



Career Success FACILITATOR GUIDE

LEAD CAREER READINESS SESSIONS
LIKE A WORKFORCE EXPERT

CONTAINS EVERYTHING YOUR HIGH SCHOOL
STUDENTS NEED TO KNOW TO MAKE BETTER-
INFORMED POSTSECONDARY DECISIONS



Excellent
Content



Activities



Real World
Application

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Frequently Used Acronyms

KEEP AN EYE OUT FOR THESE!

While you're reading, you will come across the following frequently used acronyms:

CDMP: Career Decision-Making Process

CP: Career Portfolio

FAFSA: Free Application for Federal Student Aid

TWC: Texas Workforce Commission

Unit 0: Introduction

Before diving into career exploration, students need to learn how to plan, learn how to make sound choices, and consider their goals. They will also learn what resources they have at their disposal—not just tools and services, but their personal support systems as well.

Lesson Overview

To begin goal setting, brainstorming about the future, and choosing their postsecondary path, students will complete a warm-up prompt asking them to consider and discuss their goals. For example, a writing prompt asking students: “List three goals you’ve had in your life, and what made you interested in achieving them.” This can be discussed as a group, used as a writing prompt, or in a different format of your choosing.

Students will read *Career Success* page 1 – 7 (the **Introduction** section); and answer questions from the *Career Portfolio* page 1 – 3.

Instructional Objectives

- Consider short-term and long-term goals, some challenges that may come with them, and how one might overcome those challenges.
- Brainstorm different adults to whom you can reach out for help.
- Learn how to make and execute a plan.
- Practice gaining insight from past mistakes.
- Understand the process of decision making and differentiating between an emotional decision or a logical one.
- Evaluate a sample student plan using the information you’ve learned so far. Be able to explain your reasoning.

Time Required

Two 50-minute class periods, or one 90-minute class period.

Materials Required

For each student:

- *Career Success Workbook Part 1* page 1 – 7
- *Career Portfolio* page 1 – 3
- Warm-up journal/piece of paper
- Pen/pencil

For the teacher:

- *Career Success Workbook Part 1* page 1 – 7

- **Career Success Teacher Guide (this text)**
- Warm-up journal/piece of paper
- Pen/pencil

For the classroom:

- Scanned blank copies of **Career Portfolio page 1 – 3** optional, enough for each student
- Front board
- Projector optional to provide visual aid to students while reading aloud and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the **Career Success Workbook Part 1** and their **Career Portfolio** (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Students will spend the first 8 minutes of class writing in response to the prompt.

Be sure to tell them to ask for help if needed as they may need extra support or modifications.

3. Announce verbally that, as displayed on the board, today they will need the **Career Success Workbook Part 1** and their copy of the **Career Portfolio**, and that they need to make sure they have them out, ready to use.
4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to be discussing their future careers, setting goals, and decision making. Then, that you'll start by popcorn reading *Career Success*.
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. Read **page 1 – 4** as a class, stopping before **Fundamentals of Decision Making**.
7. During this pause, ask if anyone has any questions about the sections read. Ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. This should take about 10 – 15 minutes.

Note: This is a good stopping point between lessons if you have 50-minute class periods. You may want to wait until the next day's lesson to complete the second half of the reading if you run out of time.

8. Choose 2 – 5 more students. Read **page 4 – 7** as a class, repeating the same procedure. This should take about 10 – 15 minutes.

Portfolio

9. Tell the students that next you'll be working out of, and answering questions in, their *Career Portfolio*. Project your blank photocopy or fillable PDF of the *Career Portfolio* onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. Time permitting, ask the class for an example response to each question type or section from **page 1 – 3**. Stop before **An Effective Way to Plan**. This step should take about 10 – 15 minutes.

Note: This is a good stopping point between lessons if you have 50-minute class periods. You may want to wait until the next day's lesson to complete the second half of the activity if you run out of time.

10. Choose 2 – 5 more students. Repeat for **page 3 – 7**, stopping before **Step 1: Engage**. This should take about 10 – 15 minutes.

Closure

Use the following questions in discussion, for submission, or in another format of your choosing.

1. Which of the concepts we learned were your top three most helpful?
2. Why or in what ways can these be of help in the future?

Use at least 3 – 5 sentences.

Tip: Display a list of the different concepts covered for reference. These could be the first, and third through fifth, bullets under the Lesson Objectives.

Assessment

Depending on time available, check for understanding by asking students to hold up their fingers for ratings from 1 to 5 on each subject, with 1 being little understanding of the multiple aspects of this lesson (of your choosing) and 5 being having a good grasp of them.

If you have more time, or a need a second class period to complete the lesson for which you would like a second assessment option, utilize a fill-in-the blank exit ticket (not necessary to print, can be displayed on the front board) regarding 3 – 5 of the most important aspects of this section (Example: _____ is an online tool you can use to compare incomes and expenses. Answer: TexasRealityCheck.com). These should be simple as the lesson itself is relatively straightforward.

Unit 1, Step 1: Engage

When considering a career path, it can be difficult to know where to begin. Something that can help students feel more confident when considering their options is to begin by considering the one thing they are experts at—themselves. In this unit, students will consider what they want to contribute to the world, their preferences for their future lifestyle, the cost of that lifestyle, and their how their interests could lead to a future career. Not only does this immediately engage students—because who wouldn’t enjoy the opportunity to discuss themselves or their favorite things—but it anchors students to something concrete that they can refer to while learning about different career paths.

