

Lesson Plan: Lifelong Portfolio 5—A Career Portfolio Case Study

Core www.cfnc.org Area:

Lifelong Portfolio

Total Time:

One to two 55-60 minute class periods

Target Grades:

Grades 9-12

Suggested Timeline:

Close to the beginning of the school year

ASCA Correlation

(Which of the ASCA Standards does this lesson address?)

A-A	A-B	A-C	C-A	C-B	C-C	PS-A	PS-B	PS-C
		X	X	X	X	X	X	

Lesson Objectives

Students will be able to:

1. Identify items that could be included in www.cfnc.org as part of a career portfolio based upon information about a student in a case study.
2. Determine what knowledge or transferable skills the student could have acquired based upon the portfolio items as “evidence”.
3. Explain the relationship between career portfolio items as evidence of learning opportunities to acquire transferable skills.

Materials Needed

- A www.cfnc.org Portfolio with sample items attached
- *Optional – original items that were scanned and attached to the www.cfnc.org Portfolio*
- A copy of the **Career Portfolio Case Study** Worksheet for each student

Advance Preparation

Have available a variety of items that could be included in a personal or career portfolio. (Review Lifelong Portfolio Lessons 1 and 2 and the activities for those lessons for ideas of items that could be included in an overall personal portfolio.)

Scan or take a digital photo of several of the items that you would include in your own portfolio and attach them to the www.cfnc.org Portfolio that you use for demonstrations. Attach items in the Portfolio section titled Your Profile.

Review the worksheet activity and anticipate what students might include as they complete the worksheet. Write notes on the worksheet of things you would want to include in your discussion.

Review basic terms related to Lifelong Portfolio project lessons:

Personal portfolio = is any collection of items that conveys information about you and is stored to be used as a personal record of your life. (This Lifelong Portfolio lesson focuses on further study of overall personal portfolios.)

Career portfolio = is a collection of items that demonstrate your career awareness, your skills and abilities, and your achievements.



www.cfnc.org portfolio= an electronic (web-based) portfolio where you can store items that relate to your personal, career, and academic life. All items from both your personal and career portfolio can be stored here.

Review **transferable skills** acquired in day-to-day activities/events and beneficial to be successful in life and work:

- People Skills = ability to get along with others
- Teamwork Skills = ability to work as part of a group
- Communication Skills = ability to speak, listen, read, and write
- Ethics Skills = ability to make the right decisions
- Technology Skills = ability to use machines such as computers
- Problem-Solving Skills = ability to figure things out
- Flexibility Skills = ability to adapt and change as needed
- Decision Making and Planning Skills = ability to make choices and think ahead
- Leadership Skills = ability to guide others in a positive way

Time required for advance preparation depends on availability of portfolio items. Total time could require one to two hours.

Activator (Typically 5-10 minutes)

Show students the items collected to show as personal portfolio examples. If possible, share these items by using a data projector to display the items from your www.cfnc.org Portfolio. If no projector is available, share the hard copies of your items and explain that they are stored in your www.cfnc.org Portfolio. Explain the benefits of storing your documents in www.cfnc.org (increased accessibility, improved organization, easier to share with others, etc.)

Describe how each item is “evidence” of something that you learned about yourself. For example, one item in your box might be a school report card. Explain that you developed Communication Skills in your Language Arts class and that the grade that you earned is evidence of your skill development.

Tell the students that this lesson will focus on learning more about the personal portfolio by learning about one high school student named Katie.

Core Learning Strategies/Lesson Activities (Typically 30-40 minutes)

(How will you facilitate the learning of knowledge/skills using adult learning strategies? How will you provide for skill practice? How will you differentiate learning, as appropriate, for different roles, skill levels, and experience?)

Session #	Step #	Responsibility	Action Steps
1	1	School counselor	<ul style="list-style-type: none"> • Focus on today’s work: <ol style="list-style-type: none"> 1. Distributes the Career Portfolio Case Study Worksheet 2. Ask students to completes Part I and Part II of the worksheet
	2	Student	<ul style="list-style-type: none"> • Completes Parts I and II of the worksheet



Session #	Step #	Responsibility	Action Steps
	3	Counselor	<ul style="list-style-type: none"> Assists students with the worksheet as needed When Parts I and II are complete, asks a volunteer to read the case study from Part III aloud
	4	Student	<ul style="list-style-type: none"> A student volunteer reads the case study aloud
	5	Counselor	<ul style="list-style-type: none"> Ask students to reflect on the following questions in a brief group discussion: <ul style="list-style-type: none"> <i>Does Katie sound like someone you know?</i> <i>Does she sound like someone you would like to meet or with whom you would be friends?</i> <i>Based on what we read about her, what else might she like to do if he lived where we live?</i> Asks students to complete Part III of the worksheet
	6	Student	<ul style="list-style-type: none"> Completes Parts III and IV of the worksheet
	7	Counselor	<ul style="list-style-type: none"> Assists students with worksheet, as needed When students are finished with the worksheet, asks students to sign in to their www.cfnc.org Account and then complete the reflection question in their Portfolio Journal.
	8	Student	<ul style="list-style-type: none"> Completes reflection question, "What are some activities that you have participated in that have helped you to acquire Transferable Skills? What 'evidence' can you store in your Portfolio to demonstrate this?" in the <i>Your Journal</i> section of the <i>Your Portfolio</i> tab of www.cfnc.org (This question is also located on the student worksheet)
	9	Student	<ul style="list-style-type: none"> Saves the worksheet in a paper portfolio or attaches an electronic copy to their www.cfnc.org Portfolio

