio</a>	<a href="#">Pennsylvania</a> <a href="#">Rhode Island</a> <a href="#">South Carolina</a> <a href="#">South Dakota</a> <a href="#">Tennessee</a> <a href="#">Texas</a>  <a href="#">Utah</a> <a href="#">Vermont</a> <a href="#">Virginia</a> <a href="#">Washington</a>



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We now know the general terms and background. How about some specifics?

## Let's look at some common LMI data sources that you are likely to use



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Most Requested Types of LMI Data

- Employment Data Wage/Income Data
- Labor Force Data
- Demographic Data Career

The categories at left represent the types of data that are most commonly requested.




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Most Requested Types of Data

**Employment Data:**

This data is a count or an estimate of the number of jobs within a given industry or occupation.




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Most Requested Types of Data

**Wages/Income**

...total actual wages paid for a given month or time within an industry sector on a county-by-county basis.




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Most Requested Types of Data

**Labor Force Data**

...information about the employment status of the working-age population (16 and up) whether working or not.

Its count of Employment includes people, not jobs. A multiple job holder is counted only once.




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## Most Requested Types of Data

### Demographic Data

...assess' differences that exist within the workforce.



Items such as **ethnic group, age distribution, number of disabled persons, educational attainment, and commuting patterns** of workers all have an effect on the ability to assess and address problems that might exist within a given workforce.



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## Most Requested Types of Data

### Career Planning Data

...information on jobs in demand, jobtraining requirements, requisite skills needed for a particular job and expected wages.



It can also provide links to potential employers.



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Click on the Gold Button above to access and print a handy reference guide to common LMI data sets.



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To review, check out the questions in the next section. Let's see how much you've retained.



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Part 1 of 2

Read each statement below. Then, mentally fill in the blank with a term from the Word Bank. When ready, click the Submit button for feedback.

To answer the question, "How many are working now?" you  
**Employment** data includes the number employed by occupation and industry sector tallied by place of work.

**Wage** data is concerned with how much people earn and is tallied by occupation and industry.

**Career planning** data identifies educational requirements, occupational projections, hot jobs, and expected wages.

Word Bank  
 wage

Submit

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Access NYS LMI with CareerZone's Occupation Details

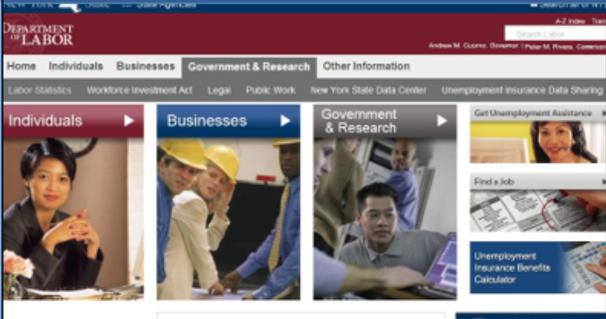
welcome to  
**careerZONE**

Wages  
 In NY the average annual wage for this occupation was \$ 82,750 for entry-level workers, and at least \$ 101,990 for experienced workers.

Job Outlook  
 Based on the total number of annual openings and its growth rate, the employment prospects for this occupation are described as **Very Favorable**. During 2008, there were approximately 198,960 Accountants employed in NY. We estimate that in 2018, there will be 120,470 employed in NY. This represents an increase of 1,350 job(s) each year, and a total of 1,888 job open year.

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Find NYS LMI at NYS Department of Labor's Website at [www.labor.ny.gov](http://www.labor.ny.gov)



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## Let's Review!

- LMI can be virtually any data or analysis that relates to the workforce.
- LMI includes information on employment status, wages, benefits, demographics and career planning.
- LMI is produced by state, federal and private organizations.
- Industry and occupational employment data count jobs by place of work.
- Labor force data include employment and unemployment, are based on county of residence, and count people.
- Wage data are compiled by occupation and industry.

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## More Review!

- Demographic data can be about population or workforce.
- Career planning data include information on jobs, [wages](#) and training requirements.
- THAT'S IT! CONGRATULATIONS ON COMPLETING MODULE 1. WHEN YOU ARE READY, THERE ARE ADDITIONAL MODULES AVAILABLE TO WIDEN YOUR LMI KNOWLEDGE LEVEL!



The Basics of LMI United States Department of Labor

# Lesson – Who Makes the News?

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) Day 1: Introduction Day 2: Explore CareerZone Day 3: Activity Day 4: Conclusion and Assessment	
<b>Grade Level(s):</b> 5-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Printer (optional)</li> <li>• Chart paper or poster board</li> <li>• Local news station</li> <li>• Post-it notes</li> <li>• Pens/pencils</li> </ul>	
<b>Learning Standards:</b>	5R7, 5W5, 5W6, 5W7, 5SL1, CDOS1, MST 1, 6	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students benefit from being able to identify and describe jobs in television news organizations, asking informed questions about the career, and discussing the job outlook for various reasons. Firstly, it allows students to explore different career paths within the industry and make informed decisions about their future goals. Secondly, it provides networking and mentorship opportunities as students can engage with professionals currently working in the field, gaining valuable advice and building supportive networks. Thirdly, discussing the job outlook helps students understand industry trends, challenges, and opportunities, aiding in better career planning. Additionally, working in television news organizations develops transferable skills valued in various industries, enhancing students' versatility and employability. Lastly, understanding the job outlook allows students to align their skills with evolving industry needs, improving their chances of future employability.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? To gain expert insights on jobs at television news organizations, connecting with journalists/news anchors, media executives, career counselors, industry associations, media researchers, and broadcast technicians is recommended. These professionals can provide firsthand knowledge, industry trends, educational qualifications, and technical insights. Conduct interviews, attend conferences, or use professional networking platforms to connect with them for a well-rounded understanding.	
<b>Objectives:</b> Students will be able to identify and describe jobs at television news organizations, ask informed questions about the career to those currently working in it, and discuss the job outlook for such careers.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Have students research actual job postings at a local news station. If there are none, have students use the websites of major national news outlets. Tell students that jobs often can be found on company websites by selecting employment or career links. Students may also explore CareerZone to find job postings in New York State. (5W6).</li> <li>• Have students research labor market information of careers in this field. Choose a specific career to research as a class or have students research the occupation they chose at the beginning of this activity. Students can use CareerZone to locate this information.</li> </ul>	

**Knowledge Construction:** How are students going to construct content knowledge and practice it (Beginning of lesson)

### Prior to This Lesson

- Students should have some familiarity with the news and the people who make the news.

### Introduction

1. Explain students that they will be going on field trip to a local news station to see how the news is made and to learn about the careers of the people that work at the news station.
2. To assess prior knowledge, make a KWL chart on chart paper, poster board, etc. (A KWL chart contains what students know, want to know, and learned during the lesson).
3. Integrate technology by using a SMART Board to create, edit, and save a KWL chart.
4. Ask students what they already know about the news, the station, and the people who work there. Write the answers under the K section on the chart (5SL1).
5. Once the K section of the chart is filled and students are finished discussing what they know, ask the students what they want to know about the news, the station, and the people that work there. Write the answers under the section labeled W.

