

# A Lifelong Portfolio

## LESSON 5: A CAREER PORTFOLIO CASE STUDY

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### Summary:

Students will decide what to include in a career portfolio based on a case study.

### Lesson Objectives:

*Students will be able to:*

- Identify items to include as part of a career portfolio
- Determine what knowledge or transferable skills they could have acquired based upon the portfolio items as “evidence”
- Explain the relationship between portfolio items as evidence of learning opportunities to acquire transferable skills

**Grade Levels:** 9– 12

**Time Needed:** 1-2 50-minute sessions

### Resources Needed:

- Access to [RUPrepare.ND.gov](http://RUPrepare.ND.gov)
- Copies of the **Career Portfolio Case Study** worksheet
- A sample online portfolio with original items

**Computer Use:** Yes

### ASCA Mindsets & Behaviors:

- Mindsets:**
1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being
  4. Understanding that post-secondary education and lifelong learning are necessary for long-term career success

### Behaviors:

#### *Learning Strategies*

2. Demonstrate creativity
4. Apply self-motivation and self-direction to learning
5. Apply media and technology skills
9. Gather evidence and consider multiple perspectives to make informed decisions

*Self-Management Skills*

2. Demonstrate self-discipline and self-control
3. Demonstrate ability to work independently
7. Demonstrate effective coping skills when faced with a problem
10. Demonstrate the ability to manage transitions and adapt to changing situations and responsibilities

*Social Skills*

1. Use effective oral and written communication skills and listening skills
2. Create positive and supportive relationships with other students
6. Use effective collaboration and cooperation skills
7. Use leadership and teamwork skills to assert self, when necessary

**Teacher Preparation:**

1. Review Lifelong Portfolio Lessons 1 and 2 and their corresponding activities for ideas of items to include in an overall personal portfolio. Have available a variety of items that could be included in both a personal and a career portfolio.
2. Scan or take a photo of the items that you would include in your own portfolio and attach them to the online portfolio that you use for demonstrations. Attach items in the Portfolio section titled Your Profile.
3. Review the worksheet activity and anticipate what students might include as they complete the worksheet. Write notes on the worksheet of items you would want to include in your discussion.

**Overview:**

**Personal portfolio:** Any collection of items that conveys information about you and is stored to be used as a personal record of your life.

**Career portfolio:** A collection of items that demonstrate your career awareness, your skills and abilities, and your achievements.

**Online portfolio:** A web-based portfolio where you can store items that relate to your personal, career, and academic life. It can be a combination of all personal and career items.

**People skills:** Ability to get along with others.

**Teamwork skills:** Ability to work as part of a group.

**Communication skills:** Ability to speak, listen, read, and write.

**Ethics skills:** Ability to make the right decisions.

**Technology skills:** Ability to use machines such as computers.

**Problem-solving skills:** Ability to figure things out.

**Flexibility skills:** Ability to adapt and change as needed.

**Decision-making and planning skills:** Ability to make choices and think ahead.

**Leadership skills:** Ability to guide others in a positive way.

**Activator:**

1. Show students the sample online portfolio and explain the benefits of storing your documents online (increased accessibility, improved organization, easier to share with others, etc.). If you are unable to gain access to your online portfolio, show students the hard copies of your items and explain that they are stored in your online portfolio.
2. Describe how each item is “evidence” of something that you learned about yourself. For example, one item in your box might be a leadership award that you earned while participating in a high school extra-curricular activity. Explain that your participation helped you to gain leadership skills.
3. Tell the students that this lesson will focus on learning more about the career portfolio by learning about one high school student named Katie.

**Activity:**

1. Distribute the **Career Portfolio Case Study** worksheet.
2. Allow students ample time to complete Parts 1 and 2 of the worksheet, assisting as needed.
3. When all students have completed Parts 1 and 2, ask one student to read the Case Study from Part 3 aloud.
4. Facilitate a group discussion with students reflecting on the following questions:

## Lesson Plan

- a. Does Katie sound like someone you know?
  - b. Does she sound like someone you would like to meet or with whom you would be friends?
  - c. Based on what we read about her, what else might she like to do if she lived where we live?
5. Allow students ample time to complete Parts 3 and 4 of the worksheet, assisting as needed.

### Wrap Up:

1. When Parts 3 and 4 are complete, instruct students to sign in to their account on RUReady.ND.gov and complete the following reflection questions in **Your Journal** on the **Your Portfolio** page:
  - a. What are some activities that you have participated in that have helped you to acquire transferable skills?
  - b. What “evidence” can you store in **Your Portfolio** to demonstrate this?
2. Facilitate a class discussion regarding suggestions for careers for Katie to consider. Remind students that the case study mentions she is thinking about post-secondary training related to “something in the Health Science Career Cluster.” What other cluster(s) would be appropriate for Katie? Ensure that students justify their answers.