Lesson Overview

To get students thinking about the connection between their interests and career paths, students will consider why it would be important to figure out the former to inform their choice of the latter. For a warm-up you could ask students to: “Name three jobs (from different industries) related to your favorite hobbies or your interests. Why might it be a good idea to choose a job related to something you like to do?” This can be discussed as a group, used as a writing prompt, or in a different format of your choosing. This prompt is similar to that of the next unit, yet here is a distinction between the two: this unit focuses more on interests whereas the next focuses more on talents. Tip: If you need two warm-ups for two different days, the first question in **Step 1: Engage** on **page 7** of the [Career Portfolio](#) is a good option.

In this lesson, students will read [Career Success](#) **page 9 – 15** (the **Engage** section); and answer questions from the [Career Portfolio](#) **page 7 – 16**. Note that the Career Portfolio section is much longer than that in Unit 0. You may need to assign homework to have students complete the activities and reading in this unit. That, or you may need to alter the lesson to give students more time in class to work on their CP.

Instructional Objectives

- Identify passions and interests to help you make more informed postsecondary career choices.
- On your own, brainstorm occupations compatible with these passions and interests to consider.
- Use the **Texas Reality Check** website to look up information about the costs that come with the type of lifestyle you want.
- Create a job description.
- Explore connection between education and income.
- Learn what to avoid posting online and why.
- Evaluate two sample student plans using the information you've learned so far. Be able to explain your reasoning.

Time Required

Two 50-minute class periods, or one 90-minute class period.

Materials Required

For each student:

- *Career Success Workbook Part 1* page 9 – 15
- *Career Portfolio* page 7 – 16
- Warm-up journal/piece of paper
- Pen/pencil

For the teacher:

- *Career Success Workbook Part 1* page 9 – 15
- *Career Success Teacher Guide* (this text)
- Warm-up journal/piece of paper
- Pen/pencil

For the classroom:

- Scanned blank copies of *Career Portfolio* page 7 – 16 optional, enough for each student
- Front board
- Projector optional to provide visual aid to students while reading aloud and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the *Career Success Workbook Part 1* and their *Career Portfolio* (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Students will spend the first 8 minutes of class writing in response to the prompt.

Be sure to tell them to ask for help if needed as they may need extra support or modifications.

3. Announce verbally that, as displayed on the board, today they will need the *Career Success Workbook Part 1* and their copy of the *Career Portfolio*, and that they need to make sure they have them out, ready to use.
4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to identify their passions and interests, brainstorm related occupations, and continue exploring decision making. Then, that you'll start by popcorn reading *Career Success*.
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. Read **page 9 – 12** as a class, stopping before **My Plan: Amira**.

During this pause, ask if anyone has any questions about the sections read. Ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. This should take about 10 – 15 minutes.

Note: This is a good stopping point between lessons if you have 50-minute class periods. You may want to wait until the next day's lesson to complete the second half of the reading if you run out of time.

7. Choose 2 – 5 more students. Read **page 12 – 15** as a class, repeating the same procedure, stopping before **Step 2: Understand**. This should take about 10 – 15 minutes.

Portfolio

8. Tell the students that next you'll be working out of, and answering questions in, their *Career Portfolio*.
9. Project your blank photocopy or fillable PDF of the *Career Portfolio* onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. Time permitting, ask the class for an example response to each question type or section from **page 7 – 11**. Stop before the **Education and Money—Connection** section. This step should take about 10 – 15 minutes.

Note: This is a good stopping point between lessons if you have 50-minute class periods. You may want to wait until the next day's lesson to complete the second half of the activity if you run out of time.

10. Choose 2 – 5 more students. Repeat for **page 11 – 16**, stopping before **Step 2: Understand**. This should take about 10 – 15 minutes

Closure

Use the following in discussion, for submission, or another format of your choosing.

1. Referring to the list of tasks you would be interested in doing (p. 4 *Career Portfolio*), what are 3 – 5 tasks that you hadn't considered before with regards to a future career? What jobs would utilize these tasks?
2. Now that you know you're interested in such tasks, and have identified related jobs, are any of these jobs ones you can see yourself doing? Are there any jobs that you hadn't considered before? Which are they?

Use at least 3 – 5 sentences.

Assessment

Ask the students how they would describe today's lesson to a classmate if the classmate had been absent. Have them give at least three different points that you can remember and use at least 3 – 5 sentences.

Unit 2, Step 2: Engage

Up to this point, students have brainstormed about careers using information they already knew before studying *Career Success*. They began learning what it will take to have the kind of lifestyle they want. Now, utilizing career search tools, students will be looking more directly at their abilities and how those can lead to certain activities and career paths.

Lesson Overview

In this lesson we'll be connecting students' personal characteristics and talents with related extracurriculars. For a warm-up you might ask students: "Consider how your traits and skills have influenced your participation in a project, game, play, or any other activity. How have they affected your decisions when choosing which role to play in the activity?" This can be discussed as a group, used as a writing prompt, or in a different format of your choosing.

Students will read *Career Success Workbook 1* page 17 – 23 (the Understand section); and answer questions from the *Career Portfolio* page 16 – 30.

Instructional Objectives

- Identify personal characteristics and talents to make more informed postsecondary career (or education) choices.
- Using Texas Career Check, find and explore occupations compatible with these aspects, noting: average salary, demand, level of education, etc. You can also supplement with the RoadTrip Nation and My Next Move tools.
- Identify classes, clubs, and/or extracurricular activities that relate to these occupations. Determine how participating in them may assist in career planning.
- Gain a deeper understanding of what it takes to succeed at different occupations.
- Determine your High School Graduation Plan, as well as which performance acknowledgements (credentials/certifications, like an AP test) you would like to pursue.
- Evaluate a sample student plan using the information you've learned so far. Be able to explain your reasoning.

