



Pennsylvania Higher Education Assistance Agency



# CAREER EDUCATION & WORK STANDARDS

## LESSON PLANS



Grade

# 11



# Career Awareness and Preparation

13.1.11

- A. Relate careers to individual interests, abilities and aptitudes.
- B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
- D. Evaluate school based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part time employment, registered apprenticeship and school based enterprise.
- E. Justify the selection of a career.
- F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep, vocational rehabilitation centers.
- G. Access the implementation of the individualized career plan through the ongoing development of a career portfolio.
- H. Review personal high school plan against personal career goals and select postsecondary opportunities based upon personal career interests.

# Career Acquisition

13.2.11

- A. Apply effective speaking and listening skills used in a job interview.
- B. Apply research skills in searching for a job: PA Careerlinks, Internet(O\*Net), networking, newspapers, professional associations, and resource books (Occupational Outlook Handbook, PA Career Guide).
- C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation and resume.
- D. Analyze, revise, and apply an individualized career portfolio to chosen career path.
- E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, self-advocacy, scheduling/time management, team building, technical literacy and technology.

# Career Retention and Advancement

13.3.11

- A. Evaluate personal attitudes and work habits that support career retention and advancement.
- B. Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing.
- C. Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.
- D. Develop a personal budget based on career choice, such as, but not limited to: charitable contributions, expenses, gross pay, net pay, other income, savings and taxes.
- E. Evaluate time management strategies and their application to both personal and work situations.
- F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- G. Evaluate the impact of lifelong learning on career retention and advancement.

# Entrepreneurship

13.4.11

- A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.
- B. Analyze entrepreneurship as it relates to personal character traits.
- C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: community based, organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers), financial institutions and school based career centers.

# Career Awareness and Preparation

13.1.11A

## 11th Grade ■ Career Awareness and Preparation ■ English, Computer

<b>Competency</b>	<b>13.1.11A</b> Relate career to individual interests, abilities, and aptitudes.
<b>Lesson Topic</b>	Career Exploration
<b>Subject</b>	English, Computer
<b>Length</b>	One class period
<b>Materials</b>	Internet access for <b>EducationPlanner.org</b> website and one computer per student
<b>Evaluation</b>	Students will answer statements about their interests that will help guide them to Career Clusters based on their responses.

### Procedure:

1. Students go to **EducationPlanner.org**.
2. Students select the Students tab at the top of the webpage.
3. Students select Career Planning on the left side of the screen.
4. Next, students select the "Find Careers" link.
5. Students complete either the Career Clusters Activity and/or the Which Careers Match Your Skills exercise.
6. Students receive results that show careers that match their answers. At this time, students can begin to further explore the Find Careers section, looking into educational requirements, skills needed, and salary data.

# Career Awareness and Preparation

13.1.11B

## 11th Grade ■ Career Awareness and Preparation ■ English, Computer

<b>Competency</b>	<b>13.1.11B</b> Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.
<b>Lesson Topic</b>	My career
<b>Subject</b>	English, Computer
<b>Length</b>	One class period and homework assignment
<b>Materials</b>	Computer with Internet
<b>Evaluation</b>	Students will take a more in depth look at their career options through personal interests, abilities, aptitudes, achievements and goals.

### Procedure:

1. Students visit **EducationPlanner.org** and complete the Career Clusters Activity and/or the Which Careers Match Your Skills exercise found in the Find Careers section under the Students tab. On completion, students will be able to deeply research information about their matched careers, ranging from schooling requirements to salary.
2. Students visit **EducationPlanner.org** and search for the career they are interested in.
3. Students can write an essay on their career interest.
4. Students can write an autobiography to include their personal interests, abilities, achievements, goals, and career aspirations.
5. Students can interview someone who is currently working or retired—a friend or relative—about their personal interests, abilities, aptitudes, achievements, and goals in regards to their career. Students should write a report from the interview about the person.

# Career Awareness and Preparation

13.1.11C

## 11th Grade ■ Career Awareness and Preparation ■ English, History

<b>Competency</b>	<b>13.1.11C</b> Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
<b>Lesson Topic</b>	Role changes
<b>Subject</b>	English, History
<b>Length</b>	Two class periods with optional homework assignment
<b>Materials</b>	Computer with Internet, paper, pen
<b>Evaluation</b>	Students will discuss how roles of individuals change in the workplace and how this can relate to new opportunities/career choices.

### Procedure:

1. Research bright outlook and new and emerging career opportunities in the workplace.
2. Discuss the changing roles of women and men in the workplace. Students can brainstorm jobs that were traditionally only one gender and now incorporate both men and female.
3. Students research the career they are interested in and explore some of the opportunities that can become available to them in regards to how they may change, such as educational level, years of service, increase workload, career progression, etc.
4. Students can take part in a debate about equity in the workplace—why or why not it is working—and provide examples.

# Career Awareness and Preparation

13.1.11D

## 11th Grade ■ Career Awareness and Preparation ■ English, Computer

<b>Competency</b>	<b>13.1.11D</b> Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship, school-based enterprise.
<b>Lesson Topic</b>	Training programs and employment
<b>Subject</b>	English, Computer
<b>Length</b>	Varied based on selected procedure
<b>Materials</b>	Varied based on selected procedure
<b>Evaluation</b>	Students will distinguish and relate career training programs with employment opportunities.

### Procedure:

#### Career Days:

1. Plan a career day. This can include a career and education fair where local businesses and colleges set up booths in the gym or cafeteria and provide students with materials on their organization or college.
2. Contact the local CareerLink or Chamber of Commerce to see if an event like this is already taking place in your community.
3. Employer tours—Contact local business and industry partners within your community and ask for a tour. Students can sign up in the guidance office if they are interested in attending. If you need additional assistance with this task, contact your local CareerLink Employer Services Representative or check to see if an organization in your community is in charge of a Business and Education Initiative.

### **13.1.11D *continued***

#### **Career Portfolio:**

1. If students have not completed a career portfolio, they can start listing in a journal or Word document the activities, events, clubs, awards, achievements, volunteer activities, and sports they have been involved with since grade 9.

