



## South Carolina Academic/Career Development Integration Activity (DRAFT)

**Title** I Have Employability Skills (ELA-4)\*  
**Subject** English 3 **Grade Level(s)** 11

**SC Content Standard** – Writing Goal. The student will write for different audiences and purposes. W1. The student will apply a process approach to writing.

E3-W1.3. Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.

### **National Career Development Guidelines Goal/Indicator**

Personal Social Development GOAL PS1. Develop understanding of yourself to build and maintain a positive self-concept.

Indicator PS1. A2. Demonstrate use of your abilities, strengths, skills, and talents.

Indicator PS1. A3. Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

### **Career Development Objectives**

1. Students will document use of their abilities, strengths, skills, and talents.
2. Students will give examples of when they demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

**Assessment** 1. Students will write an extended response around the central idea, *I Have Employability Skills*, using relevant supporting details that document their skills.

### **Preparation**

- Prior Learning—Writing process instruction
- Handouts/Worksheets—*Skills for a Lifetime* handout, *Feeling Good...* worksheet
- Resources/Materials—writing materials
- Time Required—45 minutes to introduce the activity, 30 minutes for students to share their compositions, and home assignment (write composition)

## **Procedures**

### **Part One (45 minutes)**

- This activity expands students' awareness of the employability skills they now have.
- Tell students they will write an extended response around the central idea, *I Have Employability Skills*, using relevant supporting details that document their skills.
- Open discussion with how each of us is unique and has special abilities, skills, and personal qualities. Point out that these personal qualities are what make us successful in our personal lives and relationships with others and are key to getting a job. They are our employability skills.
- Invite students to start identifying their skills by remembering something they did that they feel really good about. It could be something from school, sports, friends, family, hobbies, volunteer work...anything at all.
- Give students the *Feeling Good* worksheet. Tell them to jot down their ideas, doodle, draw, whatever...to get their ideas flowing. They are to complete two *I feel good about...* stories.
- Use the *Skills for a Lifetime* handout to review with students the skills and personal qualities employers look for in all workers.
- Have students partner with another student, share their stories, and identify the employability skills demonstrated in each other's stories.
- Homework: Have students write their composition. Tell them to be sure to include at least three employability skills.

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

- Have students discuss the employability skills they identified in their compositions. What can they do now to continue to develop their employability skills?
- Optional: Include the, *I Have Employability Skills*, composition in the student's career portfolio.

## **Crosswalks**

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

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

Competency 1.3. Demonstrate an awareness of personal abilities, skills, interests, and motivations.

### **Key Employability Skills**

Communication Skills—Writing

Creative Thinking—Generates new ideas

Self-Esteem—Believes in own self-worth and maintains a positive view of self

\* Adapted from *Career Development Tool Kit*, Linda Kobylarz & Associates, 2001. Used with permission.

## *I Feel Good About...*

**Directions:** In each of the boxes below, write about something you did that you feel really good about. It could be something from school, sports, friends, family, hobbies, volunteer work...anything at all. Jot down your ideas, doodle, draw, whatever...to get the ideas flowing.

I feel good about...	I feel good about...
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# ► SKILLS FOR A LIFETIME ◀

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

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