Time Required

Four 50-minute class periods, or two 90-minute class periods.

Materials Required

For each student:

- *Career Success Workbook Part 1* page 17 – 23
- *Career Portfolio* page 16 – 30
- Warm-up journal/piece of paper

- Pen or pencil

For the teacher:

- [Career Success Workbook Part 1](#) page 17 – 23
- [Career Success Teacher Guide](#) (this text)
- Warm-up journal/piece of paper
- Pen/pencil

For the classroom:

- Scanned blank copies of [Career Portfolio](#) page 16 – 30 optional, enough for each student
- Front board
- Projector to provide visual aid to students while reading aloud and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the [Career Success Workbook Part 1](#) and their [Career Portfolio](#) (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Students will spend the first 8 minutes of class writing in response to the prompt.

Be sure to tell them to ask for help if needed as they may need extra support or modifications.

3. Announce verbally that, as displayed on the board, today they will need the [Career Success Workbook Part 1](#) and their copy of the [Career Portfolio](#), and that they need to make sure they have them out, ready to use.

4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to identify their personal characteristics and talents and research related occupations using a tool new to us—Texas Career Check. Then, that you'll start by popcorn reading *Career Success*.
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. Read **page 17 – 19** as a class, stopping before **Uncover Your Interests**. Ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. During this pause, ask if anyone has any questions about the sections read. This should take about 10 – 15 minutes.

Note: This is a good stopping point between lessons if you have 50-minute class periods. You may want to wait until the next day's lesson to complete the second half of the reading if you run out of time.

7. Choose 2 – 5 more students. Read **page 19 – 23** as a class, repeating the same procedure, stopping before **Step 3: Explore**. This should take about 10 – 15 minutes.

Portfolio

8. Tell the students that next you'll be working out of, and answering questions in, their *Career Portfolio*.
9. Project your blank photocopy or fillable PDF of the *Career Portfolio* onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. Time permitting, ask the class for an example response to each question type or section from **page 16 – 27**. Stop before **My Plan: Koji**. This step should take about 10 – 15 minutes.

Note: This is a good stopping point between lessons if you have 50-minute class periods. You may want to wait until the next day's lesson to complete the second half of the activity if you run out of time.

10. Choose 2 – 5 more students. Repeat for **page 27 – 30**, stopping before **Step 3: Explore**. This should take about 10 – 15 minutes.

Closure

Use the following questions in discussion, for submission, or another format of your choosing.

1. Which endorsements have you chosen? Which are you most excited to explore? List at least three.

2. Which school (and community) activities or clubs can help you prepare to pursue the endorsement(s)?

Use at least 3 – 5 sentences.

Assessment

Ask students: some surprising aspects about endorsements (and school or community activities/clubs) they learned that they didn't expect. Have them list 3 – 5. Ask how they will utilize these in preparing for their future career(s).

Unit 3, Step 3: Explore

After discussing career exploration, how to search effectively, and student interests, we're now prepared to investigate various sectors and other employment in depth. Students will learn some occupations and important considerations of each.

Lesson Overview

Students will be exploring career clusters and different types of employment. They may have heard of, yet not have a solid grasp of, apprenticeships, internships, technical school, or the other job types we will be discussing. They likely won't know what a career cluster is either. As a warm-up, ask students to consider these terms and what they could mean. Have them share as much as they can remember of the above job types they've heard of before. This can be discussed as a group, used as a writing prompt, or in a different format of your choosing. Tip: If you need two warm-ups for two different days, ask students which less-common type(s) of employment they were most surprised by—if they had any misconceptions that were cleared up, what were they? Are they open to other types of employment now that they hadn't considered before? Which ones?

In this lesson the class will read *Career Success Workbook 2* page 1 – 28 (the Explore section); and answer questions from the *Career Portfolio* page 30 – 38.

Instructional Objectives

- Learn what career clusters and programs of study are, and how they relate to occupation titles.
- Consider the stages of production that it takes to create goods and complete the *distribution* process (and/or to create services and complete the *implementation* process).

- Consider options beyond the traditional route of entry to the workforce. Explore and learn more about apprenticeship, entrepreneurship, military school, technical school, internships, and volunteerism.

Time Required

Two 50-minute class periods, or one 90-minute class period.

Materials Required

For each student:

- *Career Success Workbook Part 2* page 1 – 28
- *Career Portfolio* page 30 – 38
- Warm-up journal/piece of paper
- Pen/pencil

For the teacher:

- *Career Success Workbook Part 2* page 1 – 28
- *Career Success Teacher Guide* (this text)
- Warm-up journal/piece of paper
- Pen/pencil

For the classroom:

- Scanned blank copies of *Career Portfolio* page 30 – 38 optional, enough for each student
- Front board
- Projector optional to provide visual aid to students while reading aloud, and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the *Career Success Workbook Part 2* and their *Career Portfolio* (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Students will spend the first 8 minutes of class writing in response to the prompt.

Be sure to tell them to ask for help if needed as they may need extra support or modifications.