#### **Community Service:**

1. Teachers can contact local not-for-profit organizations in their community for community service.
2. A group of students can create their own community service project by cleaning a park or other part of town or helping to get a little league field ready for the season. The possibilities are endless!

#### **Cooperative Education:**

1. Contact your local CareerLink for cooperative education opportunities.

#### **Graduation/Senior Project:**

1. Senior projects can start in the 9th grade, and teachers can incorporate the [EducationPlanner.org](http://EducationPlanner.org) website.
2. Senior projects vary from school to school and can vary from something long term to short term; however, the project should be a meaningful learning experience.
3. Ideas can include:
  - Career research to include both shadowing and interviewing and a report
  - Unpaid community service
  - Volunteerism (at a youth center, hospital, or senior citizens center)
  - The creation of a tutorial services center for students run by students
  - Research paper
  - Career portfolio
  - Oral presentation

### 13.1.11D *continued*

#### **Internship:**

1. Internships may be hard to accomplish during the school year since students are required to be at a business or organization for a certain amount of time. However:
2. Students can take part in internships in the summer months prior to their senior year.
3. If your school has a flex period, activity period, or study hall at the end of the school day, students could be excused from school to attend their internship.
4. Students must be aware that they may or may not receive pay for time worked and that the importance of this exercise is experience.

#### **Job Shadowing:**

1. Contact your local CareerLink, Chamber of Commerce, or Business and Education Partnership for assistance with job shadowing opportunities.
2. Teachers can arrange for a visit to one of each of the Pennsylvania in Demand Occupations employers in or surrounding the school district. Use a sign-in sheet for each trip, giving the date and student number cutoff.
3. Find information on job shadowing on **EducationPlanner.org** by clicking on the Counselor tab at the top of the main page. Select the "Setting Up a Job Shadowing Program" on the left side of the webpage. Here you will find assistance for planning, implementation, follow-up, and so much more!

#### **Part-Time Employment:**

1. Introduce students to the local Career Link or employment assistance center via a field trip to the facility or invite a representative in to your school for a computer lab activity. Students can learn how to search for part-time employment using these resources.

# Career Awareness and Preparation

13.1.11E

## 11th Grade ■ Career Awareness and Preparation ■ English

Competency	13.1.11E Justify the selection of a career.
Lesson Topic	Career search
Subject	English
Length	One class period and homework assignment
Materials	Computer with Internet and printing capabilities
Evaluation	Students will justify their career selection in a writing assignment.

### Procedure:

1. Students can research the career they may be interested in through a writing assignment.
2. Requirements for this activity could include, but are not limited to:
  - Career description
  - History of the career
  - Education or experience level required
  - Identification of at least five places to gain the education or experience required
  - Salary to include annual and hourly
  - Work schedule and hours
  - Yearly job openings and locations
  - Why did you choose this career?
  - Reasons why you like this career
  - Things you do not like with this career
  - Job advancement opportunities
  - Career presentation to the class

# Career Awareness and Preparation

13.1.11F

## 11th Grade ■ Career Awareness and Preparation ■ English

<b>Competency</b>	<b>13.1.11F</b> Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate's degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part-time/full-time employment, industry training, military training, professional degree, registered apprenticeship, tech prep, vocational rehabilitation centers.
<b>Lesson Topic</b>	Career prep options in your community
<b>Subject</b>	English
<b>Length</b>	One class period
<b>Materials</b>	Internet access, pencil
<b>Evaluation</b>	Student will brainstorm career preparation in regards to classes, activities, and community involvement.

### Procedure:

1. Research the following career choices and list any colleges and/or programs in the area.
  - Associate's degree
  - Baccalaureate degree
  - Certificate/licensure
  - Entrepreneurship
  - Immediate part-time/full-time employment
  - Industry training
  - Military training
  - Professional degree
  - Registered apprenticeship
  - Tech prep
  - Vocational rehabilitation centers

Students should be advised these institutions and programs are the resources needed to achieve their career goals.

# Career Awareness and Preparation

13.1.11G

## 11th Grade ■ Career Awareness and Preparation ■ English, Computer

Competency	<b>13.1.11G</b> Access the implementation of the individualized career plan through the ongoing development of the career portfolio.
Lesson Topic	Career portfolio
Subject	English, Computer
Length	Ongoing through graduation
Materials	Electronic folder, computer
Evaluation	Students will have a completed career portfolio upon high school graduation.

### Procedure:

1. To be sure students are continuing to develop their career portfolio, counselors could visit junior classrooms once every 7 weeks to review their portfolio, which could consist of electronic files or paper. This reminder may help students better document their high school achievements.
2. English teachers could make the career portfolio a yearly assignment that is checked each marking period and graded. Grade items such as grammar, punctuation, spelling, and organization, as well as, overall completion.

# Career Awareness and Preparation

13.1.11H

## 11th Grade ■ Career Awareness and Preparation ■ English

Competency	<b>13.1.11H</b> Review personal high school plan against current personal career goals and postsecondary opportunities based on personal career interests.
Lesson Topic	Interests and goals
Subject	English
Length	One class period
Materials	Varied based upon procedure but may include: college/trade school brochures, high school report cards, class rank and grade point average (GPA) on a 4.0 scale.
Evaluation	Students will relate their high school and person career goals with post-secondary school goals.

### Procedure:

1. Teachers/counselors can provide students with college, trade, or technical school brochures or packets to view requirements for admission. Counselors can also provide students with a current copy of their transcripts to compare their schoolwork against admission requirements.
2. Variation: If brochures/guides are not available, students can search colleges on **EducationPlanner.org** to compare their academics with admission guidelines.

### 11th Grade ■ Career Acquisition ■ English, Communications

Competency	13.2.11A Apply effective speaking and listening skills used in a job interview.
Lesson Topic	Mock interviews
Subject	English, Communications
Length	One class period
Materials	<b>Speak &amp; Listen Interview</b> worksheet, TV, pencil
Evaluation	Students will be able to identify the proper speaking and listening techniques at an interview through role-play.

