

**Youth Internships
2019-2020
By: Brian Jorgensen**

Unit: <i>What kind of personality do I have?</i>	Time: <i>January</i>	
Standards Taught		
<p>YI 1.1 Connect an understanding of self to Career areas of Interest.</p> <p>** Reality check worksheet https://www.wrksolutions.com/Documents/WhenIGrowUp/WIGU_PDFS/Middle_School/3-CareerExploration/WFS-WIGU-MS-C3.pdf</p> <p>*** One of the following personality profiling sites will be used: http://www.humanmetrics.com/cgi-win/jtypes2.asp https://www.16personalities.com/free-personality-test</p> <p>**** Careers that I am suited for https://www.careertest.com/</p>		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i></p>	<p><i>The classroom is set up in a "regular class room" like setting. The desks are in rows with space between students so concentration can be maintained. Much of this class will be conducted in on the job setting outside of the regular classroom.</i></p>	<ul style="list-style-type: none"> • Take an online personality test and react to the results. • Complete online career survey. • Identify career choices that are consistent with their personality types then compare them with the interests that they themselves have identified.

		<ul style="list-style-type: none"> • Complete the reality check worksheet. • Create and detail short and long term goals utilizing the SMART goal setting technique. • Evaluate the results of the both the personality test and the worksheet to what you have perceived of yourself. • Identify businesses in the area that would be consistent with your potential career choices. • Update internship journal on a daily basis.
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>There is no prior knowledge needed for this class.</i></p>	<ul style="list-style-type: none"> • Personality • Aptitude • Personal preferences • Employability skills • Soft skills • Resume • Cover letter • Transcript 	<ul style="list-style-type: none"> • Completed personality profile • Completed reality check worksheet • Employer lists • Weekly journal checks
<p><u>Relevance:</u></p> <p>Personality has a lot to do with an individual’s suitability to perform the work that they are hired to do. It also has a lot to do with their job satisfaction. When students are looking at a 40 plus year commitment in their</p>	<p><u>Examples:</u></p> <p>The examples will vary depending if the students live in Corsica, Stickney or in which surrounding area.</p>	<p><u>Materials Needed:</u></p> <ul style="list-style-type: none"> • Computer. • Internet • Access to personality profiles • Miscellaneous office supplies

<p>life it makes since to try to do something that you will enjoy doing.</p> <p>This program will also allow the community to become involved in the education of our students.</p>		
<p><u>Reflection:</u></p> <p>This is a new class for me. I am really excited about it. I have had the opportunity to experience many different careers in my lifetime. I have also started and taught a Senior Experience program and have found that about a third of the students that go through this experience have decided that they really did not want to pursue the job that they thought that they wanted. This allowed them to change their mind before it was too late.</p>	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What type of personality do I have? • What are my strengths and my weaknesses? • How can I capitalize upon my strengths and overcome my weaknesses? • How do others perceive me? • What is it that I really want to do? 	

Unit: <i>Soft and hard job skills</i>	Time: <i>January</i>	
Standards Taught		
<p>YI 2.1 Exhibit positive work-based behaviors. YI 2.2 Apply behaviors and qualities to multiple work-based settings. YI 2.3 Create a professional portfolio.</p> <p>** What employers want in their workers. https://www.thebalancecareers.com/top-work-values-employers-look-for-1986763#a-strong-work-ethic</p> <p>*** Building your professional portfolio https://www.thebalancecareers.com/how-to-build-a-professional-portfolio-1986901</p>		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i></p>	<p><i>The classroom is set up in a “regular class room” like setting. The desks are in rows with space between students so concentration can be maintained. Much of this class will be conducted in on the job setting outside of the regular classroom.</i></p>	<ul style="list-style-type: none"> • Read and react to the article on the balance careers website concerning what employers are looking for when they hire someone. • Evaluate your ability to exhibit positive work based behaviors in the following areas: <ul style="list-style-type: none"> - Ethics - Teamwork/Cooperation - Communication skills - Aptitude and knowledge for technology used in the workplace - Power skills

		<ul style="list-style-type: none"> - Leadership potential and experience - Appropriate dress and manner • Secure two letters of recommendation. • Create and Compile a portfolio containing the following documents: <ul style="list-style-type: none"> - Resume - Cover letter - References - Letters of recommendation - Personality assessment - Daily journal entries • Update journal on a daily basis.
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>There is no prior knowledge needed for this class.</i></p>	<ul style="list-style-type: none"> • Personality • Aptitude • Personal preferences • Employability skills • Soft skills • Resume • Cover letter • Transcript 	<ul style="list-style-type: none"> • Comprehensive summary of internet articles • Completed portfolio • Weekly journal checks • Participation in class activities and discussions
<p><u>Relevance:</u></p> <p>It is important to put ones “ducks in a row” when trying to convince an employer to take a chance on you. The interview is your chance to convince the company that they really need</p>	<p><u>Examples:</u></p> <p>The examples will vary depending if the students live in Corsica, Stickney or in which surrounding area.</p>	<p><u>Materials Needed:</u></p> <ul style="list-style-type: none"> • Computer. • Internet • Miscellaneous office supplies

<p>you. This lesson helps you to do your homework so that it will be easier for you to do so.</p>		
<p><u>Reflection:</u></p> <p>This is not a lot of fun for students to do, they find it hard to sell themselves and it worked well last year when they were asked to write a paragraph that would convince an employer to choose them over the competition, and then taking the time to rewrite their work to make it more persuasive. This is time consuming, but the results were well worth the effort.</p>	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• Why should they choose me?• How can I present myself in the best possible manner?• How do I sell me?• Do I know what I am good at?• What do I need to know about the company before I apply?	