3. Announce verbally that, as displayed on the board, today they will need the **Career Success Workbook Part 2** and their copy of the **Career Portfolio**, and that they need to make sure they have them out, ready to use.
4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to learn about career clusters, and some specific occupations within those to familiarize ourselves with some of our options and to help us narrow down our job search. Then, that you'll start by popcorn reading **Career Success**. Tip: Page 2 – 15 will be more difficult to read smoothly together as they are mostly lists and instructions. Before the lesson, review one such page to familiarize yourself with the format. It will help engagement if you model how you want a student to read the page. Read the first career cluster page aloud in a more conversational way so that it is more accessible to students during the lesson. You may want to instruct students to ignore the paragraphs labeled "explore" when they read aloud to the class.
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. You may want to ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. During this pause, ask if anyone has any questions about the page. Read **page 2 – 15** as a class, stopping before **Additional Options**. This should take about 15 – 20 minutes.

Note: This is a good stopping point between lessons if you have 50-minute class periods. You may want to wait until the next day's lesson to complete the second half of the reading if you run out of time.

7. Choose 2 – 5 more students. Read **page 16 – 28** as a class, repeating the same procedure, stopping before **Step 4: Evaluate**. This should take about 15 – 20 minutes.

Portfolio

8. Tell the students that next you'll be working out of, and answering questions in, their *Career Portfolio*.
9. Project your blank photocopy or fillable PDF of the *Career Portfolio* onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. Time permitting, ask the class for an example response to each question type or section from **page 30 – 34**. Stop before **Entrepreneurship**. This step should take about 10 – 15 minutes.

Note: This is a good stopping point between lessons if you have 50-minute class periods. You may want to wait until the next day's lesson to complete the second half of the activity if you run out of time.

10. Choose 2 – 5 more students. Repeat for **page 16 – 28**, stopping before **Step 4: Evaluate**. This should take about 15 – 20 minutes.

Closure

Use the following questions in discussion, for submission, or another format of your choosing.

1. What are some careers or industries that weren't covered in the career clusters we learned about? (Examples: Mortician, recruiter, appraiser)
2. Share 3 careers you've been interested in that were not covered in these clusters. What interests you about them, what would you like to learn about them?

Use at least 3 – 5 sentences.

Assessment

Ask students how they would teach this lesson if they were to teach it to a student in middle school (alternatively, elementary school, depending on age of the students). Have students choose a career cluster and describe in 3 – 5 sentences how they would: introduce the topic with a brief hook, what format they would produce the lesson in (if they chose video, they could make it animated, live action, talking head, etc.), and how they would end the lesson with an activity to test for understanding.

Unit 4, Step 4: Evaluate

At this point we have learned a great deal about our career path options and are ready to consider which to choose, ways to prepare, and ways to stand out.

Lesson Overview

Apart from selecting some jobs of interest and covering aspects to consider that could affect them, we're also introduced to Jaeda, who eventually plans to apprentice at a restaurant. Ask students as a warm up if they've ever considered volunteering for, or working at a business, to see if they'd be interested in a certain career or industry. Which place or industry would they do so if they had to choose one or two options?

In this lesson the class will read *Career Success Workbook 2* page 30 – 33 (the Evaluate section); and answer questions from the *Career Portfolio* page 38 – 41.

Instructional Objectives

- Begin to narrow down your options by choosing multiple favorite occupations from a few different industries.
- Consider careers using new technologies.
- Discuss courses you are taking (or could take) that can prep you for these careers.
- Figure out what job trends, if any, that could affect the number of career opportunities in your field(s) of choice in the future.
- Brainstorm and give examples of ways you can be a competitive candidate for a job opening.
- Evaluate a sample student plan using the information you've learned so far. Be able to explain your reasoning.

Time Required

One 50-minute class period.

Materials Required

For each student:

- *Career Success Workbook Part 2* page 30 – 33
- *Career Portfolio* page 38 – 41
- Warm-up journal/piece of paper
- Pen/pencil

For the teacher:

- *Career Success Workbook Part 2* page 30 – 33

- [Career Success Teacher Guide](#) (this text)

For the classroom:

- Scanned blank copies of [Career Portfolio](#) page 38 – 41 optional, enough for each student
- Front board
- Projector to provide visual aid to students while reading aloud and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the [Career Success Workbook Part 2](#) and their [Career Portfolio](#) (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Students will spend the first 8 minutes of class writing in response to the prompt.
Be sure to tell them to ask for help if needed as they may need extra support or modifications.

3. Announce verbally that, as displayed on the board, today they will need the [Career Success Workbook Part 2](#) and their copy of the [Career Portfolio](#), and that they need to make sure they have them out, ready to use.
4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to be discussing the careers they're excited to pursue. Then, that you'll start by popcorn reading *Career Success*.
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. Read **page 30 – 33** as a class.
7. Ask if anyone has any questions about the sections read. Ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. This should take about 10 – 15 minutes.

Portfolio

8. Project your blank photocopy or fillable PDF of the *Career Portfolio* onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. Time permitting, ask the class for an example response to each question type or section from **page 38 – 41**. This step should take about 10 – 15 minutes.

Closure

Use the following questions in discussion, for submission, or in another format of your choosing.

1. Which classes (or clubs, extracurricular activities) are you planning to take to prepare you for or introduce you to an industry of interest?
2. When is the next opportunity to sign up?
3. What else do you need to do before you can make these plans? For example, there may be introductory information you might need to be familiar with, certain supplies you need for this specialized activity, or you have to see if the class (club, or extracurricular) is available on a day that works within your schedule.

Assessment

Ask students to share examples of:

- emerging occupations
- career boosters
- career limiting factors
- future considerations

Provide at least two examples per item.

Unit 5, Step 5: Act

Now that we've considered several jobs and ways to prepare, it's time to act. In this unit, we will work on our educational plans, understanding financial aid, and reviewing steps to finding a job.