#### Procedure:

1. Students will participate in a job interview role-play.
2. Students are paired with another student in the classroom. The teacher assigns one student as the interviewer, the other the applicant. Students should be prepared to switch roles at the end.
3. The teacher assigns a job title, company name, and some information about the job for the interview.
4. If available, contact the school's audiovisual club to see if these interviews can be videotaped and viewed the next day. Audiovisual club students can tape the interviews for credit/experience.
  - \* If videotaping takes place, teacher provides students with the **Speak and Listen Interview** worksheet for each interview when viewing them.
  - \*\* If videotaping is not available, teacher provides students with the **Speak and Listen Interview** worksheet. When students switch roles, another sheet will be distributed.
5. Students are asked to interview their partner by asking questions about themselves and the job for which they are applying.
6. Once the interview is complete, teacher can time this interview for as short or long as needed, and the interviewer will evaluate the applicant using the **Speak and Listen Interview** worksheet.
7. After students have switched roles, they will share the completed worksheet with each other.

# Speak & Listen Interview

## WORKSHEET

Applicant's Name: \_\_\_\_\_

Interviewer's Name: \_\_\_\_\_

Circle yes or no about the person who you interviewed.

Did they shake your hand and greet you? YES NO

Did they introduce themselves? YES NO

Did they sit down when you told them to? YES NO

Were they nervous? YES NO

Were they polite and nice? YES NO

Did they answer your questions? YES NO

Did they interrupt? YES NO

Did they avoid giving all yes and no answers? YES NO

Did they move around in their seat? YES NO

Answer the following questions about yourself.

Was it hard to be the applicant? Why? \_\_\_\_\_

Was it hard to be the interviewer? Why? \_\_\_\_\_

What should you do at the end of an interview as both the applicant and the interviewer?

\_\_\_\_\_

# Career Acquisition

13.2.11B

## 11th Grade ■ Career Acquisition ■ English, Computer, Library

Competency	<b>13.2.11B</b> Evaluate resources available in researching job opportunities, such as, but not limited to: CareerLink, internet, networking, newspapers, professional associations, resource books.
Lesson Topic	Job search
Subject	English, Computer, Library
Length	One class period
Materials	Internet access, <b>Job Search</b> worksheet, newspaper classified ads, pencil
Evaluation	Students will explore researching a job by using the internet and newspaper classified ads.

### Procedure:

1. Teacher provides students with the **Job Search** worksheet, internet access and newspaper classified ads.
2. For the internet, the teacher should write a list of websites for job seekers on the board (see examples below); these can include CareerLink, newspaper websites, Monster, etc.
3. Students research internet postings and newspaper postings and complete the questions on the **Job Search** worksheet.

### Job posting websites:

- [Monster.com](http://Monster.com)
- [Careerbuilder.com](http://Careerbuilder.com)
- [cwds.state.pa.us](http://cwds.state.pa.us)
- [Collegegrad.com](http://Collegegrad.com)

# Job Search



Name: \_\_\_\_\_

Answer the questions below.

1. Where was the easiest place for you to find information about jobs in your community? Why?

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2. Which internet job search site did you like the best?

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3. Which Internet job search site did you not like? Why?

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4. Where can you find information on jobs in other states?

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5. During your search, were you able to find the career you are interested in pursuing? If so, describe the position and details in the ad. If not, choose any job and describe the position and details of the ad below.

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## 11th Grade ■ Career Acquisition ■ English, Computer

<b>Competency</b>	<b>13.2.11C</b> Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job applications, letters of appreciation following an interview, letters of introduction, postsecondary education/training applications, requests for letter of recommendation.
<b>Lesson Topic</b>	Items needed to apply for a job/college
<b>Subject</b>	English, Computer
<b>Length</b>	Five class periods or more as needed
<b>Materials</b>	Class period 1: <b>Job Application</b> worksheet Class period 2: <b>Thank You Letter</b> worksheet Class period 3: <b>Cover Letter</b> worksheet Class period 4: <b>Letter of Recommendation</b> worksheet Class period 5: <b>Resume Writing</b> worksheet
<b>Evaluation</b>	Students will learn how to complete sample documents needed when applying for employment: job application, thank you letter, cover letter, request for letter of recommendation, resume.

### Procedure:

#### Class Period 1: Job Application

1. Teacher discusses the importance of being able to prepare and complete documents needed for employment.
2. Teacher provides students with the **Job Application** worksheet and **Job Application Tips**.  
**NOTE:** In place of the **Job Application** worksheet, contact your local CareerLink or employment agency and ask for a generic job application for students to complete.
3. Students complete the application as a homework assignment and are advised they can use volunteer work, clubs, sports, or babysitting jobs for employment information. If students do not have any of these items to list, they can create places they have worked by looking up businesses in the local newspaper or phone book.
4. Teacher collects assignment for credit.

## 13.2.11C *continued*

### **Class Period 2: Thank You Letter**

(This can be two class periods in length, with one class in the computer lab typing a thank you letter.)

1. Teacher explains that after applying and interviewing for a job, it is customary to send a thank you letter to the employer.
2. Teacher explains that although an employer may provide an email address, it is common courtesy to mail a thank you.
3. Teachers distribute the **Thank You Letter** worksheet to students to complete.
4. Discuss thank you letter tips.
  - Take the opportunity to highlight strengths and to add on anything you did not answer well or forgot to mention during the interview.
  - Shows continued interest and excitement for the position and the company and show that you look forward to accepting the opportunity.
  - Create each thank you letter so the interviewer/recruiter remembers who you are, which will help you stand out.
  - Be genuine, real, and sincere.
  - Send a thank you letter immediately after an interview. Mail it as soon as possible so it is received before the hiring decision is made.
  - Get each interviewer's business card at the interview, so you have their contact details for the thank you letter and for following up.

## 13.2.11C *continued*

### **Class Period 3: Cover Letter**

(This can be two class periods in length, with one class in the computer lab typing a cover letter.)

