

Work-Based Learning & Mentoring

Work-Based Learning & Mentoring

Lesson Plans

Lesson Plans focus on career development competencies in areas of self-knowledge and career planning, occupational and education exploration, and job search. Each Lesson Plan contains five sections that correspond with the National Career Development Guidelines, as well as links to career-based articles. Lesson plans are specifically designed to assist career professionals with students and clients in the career exploration process.

The five sections are broken down into:

1. **Focus & Review** ~ states the focus of the lesson plan and highlights the review process.
2. **Statement of Objectives** ~ states the objectives the participant is to learn.
3. **Teacher Input** ~ outlines ways to instruct participants in completing the activity.
4. **Guided Practice** ~ highlights discussion points for groups.
5. **Closure** ~ states suggestions for completion of activity.



In some instances, **Technology Connections** are provided. These connections are just one more way for facilitators to link new technology to the lesson plan. Just look for the technology icon!

Activities & Worksheets

Worksheets are pre-made career development activities for students and clients to further explore careers and interests. Activity answers will vary depending on participants' self assessments and answers to questions about individual interests.

By completing activities, participants are actively engaged in seeking out career resources. This assists in better acquainting individuals with the tools and resources available to them.



This logo represents *MnCareers*-produced activities. Please feel free to adapt these exercises according to your needs.

LESSON PLAN: INDUSTRY VISITS

ARTICLES: Skills Scavenger Hunt, Worksheet #16, page 72
Work-based learning articles about Job Shadowing, Work-site visits, Apprenticeships, Career-Mentoring, Tech Prep, etc. (*MnCareers Facilitator Guide* pgs. 187-197).

1. FOCUS AND REVIEW

- Work-based learning offers the opportunity for students and teachers to increase their understanding of careers and the work place and to enhance the curriculum. Industry visits can take the form of field trips, job shadowing, internships, apprenticeships or other options.

2. STATEMENT OF OBJECTIVES

- Students will identify industries in the region.
- Students will observe career professionals in the workplace.
- Students will gather information about career expectations.

3. TEACHER INPUT

- Assist students in researching an industry and identifying careers (see "Worksite Field Trips," pg. 192).
- Review information about the industry.
- Identify connections to the curriculum.
- Review visitation processes.

4. GUIDED PRACTICE

- Have students research local industries and research careers within the industry you are going to visit.
- Using *MnCareers*, identify information about careers in a specific industry cluster.
- Have students complete the Skills Scavenger Hunt, Worksheet #16.

5. CLOSURE

- Have students write thank you letters.



Technology Connection:

- Using the Internet, visit the ISEEK Web site (www.iseek.org) to learn more about industries and to research careers before the visit.
- Use a word processing program to complete thank you letters.

Adapted from
Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET #47: MINNESOTA LABOR LAWS, TEST OF KNOWLEDGE



Below is an activity to test your knowledge of Minnesota's labor laws. Use *MnCareers* and the Department of Labor and Industry's Web site (www.doli.state.mn.us/laborlaw.html). Answers can be found on page 251-252.

1. Joe was fired from his job without explanation. What must he do in order to obtain the reasons for the termination?
 - A. Joe must call Human Resources and ask for the reasons.
 - B. Joe must write the company within five days of termination requesting the reason and the company then has five days to write back.
 - C. Joe must write to the company within 15 working days requesting the reason for termination. The company then has 10 working days to respond.
 - D. Due to privacy laws, the employer is not required to give a reason.
 - E. None of the above.

2. Marilyn thinks there might be something in her personnel records preventing her from getting a promotion. Can Marilyn get a copy of the contents?
 - A. No, the personnel record is the property of the employer.
 - B. Yes, Marilyn need only request a copy of it.
 - C. Yes, Marilyn can make a written request once every six months or one time within a year of termination of employment. Marilyn must pay for the copy.
 - D. Yes, Marilyn may make a written request once every six months or one time within a year of termination of employment. The employer must pay for the copy.
 - E. Yes, Marilyn can make a written request once a year or on the final day of employment. Marilyn pays for the copy.

3. Christine is a clerical worker who performs typing and filing for her company and is paid a salary. Her boss, Tom, told her that he is paying her salary so he does not have to pay overtime. Christine works 50 hours a week, but is not compensated. What recourse, if any, does she have?
 - A. None, overtime is only paid to hourly employees.
 - B. Christine is entitled to overtime, but it depends on the size of the company to determine how much she is owed.
 - C. Christine can file a complaint with the Department of Labor or Minnesota Dept. of Labor and Industry.
 - D. Christine is entitled to overtime, but salaried employees do not earn overtime until they work more than 50 hours a week.
 - E. Both B and C.

