



## **Diversified Occupations**

### ***Course Description***

Diversified Occupations is a career and technical education course available to high school students. The academic and career objectives of each student are used to guide the process of career planning and acquisition. Classroom theory is applied to employment experiences throughout the school year to enable students to develop and refine the skills necessary to maintain employment. Diversified. This career education class helps young people bridge the gap between high school and their long-term career goals by providing them a better understanding of today's work-based learning concepts and strategies in order to advance in today's competitive job market.

## Diversified Occupations

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Focus on you and others	approx. 7 weeks
Unit 2	Health & Safety and Getting and Keeping a Job	approx. 9 weeks
Unit 3	Handling Money and Living on your own	approx. 9 weeks
Unit 4	You and Your Community	approx. 5 weeks

## Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## Career Ready Practices

*Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

### **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## Enrichment

### **Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

## Interdisciplinary Connections

### English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

### Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

### World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

### Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

### Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

### Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

## [New Jersey Student Learning Standards \(NJSLS\)](#)

### Comprehensive Health and Physical Education

#### 2.1 Wellness

- 2.1.12.A.1: Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

#### 2.2 Integrated Skills

- 2.2.12.A.3: Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

### 9.3– Career and Technical Education

#### Business Management & Administration

##### Career Cluster: Human Resources Management (BM-HR)

- 9.3.12.BM-HR.6: Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

##### Career Cluster: Hospitality and Tourism

- 9.3.HT.4 Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.

##### Career Cluster: Human Services

- 9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services

- 9.3.HU.3: Use effective communication with human services clients and their families.

### **Education & Training Career Cluster**

#### **Pathway: Education & Training**

9.3.12.ED.4: Evaluate and manage risks to safety, health and the environment in education and training settings.

## **Common Career Technical Core (CCTC)**

### **Career Cluster Business Management & Administration**

#### **Pathway: Human Resources Management (BM-HR)**

- BM-HR.6: Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

### **Career Cluster: Human Services**

- HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services

### **Education & Training Career Cluster**

#### **Pathway: Education & Training**

- ED.4: Evaluate and manage risks to safety, health and the environment in education and training settings.