1. The teacher asks the class what a cover letter is and why it is useful in applying for a job.
2. The teacher briefly lists the reasons a cover letter is helpful:
  - Provides a summary of wanting to work at the organization.
  - Shows qualifications for the position.
  - Gets the attention of the employer.
  - Most employers require a cover letter and will not consider applications without one.
3. Have students cut a help wanted ad out of the classifieds section of the local newspaper (you may need to save a week or two worth of the paper to have enough for the entire class).
4. Students must write a cover letter for the job using both the **Cover Letter Tips** and the **Cover Letter** worksheet.

### **Class Period 4: Request for Letter of Recommendation**

1. Teacher starts a class discussion on what a letter of recommendation is and why employers request the information.
2. Teacher can assign the **Letter of Recommendation** worksheet as homework for credit.

### **Class Period 5: Resume**

(This activity can take place at the end of a class period with a homework assignment, with another class period taking place in a computer lab that involves the actual creation of an electronic version of a student resume.)

1. Teacher discusses resumes and the important role they play in the application, interview, and hiring process. Discussion points:
  - Resumes are often required in addition to applications, and many times, employers ask for a resume without an application.
  - A resume represents you (the student) and the accomplishments achieved.
  - Use correct spelling, punctuation, capitalization, and grammar.
  - Someone should always review your resume and the job description to see if they sound alike.
2. Teacher assigns homework of **Resume Writing** worksheet.

## 13.2.11C *continued*

### Next Day: Two Options

Teacher reviews **Resume Writing** worksheets and makes another assignment in one of two ways:

1. Computer lab work (in class)—With teacher guidance, students create an electronic and printed version of their resume. This can be used for their file and can be passed on to the guidance department.
2. Homework (weekend assignment to allow for time if students do not have a home computer or a printer and need to go to the library or elsewhere)—Students create an electronic and printed version of their resume and hand this in for credit. These resumes can be passed on to the guidance office for their permanent files.



# Job Application Tips

Employers require many documents when applying for a job. A job application is one of these items. This application is used to determine if you are neat, accurate, and honest, can follow directions, and can spell!

Some employers will not let you take an application out of the office or out of the job center.

To avoid having to make multiple trips, always have all of the information you need with you.

- Be prepared.
  - » Take a pen with you, not a pencil.
  - » Take a copy of your resume.
  - » Have addresses, phone numbers, dates, and contact information for all the places you have worked.
- Read the application form before you fill it out.
- Follow the directions.
- Write nicely and neat.
- Give short but descriptive answers.
- Be honest.
- Answer all of the questions the best that you can.
- Do not cross things out or put X's through them.
- When asked about salary, answer openly; many employers have a salary amount already for the position.
- Check and recheck your application once it is complete.
  - » Did you spell everything correctly?
  - » Do you have phone numbers for all of your references?
  - » Does it look neat and readable?
  - » Did you list a phone number where you can be reached?
- Leave your resume or send you resume along with your application when applying.

**Special tip:** Your voicemail message can be fun and cool, but when applying for jobs, take the music off and speak nicely and clearly, so the employer knows they reached the right person. You would not want to miss out on a job because of an inappropriate song or comment you left on your voicemail message.



# College Application Tips

- Apply early! It is important not to wait until you have your cap and gown on and are receiving your diploma to apply to college. Admissions have many applications to review and may even have deadlines on funding for students.
- Don't miss the deadline! If you have applied to multiple schools, make a list/chart of each school's application and the financial aid deadlines.
- Make sure you have the right college name in the application or essay. Seems like a no brainer, right? Simple mistakes such as this can hurt your chances of admission. Check, recheck, and have someone else check all of the items you are sending to each school.
- Tell your guidance counselors where you are applying. Your guidance counselor will need to mail your transcripts to the school, a requirement of all colleges/universities. Sometimes your counselor may provide the transcript directly to you to send in. If this is the case, do not open the letter or break the transcript seal.
- Ask for letters of recommendation at the beginning of the school year. Teachers may get overwhelmed with being asked for letters, and you may miss out on a good one if you wait until the deadline. In addition, it takes some time to compose a letter.
- Type whatever you can. Typing looks nice and organized. Do not, however, forget to sign your letter.
- Don't forget your essay or any of the other required materials in the application. Many times incomplete applications are automatically rejected.
- Don't rely on your computer alone to check your spelling. Read and reread your essay. Have someone else read your essay too.
- Don't forget to complete and submit your FAFSA and the Pennsylvania State Grant Application, even if you have not been accepted yet or made your decision on where you plan to attend school.

# Job Application



Name (Print): \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Birth Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

Highest Grade Completed: \_\_\_\_\_

U.S. Citizen:  Yes  No

Complete all items below for each job that you had during the last 24 months (2 years). Start with the last job you held. Do not leave any items blank.

Company Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Reason for Leaving: \_\_\_\_\_

Dates Worked: From: \_\_\_\_\_ / \_\_\_\_\_ Through: \_\_\_\_\_ / \_\_\_\_\_  
Month Year Month Year

Salary: \_\_\_\_\_

Job Title: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

Job Duties: \_\_\_\_\_

Company Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Reason for Leaving: \_\_\_\_\_

Dates Worked: From: \_\_\_\_\_ / \_\_\_\_\_ Through: \_\_\_\_\_ / \_\_\_\_\_  
Month Year Month Year

Salary: \_\_\_\_\_

Job Title: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

Job Duties: \_\_\_\_\_

**Job Application *continued***

Company Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Reason for Leaving: \_\_\_\_\_

Dates Worked: From: \_\_\_\_\_ / \_\_\_\_\_ Through: \_\_\_\_\_ / \_\_\_\_\_  
Month Year Month Year

Salary: \_\_\_\_\_

Job Title: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_

Job Duties: \_\_\_\_\_

List schooling or any special hobbies, clubs or activities below: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Thank You Letter



