

# CUNY CareerKit for HSE & ESL Learners

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# Overview

- Designed to support Literacy Programming
- Presents a range of activities and resources
- Foundation in labor market data
- Intended for Teachers
- Adaptable
- Structure

# Language & Literacy Skills

- Reading & Analyzing graphs
- Reading of various texts w/discussion
- Annotating texts
- Navigating websites & web-based research
- Note-taking & discussion of video interviews
- Paraphrasing & Inferring
- Drafting & revising essays
- Peer editing essays
- Predicting, skimming & scanning
- Pair & group work
- Group presentations
- Vocabulary practice

# Labor Vocabulary Lesson:

- Learn and practice using terms common to the discussion of careers
- To lay groundwork for future research, reading & discussions

# Labor Terminology:

- **Industry** – a group of organizations that do the same type of work
- **Occupation** – a group of jobs that involve doing the same type of activities
- **Profession** – a group of jobs that requires advanced degrees and qualifications
- **Job** – a paid position with a particular
- **Employment** – relationship between an employer and an employee in which the employee is paid to do work for the employer
- **Career** – one job or a series of related jobs that a person has over a period of several years
- **Labor force** – United States labor force refers to all the people in this country who are 16 years of age or older who are able to work, working or looking for work. Labor force can also mean all of the people who work for a particular employer or in a specific city

# Job Losses and Gains

- Industry – a collection of related jobs
- What does it mean that an industry is growing?
- What does it mean that an industry is shrinking?
- What would you predict for New York City in 2014:
  - What 3 industries increased?
  - What 3 industries decreased?
  - What 3 industries remained the same?

# Earnings & Educational Attainment

- People with more education usually earn more money than those with less education.
- People with high school or HSE diplomas usually earn the same amount of money as people without diplomas. What you really need is a degree
- People with only high school or equivalent diplomas will never earn \$1 million
- Since I didn't earn my diploma in high school when it was free, I am going to have to spend a lot of money going to school as an adult

# My Work History

- What was your first job?
- What job did you have after that? And after that?
- What did you like about it/them?
- What didn't you like about it/them?
- Did you ever have a supervisor you thought was especially effective or supportive? What made him/her so?
- What did you learn about yourself in that job?
- What did you learn about careers in that job?
- When you left that job, what kind of job did you want next?
- Were you prepared for the responsibilities of that job? If no, what did you do to prepare yourself?
- What did you learn applying for a job?
- What did you learn about interviewing for a job? How did you learn it?

# Rebecca's Story

- Why did Rebecca write a letter to her students?
- What jobs has Rebecca had?
- What is she doing now?
- Why did she leave her last job?
- When Rebecca wanted to move from one job to another, what are some of the steps she took?

# Rebecca's Career Map

- List of Rebecca's jobs in order
- Next to each job list anything Rebecca did to help her move forward in her career
- Draw a map
  - Write the jobs and draw a circle around each job
  - Write the steps Rebecca took to get each job or next point on her career path and draw a box around each step
  - Provide a legend or key explaining what each shape or line means

# My Career Map

- Make a list of all of the jobs you have had starting with the earliest and moving to the most recent. Include jobs that you interviewed for, but decided not to accept or were not offered.
- List anything you did to help you get or find out about the job, either one you accepted or one you didn't.
- Draw a map, with a circle around each job you accepted, a circle with a diagonal line through it for jobs you did not accept
- Between each job, write the step you took to secure or try to secure that job, and draw a box around the step.
- Draw dotted lines to show how you moved from one job to the next
- Draw a legend or key, explaining what the circles, boxes and dotted lines mean.

# Additional Lessons:

- Career Map Essay
- Essay Peer Review
  - Peer Editing Worksheet
  - Error Log
- Career Map Essay: Revision
  - Revision Log

# Identifying Values, Strengths & Skills

- My Values – helps students to identify which work-related values are important to them
- My Strengths – helps students to identify their personal characteristics and determine which ones will be assets or liabilities in the job market
- My Skills – helps students to identify areas in which they excel

# Budgeting: How Much Do I Need to Earn?

- Identify monthly expenses you have – write them into the left column of worksheet
- Estimate the amount you spend on each item per month
- Total your expenses
- Complete Calculating My Earnings and Expenses on the back

# Using Question Stems to Engage with Reading

- Worker Narratives
  - Construction Worker
  - Preschool Teacher
  - Subway Station Agent
  - Hair Braider
  - Cook
  - Handyman
  - Laundry Worker
- Career Narrative Questions

# Reading, Discussion and Building the Argumentative Essay

- Argumentative Essays
- Articles about new labor laws
  - Everything You Need to Know About Ban the Box in New York
  - New Law Guarantees Paid Sick Leave for Some 200,000 New Yorkers
  - New Minimum Wages in the New Year
- Essay Topics

# Career Kit Structure

- Career Fundamentals
- Sectors
  - Products
    - Construction
    - Manufacturing
  - Services
    - Healthcare \*
    - Education & Childcare
    - Community Social Services \*
    - Hospitality & Tourism
    - Communications & Technology \*
    - Retail
    - Transportation & Warehousing
    - Agriculture & Food Manufacturing

# Website:

- <http://tinyurl.com/cunycareerkit>