

Integrating Career Awareness in the ABE & ESOL Classroom Curriculum Guide

Getting started

The Integrating Career Awareness in the ABE and ESOL Classroom Curriculum Guide (ICA) can be downloaded from the System for Adult Basic Education Support (SABES) website at the following link: <http://www.collegetransition.org/docs/ICAcurriculumguide.pdf>

This guide is designed for teachers and counselors/case managers to use with students in a classroom or one-on-one setting. This resource guide introduces teachers and counselors to the content of the ICA and explores strategies to implement the content. After reading the guide and becoming familiar with it, consider the following questions for using the content to support career awareness in your program.

Guiding questions

- The ICA guide is presented in four sections – cultural context of career awareness, self-exploration, occupational exploration and career planning skills. How will adult education students benefit from career awareness?
- How does this content relate to your learners' goals and needs?
- How can you use the ICA guide to create a scope and sequence of activities for integrating career awareness in classes and one-on-one sessions?
- What is some of the background knowledge your students will need before you introduce the material?
- Why is the order of the content important?
- How can you connect the content of the ICA guide to the College and Career Readiness Standards?
- What outcomes are you expecting students to have after introducing this material?
- How can students demonstrate that they understand the content?
- What products could be created or what data could be collected by students and teachers to show that they understand this information?

Opening activity

Ask all participants to read pages 12 and 13 – ***How to Use This Guide***.

- What are the three components of the Career Planning Model?
- How can you use the Career and Education Plan with your students?
- How can you use the Lesson Planning Template?

Discussion topics and activities

Within Section 1 – **The Cultural Context for Career Awareness:**

Section 1 sets the stage for career awareness activities. The lessons are designed to get students thinking about their personal experiences, what they like to do, what they are good at and how their families and friends may influence their choices. There are five lessons in Section 1.

- Introduce participants to the Lesson Planning Template on page 188 to provide a framework for planning ICA content.
- Ask participants to review the five lessons in Section 1 and discuss lessons they would like to try in their classroom.
- How do you think your students will react to the content of Section 1?

Within Section 2 – **The Self Exploration Process:**

In Section 2, students learn about the career planning process, explore their hopes and dreams, learn about setting goals and what they like doing. There are 12 lessons in Section 2.

- Ask participants to review the 12 lessons in Section 2.
- Ask the participants to select lessons they would like to try in their class.
- Ask participants to use the Lesson Planning Template as a curricular scope and sequence planning tool for career awareness and begin to identify lessons from Sections 1 & 2 that they will try in their class. Participants should think about the total number of hours they have and how many hours they will dedicate to career awareness.
- Ask participants to consider how these lessons will develop reading, writing, math and language skills.

Within Section 3 – **Occupational Exploration:**

In Section 3, students will take the information they learned in the self-exploration process and select occupations to explore. Students will learn how to use the internet to learn about jobs and labor market trends. They will learn about career ladders and how to get the most out of job fairs. There are 6 lessons in Section 3.

- Ask participants to review the 6 lessons in Section 3.
- Ask participants to select lessons they would like to try in their class.
- Ask participants to complete Section 3 in their Lesson Planning Template.
- Ask participants to consider how to collaborate with workforce development partners as they introduce students to career awareness content.

Within Section 4 – **Career Planning Skills:**

Section 4 is the largest section of the ICA Curriculum Guide with 24 lessons. The focus of Section 4 is career planning. There are lessons on being realistic, financial planning, goal setting, problem solving and identifying supports and barriers. Also included are several lessons on preparing for postsecondary education. In fact, this is an excellent resource for students who have the goal of postsecondary education.

- Ask participants to review the 24 lessons in Section 4.
- Ask participants to consider which lessons apply to students who will go directly into a job.
- Ask participants to consider how they would use the lessons related to postsecondary education goals or interests of their students.
- Ask participants to complete their curricular scope and sequence by selecting content from Section 4.
- Ask participants to expand their ideas for collaboration by identifying specific workforce development partners who could help.

Plans for career awareness integration and implementation

The College and Career Readiness Standards can be found at <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>. How can you use Integrating Career Awareness to teach the skills and competencies addressed in the Career and College Readiness Standards?

Reading Standards

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) (Pimentel, 2013)

Writing Standards

CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outline by Standard 10.) (Pimentel, 2013)

Ask the questions:

- What skills could be taught or assessed using this guide?
- How can you connect these skills to the skills performed on the various jobs of interest to students?
- How are these skills transferrable to other jobs in a career pathway?
- How are these skills transferrable to all jobs?

Reflection/discussion for follow-up

Giving feedback is an important skill for teachers who are teaching career awareness content. Practice giving feedback to each other by asking participants to work in pairs and give each other feedback about their Lesson Planning Templates.

References

Oesch, M. & Bower, C. (n.d.). Integrating career awareness in the ABE & ESOL classroom curriculum guide. Retrieved from <http://www.sabes.org/workforce/integrating-career-awareness.pdf>

Pimentel, S. (2013). Career and college readiness standards for adult education. Retrieved from <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>