Name: \_\_\_\_\_

**Part 1:** .....▶  
Name \_\_\_\_\_  
Title \_\_\_\_\_  
Organization \_\_\_\_\_  
Address \_\_\_\_\_

**Part 2:** .....▶  
Dear Mr./Ms. Last Name \_\_\_\_\_,

**Part 3: Paragraph 1** .....▶  
Thank the person you interviewed with for meeting with you. Note that you are very interested in the position with that organization. Provide your example here:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part 4: Paragraph 2** .....▶  
Explain the reasons why you are an excellent candidate for the job. Provide examples or specific skills you have that make you the best person for the job:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part 5: Paragraph 3** .....▶  
Did you forget to mention something at the interview that you would like the employer to know? State it here. If you don't have anything to add, move on to Paragraph #4.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part 6: Paragraph 4** .....▶  
Tell the interviewer again how thankful you are for the interview and you look forward to hearing from someone soon. Provide your example here:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part 7: Closing** .....▶ Sincerely,

**Part 8: Signature** .....▶  
(Your Signature) \_\_\_\_\_  
Your Typed Name \_\_\_\_\_



# Cover Letter Tips

1. How should the letter look?
  - It should be typed neatly.
  - Print on one side of plain white paper (nothing fancy or fragranced).
  - It should not contain any smudge marks (drink rings or pen marks).
  - Use spell check! Make sure you check your spelling, capitalization, and punctuation.
  - Make sure you are sending it to the correct person and that you spelled their name correctly.
  - Include the date at the top of the letter.
  - Even though your letter is typed, don't forget your signature.
2. What should the letter say?
  - Mention the job you are applying for.
  - Mention where you found or heard about the job.
  - Explain why you would like to have the job (not just for the money, though!).
  - Summarize the main points on your resume that are similar to the job responsibilities.
  - Request an interview and provide how you can be reached (include a phone number and an email address).
3. How should the letter end? (Examples)
  - I look forward to hearing from you.
  - Thank you for your time in reviewing my qualifications.
  - If you would like to further discuss my skills, I can be reached at (provide a phone number).
4. What else should be done?
  - Close the letter with "Sincerely."
  - Sign your name in cursive writing.
  - Type your name at the end.

# Cover Letter



**Part 1:** .....▶  
Your Name \_\_\_\_\_  
Your Address \_\_\_\_\_  
Your City, State, Zip Code \_\_\_\_\_  
Your Phone Number \_\_\_\_\_  
Your Email Address \_\_\_\_\_

**Part 2:** .....▶  
Date \_\_\_\_\_

**Part 3:** .....▶  
Employer Contact Name \_\_\_\_\_  
Title \_\_\_\_\_  
Organization \_\_\_\_\_  
Address \_\_\_\_\_  
City, State, Zip Code \_\_\_\_\_

**Part 4:** .....▶  
Dear Mr. /Ms. Last Name \_\_\_\_\_,

**Part 5: Paragraph 1** .....▶  
Include the reason why you are writing. State the position you are applying for and where you found the position listed. Provide your example here:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part 6: Paragraph 2** .....▶  
Make the reader want to give you an interview or appointment. Show strong connections between your skills and what they are asking for in the job listing. Use a few small paragraphs to explain yourself instead of one big one. Provide your example here:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part 7: Paragraph 3** .....▶  
End the letter by thanking the employer for considering you for the position, note that you hope to hear something soon, and include how you can be reached. Provide your example here:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part 8: Closing** .....▶ Sincerely,

**Part 8: Signature** .....▶ \_\_\_\_\_  
[Your Signature]  
Your Typed Name \_\_\_\_\_

# Letter of Recommendation



Today's Date: \_\_\_\_\_

## Recipient's Contact Information

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Company: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

## Greeting

Thank you for writing a letter of recommendation for me. I would appreciate you writing the letter as early as your schedule allows; however, I will pick it up on \_\_\_\_\_ (provide a date and stick to it).

## Personal Background

Educational background (schools and special classes relating to desired job): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Job or volunteer experience: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Awards/achievements/honors/scholarships: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Letter of Recommendation *continued***

Clubs, activities, sports, and/or student government participation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interests and/or community service (hobbies, clubs, volunteer work, sports, church, etc.): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Personal and professional life goals: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Something special or unique about me that I would like to have mentioned in the letter: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Job Background**

The job I am applying for is: \_\_\_\_\_

The person to whom you should write the letter: \_\_\_\_\_

Title/position: \_\_\_\_\_

Business address: \_\_\_\_\_

Phone: \_\_\_\_\_

**Letter of Recommendation *continued***

Why I feel I am qualified for the job (skills, experience, personal qualities): \_\_\_\_\_

---

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**Thank the writer.**

Thank you for your assistance.

**Closing:**

Sincerely,

(Your Signature)

Your Typed Name

# Resume Writing Guide

<b>Full Name:</b>	It is important to include your full name on your resume. You do not want the employer wondering if you are a male or female. For example, the name Alex can be used for both males and females; Alexander and Alexandria are more specific.
<b>Address, City, Zip:</b>	Make sure you use the address and phone number where you can be reached. If you use your cell phone, you may want to make sure the song and message is not offensive or too long.
<b>Objective:</b>	This area is to explain the kind of work you would like to do.
<b>Qualifications:</b>	Use this area to explain why you are a strong candidate for the job. Use strong action words to describe your background, strengths and accomplishments.
<b>Education:</b>	Although you are still in school, you can list the grades you have completed and even list your elementary or middle school. It is also OK to list your future plans; for example, maybe you plan on taking a college prep course or attending a career and technology center.
<b>Skills:</b>	Take note of the skills the job description is asking for; do you have any of these skills? If so, give an example of how your skills would be beneficial in the job position.
<b>Work History:</b>	So you think because you are still in school that none of your past work experience matters? Not true. Maybe you have babysat, been a dog walker, mowed grass, or shoveled snow; these are all services and jobs that you can list on your resume.
<b>Volunteer Experience:</b>	<p>You may find that you do not have any work history but have helped coach a team, helped at a community organization, or even volunteered at your church.</p> <p>Employers find this information to be very important because it helps them to know a bit of your “character.” A person’s character is a set of qualities that make somebody stand out.</p>
<b>Honors and Awards:</b>	Include anything that you have received from school, church, or your community. This can include grades, sports, music, and art—anything that you have been given an award for.