Unit: <i>Soft and hard job skills</i>		Time: <i>February</i>
Standards Taught		
<p>YI 3.1 Provide an understanding of steps to acquire employment.</p> <p>YI 3.2 Perform daily work tasks consistent with the responsibilities and work culture of the chosen internship field.</p>		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i></p>	<p><i>The classroom is set up in a "regular class room" like setting. The desks are in rows with space between students so concentration can be maintained. Much of this class will be conducted in on the job setting outside of the regular classroom.</i></p>	<ul style="list-style-type: none"> • Students will complete the employment package that is used by the school. • Students will complete the employment application used by the company that they are applying for an internship with. • Complete a practice interview and provide a self-critique of their performance • Students will interview with company that they want to intern with.

		<ul style="list-style-type: none">• Demonstrate an understanding of what is meant by:<ul style="list-style-type: none">- Punctuality- Respect for supervisors, customers, coworkers, and themselves- Communicating with supervisor/co-worker/internship coordinator- Work place appropriate language and subject matter- Completing assigned tasks and responsibilities- Work place growth and maturity • Evaluate your ability to exhibit positive work based behaviors in the following areas:<ul style="list-style-type: none">- Ethics- Teamwork/Cooperation- Communication skills- Aptitude and knowledge for technology used in the workplace- Power skills- Leadership potential and experience- Appropriate dress and manner • Secure two letters of recommendation. • Create and Compile a portfolio containing the following documents:<ul style="list-style-type: none">- Resume
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		<ul style="list-style-type: none"> - Cover letter - References - Letters of recommendation - Personality assessment - Daily journal entries <ul style="list-style-type: none"> • Update journal on a daily basis.
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>There is no prior knowledge needed for this class.</i></p>	<ul style="list-style-type: none"> • Interview • Employment forms • Communication skills • Performance evaluation 	<ul style="list-style-type: none"> • Competence demonstrations • Written and demonstrated responses to special workplace scenarios • Weekly journal checks • Participation in class activities and discussions
<p><u>Relevance:</u></p> <p>Preparation is the key to success, and preparation is what this unit of instruction is all about.</p>	<p><u>Examples:</u></p> <p>The examples will vary depending if the students live in Corsica, Stickney or in which surrounding area.</p>	<p><u>Materials Needed:</u></p> <ul style="list-style-type: none"> • Computer. • Internet • Miscellaneous office supplies

Reflection:

By having students practice interview and other skills in the classroom before they meet with an employer we are giving them a better chance at success.

Essential Questions:

- Can I show confidence without appearing over confident?
- Just how much is too much?
- How do I sell me?
- Do I know what I am good at?
- Do I understand how communication and interaction relate to each other?

Unit: <i>The actual internship</i>	Time: <i>March April and May</i>	
Standards Taught		
<p>YI 4.1 Analyze internship experiences. YI 4.2 Connect future career goals to steps needed to achieve them. YI 4.3 Prove skills and knowledge gained from internship experiences.</p> <p>Standard that should be added but is not included in State Standards</p> <p>YI 4.?? Do I know what I don't know?</p>		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i></p>	<p><i>The classroom is set up in a "regular class room" like setting. The desks are in rows with space between students so concentration can be maintained. Much of this class will be conducted in on the job setting outside of the regular classroom.</i></p>	<ul style="list-style-type: none"> ● Update daily journal to include but not be limited to: <ul style="list-style-type: none"> - Likes and dislikes - Tasks performed - Conflict resolution - Stuff learned - Reflection - Concerns and question ● Give weekly verbal updates to the instructor indicating: <ul style="list-style-type: none"> - Learning achieved - Time worked - Employment concerns - Job satisfaction - Your wish list - Perceived job performance

		<ul style="list-style-type: none"> • Create short and long term SMART goals that will help the student achieve their career goal. • Create and Compile a portfolio containing the following documents: • Provide for improvement for next year’s class through the following avenues: <ul style="list-style-type: none"> - Serve a mentor - Provide feedback - Make suggestions for improvement - Fill our evaluation form • Update journal on a daily basis.
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>There is no prior knowledge needed for this class.</i></p>	<ul style="list-style-type: none"> • Personality • Aptitude • Personal preferences • Employability skills • Soft skills • Resume • Cover letter • Transcript • Performance review 	<ul style="list-style-type: none"> • Weekly student conferences • Weekly conferences with employers • Weekly journal checks • Participation in class activities and discussions
<p><u>Relevance:</u></p> <p>Employer and employee feedback will help a worker to achieve their employment goals.</p>	<p><u>Examples:</u></p> <p>The examples will vary depending if the students live in Corsica, Stickney or in which surrounding area.</p>	<p><u>Materials Needed:</u></p> <ul style="list-style-type: none"> • Computer. • Internet • Miscellaneous classroom supplies

Reflection:

This being a new class for me is very important to keep communication open with the students as well as the business participants. Listen to their input to make for a stronger program in the future.

Essential Questions:

- Do I still want to do this?
- What is the best method for me to get the training I need to achieve my goals?
- Am I on track?
- What did I learn from this experience?