

# Using NJCAN in Middle School to Support Career Readiness: A Project-Based Learning Lens

**Project Title:** Work Place Wonder

**Grade Level:** 6-8

**Essential Question:**

Is it possible to help a variety of individuals work more productively? Does self awareness and training impact inter and intrapersonal relationship skills? How do we communicate more effectively?

**Project Statement:** You are in charge of customer service training at a local company. It has recently come to your attention that the number of customer complaints is increasing. HR is also reporting an increased percentage of work place disagreements. You and your colleagues should use NJCAN to create a training that helps people interact in more productive ways. A written justification for the training as well as a training manual will also be developed. You will deliver this training to an actual audience.

**NJCAN Features:**

- **Who Am I**
  - Learn about me
  - Things I like to do
  - Career Cluster Inventory
- **How Do I Get There**
  - Develop Employability Skills
    - Working together
    - Are you listening?
    - Listening skills on the job
    - Being dependable
    - Using my time for success
    - Planning my time for success
    - Job success scale
    - Free job training
    - Getting fired at work and school
    - Classroom performance reviews

**Length:** Varies

### **Essential Skills and Knowledge:**

- Students need to be able to work with others while maintaining accountability
- Students need to be able to present to both peers and adults
- Students need to know how to use technology to convey a message
- Students need to be able to evaluate and assess a variety of interpersonal scenarios
- Students need to understand how behaviors and choices impact career advancement

### **Embedded Academic Knowledge:**

- Writing a clear explanatory document
- Writing a clear argumentative text
- Creating a clear and coherent multimedia presentation
- Evaluating various sources of information for validity and strength

### **9.1 Standards**

- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.
- 9.1.8.A.3 Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.
- 9.1.8.A.4 Design and implement a project management plan using one or more problem-solving strategies.

### **9.2 Standards**

- 9.2.8.A.2 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

### **9.3 Standards**

- 9.3.8.B.2 Identify common knowledge, skills, and abilities needed within the 16 Career Clusters®.
- 9.3.8.B.3 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

### **CCCS ELA\***

- CCSS.ELA-Literacy.WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.WHST.6-8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.WHST.6-8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.WHST.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.WHST.6-8.2e	Establish and maintain a formal style and objective tone.
CCSS.ELA-Literacy.WHST.6-8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCSS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

\*Connecting to the standards requires doing the unit in its entirety

### **Possible Steps for Doing this Project:**

1. The teacher can begin with a cooperation activity. (10 minutes)
2. After the cooperation activity the students can brainstorm what went well and what needed work. (5 minutes)
3. The teacher can hand out a conflict remediation self-assessment form. (5 minutes)
4. The project can be introduced. The students can do a free write on where they work and possible customer complaints that could arise. (20 minutes)
5. Students can get into groups and brainstorm, using a round robin method, about possible workplaces, conflicts, types of employees etc. (10 minutes)
6. Teacher can show how NJCAN can help you become aware of strengths and career opportunities. This is where students can do the "Things I like to do" worksheet. (20 minutes)
7. Students summarize "Things I like to do" in a paragraph and save it in the "My Portfolio" on NJCAN. (15 minutes)

8. Teacher shows how to do the Career Cluster Inventory and the students work on their own. (30 minutes). Time can be given for Career Cluster® exploration.
9. Teacher leads a structured discussion on how interests can make us unique and how certain careers have certain skill sets. (10 minutes)
10. Student and teachers create employee profiles using NJCAN. (20 minutes)
11. Teacher uses a few selected activities from the “Develop Employability Skills” section and completes them with the students. The teacher then has the students go through and explore the other activities and rank them using criteria developed by the whole class. (120 minutes)
12. Teacher shows the Disney Institute <http://disneyinstitute.com/> and other corporate training models. The students take notes using a collaborative document. (40 min)
13. The teacher demonstrates a 20 minute multimedia corporate training. The students then use the available tools and a rubric to work on their training. Individual roles should be assigned to keep everyone accountable. (200 minutes)
14. The students present their trainings and are rated. The top rated team gets a chance to give their training to a local HR firm. (50 minutes)