# Resume Writing



Your Name: \_\_\_\_\_

Your Address: \_\_\_\_\_

Your City, State, Zip Code: \_\_\_\_\_

Your Phone Number: \_\_\_\_\_

Your Email Address: \_\_\_\_\_

**Objective:** \_\_\_\_\_

---

---

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**Qualifications:** \_\_\_\_\_

---

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---

**Education:** \_\_\_\_\_

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**Skills:** \_\_\_\_\_

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**Resume Writing *continued***

**Work History:** \_\_\_\_\_

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**Volunteer Experience:** \_\_\_\_\_

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**Honors and Awards:** \_\_\_\_\_

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# Career Acquisition

13.2.11D

## 11th Grade ■ Career Acquisition ■ English, Computer

Competency	<b>13.2.11D</b> Analyze, revise, and apply an individualized career portfolio with your chosen career path.
Lesson Topic	Career portfolio
Subject	English, Computer
Length	Ongoing through graduation
Materials	PHEAA career portfolio “My Planner – Record of student achievement and aspirations” is available for use on <b>PHEAA.org</b>
Evaluation	Students will complete an individualized career portfolio.

### Procedure:

1. Career portfolio materials are available on **PHEAA.org** in the K-12 Counselors section.
2. **EducationPlanner.org** provides multiple activities that support career portfolio process and career education.
3. Guidance counselor explains each part of the career portfolio, including, but not limited to:
  - Achievements
  - Awards/recognitions
  - Career exploration results
  - Career plans
  - Community service involvement/projects
  - Interests/hobbies
  - Personal career goals
  - Selected school work
  - Self-inventories
4. If parts of the portfolio have been done in previous years and are on file either electronically or in paper format, the class period can be used to update and review their files and forms. Counselors/teachers can remind students they will be required to showcase themselves during the college application process or when they are entering the workforce.

### 11th Grade ■ Career Acquisition ■ English, History

<b>Competency</b>	<b>13.2.11E</b> Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (Americans with Disabilities Act, Child Labor Laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, self-advocacy, scheduling/time management, technical literacy, technology.
<b>Lesson Topic</b>	Workplace skills
<b>Subject</b>	English, History
<b>Length</b>	One class period
<b>Materials</b>	Vocabulary words (listed below)
<b>Evaluation</b>	Students will learn definitions to the words associated with the career acquisition process.

#### Procedure:

1. The teacher writes the following words on the board for students:
  - Commitment
  - Communication
  - Dependability
  - Health/safety
  - Laws and regulations
  - Personal initiative
  - Self-advocacy
  - Scheduling/time management
  - Team building
  - Technical literacy
  - Technology

### 13.2.11E *continued*

2. The teacher discusses the history behind laws and regulations, including the Americans with Disabilities Act, Child Labor Laws, Fair Labor Standards Act, OSHA, and Material Safety Data Sheets.
3. The teacher and students discuss why workplace skills and knowledge are important in the workplace. Discussion items can include the positives of having these skills and the negatives of not having these skills.

# Career Retention and Advancement

13.3.11A

## 11th Grade ■ Career Retention and Advancement ■ English

Competency	<b>13.3.11A</b> Evaluate personal attitudes and work habits that support career retention and advancement.
Lesson Topic	My attitude
Subject	English
Length	One class period
Materials	TV or computer with Internet, projector
Evaluation	Students will learn how positive attitudes and work habits support career retention and advancement.

### Procedure:

1. Students can role-play positive and negative attitudes and work habits.
2. Students can be paired off and can brainstorm positive and negative work habits.
3. Teacher can show an episode of the “Office” or any other television show that portrays negative work behaviors and habits. The class records the positive and negative attitudes and work habits from the characters for classroom discussion.
4. Provide examples of positive and negative attitudes and work habits. Students can discuss how they may hinder or help in career retention and advancement.

# Career Retention and Advancement

13.3.11B

## 11th Grade ■ Career Retention and Advancement ■ English

<b>Competency</b>	<b>13.3.11B</b> Evaluate team member roles to describe and illustrate active listening techniques, including clarifying, encouraging, reflecting, restating, and summarizing.
<b>Lesson Topic</b>	Active listening
<b>Subject</b>	English
<b>Length</b>	One class period
<b>Materials</b>	Student participation
<b>Evaluation</b>	Students will learn to actively listen and apply techniques associated with active listening.

### Procedure:

1. The teacher explains the importance of listening techniques and describes the terms associated before taking part in the activity.
  - Clarifying
  - Encouraging
  - Reflecting
  - Restating
  - Summarizing
2. Students are given a partner and a list of topics they can talk about, such as:
  - If you had one “do-over” in life, what would it be and why?
  - What would you do if you won a million dollars?
  - What is your favorite childhood memory and why?
  - If you could go anywhere in the world, where would it be and why?
  - What is your favorite school subject or club and why?
  - What do you think you will do after high school? Explain where you may be.
  - If you could be better at one thing in life, what would it be and why?

### **13.3.11B *continued***

3. In this activity, one of the students will be the speaker and the other the active listener.
4. The speaker should not think too long about what they will discuss just speak.
5. The activity should last for 2 to 3 minutes and be timed by the teacher.
6. The listener should try to incorporate/demonstrate as many of the listening techniques as they can without interrupting the speaker.
7. Students switch roles, and the speaker now becomes the listener, and the activity begins again.

# Career Retention and Advancement

13.3.11C

## 11th Grade ■ Career Retention and Advancement ■ English

<b>Competency</b>	<b>13.3.11C</b> Evaluate conflict resolution skills as they relate to the workplace, including constructive criticism, group dynamics, managing/leadership, mediation, negotiation, problem solving.
<b>Lesson Topic</b>	Role-playing and conflict resolution
<b>Subject</b>	English
<b>Length</b>	Two class periods
<b>Materials</b>	Student participation
<b>Evaluation</b>	Students will take part in various role playing activities, designed by them, to learn about the skills associated with conflict resolution.

