



## KEY CONCEPTS

- Bridge program
- Internship
- Starter job



## CLASSROOM MATERIALS

- Handout 6.1
- Handout 9.1
- Packets of five or more classified ads for starter jobs in a variety of occupations



## CAREER COACH WEBSITE LINKS

- Getting a Starter Job
- Where Can I Find a Starter Job?
- Examples of Starter Jobs
- Making the Most of Your Starter Job
- Building Skills on the Job

## LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Analyze how to build their career skills through educational, personal, and community activities
- Investigate the career development benefits of starter jobs

## LESSON SET-UP

**Note:** This module contains computer/non-computer options for Activity 2.

For this lesson you will need:

### ACTIVITY 1

- Students to take **Handout 6.1** out of their portfolios

### ACTIVITY 2

- Enough copies of **Handout 9.1** for each student in the class
- Packets of five or more newspaper classified ads for entry-level (starter) jobs for each student. You can find these in the Help Wanted section of your local newspaper. Make sure that each set of starter jobs contains a cross-section of occupational areas, such as health care, legal and law enforcement, office and administrative, production, and social services.

## FYI

For more information on:

- Skills, see <http://www.deed.state.mn.us/cjs/skill.htm>
- Starter jobs, see the *Career Coach* website links
- Internships, see <http://en.wikipedia.org/wiki/Internship>
- Bridge programs, see <http://www.womenemployed.org>
- Cooperative education, see [http://en.wikipedia.org/wiki/Cooperative\\_education](http://en.wikipedia.org/wiki/Cooperative_education)

## Introduction (5 minutes)

1. Review the last module in which students researched and evaluated their interesting careers.
2. The assignment had students answer two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.
  - *What are the educational requirements of my two top careers?*
  - *What important information have I learned about my two top careers?*
  - *Do my values, skills, and lifestyle needs seem to fit my two top careers?*
3. Ask students if any of them found regional salaries for their two interesting careers. Ask for a volunteer to read their answers. Ask if the regional salaries have made them more or less interested in their interesting careers. Remind students that salaries vary by city and company, and that some salary averages may be a little higher than what most workers would make.
4. Ask students if any of them found out other facts about their two interesting careers that made them want to research other careers? Ask volunteers to share what they found.
5. Tell students that if they were unhappy with what they found out about their top career choices in the last lesson, they may choose another career to research for this lesson.
6. Introduce the main point of the lesson. Students will plan how to develop their career development skills through:
  - Education
  - Daily activities
  - On-the-job learning experiences
7. Ask students to write two questions in their notebooks. They will answer these at the end of the session.
  - *What are three new ways that I am going to build my career skills? (Leave three lines to answer this.)*
  - *What starter jobs match the top two careers I'm interested in?*

## Building Career Skills

### Background



Explain that the purpose of this activity is for students to identify where they can build job-specific, employability, and transferable skills through their daily activities.

### ACTIVITY 1: Building Career Skills (20 minutes)

**BRAINSTORM** Divide students into groups of two. Direct groups to brainstorm and to write down different ways that people can develop career skills. Remind students to consider all of the life experiences that develop skills and to include school, paid and unpaid work, volunteer experiences, etc.

1. Write three general headings on the board to start students thinking:

#### Where I Can Build My Career Skills?

School/Training Activities    Personal/Family Activities    Community Activities

**ACTIVITY 1: Building Career Skills (cont.)**

- After about five minutes, have the class as a whole generate a list of ways to develop and build skills. Write the activities that they come up with under the headings as shown below. Make sure that you have about four to five topics per heading.

**Where I Can Build My Career Skills?**

School/Training Activities	Personal/Family Activities	Community Activities
Classes	Hobbies	Organizational work
On-the-job training	Personal reading and writing	Church/synagogue/mosque activities
Internships	Educational television	Community service
Sports or fine arts	Observing a friend	Volunteering
Tutoring/mentoring		



**Students take out Handout 6.1**

- Have students think about job skills, employability skills, and transferable skills that they want to develop. To remind them of what these skills are, they can review **Handout 6.1**. Also have them consult the answers to the questions from Module 6 that they wrote in their notebooks.
- Ask students to write down in their notebooks **three ways** that they will consciously try to develop their skills in the types of settings shown above. Stress that these should be realistic activities that will be meaningful for their personal career development. Students can also think of ways to develop these skills through activities they already participate in.

**Examples**

- *I will develop my **office skills** by volunteering in the church office. (job skills)*
- *I will work on my **punctuality** by arranging to pick up my nephew every Tuesday after school. (employability skills)*
- *I will develop my **organizational skills** by keeping my notes, handouts, and assignments organized in different sections of my notebook. (transferable skills)*

- Ask students to share at least one skill development statement with the class.

## Building Career Skills at Work and in School

### Background (5 minutes)



Explain **starter jobs, internships, and bridge programs**—three different ways students can build their career skills in a work or educational environment.