### Middle of lesson

#### Explore CareerZone

6. Next, have the students research several news-related careers that they will learn about and see on the field trip, such as broadcast news analyst, TV reporter, television camera operator, program director, meteorological technician, or any of the other broadcast news technologists (5W5).
7. If your class does not have access to CareerZone, you can gather books that discuss these occupations in detail from the school library.
8. Have the students work in small cooperative learning groups. Each group will be assigned one of the news-related careers and be asked to research the careers on CareerZone (or by using resources from their local library).
9. Tell each student group to write down three questions to ask during the field trip, using information from CareerZone.
10. Students will vote on their favorite news-related career that they learned about and saw on the trip. During math class, the class could make a graph with student votes and discuss the results (5R7; 5W7).

#### Activity

11. Students will go on a field trip to their local news station.
12. After the field trip, the students will complete the KWL chart. To help them do so, ask students what they learned on the field trip. Their answers will go under the section labeled L.

### End of lesson

13. Have students research actual job postings at a local news station. If there are none, have students use the websites of major national news outlets. Tell students that jobs often can be found on company websites by selecting employment or career links. Students may also explore CareerZone to find job postings in New York State. (5W6).
14. Have students research labor market information of careers in this field. Choose a specific career to research as a class or have students research the occupation they chose at the beginning of this activity. Students can use CareerZone to locate this information.

Authors: The CareerZone Team

\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.

# Lesson – Being Factologists

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Timeline</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction and Explore CareerZone <b>Day 2:</b> Activity and Conclusion	
<b>Grade Level(s):</b> 8-10	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li><i>CareerZone Factsheet</i> Rubric</li> </ul>	
<b>Learning Standards:</b>	R.10, W.6, W.7, SL.1 R.CCR5, W.CCR. 9	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students will begin to learn more about careers related to the STEM field as well as understand more about these specific career areas.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>Career specific</li> <li>Career psychology</li> <li>Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? People who have careers in the STEM Field- Nurse, CIS, Engineer etc... Local College Faculty in STEM Fields, NYS DOL	
<b>Objectives:</b>  Students will be able to demonstrate their knowledge on a specific occupation in STEM (science, technology, engineering, math) by using CareerZone to research and create factsheets on their specific occupation to compile into a class reference book.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Collect student factsheets and grade using the CareerZone Factsheet Rubric. Students will be graded on their participation, ability to use the Internet as a valid source, and their written work.</li> <li>Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)		
<p><b>Prior to This Lesson (Prior Knowledge)</b></p> <ul style="list-style-type: none"> <li>Students should have the ability to research independently using the Internet. Students should also be able to read informational texts and possess adequate writing skills to write an informational factsheet. Students without this knowledge may need additional instruction prior to this lesson.</li> </ul> <p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>Begin by introducing the concept of STEM. Ask students: What does STEM stand for? Lead an open discussion with the class about how STEM provides an endless number of possibilities in today’s job outlook. Prove this to students by listing all of the types of scientists there are. A scientist is just one of the many STEM careers. Share this list of scientists:             <ul style="list-style-type: none"> <li>An agronomist specializes in soil and crops.</li> <li>An anthropologist studies existing and past human cultures, the way people live.</li> <li>An archeologist studies artifacts and ruins from past civilizations.</li> <li>An astronomer studies stars, planets, and galaxies.</li> <li>A biologist studies living systems.</li> </ul> </li> </ol>		

- A botanist specializes in plants.
- A cytologist specializes in the study of cells.
- An ecologist studies the relationship between living organisms and their environment.
- An entomologist studies insect.
- An environment chemist studies how substances react to affect the environment.
- An epidemiologist studies the spread of diseases.
- A geneticist studies how traits are inherited.
- A geologist specializes in the history of Earth.
- A geographer studies Earth's surface.
- A marine biologist studies ocean plants and animals.
- A meteorologist studies weather and climate.
- A microbiologist studies microscopic plants and animals.
- An oceanographer studies the ocean.
- A paleontologist specializes in fossils.
- A physicist studies matter and energy, and how they are related.
- A seismologist studies earthquake.
- A zoologist studies animal behavior.

## Middle of lesson

### Explore CareerZone

2. Allow students to choose one of the careers on the list that interests them and research it further. Students can work by themselves or in pairs to create a job factsheet on that particular career. However, only one factsheet should be created per job.
3. Fact sheets are typically one-page brochures that provide readers with an overview on a specific topic. They are typically used by businesses, non-profit organizations, and academic institutions. To teach students more about how to create fact sheets, show them examples of factsheets on STEM careers published by the New York State Department of Labor at: [http://www.labor.ny.gov/stats/stem\\_factsheets.shtm](http://www.labor.ny.gov/stats/stem_factsheets.shtm)
4. Analyze with the class the structure of the text, including how specific headings and paragraphs relate to each other and the whole (R.CCR.5).
5. Have students research their chosen occupation using online resources such as CareerZone.
6. If students are specifically using CareerZone to research, instruct them to conduct research using the search-by-keyword feature. Students will need to be aware that when searching for their occupation, their occupation may be listed under a slightly different name. (An agronomist or botanist, for example, will appear as a soil and plant scientist). Students will need use their best judgment and knowledge of the occupation to determine which occupation term to use when researching on CareerZone.
7. Have students take notes during their research on their chosen occupation. Some question students may answer are:
  - What is this job like?
  - What tasks/duties are involved?
  - What tools/technology would this scientist use on a regular basis?
  - What is the average salary?
  - What is the job outlook?
  - What kind of education/training is needed?
8. You may want to encourage students to search how that career/field of science will progress in the future. Ask: Does this career open opportunities for other careers in the future? Suggest calling this section something like Geology 2050 (depending on the field of science and student findings).
9. Have students include an Employee of the Century or Most Valuable Scientist section that highlights a famous scientist in that field (R.CCR.10, W.CCR.7, 9).

### Activity

10. Allow time for students to design their factsheet with a unique layout, pictures, and style that suits their topic using basic technology and computer programs such as Microsoft Word to design their factsheet (W.CCR.6).
11. If computer access is limited, have students create a factsheet using an 8 ½ x 11-inch piece of paper and neat handwriting, still allowing space for proper formatting.
12. Combine student factsheets and make a What Do Scientists Do? class book that displays all the students work in one place. Display this book in your classroom library and/or allow time for students to look through and share (SL.CCR.1).

## End of lesson

13. Give students a chance to view each others' factsheets (or the class book if one was created). Activities such as these are important in helping students view science as a diverse line of work. Creating awareness of the varied possibilities can be a helpful reminder to students that they should keep their future career options open by selecting challenging mathematics and science courses in high school. Tell students that although being a scientist may sound like a challenging career, their findings may influence the entire world.