4. Jennifer is a server at a local café. Yesterday, she dropped a tray of dishes on the way to the kitchen. Her supervisor, Carol, told Jennifer she will be taking the cost out of her paycheck. What are Jennifer's options?
 - A. Jennifer can't do anything. Destruction of employer property can be deducted.
 - B. Jennifer can demand her entire pay, unless Carol has written authorization from her after the dishes were broken to deduct the amount.
 - C. Jennifer should look for work in a local library since books are not breakable.
 - D. Jennifer can request that only 50 percent of the actual value be deducted.

WORKSHEET #47, CONTINUED

5. Under Minnesota Law, what is the minimum wage employers must pay?
- A. \$4.90
 - B. \$6.15
 - C. \$7.00
 - D. \$5.25
 - E. A, B, and D are correct.
 - F. None of the above.
6. Which of the following statements are true about what rest breaks an employer must offer you?
- A. Breaks are not required.
 - B. Breaks are only required if you work more than eight hours a day.
 - C. In an eight hour day, a 15-minute break in the morning and afternoon, plus 30 minutes for lunch are required.
 - D. For every four hours of work, an employee must be allowed to use the restroom. If they work eight consecutive hours, they must be given sufficient time to eat a meal.
7. John was fired from his job. When can he expect to receive his final pay?
- A. Within 24 hours.
 - B. Within one week.
 - C. By the next regular payday, unless John demands it sooner. If he demands it, the employer must pay him within 24 hours of the demand.
 - D. By the next regular payday.
8. Stephanie is 17 years old and still in high school. She would like to work at Marty's Bar & Grille. She wants to apply to be a hostess, because the pay is more, but will have to help servers deliver alcoholic beverages. She does not know if this is a problem. Can Stephanie work at Marty's?
- A. Stephanie can work under any conditions as long as she does not violate the hours restrictions.
 - B. Stephanie cannot work there because they serve liquor.
 - C. Stephanie cannot work in rooms where liquor is served, but can be a dishwasher at Marty's.
 - D. Stephanie can work as a hostess, but may not serve alcohol.

WORKSHEET #48: SOFT SKILLS IN THE WORKPLACE

Below is a short, multiple choice exercise to generate discussion about soft skills and how to apply them in the workplace. The questions are designed to make students think about the best way to handle each situation. Answers can be found on pages 253-254.

- 1. You are due at work at 2:00pm. You're across town and running late. You know you won't make it to work before 2:15. What should you do?**
 - a) Call your supervisor and tell him/her you're going to be about 15 minutes late.
 - b) Don't waste time calling — just hurry up and get to work as soon as possible so you won't be more late.
 - c) Do nothing — the rule of thumb is to call if you're going to be *more* than 15 minutes late.

- 2. You're overwhelmed at work. Yesterday, your boss gave you a big job to finish within two days. A few minutes ago, the company owner asked you to help on a project later that day. Meanwhile, a co-worker has asked you for your help on planning a birthday party for another employee. You know you can't get everything done in time. What should you do?**
 - a) Start looking for another job — companies that pile on too much work on their employees have unrealistic expectations about worker performance.
 - b) Talk to your boss. Communicate the demands on your time and ask if he/she can help you prioritize what needs to be done.
 - c) Do the company owner's job first, your boss' second and politely decline to help you co-worker: Birthday parties are inappropriate in the workplace.
 - d) Do the task in the order they were given to you.

- 3. You discover that some money is missing from your desk. Two of your coworkers told you that they noticed another co-worker poking around in your office while you weren't there. What's the best thing to do in this situation?**
 - a) Go directly to that person and ask whether or not he/she took your money.
 - b) Say nothing to that person, but confidentially tell your boss who took your money so that he can reprimand the culprit.
 - c) Report the theft (without mentioning names) to a security guard or supervisor and lock your desk or keep your money elsewhere from now on.

- 4. Your supervisor has given you a small but very important task and you're not sure how to complete it. You know that another one of your co-workers has done this task before. What should you do?**
 - a) Do the task to the best of your ability without asking for help — employers appreciate employees who don't need a lot of guidance.
 - b) Trade job duties — ask your co-worker to complete your task in exchange for you completing one of his.
 - c) Ask your supervisor how she/he would like you to complete the task.
 - d) Ask your coworker how he has completed the task in the past.

