

## **Berrien Springs Partnership Lab Syllabus and Instructor Qualifications**

**Labs (Classes) are provided as an educational source for PBL (Project Based Learning)**

### **Community Class Title: Exploring Education & Careers**

GRADE OR AGE LEVELS: 12+

FORMAT: IN-PERSON

DAY AND TIME OF THE WEEK: Wednesdays AT 10 AM - 11:30 AM

TOTAL REQUIRED HOURS: 16.5

TOTAL SEMESTER HOURS POSSIBLE: 16.5

LOCATION: 8456 GRAY ROAD, BARODA, MI 49101

INSTRUCTOR: LINDSAY RANSOM

CONTACT INFORMATION:

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ADDITIONAL REGISTRATION AT SITE REQUIRED? NO

### **INSTRUCTOR QUALIFICATIONS:**

2009-2010 Family and Consumer Sciences Teacher, Jasper High School, Jasper, IN

2010-2015 Family and Consumer Sciences Teacher, South Dearborn Middle School, Aurora, IN

Bachelor's degree: Ball State University in Family and Consumer Sciences with the Hospitality and Food Management Option. Minor in Foundations of Business.

Additional Post-secondary Education:

Sullivan University Catering Program

Indiana State University Graduate Teaching Certification Program

Teaching License State of Indiana 2010 (lapsed)

### **COURSE DESCRIPTION (OVERVIEW):**

Students will take personal inventories of themselves to reflect on what sort of jobs and careers they would like to pursue and would likely be successful in. Students will learn about career clusters and job families as well as the education requirements. Students will research careers that are of interest to them. Students will learn about employability skills.

### Materials Needed

Chromebook or Laptop

Google Drive

**SYLLABUS/OUTLINE:** WEEKLY BREAKDOWN OF PROJECT-BASED LEARNING LAB ACTIVITIES

All activities are expected to be completed during class time.

## Unit One: Exploring Self

### **Lesson 1 & 2**

- What is success?
- Multiple Intelligences
- Interests, Talents, Skills
- Personality
- Learning style
- Lifestyle
- Personality and Learning style assessments

#### Activity:

“About Me” Project; Fill in the form about yourself in regards to your interests, talents, skills and personality. Create a presentation that informs others about you such as a slideshow, collage, speech, song, poster.

### **Lesson 3**

- Goals
- Decision-making Process

#### Activity:

Reflect on a time in your past that you set a goal and how you went about achieving it (if you were able to) or why you were not able to achieve it.

Set a new goal for the future. List the time when it should be done, the steps you plan to follow to achieve it and the possible barriers that could prevent you from reaching your goal.

## Unit 2: Exploring Education & Careers

### **Lesson 4**

- Career clusters: [www.bls.gov](http://www.bls.gov) U.S. Bureau of Labor & Statistics; Career clusters
- Job families
- Post-secondary school options

#### Activity:

- Visit a college or university website. Navigate the site to find information to complete the assignment. Share your findings with the class.
- Research a career cluster and complete the assignment. Share your findings with the class.

### **Lesson 5 & 6**

- Choosing a career
- Fastest growing occupations; [www.bls.gov](http://www.bls.gov)
- Specific Job research U.S. Bureau of Labor & Statistics; Occupational Outlook Handbook

Activity:

Choose a career to research. Complete the assignment finding out the information needed.  
Create a slideshow presentation about the career to share with the class.  
Together we will search indeed.com to try to find a listing for the job.

Unit 3 Personal and Employability Skills

**Lesson 7**

- Morals
- Networking

Activity: Together; read situations and discuss whether they are ethical or unethical. Complete networking activity.

**Lesson 8**

- Communication
- Resolving Conflicts

Activity: Write a letter (or Email) to your boss (parent) about a particular work situation you would like addressed.

**Lesson 9**

- Teamwork
- Problem solving
- Leadership
- Tolerance

Activity: Work together to complete teamwork activity. Complete leadership game/activity, take turns being the leader

**Lesson 10 & 11**

- Professionalism

Activity: Create a resume (outline). Practice filling out a job application, Apply to Mrs. Ransom's job posting. Create a customized resume and cover letter. Pretend to interview for the job.

**COURSE OBJECTIVES AND APPROXIMATE TARGET DATES:**

By end of class 3

- Students will be aware of personal assessment tools available to learn about themselves and how those findings can help them choose a career.
- Students will learn what their learning style is.
- Students will have a grasp of who they are in regards to personality, learning style, interests, skills, talents and lifestyle. They will use this information to set career goals for themselves for the future.

By end of class 6

- Students will become familiar with the career clusters and different careers within that cluster that require different levels of education.

- Students will learn how to discern careers that have growth opportunities and assess which careers might be of interest to them.
- Students will do an in-depth research of a career that is of interest to them and assess the pros and cons of that career.

By end of term:

- Students will participate in class activities that emphasizes collaboration and sharing in a public speaking setting.
- Students will learn about and practice employability skills such as morals, networking, resolving conflicts, communication, teamwork, problem solving, tolerance, leadership and professionalism.
- Students will write a resume and practice applying for a job.

### **STUDENT ASSESSMENT:**

- 1) Student agrees to attend 80% of class sessions/lessons offered. Attendance is kept online and tracked by Partnership staff. Failure to meet 80% or be on track to meet 80% may result in program discontinuation/
- 2) The Partnership Student Assessment or Performance Form is filled out by the teacher and turned in to Partnership staff. The link to this form is found on the web page for this class. Failing marks for lack of participation, behavior issues, practice time, etc. may result in program discontinuation.
- 3) Class Specific Assessment: Forms will be created to assess projects and provide feedback. Short pop-quizzes will be used to assess student retention of the subject matter discussed.

### **ADDITIONAL RESOURCES:**

[www.bls.gov](http://www.bls.gov)

Self assessment quizzes

[www.indeed.gov](http://www.indeed.gov)

### **CLASS POLICIES:**

ATTENDANCE: 80% minimum