### Procedure:

#### Class Period 1

1. The teacher discusses the following terms associated with conflict resolution skills:
  - Constructive criticism
  - Group dynamics
  - Managing/leadership
  - Negotiation
  - Problem solving
2. Students divide into groups of two and are asked to create a role-playing activity for each of the 5 terms.
3. Role-playing activities should include a conflict and a resolution skill being portrayed.

### 13.3.11C *continued*

#### Class Period 2

1. Students take turns showcasing their conflict resolution skills role-playing assignment in front of the classroom.

# Career Retention and Advancement

13.3.11D

## 11th Grade ■ Career Retention and Advancement ■ Math

Competency	<b>13.3.11D</b> Develop a personal budget based on career choice, such as, but not limited to: charitable contributions, fixed/variable expenses, gross pay, net pay, other income, savings, taxes.
Lesson Topic	Budget and finances
Subject	Math
Length	One class period and homework assignment
Materials	Paper, pencil
Evaluation	Students will be able to identify the components of a budget and create one on their own.

### Procedure:

1. Students will learn about the terminology associated with the budgeting process.
2. Next, students can find the career they are interested in on **EducationPlanner.org** by clicking on the Student tab, then selecting the “Career” link. Students can then use the Career Search that links to O\*Net Online. Here they will be able to find a career, the education needed, and the salary for the position.
3. The teacher can provide students with options for a budget, such as researching car purchase prices, car insurance, rent, utility expenses, cell phone bills, internet access prices, and groceries. Students can utilize **MySmartBorrowing.org** for an interactive online budgeting experience!
4. Students also can research and record these expenses for class credit. Students can read their local newspaper for rent prices and ask parents/guardians what other household expenses cost.
5. Students also take a trip to the local grocery store to learn about how much everyday items cost. The teacher can suggest they price specific grocery items, such as milk, eggs, bread, cereal, butter, refreshments, pasta, pasta sauce, chicken, ground beef, orange juice, soda, toilet paper, paper towels, etc.
6. Another useful tool is the **MappingYourFuture.org** and **MySmartBorrowing.org** website.

# Budgeting Terminology

<b>Charitable contributions:</b>	Money or other properties of value that is donated to a charity or charitable organization as a qualified tax deductible expense.
<b>Fixed expenses:</b>	An income that does not change from period to period, such as loan payments or rent.
<b>Variable expenses:</b>	An expense that changes from period to period, such as utilities, food, clothing, and entertainment.
<b>GROSS pay:</b>	The total amount of money an employee earns before any taxes or deductions are subtracted.
<b>Net pay:</b>	What the employee takes home after taxes and/or deductions have been subtracted.
<b>Other income:</b>	Income in addition to basic annual salary (second job).
<b>Savings:</b>	Putting money aside.
<b>Taxes:</b>	A financial charge that must be paid to the local, state, and federal government.

# Career Retention and Advancement

13.3.11E

## 11th Grade ■ Career Retention and Advancement ■ English

Competency	<b>13.3.11E</b> Evaluate time management strategies and their application to both personal and work situations.
Lesson Topic	Time management
Subject	English
Length	Varies based on procedure
Materials	Varies based on procedure
Evaluation	Students will be able to identify and apply time management strategies.

### Procedure:

1. Create a time management tips and hints worksheet for students. Incorporate how these tips and hints relate to personal, home, and workplace situations. Examples include:
  - Create a “to-do” list. Determine the most important thing on your list that needs to be done first.
  - Use a daily planner.
  - Use a monthly planner.
  - Think of the top five things you do during the day that waste your time.
  - Make and keep an activity log.
  - Have study hall? Use it to study or get your homework done.
  - Keep all of your homework, notes, and supplies in one place. This will save time when you need to get your work done.
  - Study in the same place (somewhere quiet) every day.
  - Don’t procrastinate. If you have something to do, do it!

### 13.3.11E *continued*

- Break down large projects into small pieces to achieve a bit at a time until the whole project is done.
  - Say “no” to other outside projects or activities if you already have other more important things to get done.
  - Do the hard things first.
2. Have students create a written log of all the activities they take part in during a day for the entire week. Students record the activity type, how long it took, and what part of the day the activity took place. Remind students to include things such as text messaging, internet usage, TV time, and just plain doing nothing!
- At the beginning of the next week, students should answer the following questions about their behavior from the previous week.
    - » Did you get everything done you needed to? That you wanted to?
    - » Were you able to get your chores accomplished?
    - » Was there anything you wanted to do but did not have enough time to do?

# Career Retention and Advancement

13.3.11F

## 11th Grade ■ Career Retention and Advancement ■ English, Social Studies, Computer

Competency	<b>13.3.11F</b> Identify characteristics of the changing workplace, including Americans with Disabilities Act (ADA) accommodations, and explain their impact on jobs and employment.
Lesson Topic	Changing workplace
Subject	English, Social Studies, Computer
Length	One class period and/or homework assignment
Materials	Computer with Internet
Evaluation	Students will learn how the workforce changes.

### Procedure:

1. Research upcoming jobs and new opportunities in Career Planning section of the **EducationPlanner.org** website. Look for “Hot Jobs of the Future” under “Find Careers.”
  - Are any of the jobs similar to your career goal? What are the steps you may need to take to achieve this new position?
  - Have a class discussion on the changing global workplace.
  - Assign a research paper on the changing global workplace.
  - Have students divide into groups and ask them to brainstorm the strategies they may need to participate in to keep or advance in the workforce. Share the answers with the class.

# Career Retention and Advancement

13.3.11G

## 11th Grade ■ Career Retention and Advancement ■ English, Social Studies

<b>Competency</b>	<b>13.3.11G</b> Evaluate the impact of lifelong learning on career retention and advancement.
<b>Lesson Topic</b>	Learning and advancement
<b>Subject</b>	English, Social Studies
<b>Length</b>	One class period
<b>Materials</b>	Student participation, board
<b>Evaluation</b>	Through exploration, students will learn the importance of lifelong learning.