Lesson 5.1 Overview

In this lesson students consider potential postsecondary paths more closely. As a warm-up have students take a moment to envision their next steps after high school graduation. Do they feel they will be ready to take on the rigors of work right away? Or do they think they need more time to learn a skill/trade second-hand? Do they need even more time to study a particular concentration before getting into the workforce? Have them explain.

In this lesson the class will read *Career Success Workbook 3* page 1 – 10 (part of the Act section); and answer questions from the *Career Portfolio* page 41 – 52.

Instructional Objectives

- Narrow down your favorite occupations to a top 5 to 10.
- Analyze types of postsecondary options for the benefits, important considerations, and any pertinent information specific to each type.
- Learn apprenticeship myths and facts.
- Be able to utilize TWC.texas.gov to check for accreditation; TexasCareerCheck.com for more details regarding occupations and types of continued education (or lack thereof); and Apprenticeship.com for more details regarding apprenticeship.
- Evaluate one sample student plan using the information you've learned so far. Be able to explain your reasoning.

Time Required

One 50-minute class period.

Materials Required

For each student:

- *Career Success Workbook Part 3* page 1 – 10
- *Career Portfolio* page 41 – 52
- Warm-up journal/piece of paper
- Pen/pencil

For the teacher:

- [Career Success Workbook Part 3](#) page 1 – 10
- [Career Success Teacher Guide](#) (this text)

For the classroom:

- Scanned blank copies of [Career Portfolio](#) page 41 – 52 optional, enough for each student
- Front board
- Projector to provide visual aid to students while reading aloud and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the [Career Success Workbook Part 3](#) and their [Career Portfolio](#) (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to --grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Be sure to tell them to ask for help if needed as they may need extra support or modifications.
Students will spend the first 8 minutes of class writing in response to the prompt.

3. Announce verbally that, as displayed on the board, today they will need the [Career Success Workbook Part 3](#) and their copy of the [Career Portfolio](#), and that they need to make sure they have them out, ready to use.

4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to analyze types of postsecondary options including continuing education and training. Then, that you'll start by popcorn reading *Career Success*.
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. You may want to ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. During this pause, ask if anyone has any questions about the page. Read **page 1 – 10** as a class, stopping before **Are You the First to Go?** This should take about 15 – 20 minutes.

Portfolio

7. Tell the students that next you'll be working out of, and answering questions in, their *Career Portfolio*.
8. Project your blank photocopy or fillable PDF of the *Career Portfolio* onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. Time permitting, ask the class for an example response to each question type or section from **page 41 – 52**. Stop before **Are You the First to Go?** This step should take about 10 – 15 minutes.

Closure

Use the following questions in discussion, for submission, or in another format of your choosing.

1. Which route are you interested in pursuing: continuing education or starting your career? Why?
2. When it comes time to start your career, which route do you want to take? (apprenticeship, internship, entry-level, or minimum wage) Why?

Assessment

Ask students which resources they learned about in this lesson that they could seek out for more information about postsecondary education and training. Have them provide 3 – 5 examples (answers cannot all be from the U.S. Armed Forces section on page 6).

Lesson 5.2 Overview

Each postsecondary plan has benefits unique to it and aspects to consider. As a warm-up, ask students which aspects of their post-high school life and needs are most important to consider when making their future plans. In other words, what are the first couple of things they think about when trying to decide their next steps. For example, they may have considered proximity to their family or type of education/training they want.

In this lesson the class will read *Career Success Workbook 3* page 11 – 15 (part of the Act section); and answer questions from the *Career Portfolio* page 53 – 61.

Instructional Objectives

- Once you know the various types of postsecondary paths available, you can learn *how* to pick your postsecondary plan.
- If you're the first generation (or first sibling) in your family to go to college, research the ways you can prepare yourself for the transition from high school to college.
- Choose three institutions/training programs of interest to you. You will learn more about each to make a more educated decision about which path you would like to take.
 1. Learn which programs of study they offer related to your top career of interest.
 2. Ascertain which of these programs, if applicable, is best suited for your career of interest.
 3. Determine whether the institution/training program has job placement services.
 4. Rate how challenging factors of each institution/training program would be, including: admission requirements, coursework, costs, location, time to complete, etc.
 5. Based on the information you've accrued to this point, rank the three institutions/training programs from most to least appealing to you.
- Evaluate two sample student plans using the information you've learned so far. Be able to explain your reasoning.

Time Required

One 50-minute class period.

Materials Required

For each student:

- *Career Success Workbook Part 3* page 11 – 15
- *Career Portfolio* page 53 – 61

- Warm-up journal/piece of paper
- Pen/pencil

For the teacher:

- [Career Success Workbook Part 3](#) page 11 – 15
- [Career Success Teacher Guide](#) (this text)

For the classroom:

- Scanned blank copies of [Career Portfolio](#) page 53 – 61 optional, enough for each student
- Front board
- Projector to provide visual aid to students while reading aloud and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the [Career Success Workbook Part 3](#) and their [Career Portfolio](#) (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to --grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Be sure to tell them to ask for help if needed as they may need extra support or modifications. Students will spend the first 8 minutes of class writing in response to the prompt.

3. Announce verbally that, as displayed on the board, today they will need the [Career Success Workbook Part 3](#) and their copy of the [Career Portfolio](#), and that they need to make sure they have them out, ready to use.

4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to learn about different postsecondary paths and transitioning into college. Then, that you'll start by popcorn reading *Career Success*.
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. You may want to ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. During this pause, ask if anyone has any questions about the page. Read **page 11 – 15** as a class, stopping before **Understanding Financial Aid**. This should take about 15 – 20 minutes.

