



## **Procedures**

### **Part One—(30 minutes plus homework assignment)**

- This activity deepens students' understanding of the US naturalization laws by having them apply the "proof of character" requirement to themselves.
- Open discussion with a review of the basic elements of the naturalization laws.
- Focus discussion on the "proof of character" requirement. What is "character"? What personal qualities and characteristics do we look for in a US citizen? How would someone demonstrate that they have those qualities?
- Brainstorm a list of the character qualities and write on board.
- Give students the homework assignment. Tell students they are to write a short composition explaining the "proof of character" requirement. They will also identify at least 3 positive personal characteristics of their own with examples of how they demonstrate those characteristics to establish their own "proof of character."

### **Part Two—Career Development Connections (30 minutes)**

- Have students briefly discuss their "proof of character" compositions.
- Give students a copy of the *Skills for a Lifetime* handout and review it.
- Explain that the skills and personal qualities listed are those that employers value in all employees. How are they similar to what is needed to demonstrate "proof of character"? In effect, employers are looking for "good citizens" on the job.
- Brainstorm ways that students can build their portfolio of positive personal qualities so they will be able to easily demonstrate those qualities in a job interview and on a resume.
- Remind students that each of us is unique and has special abilities, skills, and qualities. Point out that these qualities are what make us successful in our personal lives, in our relationships with others, in school, and at work.
- Optional: The student's composition can serve as an artifact in a career portfolio.

## **Crosswalks**

### **SC Career Guidance Standard/Competency**

Learning to Work Standard 1. Students will understand the relationship among personal qualities, education and training, and the world of work.

Competency 1.1. Demonstrate a positive attitude towards self.

### **Key Employability Skills**

Communication Skills—Writing

Creative Thinking—Generates new ideas

Self-Esteem—Believes in self, has positive view of self

## ► SKILLS FOR A LIFETIME ◀

<b>Foundation Skills—Basic Academics</b>	
Reading	Understands written materials
Writing	Communicates thoughts, ideas, and information through writing
Arithmetic/Mathematics	Performs basic computations and chooses appropriate mathematical techniques to solve problems
Listening	Interprets and responds to verbal messages and cues
Speaking	Organizes ideas and communicates orally
<b>Foundation Skills—Thinking Skills</b>	
Creative Thinking	Generates new ideas, tries new things
Problem Solving	Defines, understands, and solves a problem
Decision Making	Specifies a goal, gathers information, identifies alternatives, considers risks, chooses best alternative
Seeing Things in the Mind’s Eye	Creates a mental picture from information
Knowing How to Learn	Asks questions, uses resources, researches information
Reasoning	Understands the relationship between things and uses that knowledge to solve a problem
<b>Foundation Skills—Personal Qualities</b>	
Responsibility	Completes tasks on time, has materials ready, is dependable
Self -Esteem	Believes in self, has positive view of self
Sociability	Meets new people, is friendly, is polite
Self Management	Sets priorities and goals, controls behavior and attitude
Integrity/Honesty	Makes ethical choices
<b>Workplace Know—How Skills</b>	
Managing Resources	Managing time, money, materials, and being organized
Interpersonal-Teamwork	Contributes to group effort, cooperates
Interpersonal-Teaches Others	Helps others to learn new skills
Interpersonal-Serves Customers	Works to satisfy customers
Interpersonal-Leadership	Persuades and convinces others, plans to achieve goals
Interpersonal-Negotiates	Works towards agreements with others
Interpersonal-Diversity	Works well with others different than self, sees other’s point of view
Information	Obtains, evaluates, organizes, interprets, and communicates information
Technology	Using computers and other technology to process and convey information
Understanding Systems	Knowing how social, organizational, and technology systems work

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