Authors: The CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

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

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

**CareerZone’s Factsheet Rubric**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Contributions in classroom discussions</b>	Routinely provides useful ideas when participating in the group and classroom discussion. A definite leader who contributes a lot of effort.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.	Does not provide useful ideas when participating in the group and in classroom discussion. Refuses to participate.
<b>Quality of written work</b>	Provides work of the highest quality.	Provides standard quality work that occasionally needs to be checked/redone to ensure quality.	Provides work that with several errors, uncorrected, and sometimes incomplete.	Work is incomplete and consistent in errors.
<b>Organization</b>	Factsheet accurately portrays an organized factsheet with proper text layout and format.	Factsheet is somewhat organized with an attempt to properly layout headings and text formatting.	Factsheet is unorganized with misleading and/or no headings. Paragraphs and texts also do not follow proper formatting.	No text/paragraph structure is used.
<b>Navigation of CareerZone</b>	Routinely uses time well while navigating CareerZone independently to ensure things get done on time.	Tends to procrastinate, causing a need for deadline extensions, but always manages to complete online work.	Unable to complete CareerZone activity because of inadequate time management.	Does not attempt to participate or complete the CareerZone activity.
<b>Focus on the task, especially pertaining to the specific activity</b>	Consistently stays focused and engaged throughout the activity and what needs to be done. Portrays a positive attitude throughout each activity.	Focuses on the task and what needs to be done some of the time. Needs to be reminded to stay on task. Usually has a positive attitude about the task(s).	Rarely focuses on the task and what needs to be done. Lets others do the work.	Does not focus on the task and what needs to be done, resulting in incomplete work and/or project(s).

**Comments:**

**Total: \_\_\_\_ / 20**

# Lesson – Everyday Math

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Timeline</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.)  <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity <b>Day 4:</b> Conclusion; Assessment	
<b>Grade Level(s):</b> 5-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Printer (optional)</li> <li>• <u>Pens / pencils / loose-leaf paper (class set)</u></li> <li>• <u>Rubric (attached)</u></li> </ul>	
<b>Learning Standards:</b>	R.10,W.6, W.7, SL.1, SI.2 SL CCR.4, ELA 1,3,4 CDOS 1, MST 1,3	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students will learn how math and math skills are incorporated into several career fields.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? Local businesses that deal with sales, accounting, or math related fields	
<b>Objectives:</b>  Students will discover the importance of math in our daily lives by interviewing an adult who uses math in the workplace.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Use the attached rubric to assess students throughout this lesson.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <p><b>Prior to This Lesson (Prior Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Note-taking and basic interviewing skills</li> </ul> <p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1. Have a class discussion about the use of math in students' daily activities. For example, time, money, measurement, probability, etc. Also, ask students why they think they need to learn math in school.</li> <li>2. Call on several students to get a variety of responses. If necessary, you can guide them to say that math is used in many jobs, and they need to understand math to prepare for their future career (SL.CCR.1).</li> <li>3. Next, tell students that they are going to work on a project that will let them research their parent's, guardian's or a relative's career and discover how math plays a role in their career. Briefly explain the assessment and expectations (SL.CCR.2).</li> <li>4. Have students pick a parent, guardian, or relative's career to research for their project. Depending on the student</li> </ol>		

population, you may want to expand these so students may interview any employed family member they can easily contact who has a job that interests them.

5. Review note-taking and research skills with the class. (This can also be done on a previous day.)

## Middle of lesson

### Explore CareerZone

6. Demonstrate to students how to use CareerZone by using a computer with a projection device for the entire class to view.
7. Next, students will be able to research their parent, guardian, or a relative's occupation on CareerZone.
8. Help students find the cluster in which the occupation falls under, or they can use the search feature.
9. Once they find their selected career, they need to read about the career while focusing on the mathematics aspect of the job. Depending on the career, this may require creative analysis. For example, acting is a profession that does not use math very often. However, actors often have long periods between jobs and must use math to budget and plan effectively (R.CCR.10).
10. Students should take notes on the information found on CareerZone. They may also print the occupation profile page to use as a reference.

### Activity

11. The next step is for students to create interview questions for their parent, guardian or relative about their career. The students must create 8-10 interview questions (W.CCR.7). The questions can be generated by using the information from CareerZone. You may discuss possible interview questions, focusing on how mathematics is used in their job. Sample interview questions include:
  - How many hours do you work a day, week?
  - What type of schooling is required for your job?
  - What are some of your daily routines at work?
  - How is math used in your company?
  - Do you use math regularly and, if so, how?
  - Do you use machines that do math for you, and, if so, what kinds of machines and what kinds of math do they do?
12. If possible, integrate technology by allowing students to use email as a way to interact and collaborate with their parent, guardian or relative for this lesson (W.CCR.6).
13. You may provide examples of different types of interviews (such as sample questionnaires and video of oral interviews with note taking). Students may choose their own method for conducting the interview.
14. All student work must be turned in for teacher review.

## End of lesson

15. Have students conduct the interview for homework.
16. After conducting the interview, students can compile a written report citing their sources. They need to explain their findings and discuss the interview in their report. Specifically, the report needs to include how math is used in the occupation they have chosen to write about.
17. Have students to give an oral presentation to the class regarding what they learned from their interview. Students may use index cards, PowerPoint, etc., to give their presentation (SL.CCR.4).

Authors: Margaret Doyle ([www.successlink.com](http://www.successlink.com)); modified by The Career Zone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network*

Student: \_\_\_\_\_

Date Presenting: \_\_\_\_\_

**Everyday Math Rubric**

Points	Participation in Discussion	CareerZone	Preparation	Mathematics Integration	Presentation
Outstanding 4 Points	Did an outstanding job while participating in several discussions	Fully incorporated ideas and research from CareerZone into the project.	Prepared for the presentation by following all required directions as well as incorporated their own ideas.	Used originality to integrate a variety of math concepts into all areas of this project.	Spoke loudly, enthusiastically, concisely, and effectively when presenting information such that listeners can follow attentively.
Very Good 3 Points	Very good job while participating in discussions	Incorporated several ideas and research from CareerZone into the project.	Prepared well for the presentation by following all required directions, excluding some of their own ideas.	Used originality to integrate many math concepts into this project.	Spoke effectively, while lacking in one of the areas mentioned above.
Satisfactory 2 Points	Average- Participated in class discussions.	Somewhat incorporated ideas and research from CareerZone into the project.	Somewhat prepared for the presentation but did not follow several required directions.	Somewhat integrated math concepts	Somewhat spoke effectively, lacking in two of the areas mentioned above.
Unsatisfactory 1 point	Did not participate in opening discussion.	Did not incorporate ideas and research from CareerZone into the project.	Did not prepare for the project.	Integrated no original ideas and included 1-0 math concepts in this project.	Lacked effective speech by missing at least three of the areas mentioned above.