Portfolio

7. Tell the students that next you'll be working out of, and answering questions in, their *Career Portfolio*.
8. Project your blank photocopy or fillable PDF of the *Career Portfolio* onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. This should take about 15 – 20 minutes. Time permitting, ask the class for an example response to each question type or section from **page 53 – 61**. Stop before **Understanding Financial Aid**.

Closure

Use the following question in discussion, for submission, or in another format of your choosing.

What are the top three determining factors influencing your postsecondary plans? See *Career Success Workbook 3* **page 12 – 14** or *Career Success Portfolio* **page 55** for examples.

Assessment

Ask students to share three resources they have to help them transition from high school to college. See *Career Success Workbook 3* **page 11** or *Career Success Portfolio* **page 53** for examples.

Lesson 5.3 Overview

When thinking of post-high school options, financial cost of institution or program; type of institution (i.e., private schools tend to be more costly than public); even location can affect the amount of money schooling will cost. If you live far away from home and want to return to visit, the cost of gas to drive or a plane ticket to fly there could prevent you from visiting and be a factor in your decision. Ask students as a warm-up if they have any ideas or plans so far of how to fund their transition into independent life and/or fund their future education? Have them explain.

In this lesson the class will read *Career Success Workbook 3* page 16 – 20 (part of the Act section); and answer questions from the *Career Portfolio* page 61 – 63.

Instructional Objectives

- Financial Aid – learn common misconceptions you may have about financial aid, including scholarships.
- Review other options for income while in school, like: finding a job, financial help from family, educational or workforce training grants or scholarships, work-study program while in college, student loans, tuition reimbursement through an employer.
- Review types of jobs that would be great part-time options for students, like grocery stores, small businesses, fast food establishments.

Time Required

One 50-minute class period.

Materials Required

For each student:

- *Career Success Workbook Part 3* page 16 – 20
- *Career Portfolio* page 61 – 63
- Warm-up journal/piece of paper
- Pen/pencil

For the teacher:

- *Career Success Workbook Part 3* page 16 – 20
- *Career Success Teacher Guide* (this text)

For the classroom:

- Scanned blank copies of *Career Portfolio* page 61 – 63 optional, enough for each student
- Front board

- Projector to provide visual aid to students while reading aloud and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the *Career Success Workbook Part 3* and their *Career Portfolio* (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to --grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Be sure to tell them to ask for help if needed as they may need extra support or modifications. Students will spend the first 8 minutes of class writing in response to the prompt.

3. Announce verbally that, as displayed on the board, today they will need the *Career Success Workbook Part 3* and their copy of the *Career Portfolio*, and that they need to make sure they have them out, ready to use.
4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to learn about financial aid and other options for income. Then, that you'll start by popcorn reading *Career Success*.
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. You may want to ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. During this pause, ask if anyone has any questions about the page. Read **page 16 – 20** as a class, stopping before **Going to College? You'll Probably Need a Job**. This should take about 15 – 20 minutes.

Portfolio

7. Tell the students that next you'll be working out of, and answering questions in, their *Career Portfolio*.
8. Project your blank photocopy or fillable PDF of the *Career Portfolio* onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. Time permitting, ask the class for an example response to each question type or section from **page 61 – 63**. Stop before **Going to College? You'll Probably Need a Job**. This step should take about 10 – 15 minutes.

Closure

Use the following questions in discussion, for submission, or in another format of your choosing.

1. Do you believe that upon high school graduation you will be ready to begin work immediately to earn money, or you do think taking on some debt in order to further your education is the right path for you and your career needs? Explain.
2. Of all the financial resources we covered in this lesson, which are you considering utilizing? Why?

Assessment

Ask students to share which of the financial aid resources we covered is due on a particular day, and which day it is.

Answer: FAFSA; October 1

Have students share three financial aid options or places to look for money that they didn't know about before this lesson. Have them include a brief description of each source of income.

Lesson 5.4 Overview

In this lesson, students will learn how to write a resume and prepare to present themselves professionally. As a warm-up, have students share what components they think make up a resume. Have them create an outline (within one page) of what they think a resume should contain.

In this lesson the class will read *Career Success Workbook 3* page 20 – 24 (part of the Act section); and answer questions from the *Career Portfolio* page 63 – 73.

Instructional Objectives

- Practice writing a resume by creating one for a famous person or historical figure about whom you've researched.
- Prepare to search for work and land a job by creating professional contact information for yourself, including a professional voicemail greeting.
- Review skills you have gained through experiences outside of a regular job.
- Continue resume writing practice by creating the first draft of your own resume, being sure to utilize keywords from the job posting.

Time Required

One 50-minute class period.

Materials Required

For each student:

- *Career Success Workbook Part 3* page 20 – 24
- *Career Portfolio* page 63 – 73
- Warm-up journal/piece of paper
- Pen/pencil

For the teacher:

- *Career Success Workbook Part 3* page 20 – 24
- *Career Success Teacher Guide* (this text)

For the classroom:

- Scanned blank copies of *Career Portfolio* page 63 – 73 optional, enough for each student
- Front board

- Projector to provide visual aid to students while reading aloud and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the *Career Success Workbook Part 3* and their *Career Portfolio* (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to --grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Be sure to tell them to ask for help if needed as they may need extra support or modifications. Students will spend the first 8 minutes of class writing in response to the prompt.

