Statewide Manufacturing Curriculum
Career Development Module

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
1. Complete paper employment application	Paper employment applications	• Provide examples of paper applications from several local businesses • Discuss similarities and differences • Discuss the information needed to complete an application • Discuss the importance of completing applications neatly and accurately • Have students complete a paper employment application • i-Pathways: *Consumer Education*—Unit 1: Getting a Job or Furthering Your Education—Lesson 1: Find a Job	Student completion of a paper application
2. Complete online employment application	Online employment applications	• Provide web addresses of online applications from several local businesses • Discuss similarities and differences • Discuss the importance of completing applications accurately • Have students complete an online application	Student completion of an online application
3. Compare and contrast sample resumes and cover letters	Resumes and cover letters	• Provide several examples of resumes and cover letters written for a variety of positions • Discuss similarities and differences	Teacher observation

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4. Compile and record the personal information needed to write a resume	Resume information: Employment history, education, specialized training, strengths	• Have students write a list of every job they have worked, including dates of employment and job responsibilities • Have students write a list of their education and skills, including housework, childcare, car maintenance, volunteer/community activities, etc. • Have students work in small groups to help one another expand their list of skills	Student completion of resume information
5. Write a resume and cover letter in response to an employment vacancy	Customized resumes and cover letter	• Have students identify two or three positions of interest • Students write a resume and cover letter for each position, emphasizing their skills and experience relevant to that position	Student completion of resume and cover letter
6. Research and give a report about a company of interest	Interview preparation: getting to know the company	• Have students access the website of a company of interest and compile information about the company • Have students give an oral report about the company to the class	Student oral report

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7. Work with a partner to answer interview questions	Interview preparation: Responses to possible questions	• Instructor lists possible interview questions on note cards and gives one card to each pair of students • Students work in pairs to discuss appropriate answers to the questions	Teacher observation
8. Greet the interviewer using eye contact, handshakes, and formal greeting	Mock interview: greetings	• Discuss the importance of first impressions in an interview • Have students role-play employer and interviewee, practicing eye contact, handshakes, and formal greetings	Student demonstration
9. Answer interview questions in a role-play interview with the instructor	Mock interview: responding to questions	• Instructor generates a job description or presents one from an authentic source • Instructor writes a series of interview questions on index cards; *e.g. What are your expectations for this job? What compensation did you receive at your last job? What were your responsibilities at your previous job? Describe your experience in this line of work. When are you available for work—what days, what hours?* • Instructor and student role-play a job interview	Teacher observation

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10. Create a job, write interview questions for the job, role-play an interview, evaluate peer interviews	Mock interview: practice interviewing skills	• Have students create a job description and write a newspaper ad for the position; *e.g., clean my house, detail my car, work in my factory* • Have students write interview questions for the job they created • Have students role-play interviewer/prospective employee with a partner • After practicing, pairs perform their role-play interview in front of the class • Peers evaluate the interviews and make suggestions for improvement	Student completion of job description, interview questions Peer evaluations
11. Write and practice asking questions during an interview	Interview: asking questions	• Using the research gathered in Outcome 6, student prepares and practices correctly worded questions to inquire about the company and the position • CARS: *Writing*—Unit 1: Paragraph—Lesson 1: Introduction to the Writing Process	Student completion of questions
12. Write a thank you letter and complete a follow-up phone call after the interview	Interview follow-up: thank you letter and phone call	• Discuss and provide examples of business letter format • Have students write a letter to the interviewer, thanking them for the opportunity to interview and expressing interest in working for the company • Have students work in pairs to role-play an interviewee calling a company to express interest in the job and to inquire whether a hiring decision has been made yet	Student completion of thank you letter and follow-up phone call

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13. Re-state verbal directions; ask questions for clarification	Workplace communication: understanding directions	• Students prepare a brief description of one aspect of their jobs • Students work in pairs explaining their jobs to each other while practicing restating and asking for clarification • Descriptions should be brief (approximately five steps) • Students should exchange partners several times to encourage repetition	Student demonstration
14. Call to report an absence from work	Workplace communication: phone call to report absence	• Have students work with a partner to role-play an employee calling his or her place of employment to report his or her absence	Student demonstration
15. Take notes to record information presented; ask questions for clarification	Workplace communication: participate in meetings	• Use a workplace presentation (from website, DVD, etc.) and solicit students' input as to what information should be noted, recording the notes on overhead projector • Use a different presentation and ask students to take notes • Facilitate a class discussion • Students practice asking questions for clarification with each other	Teacher observation

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16. Work in small groups to solve a workplace problem	Workplace communication: problem-solving	• Solicit possible workplace problems from the class and write each one on a separate index card • Give one card to each small group to problem-solve • Group members share their experiences and opinions to arrive at a solution • Each group presents their solution to the class	Student reports
17. Identify how teamwork could be applied to a variety of workplace situations	Applying teamwork to workplace situations	• Discuss appropriate ways to ask for and offer help, express an opinion, give and receive feedback • Present three to five workplace scenarios and have students work in small groups to discuss how teamwork could be applied to each scenario • Possible scenarios could include: an employee's first day on the job, an employee experiencing difficulty completing a task on time, and conversations between supervisors and employees	Teacher observation
18. List and explain problems that may arise when employees fail to adhere to work schedules	Workplace responsibility: Adhering to work schedules	• Class discussion on: What are the implications of arriving late to work and/or not following the break schedule in a manufacturing environment? • For example: In plastics manufacturing, the machines cannot be shut down and must always be attended to	Teacher checklist

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19. Write a reflection about the effects of adhering to workplace directives based on field trip observations	Workplace responsibility: adhering to work duties and deadlines; field trip to manufacturing facility	• Students attend field trip to a manufacturing facility • During the tour, students observe receiving, production, packing, and shipping areas • Students write a reflection about their observations • Instructor leads follow-up discussion on workplace duties and deadlines for team members and their effects on productivity and company success	Student completion of written reflection
20. Work in small groups to solve a workplace ethics problem and present a group solution to the class	Workplace ethics	• Instructor presents three scenarios and gives each small group one scenario to discuss and problem-solve • Scenarios could include an employee stealing company products; an employee clocking in a late co-worker; and non-English-speaking employees stating they comprehend the safety guidelines when they, in fact, do not understand them • Each group member should give an opinion, and the group as a whole should come up with a solution • Each group presents their scenario and solution to the class	Group presentation

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21. Create and present a dialogue for a workplace relationship	Appropriate workplace relationships	• Discuss appropriate workplace relationships with supervisors, co-workers, subordinates, and customers • Discuss the importance of ensuring quality customer service, maintaining a professional distance, using formal and informal language, and using nonverbal communication • Pairs of students are given a card with a different situation, and they create a dialogue appropriate for that situation • Situations could include an upset customer who did not receive an order on time; a supervisor who needs to reprimand an employee; and a co-worker who has taken offense to a remark made in the lunchroom. • Pairs present their dialogues to the class	Student presentations
22. Describe the requirements for health and safety for a chosen occupation	Workplace Safety	• Each student researches the health and safety requirements for an occupation of interest • Students present their findings to the class using a visual aid of their choosing; e.g., PowerPoint, poster, brochure, handout, etc.	Student presentations