## Common Core State Standards (CCSS)

### CCSS - English-Language Arts

#### Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p><b>Course:</b> Diversified Occupations</p> <p><b>Unit:</b> II</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b> In this unit students will explore personal and workplace safety. In addition, they will examine career goals and the skill set necessary for a harmonious and productive work environment.</p>
<p><b>New Jersey Student Learning Standards (NJSLS):</b> 9.3.HT.4; 2.1.12.A.1; 9.3.HU.1; 9.3.12.ED.4</p>	
<p><b>Common Career Technical Core (CCTC):</b> HT.4; 2.1.12.A.1; HU.1; ED.4</p>	
<p><b>Common Core State Standards (CCSS):</b> W.11-12.1; W.11-12.7</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Explore staying healthy living on your own and in the workplace.</p> <p><b>NJSLS:</b> 9.3.HT.4; 9.3.12.BM-HR.6; 2.1.12.A.1; 9.3.12.ED.4  <b>CCTC:</b> HT.4, BM-HR.6; ED.4  <b>CCSS:</b> W.11-12.1; W.11-12.7</p>	<p>What foods and occupations are good for your health?</p> <p>How do alcohol, tobacco, and other drugs cause harm?</p>	<ul style="list-style-type: none"> <li>Choosing healthful food</li> <li>Becoming a careful food shopper</li> <li>Reading nutrition labels</li> <li>Preparing fresh foods</li> <li>Avoiding alcohol, tobacco, and drugs</li> <li>Keeping your body clean</li> </ul>	<p><b>Quick Write:</b> Do you eat a healthy diet?</p> <p><b>Brochure:</b> Create a brochure about why alcohol, tobacco, and drugs are bad for your health. Be creative. Your could even make it a public relations campaign.</p>	<p><b>Healthy Lifestyle for Teens</b>  <a href="http://www.livestrong.com/article/377585-a-healthy-lifestyle-for-teens/">http://www.livestrong.com/article/377585-a-healthy-lifestyle-for-teens/</a></p> <p><b>A Cookbook for Teens</b>  <a href="https://www.cdph.ca.gov/HealthInfo/healthyliving/childfamily/Documents/MO-NUPA-TeenCookbook.pdf">https://www.cdph.ca.gov/HealthInfo/healthyliving/childfamily/Documents/MO-NUPA-TeenCookbook.pdf</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> <li>Professional appearance</li> </ul>		
<p>Identify how to get help with your health.</p> <p><b>NJSLS:</b> 2.1.12.A.1; 2.2.12.A.3; 9.3.HU.1  <b>CCTC:</b> HU.1  <b>CCSS:</b> W.11-12.1</p>	<p>What do you think are the most important qualities of god doctor?</p> <p>How does health insurance help you?</p> <p>What do you do in an emergency?</p>	<ul style="list-style-type: none"> <li>Understand the purpose of doctors</li> <li>Understand checkups</li> <li>Using medicine carefully</li> <li>Getting medical care</li> <li>How to help in an emergency</li> </ul>	<p><b>Critical Thinking:</b> How does health insurance help you?</p> <p><b>Heath Care Provider:</b> List the qualities of a good doctor.</p>	<p><b>NJ Department of Health</b>  <a href="http://www.nj.gov/health/">http://www.nj.gov/health/</a></p> <p><b>US NEWS Why Do I Need health insurance</b>  <a href="http://health.usnews.com/health-care/health-insurance/articles/2016-11-01/why-do-you-need-health-insurance">http://health.usnews.com/health-care/health-insurance/articles/2016-11-01/why-do-you-need-health-insurance</a></p>
<p>Identify how to look for a job.</p> <p><b>NJSLS:</b> 9.3.HU.1  <b>CCTC:</b> HU.1  <b>CCSS:</b> W.11-12.1; W.11-12.7</p>	<p>What kind of job would you like to have after you finish school?</p> <p>What are your strengths?</p> <p>What are your career goals?</p>	<ul style="list-style-type: none"> <li>Identify your strengths</li> <li>Identify your interests</li> <li>Identify your needs</li> <li>Choose a job or career</li> </ul>	<p><b>Job Search:</b> Find a job online in job search engines that you think you would enjoy. Write a paragraph to describe your personal qualities, skills, and interests. Include a few needs that this job might meet for you,</p> <p><b>Journal:</b> What jobs are</p>	<p><b>The Most Effective Ways to Look for a Job</b>  <a href="http://money.usnews.com/money/careers/articles/2011/03/15/the-most-effective-ways-to-look-for-a-job">http://money.usnews.com/money/careers/articles/2011/03/15/the-most-effective-ways-to-look-for-a-job</a></p> <p><b>How to Search for a Job Online</b>  <a href="http://guides.wsj.com/careers/how-to-identify-">http://guides.wsj.com/careers/how-to-identify-</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			typically classified as teenager jobs?	<a href="#">job-opportunities/how-to-search-for-a-job-online/</a>
<p>Examine how to get job.</p> <p><b>NJSLS:</b> 9.3.HU.1  <b>CCTC:</b> HU.1  <b>CCSS:</b> W.11-12.1; W.11-12.7</p>	<p>How do skills and education impact employability?</p> <p>Does everyone have the same job needs?</p> <p>How might you convince an employer to hire you?</p> <p>What are the benefits of employment?</p>	<ul style="list-style-type: none"> <li>• Fill out a job application</li> <li>• Write a resume</li> <li>• Obtain professional reference</li> <li>• Prepare for a job interview</li> <li>• Choose a career field and a job</li> </ul>	<p><b>LinkedIn:</b> Create a LinkedIn profile and online resume.</p> <p><b>Website.</b> Using wix.com create a personal website showcasing your education and skills.</p> <p><b>Interview Simulation:</b> What are your strengths and weaknesses.</p> <p><b>Job Interview Script:</b> In a small group, brainstorm how to handle a job interview. Role play the interview for the class</p>	<p><b>How To Create A Killer LinkedIn Profile That Will Get You Noticed</b>  <a href="https://www.linkedin.com/pulse/how-create-killer-linkedin-profile-get-you-noticed-bernard-marr">https://www.linkedin.com/pulse/how-create-killer-linkedin-profile-get-you-noticed-bernard-marr</a></p> <p><b>How to Write a Resume</b>  <a href="https://www.monster.com/career-advice/article/how-to-write-a-resume">https://www.monster.com/career-advice/article/how-to-write-a-resume</a></p> <p><b>Preparing For Interview</b>  <a href="https://careerservices.princeton.edu/undergraduate-students/interviews-offers/preparing-interviews">https://careerservices.princeton.edu/undergraduate-students/interviews-offers/preparing-interviews</a></p>