Total: \_\_\_\_\_/20 points\*

**Comments:**

# Lesson – Fighting Forest Fires

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Timeline</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.)  <b>Day 1:</b> Introduction; Explore CareerZone <b>Day 2:</b> Activity, Conclusion and Assessment	
<b>Grade Level(s):</b> 6-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• A projection device for the whole class to view the Internet</li> <li>• Chalkboard, poster board, etc., for a Venn diagram</li> <li>• Access to National Geographic’s website at <a href="http://National Geographic Kids">National Geographic Kids</a></li> </ul>	
<b>Learning Standards:</b>	W.2, SL.1, SL.2 R.CCR.7, CDOS 1,2, ELA 1,2, MST1, SS 1,2	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students’ lives?	Students will learn more about careers that deal with the environment, nature and climate.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? NYS DEC, NYS DOL, Colleges with Environmental Science Programs,	
<b>Objectives:</b>  Students will gain knowledge about forest fires in our environment by researching forest firefighters and other related occupations using CareerZone. Students will also be able to compare and contrast forest fire fighters and city fire fighters by research using the Internet.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect student Venn diagrams for assessment. You may also use a class roster to check for student participation, effort, and understanding throughout the lesson.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Prior to This Lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Students should be somewhat familiar with the work of firefighters.</li> </ul> <b>Introduction</b> <ol style="list-style-type: none"> <li>1. Open the lesson by asking the students what types of jobs involve putting one’s life at risk. Some responses may be police officer, racecar driver, animal trainer, or firefighter (SL.CCR.1).</li> <li>2. After listening to several responses, explain that many occupations involve danger. Ask students why they believe some people may pursue dangerous jobs. Some responses may be that the jobs are fun, challenging, rewarding, or provide for the common good.</li> <li>3. Next, using an example of a firefighter, discuss that sometimes people are drawn to dangerous jobs that may or</li> </ol>		

- may not pay a lot of money but are important for the community as a whole.
4. Ask students what they believe are the duties of their local firefighters and the dangers they face.
  5. Next, explain to students that they are going to learn about a type of firefighter— forest firefighters.
  6. With this in mind, ask students if they have heard about any forest fires recently or in the past. Encourage students to share their responses.

## Middle of lesson

### Explore CareerZone

7. As a class, access CareerZone and search for the key term firefighters. Several results will appear.
8. Read the occupation titles aloud and have students decide which occupation is most closely related to forest firefighters. Select that occupation to read more about it. Look at similar jobs to find occupations that are relevant to forest firefighters and discuss the similarities and differences (R.CCR.7).
9. Return to the Occupations page and have students find other types of firefighters. Ask students to try and guess which occupations are related to firefighters but aren't firefighters.

### Activity

10. After a class discussion, show an Internet presentation using the National Geographic website at [www.nationalgeographic.com/firecall/](http://www.nationalgeographic.com/firecall/). Use the search feature on the website or scroll through current events to find an article or video on firefighters.
11. The students may discuss what they thought of the presentation and what they thought about the duties of firefighters (SL.CCR.2).
12. Explain to students that there are forest fires happening, and men and women are fighting them every day.
13. Go to the following website to check current fires and your location: (<https://www.nifc.gov/nicc/sitreprt.pdf>).
14. Have the students complete as a class a Venn diagram comparing and contrasting local city firefighters with forest firefighters. Students should use the information from the Internet presentation and CareerZone to complete the diagram (W.CCR.2).

## End of lesson

15. To close the activity, encourage students to discuss three new and important facts they learned about forest firefighters.

Authors: CareerZone Team

\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.

New York State Department of Labor

Visit [CareerZone](#)

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# Lesson – Fossil Hunters

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> <b>Timeline</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.)  <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity; Conclusion; Assessment	
<b>Grade Level(s):</b> 5-8	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Worksheet A _____</li> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Printer (optional)</li> <li>• Chalkboard/whiteboard</li> <li>• Photos of anthropologists and archaeologists (or other selected careers)</li> <li>• Pens/pencils</li> </ul>	
<b>Learning Standards:</b>	R.1, W.7, W.9, SL.1, L.CCR 1,4, ELA 1, 4, CDOS 1	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students will learn more about careers in the science field, they will be able to become more familiar with conducting research using career zone.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? NYS DOL, NYS DEC, Colleges that have science related programs, State or local museums	
<b>Objectives:</b> Students will determine the similarities and differences between anthropologists and archeologists by researching careers using CareerZone.  <i>*Note:</i> This can supplement a social studies unit dealing with anthropology or a science unit dealing with geography/the fossil record. You can also substitute two other careers for students to compare in order to better match the subject area you are currently teaching.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect Worksheet A (formal assessment) and use a class roster to evaluate student participation throughout the lesson (informal assessment).</li> <li>• Reward the winning team with a small token, such as bonus points on their next quiz or test.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the “Three Questions” attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Prior to this lesson (Prior Knowledge)</b> <ul style="list-style-type: none"> <li>• Prior this lesson, students have demonstrated their knowledge of fossils, how fossils are formed, and the different types of fossils. Students who do not already have this knowledge should be taught so before this lesson.</li> <li>• The instructor must prepare for this lesson by printing out at least two pictures to support Step 1 of this lesson, one of an anthropologists and one of an archeologist.</li> <li>• Students should be familiar with the terms: suffix and root word.</li> </ul>		

## Introduction

1. Write down the words “anthropologist” and “archeologist” on the board. Ask if students have heard of these words. Ask them to name other words that end with –ist. Students may be familiar with words such as “dentist,” “orthodontist,” “cyclist,” “guitarist,” etc. Ask students, “Based on the words you came up with, what does the suffix –ist mean?” After students come up with –ist = one who performs an action specified by the attached root word, continue: “So, if cyclist (or use another example) means ‘one who bicycles,’ what do you think an anthropologist or archeologist do based on their root words?” (L.CCR.1, 4) .
2. To enhance student learning through visuals, show two sets of pictures: one set of anthropologists in their workplace, the other of archeologists in their workplace. Optional: You may also want to play the video for They Might Be Giants’ song “I am a Paleontologist” (a discipline related to archeology) available on YouTube. Have students, in pairs or groups, try to figure out what the difference is between the two sets of pictures.
3. Lead an open discussion on the conclusions that students came to when looking at the pictures and ask why they came to those conclusions (SL.CCR.1).
4. Use the information that students provided by looking at the photos to create a Venn diagram that compares paleontology and archeology (W.CCR.9).
5. Ask students if they think being a paleontologist or archeologist would be an interesting job. Students as a class can discuss their answers (SL.CCR.1).

## Middle of lesson

### Explore CareerZone

6. Tell your students that they are going to learn more about a career in archeology and/or anthropology. They will learn about the skills, abilities, education, duties, etc. of this occupation by reading the information on CareerZone (W.CCR.7).
7. Divide the class into two groups. One group will be “anthropologists” the other group will be “archeologists.”
8. Have each group research its assigned occupation using [www.careerzone.ny.gov](http://www.careerzone.ny.gov). Use Worksheet A for students to conduct a shorter research project based on focused questions (W.CCR.7, R.CCR.1).

### Activity

9. Play a question game to review students’ answers by asking each team a question from Worksheet A and counting points. Allow each person who is on deck the ability to save their teammate by answering the question correctly.

## End of lesson

10. After the class plays the game, have each student write a journal entry. The topic will be: What have you learned in school that you feel could help you become an archeologist or anthropologist? The students need to support their answers with examples (W.CCR.9).