- 5. You and a coworker have completed a project together. You each did about half the work. Your boss came and thanked you for your work, without ever mentioning your coworker's name or saying she knew your coworker was involved. Which of the following is the best thing to do?**
 - a) Give your coworker most or all of the credit — it's unprofessional to take individual credit for a group project.
 - b) Don't mention your coworker — it's unprofessional to correct your boss.
 - c) Thank your boss for her praise and acknowledge that the project was a combined effort between you and your coworker.

Adapted from
Louisiana Career Gear 2003/2004 Instructor's Guide
[Louisiana Works, Department of Labor]

ACTIVITY #49: EXPLORING APPRENTICESHIP

Below is an activity to explore one of the post-high school options found in *MnCareers*: apprenticeship training. You can utilize *MnCareers*, the Department of Labor and Industry's Web site (www.doli.state.mn.us/appr.html) or ISEEK (www.iseek.org) to help complete this activity. Answers can be found on page 255.

1. What are the two main components of apprenticeship training? How long does each part typically last?

2. How does an employer benefit from hiring you as an apprentice?

3. List three benefits of becoming an apprentice.

4. Find three other sources of information about apprenticeship training. For each source you find, briefly describe the information provided.
(Use the Internet, library, career resource room, school counselor, etc. for help.)

ACTIVITY #49, CONTINUED

5. Find two occupations that normally require apprenticeship training. Give the occupational description, wage ranges and employment figures for each occupation.

6. Compare the two occupations you listed above with two occupations you have identified as interesting to you in previous activities. How do they compare? (For example: Are they the same type of occupation? Compare each on wages, education and training requirements, job outlook, etc.) Would you consider an occupation requiring apprenticeship training after high school?

7. What have you learned about apprenticeship training that you didn't know before?

8. If you were explaining the benefits of apprenticeship training to another classmate, what would you describe as the **most important** benefit to students?

WORKSHEET #50: AM I AN ENTREPRENEUR?

Directions: Test your entrepreneurial potential by circling the letter of the phrase that best describes you.

1. Are you a self-starter?

- a. I do things my own way. Nobody has to tell me to get going.
- b. If someone gets me started, I keep going all right.
- c. Easy does it, I don't put myself out until I have to.

2. How do you feel about other people?

- a. I like people. I can get along with just about anybody.
- b. I have plenty of friends — I don't need anyone else.
- c. Most people bug me.

3. Can you lead others?

- a. I can get most people to go along when I start something.
- b. I can give the orders if someone tells me what we should do.
- c. I let someone else get things moving. Then I go along if I feel like it.

4. Can you take responsibility?

- a. I like to take charge of things and see them through.
- b. I'll take over if I have to, but I'd rather let someone else be responsible.
- c. There's always some eager beaver around wanting to show how smart he is. I say let him.

5. Are you a good organizer?

- a. I like to have a plan before I start. I'm the one to plan things when the gang wants to do something.
- b. I do all right unless things get goofed up. Then I cop out.
- c. I get all set and then something comes along and ruins the plan. So I just take things as they come.

6. Are you a good worker?

- a. I can keep going as long as I need to. I don't mind working hard for something I want.
- b. I'll work hard for a while, but when I've had enough, that's it, man!
- c. I can't see that hard work gets you anywhere.

WORKSHEET #50, CONTINUED

7. Can you make decisions?

- a. I can make up my mind in a hurry if I have to. It usually turns out OK, too.
- b. I can if I have enough time. If I have to be quick, later I think I should've decided differently.
- c. I don't like to be the one who has to decide things. I'd probably blow it.

8. Can people trust what you say?

- a. You bet they can. I don't say things I don't mean.
- b. I try to be on the level most of the time, but sometimes I just say what's easiest.
- c. Why worry if the other person doesn't know the difference?

9. Can you stick with it?

- a. If I make up my mind to do something, I don't let anything stop me.
- b. I usually finish what I start — if it doesn't get fouled up.
- c. If it doesn't start off right, I lose interest. Why beat your brains out?

10. How good is your health?

- a. I never run down.
- b. I have enough energy for most things I do.
- c. I run out of gas sooner than most of my friends.

Tally your answers.

If you circled mostly "A" responses, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. You'd better find a business partner who is strong in your weak areas. If most of your responses were "C," even having a business partner is not likely to help you enjoy being an entrepreneur.

Adapted from
Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition
[State Occupational Information Coordinating Committee]