

Career Options- Two Group Activity Options

Directions

1. Job Interview Appearance

The learning objective for this activity focuses on dressing appropriately for a job interview.

The following materials will be needed: magazine photos of various styles, colors and lengths of skirts, dresses, and pants and ties for guys. Also pictures of various styles of haircuts and styling. The students may arrange his/her items in any order, then select those styles that most appeal to them, and be ready to discuss the reasons for their selection. Teacher will review with students the selected styles/items for appropriateness at a job interview. Students will be asked to tell the pros and cons for each style/item. After a group discussion, students are then assigned a “mock interview” with a business, and expected to put together an appropriate outfit (from the picture ideas) for the interview, given the choices. *Decide as a group if students will or will not actually come to school dressed appropriately for the mock interview.*

2. Paper Airplanes & Goal Planning: The Action Step

The learning objectives focus on **goal planning**, an important piece of career planning. Further learning objectives of this activity are to encourage group networking and reinforce action steps of goalsetting.

The following are materials needed: 8 ½” x 11” sheets of paper and pens.

This activity is best used after students have worked on career goals and their shorter action steps, or short term goals. All action steps have been recorded by students and collected by teacher, or placed in individual student portfolios.

1) Ask each group member to share his/her action step. By publicly affirming his/her action step, it is more likely that the individual will carry through with the action. Teacher will state clearly that the timeframe for completion of the action step identified is 10 days from today. Date is posted in classroom.

2) Distribute the 8 ½” x 11” sheets of paper. Ask students to record their action step on this paper along with their name and their phone number. Then everyone makes a simple airplane, according to teacher instruction (found under TI Making Simple Paper Airplanes).

3) When everyone has completed their plane, then ask the students to stand, make a circle, holding their planes, then count, 1-2-3!, and let the planes fly. **Students each retrieve from the floor a plane that is NOT their own.** They connect with the owner of the plane briefly, the teacher asks all students to return to their classroom desks. Teacher again reviews and reminds of the action step timeframe, 10 days from today. All student contacts for support should be done at least 3x, and not more than 5x.

4) The objective shared by the teacher is that every student will contact their plane’s owner during the next 10 days at least 3x and not more than 5x, to see how she/he is doing with their action step listed on the plane.

5) At the end of the pre-arranged timeframe, as stated earlier and clearly by the teacher, students will submit a written report or a written log of their support contacts and how he/she progressed (the plane owner) with his/her action steps.

Adapted from: Creative Life Skills, Dorothy Ansell & Joan Morse

ACCESS- Career Options: Paper Airplane Activity (ACT) -Folding Directions

The main learning objective here will be successfully completing short-term career activities in line with the long-term career goals. Use this suggested paper airplane activity after the class has completed the long-term career goals, choosing one of the short-term activities, found under SW, Setting Career Goals. Select a variety of colored 8½ "x 11" papers for student choice.

Teacher Notes: 1) Practice the paper airplane folding and flying BEFORE using as a class assignment. 2) After students have completed the folding, before telling them the final purpose, let them fly their airplanes for several minutes to enjoy the fun of paper airplane flight!

Nick's Paper Airplane Folding Instructions

1. Firstly fold the sheet in half along the line shown in Diagram 1, then open it out again.

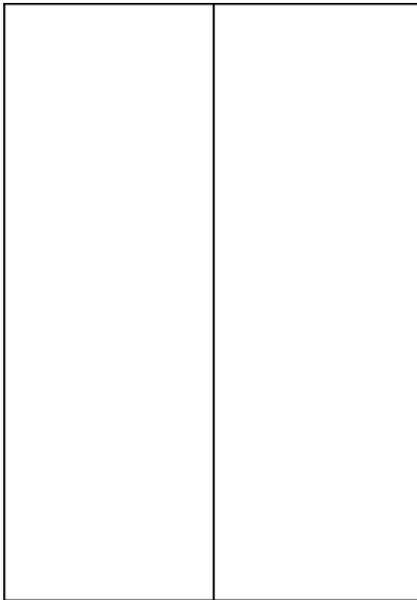


DIAGRAM 1

2. Fold the two top corners in to the center line to give the form in DIAGRAM 2.

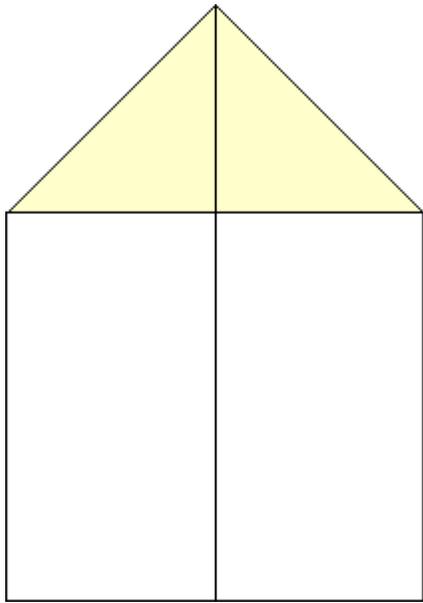


DIAGRAM 2

3. Then fold the top large triangle over so that the two flaps formed in step 2 are underneath the large triangle. Your paper should now look like DIAGRAM 3.