Authors: The CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department’s Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

## Occupation Investigation

### A. Investigate an occupation on CareerZone by answering the questions below.

1. What is the name of the occupation you are investigating?

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2. Describe this occupation.

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3. What are the top interests required for a person who has this occupation?

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4. What tasks, duties, and tools/technology are required for a person who has this occupation?

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5. Name and describe the top two important skills required for a person who has this occupation.

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6. List and describe the top two important knowledge items that are required for a person in this occupation.

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7. What is the most important physical and social factor that influences the nature of work in this occupation? (Work Context)

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8. Describe the most important personal work style characteristics that can affect how well a worker is likely to perform in this occupation? (Work Style)

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9. What prior educational experience is required to perform in this occupation?

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10. Name one college that provides a program associated with this occupation. What is the name of the program?

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**B. Fill in the blank for questions 11-15:**

11. In New York, the average wage for this occupation is \$ \_\_\_\_\_ for the entry level workers and \$ \_\_\_\_\_ for experienced workers.

12. Based on the total number of annual openings and its growth rate, the employment prospect for this occupation are described as \_\_\_\_\_.

13. We estimate that in 2016, there will be (number) \_\_\_\_\_ of (name of occupation) \_\_\_\_\_ employed in New York State.

14. A website that provides additional information about this occupation is:

\_\_\_\_\_.

15. Similar jobs include \_\_\_\_\_ and \_\_\_\_\_.

**C. Write any additional information about this occupation here:**

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# Lesson – More Math, More Money

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, one day equals a 30-50 minute class session.) <b>Day 1:</b> Introduction and Explore CareerZone <b>Day 2-3:</b> Activity and Conclusion	
<b>Grade Level(s):</b> 6-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> </ul>	
<b>Learning Standards:</b>	6SL1, 6W1, LPW, 6W6, 6L4, LPW, LPW, MST 1, 3b, 2, 3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students should compare a STEM occupation to a non-STEM occupation and journal about their conclusions to demonstrate their understanding of STEM's role in the economy. This is important because it allows them to comprehend how STEM fields drive economic growth, explore career opportunities and benefits, become aware of job demand, recognize the impact of STEM on society, and develop critical thinking skills. Through this exercise, students can gain a comprehensive understanding of STEM's significance, nurture their interest in STEM, and make informed decisions about their education and careers.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? 1. STEM Educators: Obtain insights on the significance of STEM education from educators specializing in these subjects. 2. STEM Professionals: Connect with professionals working in STEM fields to understand the impact of STEM on the economy through their real-world experiences. 3. Economists: Seek economists specializing in analyzing the impact of STEM on economic development, employment trends, and GDP contribution. 4. Industry Experts: Consult experts from STEM-reliant industries like technology, healthcare, renewable energy, or manufacturing to understand the role of STEM occupations in driving economic growth. 5. Policy Researchers: Connect with researchers studying the influence of STEM-related policies on the economy, gaining insights into government initiatives, funding, and strategies to promote STEM education and employment. 6. Business Leaders: Engage executives from companies relying on STEM talent to understand the importance of STEM in meeting business needs, fostering innovation, and driving competitiveness.	
<b>Objectives:</b> Students will demonstrate their understanding of STEM's important role in the economy by comparing two occupations (one STEM and one non-STEM) and journaling about their conclusions.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Collect students writing pieces, and grade them using the attached rubric.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Prior to This Lesson (Prior Knowledge)</b>		

- Students should be familiar with language regarding occupation information such as job outlook, wages, salary, and job tasks. Use CareerZone’s Occupation Profile for a complete list of occupational terms that students should be familiar with prior to this activity (6L4).

### Introduction

1. Begin by introducing STEM (science, technology, engineering, math) to students. Discuss with and ask students the following: Why do they think STEM is so important to today’s society? Who uses STEM? Why do we use it? How does school incorporate STEM every day? Why do we teach STEM subjects? How may you use these STEM subjects in your future jobs?
2. *Integrate technology by showing students the [STEM video](#) on CareerZone. Students can also look through STEM resources, or the STEM for Teens information found on CareerZone.*
3. Brainstorm with students occupations that incorporate STEM. Write all responses on the board.
4. Next, allow students to identify which of the listed occupations are actual STEM occupations versus which are not. Which occupations would they argue may not be considered a STEM occupation although it does somehow incorporate STEM elements? For example, although a cashier incorporates STEM (specifically mathematics), it not considered a STEM occupation (although it may lead to one).

### Middle of lesson

#### Explore CareerZone

5. Have students log on to CareerZone and choose two occupations—one STEM occupation, and one occupation not considered a STEM occupation. You may want to check students’ choices prior to their research to ensure they have chosen appropriate occupations for the lesson.
6. Have students narrow their choices by selecting one occupation that is in the Engineering and Technology cluster and one occupation that is in the Arts and Humanities or Human and Public Services cluster from the main page.
7. Have students compare and contrast their two chosen occupations by reading and analyzing the information for each one.
8. Have students record their notes using a Venn diagram graphic organizer. Students may choose to record information they deem important in a career choice (tasks, technology involved, salary, job outlook).

#### Activity

9. Have students write on the following topic based on their research: Write an argument based on whether or not STEM occupations are more favorable in today’s job market than occupations not in STEM. Students should support their argument by using valid reasoning and relevant and sufficient evidence. Students should also integrate the information they found using CareerZone while avoiding plagiarism (6W1, 6W6).
10. Have students strengthen their writing by revising, editing, rewriting, or trying a new approach (LPW)
11. *Integrate technology by requiring students to type their final draft (LPW)*

### End of lesson

12. Students will share conclusions with their class. Allow students to share their responses from both sides, concluding with one general class consensus about STEM careers (6SL1)
13. Students should all conclude that occupations in STEM are more valuable/favorable than non-STEM occupations. This may involve showing students additional job outlook information, salaries, and education requirements for both STEM and non-STEM occupations.
14. Allow students to support either side of the argument as long as they provide valid evidence. However, to support the objective of this lesson, students must in some way demonstrate their understanding of STEM’s important role in the economy.

