# Statewide Manufacturing Curriculum
## Career Development Module

**Students will:**

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

**Students will:**

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

**Students will:**

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

<table>
<thead>
<tr>
<th>Students will:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OUTCOMES</strong></td>
<td><strong>CONTENT</strong></td>
</tr>
<tr>
<td>10. Create a job, write interview questions for the job, role-play an interview, evaluate peer interviews</td>
<td>Mock interview: practice interviewing skills</td>
</tr>
<tr>
<td>11. Write and practice asking questions during an interview</td>
<td>Interview: asking questions</td>
</tr>
<tr>
<td>12. Write a thank you letter and complete a follow-up phone call after the interview</td>
<td>Interview follow-up: thank you letter and phone call</td>
</tr>
</tbody>
</table>

---

4
## Statewide Manufacturing Curriculum
### Career Development Module

**Students will:**

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

**Students will:**

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

**Students will:**

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

**Students will:**

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