3. Announce verbally that, as displayed on the board, today they will need the *Career Success Workbook Part 3* and their copy of the *Career Portfolio*, and that they need to make sure they have them out, ready to use.
4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to begin the search for a job and learn about resume writing. Then, that you'll start by popcorn reading *Career Success*.
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. You may want to ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. During this pause, ask if anyone has any questions about the page. Read **page 20 – 24** as a class, stopping before **Interview Preparation**. This should take about 15 – 20 minutes.

Portfolio

7. Tell the students that next you'll be working out of, and answering questions in, their *Career Portfolio*.
8. Project your blank photocopy or fillable PDF of the *Career Portfolio* onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. Time permitting, ask the class for an example response to each question type or section from **page 63 – 73**. Stop before **Ace the Interview**. This step should take about 10 – 15 minutes.

Closure

Use the following questions in discussion, for submission, or in another format of your choosing.

1. Provide at least five examples of places you can find part-time or full-time jobs.
2. What are some examples of experience you can provide on your resume? Give at least three.

Assessment

Ask students to share 1 – 3 websites that can help people find part-time work, and which site they can find a Pocket Resume.

Lesson 5.5 Overview

Students will learn how to prepare for and ace an interview, and how to proceed once they have a job offer. As a warm-up, ask students how they feel when they think about interviewing for a job. Would they be stressed about anything? What might they do to prevent any of those stressful moments?

In this lesson the class will read *Career Success Workbook 3* page 24 – 29 (part of the Act section); and answer questions from the *Career Portfolio* page 73 – 77.

Instructional Objectives

- Prepare for the interview.
- What to do during an interview.
- What to do when the interview is over.
- What to do when you've received a job offer.

Time Required

One 50-minute class period.

Materials Required

For each student:

- *Career Success Workbook Part 3* page 24 – 29
- *Career Portfolio* page 73 – 77
- Warm-up journal/piece of paper
- Pen/pencil

For the teacher:

- *Career Success Workbook Part 3* page 24 – 29
- *Career Success Teacher Guide* (this text)

For the classroom:

- Scanned blank copies of *Career Portfolio* page 73 – 77 optional, enough for each student
- Front board
- Projector to provide visual aid to students while reading aloud and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the *Career Success Workbook Part 3* and their *Career Portfolio* (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Be sure to tell them to ask for help if needed as they may need extra support or modifications. Students will spend the first 8 minutes of class writing in response to the prompt.

3. Announce verbally that, as displayed on the board, today they will need the *Career Success Workbook Part 3* and their copy of the *Career Portfolio*, and that they need to make sure they have them out, ready to use.
4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to learn about interviews: how to prepare for, conduct oneself during, and follow up for them. Then, that you'll start by popcorn reading *Career Success*.
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. You may want to ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. During this pause, ask if anyone has any questions about the page. Read **page 24 – 29** as a class, stopping before **Do You Have a Backup Plan?**. This should take about 15 – 20 minutes.

Note: This is a good stopping point between lessons if you have 50-minute class periods. You may want to wait until the next day's lesson to complete the second half of the reading if you run out of time.

Portfolio

7. Tell the students that next you'll be working out of, and answering questions in, their **Career Portfolio**.
8. Project your blank photocopy or fillable PDF of the **Career Portfolio** onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. Time permitting, ask the class for an example response to each question type or section from **page 73 – 77**. Stop before **Do You Have a Backup Plan?** This step should take about 10 – 15 minutes.

Closure

Use the following questions in discussion, for submission, or in another format of your choosing.

1. Do you have any action items left to do before you're ready to go on an interview? What are next steps? Is there any documentation that you have yet to obtain? (One example is getting your license or state ID, and/or passport.)
2. What are 2 or 3 recommendations that you learned in this lesson that you feel most comfortable doing with regards to an interview? And least comfortable? Share why. How will you overcome this discomfort? (For example, you could practice these actions ahead of time or creating a rough draft.)

Assessment

Ask students to share an overview (without getting too detailed and into the weeds) of all you need to do prepare for an interview, what to do during, and follow up steps.

Lesson 5.6 Overview

In this lesson, students will consider a backup plan if they don't ultimately get the job offer as well as transferable skills and why they would be helpful. As a warm up, ask students what they think "transferable skills" could be? And why would they be important?

In this lesson the class will read *Career Success Workbook 3* page 29 – 32 (part of the Act section); and answer questions from the *Career Portfolio* page 77 – 81.

Instructional Objectives

- Have a backup plan that you can put in action if you do not receive a job offer.
- Transferable skills are essential. Provide examples for each skill included in the portfolio.

Time Required

One 50-minute class period.

Materials Required

For each student:

- *Career Success Workbook Part 3* page 29 – 32
- *Career Portfolio* page 77 – 81
- Warm-up journal/piece of paper
- Pen/pencil

For the teacher:

- *Career Success Workbook Part 3* page 29 – 32
- *Career Success Teacher Guide* (this text)

For the classroom:

- Scanned blank copies of *Career Portfolio* page 77 – 81 optional, enough for each student
- Front board
- Projector to provide visual aid to students while reading aloud and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the *Career Success Workbook Part 3* and their *Career Portfolio* (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to --grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Be sure to tell them to ask for help if needed as they may need extra support or modifications. Students will spend the first 8 minutes of class writing in response to the prompt.

3. Announce verbally that, as displayed on the board, today they will need the [Career Success Workbook Part 3](#) and their copy of the [Career Portfolio](#), and that they need to make sure they have them out, ready to use.
4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to learn transferable skills. Then, that you'll start by popcorn reading [Career Success](#).
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. You may want to ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. During this pause, ask if anyone has any questions about the page. Read **page 29 – 32** as a class, stopping before **Step 6: Reflect**. This should take about 15 – 20 minutes.