Authors: CareerZone Team; Title taken from Jan D’Onofrio, Nancy Koury, and Donna Zippin (New Hartford CSD)

*\*This lesson has been reviewed by the NYS Education Department’s Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

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

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

**CareerZone Rubric**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Contributions in classroom discussions	Routinely provides useful ideas when participating in the group and classroom discussion. A definite leader who contributes a lot of effort.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.	Does not provide useful ideas when participating in the group and in classroom discussion. Refuses to participate.
Quality of written work	Makes one strong argument with valid reasoning and sufficient evidence (at least three examples).	Makes one strong argument with some valid reasoning and some evidence (2 examples).	Makes some sort of argument(s); however lacks valid reasoning and evidence (1 example).	Does not make an argument, and does not use any reasoning or evidence (0 examples).
Spelling/grammar/ and organization	Written work has no spelling or grammar errors and is organized into well thought-out and organized paragraphs.	Written work has some spelling or grammar errors and is organized into well thought-out and organized paragraphs.	Written work has many spelling or grammar errors and lacks some organization within paragraphs.	Written work has several spelling or grammar errors and lacks organization.
Navigation of CareerZone	Routinely uses time well while navigating CareerZone independently to ensure things get done on time.	Tends to procrastinate, causing a need to deadline extensions, but always manages to complete online work.	Unable to complete CareerZone activity because of this person's inadequate time management.	Does not attempt to participate or complete CareerZone Activity
Focus on the task, especially pertaining to the specific activity	Consistently stays focused and engaged throughout the activity and what needs to be done. Portrays a positive attitude throughout each activity.	Focuses on the task and what needs to be done some of the time. Needs to be reminded to stay on task. Usually has a positive attitude about the task(s)	Rarely focuses on the task and what needs to be done. Lets others do the work.	Does not focus on the task and what needs to be done, resulting in incomplete work and/or project(s).

**Total: \_\_\_\_/20**

**Comments:**

# Lesson – STEMventions

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minutes class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3-5:</b> Activity <b>Day 6:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 8-10	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>STEM Product handouts</li> <li>cardboard box</li> <li>markers</li> </ul>	
<b>Learning Standards:</b>	LPW (Lifelong Practices of Writers), 8SL1, 8R7, 8SL4, CDOS 1, 2, 3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Understanding how STEM careers can create companies and invent products to improve everyday life is crucial for students. This knowledge inspires them to pursue these fields, enhances their problem-solving skills, shows the relevance of their education, cultivates an entrepreneurial mindset, and encourages them to contribute to society. Students recognize the potential for innovation and positive impact in STEM careers, allowing them to approach real-life challenges with a scientific and analytical mindset. They can connect academic learning to real-world applications and understand how their future careers can address societal needs, enhance efficiency and quality of life, and promote sustainable development.	
<b>Type of Career Content</b> <ul style="list-style-type: none"> <li>Career specific</li> <li>Career psychology</li> <li>Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? To connect students with experts on how STEM careers make everyday life easier, consider reaching out to: <ol style="list-style-type: none"> <li>Local STEM professionals, such as scientists, engineers, entrepreneurs, or technology experts.</li> <li>Industry associations and organizations like ASEE, NSF, or IEEE.</li> <li>Innovation and entrepreneurship centers at universities or educational institutes.</li> <li>STEM conferences or events focusing on innovation, technology, or entrepreneurship.</li> <li>Online platforms and mentorship programs like STEMconnector or Nepris.</li> </ol>	
<b>Objectives:</b> Students will understand how STEM careers help make everyday life easier by creating a company and inventing a product that will make life better in some way.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Use CareerZone's general scoring rubric to formally assess students. Collect journals and all student work.</li> <li>Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Prior to This Lesson</b>		

- Students should have a general understanding of science, technology, engineering, and math (STEM) as it relates to the world of work. To integrate a technology activity, students must be familiar with social-media sites.

### Introduction

1. Ask students how engineering companies incorporate many STEM careers. Engineers help design many products using science, math, and technology. Engineering companies invent and build new products that help make life easier for everyone. Use Steve Jobs, the late CEO of Apple, as an example of an engineer who made a difference in peoples' quality of life. Ask students: Who has heard of Steve Jobs? What did he invent and how did it make lives better?"
2. For this lesson, students will think of themselves as a CEO of an engineering company. Ask students to brainstorm an invention that would make lives easier. Inventions can be as futuristic as cars that can fold up and "park" in someone's pocket to a product as simple as nail polish that changes to match your mood.
3. Students will then create a new company based on their product. Students may team up to with others with similar products to run a company together. Questions students should consider when thinking about a new company include: What is the name of your company? Where is it located? How many employees work for you? Do you own it by yourself? With someone else? With a group of people? (8SL1).

### Middle of lesson

#### Explore CareerZone

4. Have students access CareerZone's [STEM for Teens](#). Students can create personalized avatars and research STEM opportunities in their area. Have students research 3-5 different STEM careers to get a feel for what people in these occupations do. Have them journal about the different careers, summarizing the work activities and required education for each (8R7).

#### Activity

5. Read aloud the following scenario to serve as an example of what students might like to create and to encourage brainstorming new ideas: Today is a very significant day for your company. Your team of engineers has just created a life-changing robot that can do pretty much anything possible. What does this robot look like? What can it do? How does it make lives easier? How much will it cost? Then tell students: Now, your job is to design your product and describe what it does, how it will make lives easier, and how much it costs. Last but not least, come up with a catchy name.
6. Students should sketch out their ideas and an example of the box that the product is going to come in. For a more creative approach, students can bring in a cardboard box from home that they can decorate with construction paper as a realistic box that would package their product. (LPW).
7. Tell students to include a name, a picture, the product's most important features, a price, a slogan, and an appropriate design for the box.
8. Integrate technology and social media by discussing with students how social media is used as a way to advertise a company or product. Ask students to think of a company they know that uses social media to promote its business. What are the benefits of using social media to advertise rather than another way?
9. Have students create a mock Facebook page for their company or product. Students can include: Name of their company, wall posts, photos, comments from customers, and an About Us section. Search online for Facebook templates or any other social media site that you would like to use.  
Last, discuss with students how their product incorporates STEM and what kinds of jobs it will provide. Ask: What types of jobs would your product take away? For example, if the product was a robotic Master Teacher, it might replace human teaching jobs. Also, ask such questions as: How did you come up with the ideas for your product? Who is most likely to purchase this product? What type of demographic does this product appeal to? Have students write their responses in a journal or use CareerZone's Journal module (LPW).
10. Have students present their products to the class (8SL4).

### End of lesson

11. Facilitate a class discussion by asking students such questions as: How did you feel being CEO of your own company? Did you feel powerful? Also, ask students who chose to run the company by themselves questions such as, Why did you want to do that? How is this different from the people who chose to run the company with a group of people or with a partner?"
12. Talk about the pros of new technology and the significance of STEM careers in this new digital age. Ask: How can new inventions help make our lives easier, get something done faster, and be more accurate? At the same time, what risks are involved in creating a company or coming up with a new invention? Is relying

solely on a new invention risky? You can back up this conversation by bringing up movies/television shows (Wall•E, I,Robot, etc.) that explore this same theme. (8SL1).

Authors: The CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

## CareerZone's General Scoring Rubric

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

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

Category	5	3	1
<b>Contributions in classroom discussions</b>	Routinely provides useful ideas when participating in the group and classroom discussion. A definite leader who contributes a lot of effort.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
<b>Quality of written work</b>	Provides work of the highest quality.	Provides standard quality work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
<b>Navigation of CareerZone</b>	Routinely uses time well while navigating CareerZone independently to ensure things get done on time.	Tends to procrastinate, causing a need to deadline extensions, but always manages to complete online work.	Unable to complete one or more specific modules because of this person's inadequate time management.
<b>Focus on the task, especially pertaining to the specific activity</b>	Consistently stays focused and engaged throughout the activity and what needs to be done. Portrays a positive attitude throughout each activity.	Focuses on the task and what needs to be done some of the time. Needs to be reminded to stay on task. Usually has a positive attitude about the task(s).	Rarely focuses on the task and what needs to be done. Lets others do the work.

