Sessions Guide 16-22 — Individual Project Guide

Navigating the Course - *Where are we in the course?*

OVERVIEW: The individual project is an end-of-course experience designed to help students integrate concepts taught throughout the course. Developing and maintaining a professional portfolio is a useful experience for students as they begin their careers. A career exploration portfolio is a beginning version of the student's professional portfolio. The portfolio should help students actively reflect upon their career exploration as it unfolds throughout middle and high school. In addition, a career exploration portfolio should help students practice the same skills associated with the creation and use of a professional portfolio. Use this guide to lead students in creating their very own career exploration portfolio.

Unit Concepts & Essential Questions Addressed in This Session

- How do I demonstrate career-readiness skills?

- A portfolio is a tool to show others the quality of work I am able to do. A portfolio is a living document that can grow and change with me as I gain more experience.

- It is important to show others that I am ready for continuous improvement. Developing and following through on plans for personal growth is one way I can show others I am ready to take on more responsibility at school and in my career.

Session Vitals – *What must I know to facilitate this session?*

Sessions 16-22 Snapshot

1.	Suggested Bell Work Activity	2 sessions
2.	Interest Approach: Today's Choices	3 sessions
3.	Learning Activity: My Life by the Roll of the Dice!	2 sessions
	Estimated Number of 50-Minute Sessions	**7 sessions**

Materials Used
- ✓ *Unit 4: Sessions 16-22 PowerPoint Slides*
- ✓ *Unit 4 Activity Sheets, Pages 13-15 (One Per Student)*

Core Instruction – *How do I facilitate instruction on the core topics?*

Session-by-Session Plans

Sessions 1 - 2: Introduce the Career Exploration Portfolio Project

- *Introduce the career exploration portfolio to students.*
- *Introduce the Essential Questions and Key Concepts addressed by the project using PowerPoint Slides #2-3.*
- *Provide students with a copy of the Portfolio Project Description and the Portfolio Project Rubric. Show PowerPoint Slides #4-5. Discuss the expectations for this project with students.*
- *Show PowerPoint Slide #6. Help students select a medium to use for their portfolio. There are a number of options:*
  - *Three-ring binder with sheet protectors and dividers*
  - *File folder*
  - *Electronic file folder on the student's school workspace*
  - *Webpage created by the student to host the files*
  - *Web-based electronic portfolio (i.e., Evernote)*
- *Show PowerPoint Slide #7. Discuss with students a list of possible artifacts to include in a portfolio.*
- *Have the students brainstorm additional artifacts for the portfolio. Encourage creativity and use of projects completed outside of this course.*
- *Provide students with a copy of Activity Sheet 16-1. Explain how to use the activity sheet to evaluate each of the six artifacts selected for the portfolio. After students complete an evaluation of each artifact, they must revise the artifact prior to including it in the portfolio. Students may use the feedback generated by completing Activity Sheet 16-1 to identify how to improve the artifact before inclusion in the portfolio.*
- *Provide guided practice in evaluating an artifact for the portfolio.*
  - *Guide students in selecting one artifact (e.g., the mission statement completed in Unit 1).*
  - *Have students practice completing Activity Sheet 16-1 with the artifact selected.*
  - *Discuss questions students may have about using the activity sheet to evaluate each artifact.*
- *Let students know that they are expected to write a paragraph for each item they include that describes what the item is, why they selected the item and how the item was improved prior to including it in the portfolio.*

Sessions 3 - 5: Create the Career Exploration Portfolio

- *During these sessions, students complete the tasks necessary to create the portfolio. Monitor to make certain all students are making progress. Begin each session by identifying what success looks like for that particular day.*
- *During the work time, schedule regular conferences with each student. Review the student's portfolio and each Activity Sheet 16-2 completed for the items included in the portfolio. Discuss their progress:*
  - *What do they feel especially good about?*
  - *What would they do better if they could redo?*
  - *What areas of concern do they have for the success of the total project?*
  - *What career-readiness skills have students used to complete the project?*
  - *What have they learned about themselves thus far in the project?*
  - *Review their plans for completing the portfolio.*
- *You may want to see if you can find scanners to help convert any non-electronic pieces to a format that can be uploaded for the presentation.*

Sessions 6 - 7: Showcase and Evaluate the Career Exploration Portfolios

- *Have students present their portfolios to others. During the presentation students are to discuss:*
  - *Current career interests.*
  - *Highlight two-three artifacts included in the portfolio.*
- *Below are two formats to consider for the presentation:*
  - *Presentation to Parents or an Adult Mentor:*
    - *Have students present the portfolio to their parents and ENGAGE! teacher. Use this as an opportunity to continue the conversation between the student and parent about their interests, desires, and plans.*
    - *Students should carefully walk parents and teacher through the entire portfolio and respond to questions during the process.*
    - *Both the parents and teacher should provide feedback to the student on the portfolio and the presentation.*
  - *Presentation to Other Students:*
    - *Use ENGAGE! sessions to have students present their portfolios.*
    - *Give the student a specified amount of time for their presentation and limit the number of presentations each day. Depending on the number of students, this may take extra sessions.*
    - *If possible, scan artifacts so they may be presented using a projector to allow other students to observe the artifacts.*
    - *Allow other students to ask questions of the presenter.*
- *Use the Portfolio Project Rubric at the end of this guide to evaluate student work on the project.*