Portfolio

7. Tell the students that next you'll be working out of, and answering questions in, their [Career Portfolio](#).

8. Project your blank photocopy or fillable PDF of the [Career Portfolio](#) onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. Time permitting, ask the class for an example response to each question type or section from **page 77 – 81**. Stop before **Step 6: Reflect**. This step should take about 10 – 15 minutes.

Closure

Use the following questions in discussion, for submission, or in another format of your choosing.

How have your dream occupations changed over time? Think back to when you were a toddler and you were first asked what you'd like to be when you grow up. Now consider what your answer is today. How has that answer changed? Is there a common thread between them? What common value(s) is/are reflected in these?

Assessment

Ask students which are the top 5 most important transferable skills from each subcategory in their opinion and why. Which ones do they feel they are least adept at? How could they strengthen them?

Unit 6, Step 6: Reflect

In this final unit, students will review their postsecondary plans and analyze those of the example students. It is also important to remember that this CDMP tool can be reused at any point.

Lesson Overview

To close the [Career Success](#) workbook series, students will take time to reflect on the choices they've made for their future. They will continue practicing the decision-making process to ensure they make better, informed career decisions. As a warm up, ask students whether they believe it's more common to stay in one job for the rest of your life, or to have multiple jobs throughout your career nowadays. Have them recall that their dream jobs have changed over time as they've gotten older. Do they think they might need to go through this process of career success preparation in the future to prepare for these possible job transitions (or changes in job preference) in the future?

In this lesson the class will read [Career Success Workbook 3](#) **page 34 – 39**; and answer questions from the [Career Portfolio](#) **page 82 – 88**.

Instructional Objectives

- Look over your postsecondary plan and determine whether you are happy following it.
- Analyze and rate all sample student plans, including answering critical thinking questions.

Time Required

One 50-minute class period.

Materials Required

For each student:

- *Career Success Workbook Part 3* page 34 – 39
- *Career Portfolio* page 82 – 88
- Warm-up journal/piece of paper
- Pen/pencil

For the teacher:

- *Career Success Workbook Part 3* page 34 – 39
- *Career Success Teacher Guide* (this text)

For the classroom:

- Scanned blank copies of *Career Portfolio* page 82 – 88 optional, enough for each student
- Front board
- Projector to provide visual aid to students while reading aloud and/or modeling the content
- Marker or chalk
- Extra pens/pencils
- Extra paper

Procedure

Warm-up

1. Before students arrive, have the warm-up prompt already displayed on the front board. Also displayed on the board, note that the students will need the *Career Success Workbook Part 3* and their *Career Portfolio* (or scanned blank copies).

Tip: Have pertinent supplies (like copies, maybe pens/pencils) on a front table close enough to the door so students can grab them before they are seated. Alternatively, distribute them while the students are completing their warm-up, or ask a student who finishes early to pass them out.

2. As students enter, tell them:
 - a. to --grab a blank copy of the CP pages and a blank sheet of paper for the warm-up (or whatever you prefer) before they sit down,
 - b. to begin their writing prompt warm-up, and
 - c. that they have less than 10 minutes to finish the warm-up.

Be sure to tell them to ask for help if needed as they may need extra support or modifications. Students will spend the first 8 minutes of class writing in response to the prompt.

3. Announce verbally that, as displayed on the board, today they will need the [Career Success Workbook Part 3](#) and their copy of the [Career Portfolio](#), and that they need to make sure they have them out, ready to use.
4. Take up to 2 minutes to have some students share their responses to the warm-up writing prompt and discuss.

Career Success

5. Inform the students that today we are going to consider the plans they've laid out for their career or education after high school graduation. Then, that you'll start by popcorn reading [Career Success](#).
6. Choose 2 – 5 students to read aloud to the class, having students read one paragraph or one page at a time. You may want to ask one or two questions per page to highlight concepts you'd like to emphasize or that may be more difficult to understand. During this pause, ask if anyone has any questions about the page. Read **page 34 – 39** as a class. This should take about 15 – 20 minutes.

Portfolio

7. Tell the students that next you'll be working out of, and answering questions in, their [Career Portfolio](#).

8. Project your blank photocopy or fillable PDF of the *Career Portfolio* onto the front board. Inform students that you will be going over questions together. Use your best judgement to determine how many questions to complete together. You can also have students work independently or complete these at home. If you do not have a projector, have students follow along in their portfolios. Time permitting, ask the class for an example response to each question type or section from **page 82 – 88**. This step should take about 10 – 15 minutes.

Closure

Use the following question in discussion, for submission, or in another format of your choosing.

At the beginning of these workbooks there's a recommendation to keep them, or at least your CP, in the event you need to reuse the two tools. In which scenario(s) would you need to reuse the workbooks or the CP?

End of the Book, but Not Your Search

Congratulations! You've made it to the end of the portfolio, but don't stop here. The career goals you may have decided on today could change in a few years. If that happens, just revisit this portfolio for a tried-and-true method of exploration, research, and decision-making to help you discover new occupation opportunities. That's the best thing about the portfolio apart from its processes and content—it can be revisited and reused as often as and whenever you need it—so come back to it anytime!

Make sure to continue your research and exploration using resources from the Texas Workforce Commission, such as **TexasRealityCheck.com** and **TexasCareerCheck.com**. They are always free to use, and data in these tools is regularly updated, so they will always provide current and relevant information.

Check us out!

ADDRESS

Texas Workforce Commission
Labor Market & Career Info.
101 E. 15th St., Room 380
Austin, TX 78778-0001

Check us out!



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WEBSITES

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