#### Starter job

- A job in the same field or place as your career goal
- You work with or near people who have the job you want
- Advantages
  - \* Increase **skills and knowledge**
  - \* Connect with people who can help move career forward
  - \* Use lots of different opportunities to build **experience**

#### Examples

*If your dream job is to be a nurse, an example of a starter job would be to work in a doctor's office or as a clerical assistant in a hospital.*

*If you want to be a loan officer, a good way to start building your skills and your resume is by working as a bank teller.*

#### Internships

- Schools, companies, or organizations provide opportunities for internships where students get to work in their career field to acquire specific job skills
- Internships may allow a potential employer to become familiar with your skills
- Some schools offer academic credit for internships; others offer the experience without credit
- Some internships are paid and some are not

#### Example

*A student works on a campaign in the public relations department of a local hospital. The student gains real-world job experience and builds a portfolio to show to future employers flyers and brochures that the student actually created.*

#### Bridge Programs

- Schools combine basic reading and math lessons with job-related knowledge or skills in a particular industry or field
- Students receive training to prepare them for entry-level classes in that industry or field

#### Example

*Students who are interested in health careers but need to earn their GED or improve their English learn reading and math skills while learning health care vocabulary and measurements.*

**ACTIVITY 2: Starter Jobs (15 minutes)**

Tell students that many careers have career pathways, which may include two to three jobs that lead up to a target career. Each job teaches different skills and has a new level of responsibility that can prepare you for your dream career. The first job in a career pathway is a starter job, which is a beginning-level job in the same field as one's career goal. Many people work in starter jobs while they are developing their career plans and education.

Explain that the purpose of this activity is to learn how you use a starter job to prepare for a target career.

**PAIR AND SHARE** Have students break into groups of two for a "Pair and Share" activity. Give each pair five or more pages of the *Classified Ad Packet* for starter jobs in different fields. Explain what it is. Pass out **Handout 9.1**.



**Pass out Classified Ad Packet and Handout 9.1**



**Students take out Handout 6.1**

1. Ask each pair to choose **two jobs** from the *Classified Ad Packet* and write the job titles on **Handout 9.1**.
2. Read the definition of **job skills** on **Handout 6.1**. Give students two minutes to discuss and write down job skills that are needed for the jobs that they chose on **Handout 9.1**. When pairs are finished with their discussions, have each pair pick one of their two starter jobs and share relevant job skills with the class.
3. Read the definition of **employability skills** on **Handout 6.1**. Have students give reasons why people lose their jobs. Ask students if they think that employees fail in job positions more often because of a lack of job skills or a lack of employability skills? Discuss their ideas.
4. Give students two minutes to identify employability skills that are needed to succeed at the jobs that they chose and to write them down on **Handout 9.1**. When pairs are finished with their discussions, have each pair pick one of their starter jobs and share relevant employability skills.
5. Read the definition of **transferable skills** on **Handout 6.1**. Give students two minutes to identify transferable skills that are needed for the jobs that they chose and have them write them down on **Handout 9.1**. When pairs are finished with their discussions, have each pair pick one of their two starter jobs and share related transferable skills.

**Wrap-Up and Assignments (5 minutes)**

1. Review the main points of the lesson. This lesson introduced students to developing their career skills through everyday activities and work—including starter jobs.
2. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
  - *What are three new ways that I am going to build my career skills?*
  - *What starter jobs match the top two careers I'm interested in?*
3. Ask students to use this week to start on one of the career development skills that they wrote in their notebook in Activity 1.

## Wrap-Up and Assignments (cont.)



4. For students who have access to the *Career Coach* website, encourage them to visit the following pages:
- Building Skills on the Job
  - Getting a Starter Job
  - Where Can I Find a Starter Job
  - Examples of Starter Jobs
  - Making the Most of Your Starter Job

## Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

### Additional ACTIVITY 3: Is a Starter Job Right for Me?

**DISCUSS** Ask students to raise their hands if they are currently working. Ask if any are working at a starter job in a career area that interests them.

1. To see if a working student's current job is a starter job, ask
  - *Is it in the same field, company, or company department as your dream job?*
  - *Are you getting skills and experience that will help you in the future?*
  - *Are you learning about the field you eventually want to work in?*
  - *Are you meeting people who can help you find the job you really want?*
2. If the answer to at least one of these questions is yes, have the student(s) describe the starter job. If the answer is no, discuss the pros and cons of changing to a starter job.

## Handout 9.1: Starter Job Skills

1. Choose two starter jobs from the classified ad packet. Write the job titles here.

a. Job 1: \_\_\_\_\_

b. Job 2: \_\_\_\_\_

2. Write a few job-specific skills for each starter job here.

a. Job 1: \_\_\_\_\_

\_\_\_\_\_

b. Job 2: \_\_\_\_\_

\_\_\_\_\_

3. Write a few employability skills for each starter job here.

a. Job 1: \_\_\_\_\_

\_\_\_\_\_

b. Job 2: \_\_\_\_\_

\_\_\_\_\_

4. Write a few transferable skills for each starter job here.

a. Job 1: \_\_\_\_\_

\_\_\_\_\_

b. Job 2: \_\_\_\_\_

\_\_\_\_\_

A starter job can help you prepare for the career you really want. Use what you learn in this activity to start thinking about starter jobs that might work for you. The following questions will help you determine whether a job is a good starter job.

- *Is it in the same field, company, or department as your dream job?*
- *Can you get skills and experience that will help you in the future?*
- *Will you learn about the field you eventually want to work in?*
- *Will you meet people who can help you find the job you really wanted?*