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<p>Determine how to keep employment.</p> <p><b>NJSLS:</b> 9.3.HU.1  <b>CCTC:</b> HU.1  <b>CCSS:</b> W.11-12.1</p>	<p>What is suitable work behavior?</p> <p>What can you do to prepare for the first day of work?</p> <p>Why do companies make rules for their employees?</p>	<ul style="list-style-type: none"> <li>• Action plan for first day of work</li> <li>• Interacting with customers</li> <li>• Learn and identify new skills</li> <li>• Follow a schedule</li> <li>• Work as a team</li> </ul>	<p><b>Journal:</b> How can the ability to settle your conflicts peacefully, help you get along at work?</p> <p><b>Group Activity:</b> In a small group think about a tough situation that could happen at work. Plan a short skit that shows a good way to handle this situation, Write down the dialogue. Act out your skit for the class.</p>	<p><b>Do's and Don'ts's of the Workplace</b>  <a href="https://www.livecareer.com/quintessential/keeping-job-dos-donts">https://www.livecareer.com/quintessential/keeping-job-dos-donts</a></p> <p><b>10 Tips to Keep Your Job</b>  <a href="http://www.nbcnews.com/id/7588718/ns/business-forbes-com/t/ten-tips-will-help-you-keep-your-job/">http://www.nbcnews.com/id/7588718/ns/business-forbes-com/t/ten-tips-will-help-you-keep-your-job/</a></p>
<p>Examine how to make the foster a positive working environment.</p> <p><b>NJSLS:</b> 9.3.12.BM-HR.6  <b>CCTC:</b> BM-HR.6  <b>CCSS:</b> W.11-12.1; W.11-12.7</p>	<p>What can you learn from your first job?</p> <p>How can you gain a supervisor's trust?</p> <p>How can you maintain a positive attitude in the workplace?</p>	<ul style="list-style-type: none"> <li>• Set career goals</li> <li>• Create a career plan</li> <li>• Explore different occupations</li> <li>• Identify ways to fulfill career goals</li> <li>• Mock job interviews</li> <li>• Identify the interpersonal skills necessary for the</li> </ul>	<p><b>Quick Write:</b> Describe your ideal working environment.</p> <p><b>Team Event Planner:</b> Imagine you have been given the job of planning events for your company. Plan an event that will foster team building and a positive work environment.</p>	<p><b>Team Building Exercises</b>  <a href="https://www.mindtools.com/pages/article/newTMM_52.htm">https://www.mindtools.com/pages/article/newTMM_52.htm</a></p> <p><b>6 Ways to Build a More Positive Workplace</b>  <a href="http://money.usnews.com/money/blogs/outside-voices-careers/2013/04/29/6-ways-to-build-a-more-">http://money.usnews.com/money/blogs/outside-voices-careers/2013/04/29/6-ways-to-build-a-more-</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		workplace.		<a href="#"><u>positive-workplace</u></a>

<b>Unit 2 Vocabulary</b>	
<ul style="list-style-type: none"> <li>Smoke detector</li> <li>Fumes</li> <li>Prepared</li> <li>Fire extinguisher</li> <li>Career plan</li> <li>Job review</li> <li>Promotion</li> <li>Career goal</li> <li>Employee handbook</li> <li>Co-workers</li> <li>Schedule</li> <li>Fired</li> <li>Shift</li> <li>Layoff</li> <li>Deadline</li> </ul>	<ul style="list-style-type: none"> <li>Resume</li> <li>References</li> <li>Cover Letter</li> <li>Job application</li> <li>Social security number</li> <li>Interview</li> <li>Job benefits</li> <li>Personal qualities</li> <li>Skill</li> <li>Interest</li> <li>Income</li> <li>Flexible</li> <li>Career</li> <li>Interview</li> </ul>

## Suggested Unit Projects

Choose At Least One

### Mock Interview

- A. **Job Description:** Submit a Job Description. Your partner (Career Counselor) needs to understand the position or situation for which you will be interviewing. You can submit a short job description following the format in Figure 19.1 in the textbook, or you can copy a real job description from the web or any other source. You can even copy the admission standards from the website of a graduate program. Your partner needs to know the *qualifications or job specifications* plus the *duties/tasks* that you are expected to perform. Good job descriptions are also available at [www.careeronestop.org](http://www.careeronestop.org). Make your description fewer than two pages.

Orally present to your partner (Career Counselor) the exact situation for the mock interview in one to two minutes. Discuss the organization, job description, graduate study admission requirements, international or local environment, if relevant, the circumstances about a unique interview situation, and any facts that might impact the final evaluation.

- B. **Cover Letter/Resume:** Submit a cover letter and resume appropriate to your situation. The interviewer (your partner or Career Counselor) needs to have some written documents about you that can be read before the interview and later assessed with the interview evaluation form.
- C. **Behavioral-based Interview Questions and Answers:** Prepare six behavioral-based questions that you want the interview to ask you. One of these must be *"Tell me about yourself."* Two questions must relate to your academic background; one or two questions must pertain to your management or leadership skills; and one or two questions must pertain to your prior work experience. You need **six** total questions. Leave space between the questions for your bullet-point replies.

### Team Building Project/Exercise

#### WHAT IS IT?

Divide the class into small groups and have each group sit in a small circle. Handsome player in each circle an "invisible" ball. Ask the player to decide how big and how heavy the ball is, using facial expression and body language to show this as the group members pass the ball around the circle. After the ball has rounded the circle, hand the first player an "invisible" lump of clay. Ask the player to mold the clay into an object, silently acting out how to use the object, and then passing the object to the next player in the circle. The next player takes the object, uses it for a different purpose, and then mashes up the clay. Then the player sculpts a new objects and the activity goes so forth around the circle. Encourage players to make increasingly unusual objects after the obvious ideas have been used up. Make sure that they are all using the objects in an effective manner. Let your players experiment with the game to see what they come up with. This game is great for developing the communication skills of body language and gestures. Don't forget to debrief!

## Suggested Structured Learning Experiences

Google  
Corporate Campus ·  
[Address](#): 76 9th Ave, New York, NY 10011  
[Phone](#): [\(212\) 565-0000](tel:(212)565-0000)

Chelsea Piers  
Team building at Chelsea Piers is designed to help organizations by delivering a custom-designed program that focuses on the leadership and team skills essential to any successful organization.  
[212.336.6777](tel:212.336.6777)