

4

Recognize the Relationship Between School and Job Success

TRANSITION OBJECTIVE

Students will analyze high school vocational and academic courses to determine the preparation they provide for future jobs.

RELEVANCE TO SUCCESSFUL TRANSITION

Since a number of students go directly to work from high school, it is important to explore available vocational classes. In addition, students need to recognize that academic classes provide foundation skills that support future job success.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

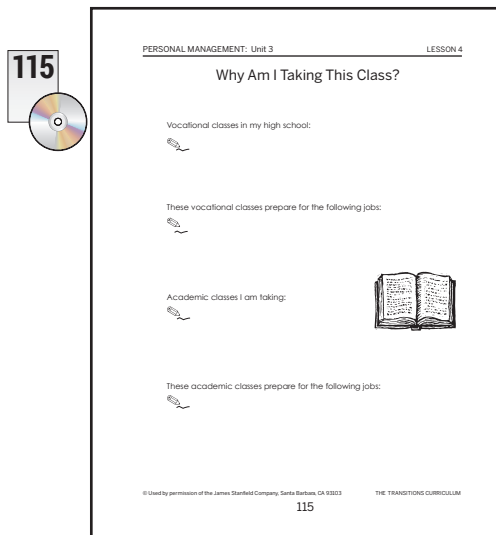
One class that could help prepare me for a job is . . .

❑ STEP 2: Convene Roundtable

"Most of my classes prepare me for ____."

❑ STEP 3: Advance Organizer

"Today you will recognize the relationship between the courses you take and your future job success."



❑ STEP 4: Activity - 45 Minutes

In pairs, have students use the first section of the handout **Why Am I Taking This Class?** as a guide to go through the high school course catalogue and develop a list of job training or vocational classes. After 10 minutes, have

pairs report their findings while you record these on the board.

Now have pairs complete the second section of the worksheet **Why Am I Taking This Class?** by brainstorming a list of jobs for which they might qualify if they completed the vocational classes listed on the board. If the list is long, divide the vocational classes among groups. After five minutes, have groups report their findings and record these jobs on the board.

Next, pairs complete section 3 of the worksheet by focusing on academic classes. Make a list on the board of the basic classes your students are taking, for example: English, Math, Algebra, History, Government, Foreign Language, Health, Economics. To complete Section 4 of the worksheet, ask pairs to select one or two academic classes and spend 10 minutes listing how each class prepares a student for success on the job.

Ask pairs to look again at the academic classes and brainstorm reasons for taking them (primarily as a foundation for future education). As pairs report their answers, stimulate creative thought and help students see the relationship between academic classes and their future employability.

❑ STEP 5: Evaluate Outcomes

One way a vocational class can prepare me for a job is "____."

□ STEP 6: Connecting Activity

Ask vocational education teachers to speak to the class about training and types of jobs that would be available with the training.

KEY WORDS

vocational**academic****preparation****foundation**

MATERIALS AND PREPARATION

- Student Handout: **Why Am I Taking This Class?**, page 115.
- Prepare discussion related to vocational and academic classes offered at your high school.
- Prepare an example of the worksheet on a screen image.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Creative Thinking, Reasoning
- Personal Qualities: Responsibility, Self-Management