(chart from RI School Counselor Association's Toolkits, found at www.rischoolcounselor.org)

Summarizer/Informal Assessment (Typically 5-10 minutes)



1. Students complete the reflection question in the www.cfnc.org Portfolio Journal.
2. Students discuss the following question, “*At the beginning of the case study, the text said that Katie was thinking of some type of post secondary training related to ‘something in the Health Science career cluster’. What ideas would you suggest she consider based upon what was stated in the case study?*” and “*What other Career Cluster or Clusters do you think that Katie would fit into based on what we have read about her?*”
3. Students discuss whether they feel that Katie will be successful in her life beyond high school.

Follow-Up

Students can complete the *Transferable Skills Checklist* in www.cfnc.org to learn about their own transferable skills in more detail.

Opportunities for additional learning could include the lessons provided related to Lifelong Portfolio project lessons—specifically the previous two lessons and the subsequent lesson related to further study of an overall personal portfolio and the personal career portfolio.

If the additional Lifelong Portfolio project lessons will not be used, encourage students to visit with their parents/guardians and/or school counselor about building a career portfolio.



Student Name: _____

1. **Directions:** Your friend has told you that he has applied for a job, and the employer has asked to see your friend's career portfolio. Your friend has never heard of that term before. Do your best in explaining what you would tell you friend about a **career portfolio** in the space below.

2. **Directions:** Below is a list of skills that are considered important to be successful in today's world of work. Describe how you have demonstrated each of the skills below and list at least one item that you could store in your Career Portfolio as evidence of that skill.

People Skills

Teamwork Skills

Communication Skills

Ethics Skills

Technology Skills

Problem-Solving Skills

Flexibility Skills

Decision Making/ Planning Skills

Leadership Skills

3. **Directions:** Read the case study below. Underline any items that Katie could store in her career portfolio. Also underline any activities that might generate items that could be stored in the portfolio.

What Do You Think Katie Would Include in her Personal Career Portfolio?

Katie is an 18-year-old high school student who lives in rural North Dakota. She has visited with her parents about the fact that she is thinking of some type of post-secondary training related to something in the Health Science career cluster. She has heard the Health Science career cluster is one that will grow in terms of jobs needed in the future, and she knows she would like a career that would provide her job security. Although Katie enjoys living in rural North Dakota, she would like to someday live in an urban area.

Katie enjoys many hobbies including writing, reading, and horse-back riding. To earn spending money, she babysits for several neighbors, and she started her own lawn care business called Katie's Lawn Care. Her clients include 10 businesses in her hometown. She has compiled a list of references including one of the main families that she babysits for, two of her clients who she does lawn care for, and one of her



teachers. When she applied for a scholarship recently, she asked each to write letters of reference for her as part of the scholarship application process.

At home she is responsible for providing care for her younger siblings when needed, and for taking care of their three family horses. When their family veterinarian visits semi-annually to check on the horses, she enjoys watching, taking part in help her, and asking questions about her job. She looks forward to going on to post-secondary training soon, but she will miss her younger siblings because she is the one they go to if they need help with homework or have problems with friends.

Katie does well in high school. She is a member of National Honor Society and has maintained a 3.95 grade point average all through high school. She was recently named Academic Student of the Month at her school and has been on the "A" Honor Roll since 6th grade. Her favorite classes are English, Literature, Creative Writing, and Science. She has also taken as many classes in the Medical Careers area that she has been able to, and she recently earned her CNA (Certified Nursing Assistant) certificate.

Katie also started playing soccer as part of the local summer activities program in her hometown. Every summer and during the school year, she has actively participated and was named team captain both her junior and senior years in high school. She has "lettered" in soccer from her freshmen through her senior year of playing soccer. During this school year (her senior year) she is also the high schools boy's soccer team trainer and is responsible for wrapping the team members' ankles before practice and games. She is also responsible for managing all the team equipment for both home and away games. After each game she is trusted with a key to put away all the equipment.

Katie hopes that her assignment in her Life Skills and Career Planning class will help her make more decisions about her future career. She is to create a career portfolio and has an assignment sheet with a list of steps she is to follow to complete the assignment.

- 4. **Directions:** Find examples of items Katie could include in her career portfolio, and write them on the lines below. Next, elaborate on what skill or skills could be learned from the event or activity from which the portfolio item stems. (The first one is completed for you as an example.)

Katie's Portfolio Item: **an example of her writing from her Creative Writing class**
What could be learned? What kind of transferable skill or skills could be attained? (Explain.)
Katie's writing assignment in her Creative Writing class would show that she has improved her communication skills. If she were interested in a career that required a lot of writing, she could organize a section of her personal career portfolio to include a variety of examples of her writing.

Katie's Portfolio Item: _____
What could be learned? What kind of transferable skill or skills could be attained? (Explain.)



Katie's Portfolio Item: _____

What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

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Katie's Portfolio Item: _____

What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

Katie's Portfolio Item: _____

What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

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