Total: \_\_\_\_ / 20

Comments:

# Lesson – TECH NEWS

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30–50-minute class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3-4:</b> Activity <b>Day 5:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 9-12	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>• Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>• Newspapers, magazines, science journals</li> <li>• Microscope (optional)</li> </ul>	
<b>Learning Standards:</b>	R10 (Range of Student Reading Experiences for 9th-10th Grade), W5 (LPW), W6 (LPW), W7 (9-10W6), W8 (9 -10W7), CDOS 1, 2, 3a	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students? How does it connect to students' lives?	Students need to be able to explain the impact of technology on the workforce by using current-events articles and identifying the described technology. This is crucial because it allows them to understand how technology is shaping the job market, develop critical thinking skills, prepare for future jobs, build digital literacy, and make informed decisions about their careers. Overall, this ability helps students thrive in a technology-driven world by becoming knowledgeable and adaptable individuals.	
Type of Career Content <ul style="list-style-type: none"> <li>• Career specific</li> <li>• Career psychology</li> <li>• Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? To gain insights into the impact of technology on the workforce, connecting with experts such as workforce futurists, human resource professionals, career counselors, technology entrepreneurs, and data scientists is recommended. Workforce futurists analyze trends and predict future workforce requirements, while HR professionals provide perspectives on recruitment, job training, and employee development. Career counselors offer guidance on career choices and transitions. Technology entrepreneurs share experiences on disrupting job roles and creating new opportunities. Data scientists use quantitative analysis to reveal impacts like task automation and skill demand. These experts contribute valuable perspectives and deep knowledge to comprehend the topic comprehensively.	
<b>Objectives:</b>  Students will be able to explain the impact that technology has on the workforce by selecting a current-events article and identifying the technology described in the article.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Use the following worksheet and rubric as a way to evaluate students and check for student understanding.</li> <li>• Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson) <p><b>Prior to This Lesson</b></p> <ul style="list-style-type: none"> <li>• This lesson is designed for a biology class but is applicable to other science classes. Students should also be familiar with blogging and posting information on the Internet.</li> </ul> <p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1. Begin by showing a short video clip from a popular medical TV show that shows the use of any technological device being used. Discuss how technology is becoming more and more important in the workforce (and in school). Talk to students about how school and work are different now than they were 10 or 20 years ago. How has technology</li> </ol>		

positively influenced school and work?

## Middle of lesson

### Explore CareerZone

2. Show students as a class CareerZone's Tools and Technology section on an Occupation Detail page of their choice. Review with students what some of the tools and technology listed are, and what they are used for. Also discuss other jobs that may use similar technologies.
3. Use the Internet to look up what some of the tools and technologies look like and how they are used in other work contexts.
4. If there is time, have students access CareerZone independently and select one of the six clusters (from the homepage) that interests them. Have students read through several occupations and pay close attention to the Tools and Technology section (9-10W6).

### Activity

5. Provide students with newspapers, news magazines, science journals, or Internet links that highlight technology topics.
6. Have students find a current events article that discusses technology being used in the school or workplace.
7. Students can also complete this portion at home as a school-to-home connection and bring their article into class.
8. Encourage students to find a technology/tool that is more specific than just computers. For example, if a computer is an essential tool, have students find a specific computer program that is needed in that occupation.
9. Students will determine the type of tool used, the type of object being observed using that tool, (cells, tissues, or a material), and the power that the technological tool possess (estimate of magnification the microscope is providing, for example). Use Tech Jobs: Check for Understanding handout to assess students.
10. Have students complete the Tech News: Check for Understanding worksheet to include their thoughts, comments, and questions on the article. Ensure students are not just summarizing their article but using higher level thinking in their responses.
11. Once student work has been revised and finalized, have them post their work to a class blog. Decide on a clever name for the class blog such as Tech News or The Technology Takeover (9-10W6, LPW).

## End of lesson

12. Debrief with students by having students share their blogs as a class. Talk about the different events that students shared on their blogs, their styles of writing, and answers any questions addressed on the blog.

Authors: CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

## Tech News: *Check for Understanding*

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

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

Title of article: \_\_\_\_\_

Date published: \_\_\_\_\_

Source: \_\_\_\_\_

Brief summary: \_\_\_\_\_

\_\_\_\_\_

Type of technology used: \_\_\_\_\_

What the tool is used for: \_\_\_\_\_

Estimate of power required for functionality: \_\_\_\_\_

Summary of article: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My thoughts, comments, and questions: \_\_\_\_\_

\_\_\_\_\_

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

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

### Blogging Rubric

<b>Blog is at least 250 words, with little to no spelling or grammatical errors.</b>	<b>Discusses efficiently, using evidence, how the events in this article might impact other jobs in the future.</b>	<b>Makes a strong conclusion, explaining what ways the tool is a necessary job skill for many people.</b>	<b>Uses multiple resources to gather information, citing specific sources throughout their blog.</b>	<b>Efficiently uses technology to produce and publish writing.</b>
Outstanding (4)	Outstanding (4)	Outstanding (4)	Outstanding (4)	Outstanding (4)
Good job (3)	Good job (3)	Good job (3)	Good job (3)	Good job (3)
Satisfactory (2)	Satisfactory (2)	Satisfactory (2)	Satisfactory (2)	Satisfactory (2)
Poor (1)	Poor (1)	Poor (1)	Poor (1)	Poor (1)

Total= \_\_\_\_\_/20

Comments:

# Career Lesson –Pythagorean Theorem

<b>Teacher Name:</b>	<b>Duration (in minutes):</b> (For multiple-day lessons, each day consists of one 30-50 minute class period.) <b>Day 1:</b> Introduction <b>Day 2:</b> Explore CareerZone <b>Day 3:</b> Activity <b>Day 4:</b> Conclusion and Assessment	
<b>Grade Level(s):</b> 8-9	<b>Subject/Course:</b>	<b>Unit:</b>
<b>Resources needed:</b> On-site people, facilities, tools, technology, materials, community connections	<ul style="list-style-type: none"> <li>Computers with Internet access to <a href="http://careerzone.labor.ny.gov">http://careerzone.labor.ny.gov</a></li> <li>Poster board, markers, scissors, tape, etc.</li> <li>Handouts (included)</li> </ul>	
<b>Learning Standards:</b>	8R7, 8W6, 8W7, 8SL1, 8W2, 8SL5, MST 1, 2, 3, 7	
<b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students?	<ol style="list-style-type: none"> <li>Provides historical context for mathematical concepts</li> <li>Inspires curiosity and interest in mathematics</li> <li>Highlights the interconnectedness of mathematics with other disciplines</li> <li>Promotes critical thinking and creativity in applying mathematical concepts</li> <li>Expands students' awareness of diverse career options in mathematics-related fields.</li> </ol>	
Type of Career Content <ul style="list-style-type: none"> <li>Career specific</li> <li>Career psychology</li> <li>Career skills</li> </ul>	<b>Experts:</b> Who can you connect with in order to bring in an outside voice? To gain more information on researching historical figures in mathematics like Pythagoras and their careers, consider connecting with mathematics professors or educators, history of mathematics experts, mathematics education researchers, museums or archives specializing in mathematics or science history, and online forums or communities focused on mathematics education or history of mathematics. These experts and sources can provide insights, in-depth information, perspectives, recommended resources, and opportunities for discussion and research.	
<b>Objectives:</b> Students will be able to take a historical figure whose theories they are learning about in math class (Pythagoras) and research his life and work to imagine what careers he might have today/	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Use attached handouts and rubric for assessing students throughout lesson.</li> <li>Debrief students by discussing what they chose for the Pythagoras' modern-day occupation. What occupations did students choose and why? Do any students know an actual person in any of these careers? Discuss how several of these careers are considered in-demand occupations and why they should consider pursuing a career in one of these occupations. Conclude by discussing what students learned and any important take-aways from the project (8SL1).</li> <li>Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the "Three Questions" attachment for a visual that you can display for students.</li> </ul>	
<b>Knowledge Construction:</b> How are students going to construct content knowledge and practice it (Beginning of lesson)  <b>Prior to This Lesson</b>		

