

## PART 1 ~ CONNECT THE DOTS (Resume/Cover Letter Preparation)

### Instructional Lesson Plan

**STANDARD**

13.1. Career Awareness and Preparation

B. Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.

E. Justify the selection of a career.

13.2. Career Acquisition (Getting a Job)

C. Develop and assemble, for career portfolio placement, • Cover Letter of introduction • Resume

**DURATION** 40-45 minutes

**GRADE:** High School

**LESSON TOPIC:** Connect the Dots (Career Readiness)

**UNIT:**

*Discover that from birth through different developmental stages, an individual obtains knowledge that will later support life experiences. It is from these life experiences that one will possess skills that can be drawn upon when selecting a career.*

**OBJECTIVES/EXPECTATIONS**

- Define skills learned through developmental milestones.
- Recognize skills obtained.
- Identify careers based on skills obtained.

**STUDENT OUTCOMES**

- Students will be able to identify skills obtained from experiences.
- Students will be able to identify how skills can support career interest.
- Students will be able to recognize careers matching their skills.

**INSTRUCTIONAL DELIVERY**

**(SLIDES 1 & 2) Pre-Reflection**

Teacher plays the audio for each slide for the class.

**Question:** Do you have to have knowledge in order to have an experience?

**(SLIDE 3) Opening Activities/Motivation:** (10 min) large group / independent study

**Discussion:**

Having knowledge alone, doesn't necessarily mean that a person has experience. Just because you have the knowledge of addition and subtraction doesn't mean you can balance a checking account.

To make the determination on a positive or negative experience, you would have to look at the level of knowledge a person has. Would you agree with that statement? Does a positive experience make a difference in one's life?

**(SLIDES 4-5) Agree or Disagree Statements (5 min)** ... After listening to the audio for each slide have the students weigh in on the following statements. THUMBS UP – I agree with the statement THUMBS DOWN – I disagree with the statement THUMBS STRAIGHT ACROSS – I am not sure about that statement

Statement #1 – Everyone has some form of success within their lifetime. #2 – I would say that so far in my life I have been highly successful. #3 – I can list at least four skills I have obtained so far in my life.

### **INSTRUCTION:**

**(SLIDES 6) Participation inside and outside of school (10 min)**

**Set the stage:** Have the students take a few minutes to jot down one activity inside of school and outside of school along with at least two skills they have learned from these activities.

**(SLIDES 7-8)** Listen to the audio for both slides. Have the students review their list of skills to see if they could add more.

**Extension Procedure:** Select actual activities from your school and have the students identify which skills a participant would receive from them. Have students that are at the moment involved in school activities identify what skills they are learning.

**(SLIDES 9) Visual for connecting dots (5 min)** Listen to the audio. Have students look at their skills and reflect if what they have written will support the career they are thinking of.

**Extension Procedure:** Teacher presents a career name. Students stand up if they have skills for that career. Allow time for a couple of students to share their skill,

### **WRAP UP:**

**(SLIDES 10) Independent Reflection** Each student will write down their career choice(s) and map out the skills they have presently to support those careers.