### Procedure:

1. Define what lifelong learning means and provide examples of why it is important to continue to learn in school, at home, and in the community.
2. Explain that lifelong learning means it is never too soon or too late for learning. You should be open to new ideas, skills, behaviors, and choices. New occupations, careers, and technology are being created every day.

### Suggestions:

- Students identify the careers they are interested in and research how lifelong learning is important in career retention.
- Students explore some of the consequences associated with failing to embrace lifelong learning in career retention and advancement.
- Students explore technology and how the workforce has had to embrace lifelong learning. Students provide examples, such as wireless internet, text messaging, video conferencing, etc.

### 11th Grade ■ Entrepreneurship ■ English

Competency	<b>13.4.11A</b> Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.
Lesson Topic	Your goals
Subject	English
Length	Varied based on procedure
Materials	Varied based on procedure
Evaluation	Students will learn about entrepreneurship and if it relates to their personal goals.

#### Procedure:

1. Students are assigned a research assignment to investigate an entrepreneur. In this assignment, they must answer the following questions. (This assignment can be combined with 13.4.11B.)
  - Do any of your career goals match those of the person you researched?
  - How did their personal career goals help them achieve success?
  - How did they achieve success in the corporate world?
  - What obstacles did they face while trying to achieve their goals?
  - What did they do to overcome their obstacles?
  - Do you have what it takes to become an entrepreneur? Why or why not?
2. Invite a local business person from your community to speak to the class about entrepreneurship and their business.
3. Interested students could job shadow with local business owners to learn about the business and how their personal career goals played an influence in their business decision.
4. **Go green ideas**—Investigate how an entrepreneurial attitude can help in a corporate environment. Students can explore ways to help the environment.

### 11th Grade ■ Entrepreneurship ■ English

Competency	<b>13.4.11B</b> Analyze entrepreneurship as it relates to personal character traits.
Lesson Topic	Entrepreneur traits
Subject	English
Length	Homework and one class period
Materials	Traits and definitions list located in the procedures section, paper and pen
Evaluation	Through self-exploration, students will evaluate themselves to see if they possess the entrepreneurship personal character traits.

#### Procedure:

1. Students learn about the personal character traits associated with entrepreneurship. Teacher reminds students to take notes on the traits and definitions, as an assignment will follow using these definitions:
  - Adaptability—The ability to change or be changed
  - Creative thinking—Creating something new or original
  - Ethical behavior—Doing the right thing
  - Leadership—The ability to get others to follow
  - Positive attitude—Certainty in feelings, beliefs, and values
  - Risk taking—The willingness to make mistakes and go after or try to fix things/items that are difficult
2. Students will be assigned homework to provide an example (in paragraph form) of each of the entrepreneurship personal character traits.
3. Students turn in the assignment for class credit.

### 11th Grade ■ Entrepreneurship ■ English, Computer, Social Studies, Math

<b>Competency</b>	<b>13.4.11C</b> Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: community-based organizations (chambers of commerce, trade/technical associations, industrial resource centers), financial institutions, school-based career centers, small business administration (SCORE, small business development centers, entrepreneurial development centers), and Venture capital.
<b>Lesson Topic</b>	A business plan
<b>Subject</b>	English, Computer, Social Studies, Math
<b>Length</b>	One class period for discussion, project due date
<b>Materials</b>	Varies based on the assignment in the procedure
<b>Evaluation</b>	Students will learn about a business plan model through exploring and researching a company.

#### Procedure:

1. Students must create a business and product of their choice and provide the company's business plan in a project format. Students can be creative by providing samples, charts, marketing materials, etc.
2. The teacher will assign the Business Plan Project to students. Teacher can make assignments however they choose. Suggestions include:
  - Individual or group project
  - PowerPoint presentation
  - Poster board presentation with report
3. Teacher can provide classroom time for research and assign the project due date.
4. Projects can be presented to the class and can be graded on presentation and content.
5. Projects can also be displayed if desired.

# Business Plan

PROJECT

A business plan is a set of goals that a business wishes to achieve. It can include the reasons why the business can be successful and the plan for reaching the goals.

It is made up of things such as:

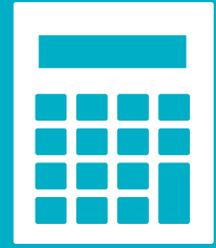
<b>Business Idea:</b>	A business idea can come from looking at the world and seeing what is needed or can be accidentally discovered.
<b>Competitive Analysis:</b>	In business, this is identifying your competitors and evaluating their strategies to determine their strengths and weaknesses relative to your own product.
<b>Daily Operations:</b>	This is how the entire business works each and every day.
<b>Finances/Budget:</b>	A business sets aside a certain amount of money to operate and determines how the money is going to be used.
<b>Marketing:</b>	Marketing is what businesses do to get their product in the hands of customers. It can include things such as printed materials, commercials, sales, pricing, packaging, and distribution.
<b>Productive Resources:</b>	These natural, human, and capital resources are used to produce goods and services. Natural resources are gifts from nature and the earth. Human resources are the people who work to produce the goods or service. Capital resources are goods produced and used to make other goods or services.
<b>Sales Forecasting:</b>	Businesses make a prediction based on past sales of how much money they may be able to make in the future.

## The Assignment:

Create a business and product using the business plan and report on the terms listed above.







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PHEAA's earnings are used to support its public service mission and to pay its operating costs, including administration of the Pennsylvania State Grant and other state-funded student aid programs. PHEAA continues to devote its energy, resources and imagination to developing innovative ways to ease the financial burden of higher education for students, families, schools, and taxpayers. PHEAA conducts its student loan servicing activities nationally as American Education Services (AES) and FedLoan Servicing.



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Pennsylvania Higher Education Assistance Agency

1200 North Seventh Street, Harrisburg, PA 17102-1444

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