- Students should know how to solve geometry problems using the Pythagorean Theorem and right triangles.

## Introduction

1. This activity is to be used in the math class as a launch activity of right triangle geometry. It will carry on for approximately two weeks outside of class in conjunction with the mathematics being practiced and tested in the classroom.
2. This lesson is strictly designed to be an interdisciplinary lesson between English and math. Therefore, this activity progress will be evaluated carefully by the ELA teacher, as he/she teaches the students various essay/research writing techniques and brings them to the library and computer labs.
3. Begin by telling students about Pythagoras, the first pure mathematician, who eventually developed what is known today as the Pythagorean Theorem.
4. Integrate technology by showing students a short video clip on the Pythagorean theory (8R7).
5. Students will work with their ELA teacher as he/she teaches the students about various research techniques and brings them to the library and computer lab. Students will learn about Pythagoras through research of credible resources (8W7).
6. Next, students will choose an occupation that Pythagoras might be engaged in if he were alive today. Students will base this chosen occupation from research conducted on Pythagoras. Many students may choose mathematician or philosopher. However, allow other occupations if students are able to defend their claims.
7. Integrate technology by allowing students to research Pythagoras on their own using a computer or provide books/reference materials for students to use if computers are not available.

## Middle of lesson

### Explore CareerZone

8. Have students access CareerZone and choose a modern-day occupation for Pythagorus. Students will need to use the Search feature or choose one of the career clusters to find an occupation that Pythagorus would have today, based on the occupation that they have chosen (8W7).
9. Students will fill out the Career Information worksheet based on their chosen occupation (8W6).

### Activity

10. Have students create a Pythagoras poster based on the information they acquired. (Refer to the CareerZone Poster and Report Project handout).
11. Encourage students to be creative with their poster designs by cutting it out in the shape of Pythagoras and drawing what Pythagoras would look like if he were alive today. Students could also create posters in the shape of triangles or have a design that shows the Pythagorean theorem on one side and other information on the other.
12. Integrate technology by allowing students to print pictures of Pythagoras, theories he had, quotes he said, and other computer-generated fonts and graphics to glue onto the poster.
13. Next, students will need to include a math problem that requires the Pythagorean theorem in order to solve it. Students must include (1) the math problem; (2) pictures to help the math problem stand out on the poster; and (3) the answer to the math problem somewhere on the poster but not clearly visible at first glance. This can be done by writing the answer upside down, in small writing, or by placing a sticky note over the answer.
14. School-to-home connection: To save class time, this assignment can be done at home over the course of teaching right triangles.
15. Report (optional): Require students to write a report in addition to their poster and give a presentation to the class on their findings (8W2, 8SL5).

## End of lesson

16. Display students' Pythagorean posters around the classroom. Have students rotate around the class, completing the math questions that other students included on their posters. Students can grade each other's answers, or you can go over the answers as a class discussion.

Authors: Franco A. DiPasqua (Madison Middle School); modified by the CareerZone Team

*\*This lesson has been reviewed by the NYS Education Department's Career and Technical Education Technical Assistance Center, a division of the Successful Practices Network.*

New York State Department of Labor

Visit [CareerZone](#)

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## Career Information Sheet

View CareerZone at <http://careerzone.labor.ny.gov>

Career or job title:

---

Describe the career or job:

---

Classes you might take in HS to help you prepare for the career or job:

---

Education needed beyond HS

---

Interests that would help:

---

Wages or Salary:

---

Duties, responsibilities, tasks:

---

Skills needed:

---

Career outlook:

---

Other information: (for example: similar jobs that might interest you)

---

## CareerZone Poster and Report Project

**Poster Due Date:** \_\_\_\_\_

Now that you have used CareerZone to help you choose a career that you might pursue, create a poster that shows the following:

- Pictures of the occupation you have chosen
- Skills needed in this occupation
- Courses to take that would help you reach your goal
- Education needed for this occupation
- The way you would dress in this position
- Career outlook
- Any other information that would tell about your chosen occupation

Poster board, text, graphics, pictures, color must be used on your poster. The more information you have on your poster, the easier it will be to give your report. No class time will be given for this. This is an at home project.

*\*\*\*Be Creative\*\*\**

**Report Due Date:** \_\_\_\_\_

The report will be about your chosen career or job. You will be allotted 3-5 minutes to talk. You will be required to use your poster and you may have notes on a 3x5 card, if necessary. Your report will cover all the information listed above.

## CareerZone Oral Report

Presenter's Name \_\_\_\_\_ Date \_\_\_\_\_

	Excellent	Skilled	Not Yet
<b>Speaking Skills</b>  1. Eye Contact 2. Volume 3. Pronunciation	_____ _____ _____	_____ _____ _____	_____ _____ _____
<b>Presentation Preparation</b>  1. Organization 2. Said only what was necessary 3. Stayed on topic 4. Well planned 5. On time 6. Use of CareerZone evident	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
<b>Audience Interaction</b>  1. Held attention 2. Answered questions 3. Easy to follow	_____ _____ _____	_____ _____ _____	_____ _____ _____
<b>Organization</b>  1. Logical 2. Clear 3. Complete	_____ _____ _____	_____ _____ _____	_____ _____ _____

## Math Rubric

Score	Student develops and applies the Pythagorean principle in the solution of problems.
4	The problems clearly show the use of the Pythagorean theorem. The formula is written and the work is easily followed.
3	The problems clearly show the use of Pythagorean theorem. The formula is written and the work is not so easily followed (perhaps a little messy or sloppy).
2	Problems are unclear how they are solved. Student has not clearly written the sides a, b, and c in the proper parts of the equation, but gets most of the correct answers.
1	Theorem is incorrectly used. Student shows considerable difficulty in solving the problem.