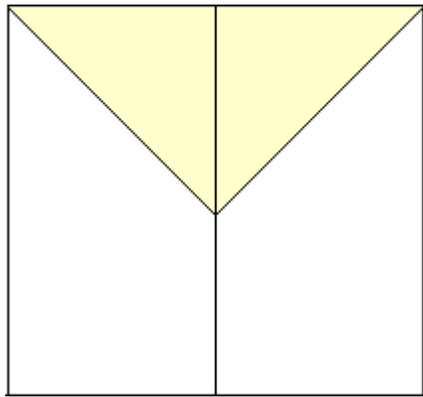
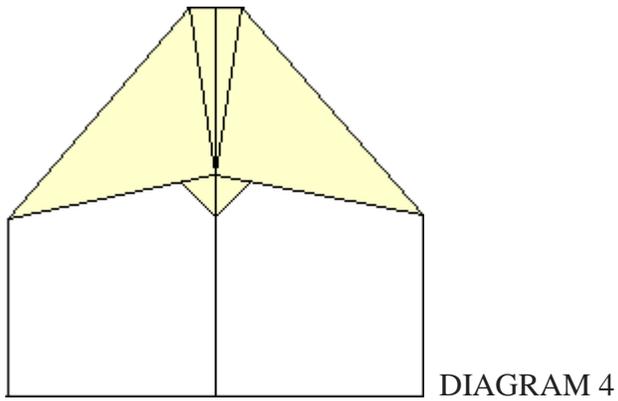
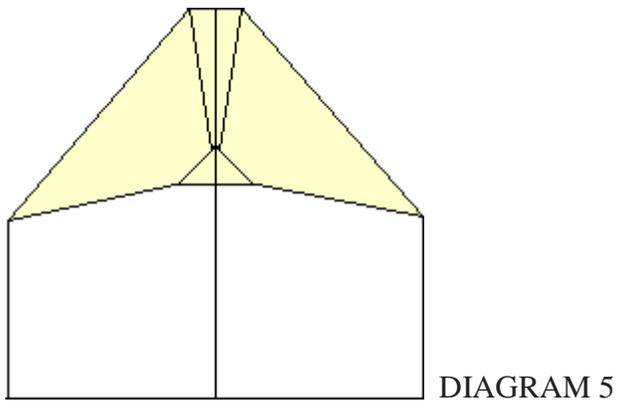


DIAGRAM 3

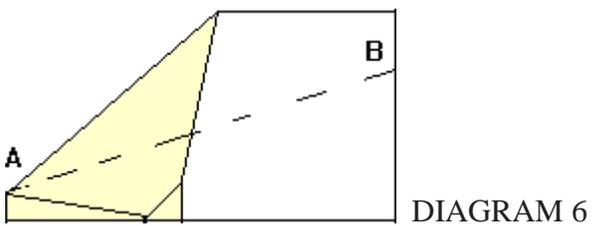
4. From the form in DIAGRAM 3, fold the two top corners into the center line again in such a way that you get the form in DIAGRAM 4.



5. Now fold the small triangle up over the two flaps to give DIAGRAM 5.



6. Fold along the center line so that the small triangle is on the underside of the plane on the outside along with the two flaps as shown in DIAGRAM 6.



7. Fold along the line AB on DIAGRAM 6, then turn the plane over and do the same to the other side, producing DIAGRAM 7.

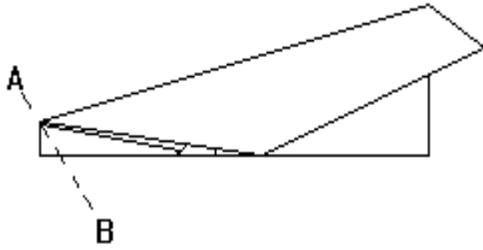


DIAGRAM 7

8. Fold along the line labelled AB on the diagram first one way, and then the other, creasing really well. Tuck the triangular shaped depression in between the two wings to produce DIAGRAM 8. This stabilizes the plane, if you have not made it perfectly. To make it absolutely symmetrically perfect is beyond most of us!



DIAGRAM 8

Nick's Paper Airplane Flying Lesson

- This paper airplane is easy to throw. You should throw it overarm, with the nose pointing slightly up. Hold the plane about 1/4 of its length from the front.
- Nick's paper airplane will fly a very long distance! If you throw it outdoors and you have made it from a large piece of paper, it can fly for hundreds of feet. If you throw it on a very hot day from an upper-story window, it can even catch the thermals, and then you're really talking!