### Follow-Up Options:

1. Students can complete the **Transferable Skills Checklist** in RUReady.ND.gov in order to develop a more detailed understanding of their own transferable skills.

# Career Portfolio Case Study

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. **Directions:** Your friend has told you that he has applied for a job, and the employer has asked to see your friend's career portfolio. Your friend has never heard of that term before. Do your best to explain what you would tell you friend about a **career portfolio** in the space below.

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2. **Directions:** Following is a list of skills that are considered important to be successful in today's world of work. Describe how you have demonstrated each of the skills below and list at least one item that you could store in your career portfolio as evidence of that skill.

People skills \_\_\_\_\_

Teamwork skills \_\_\_\_\_

Communication skills \_\_\_\_\_

Ethics skills \_\_\_\_\_

Technology skills \_\_\_\_\_

Problem-solving skills \_\_\_\_\_

Flexibility skills \_\_\_\_\_

Decision-making/planning skills \_\_\_\_\_

Leadership skills \_\_\_\_\_

3. **Directions:** Read the case study below. Underline any items that Katie could store in her career portfolio. Also underline any activities that might generate items that could be stored in the portfolio.

## Case Study - Katie

Katie is an 18-year-old high school student who lives in rural North Dakota. She has discussed with her parents the fact that she is thinking of some type of post-secondary training related to something in the Health Science Career Cluster. She has heard that the Health Science Career Cluster is one that will grow in terms of jobs needed in the future, and she knows she would like a career that would provide her job security.

Although Katie enjoys living in rural North Dakota, she would like to someday live in an urban area. Katie enjoys many hobbies, including writing, reading, and horseback riding. To earn spending money, she babysits for several neighbors, and she started her own lawn care business called "Katie's Lawn Care." Her clients include 10 businesses in her hometown. She has compiled a list of references, including one of the main families that she babysits for, two of her clients who she does lawn care for, and one of her teachers. When she applied for a scholarship recently, she asked each to write letters of reference for her as part of the scholarship application process.

At home, she is responsible for providing care for her younger siblings when needed and for taking care of their three family horses. When their family veterinarian visits semi-annually to check on the horses, she enjoys watching, taking part in helping her, and asking questions about her job. She looks forward to going on to post-secondary training soon, but she will miss her younger siblings because she is the one they go to if they need help with homework or have problems with friends.

Katie does well in high school. She is a member of the National Honor Society and has maintained a 3.95 grade point average all through high school. She was recently named Academic Student of the Month at her school and has been on the "A" Honor Roll since 6<sup>th</sup> grade. Her favorite subjects are English, literature, creative writing, and science. She has also taken as many classes in the medical careers area as she has been able to, and she recently earned her CNA (Certified Nursing Assistant) certificate.

Katie also started playing soccer as part of the local summer activities program in her hometown. Every summer and during the school year, she has actively participated and was named team captain both her junior and senior years in high school. She has "lettered" in soccer from her freshmen through her senior year of playing soccer. During this school year (her senior year) she is also the high school boys' soccer team trainer and is responsible for wrapping the team members' ankles before practice and games. She is also responsible for managing all the team equipment for both home and away games. After each game, she is trusted with a key to put away all the equipment.

Katie hopes that her assignment in her Life Skills and Career Planning class will help her make more decisions about her future career. She is to create a career portfolio and has an assignment sheet with a list of steps she is to follow to complete the assignment.

Lesson Plan

4. **Directions:** Find examples of items Katie could include in her career portfolio and write them on the lines below. Next, elaborate on what skill or skills could be learned from the event or activity from which the portfolio item stems. (The first one is completed for you as an example.)

Katie's Portfolio Item: **A sample of her writing from her Creative Writing class**

What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

**Katie's writing assignment in her Creative Writing class would show that she has improved her communication skills. If she were interested in a career that required a lot of writing, she could organize a section of her personal career portfolio to include a variety of examples of her writing.**

Katie's Portfolio Item: \_\_\_\_\_

What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

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Katie's Portfolio Item: \_\_\_\_\_

What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

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Lesson Plan

Katie's Portfolio Item: \_\_\_\_\_

What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

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Katie's Portfolio Item: \_\_\_\_\_

What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

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Katie's Portfolio Item: \_\_\_\_\_

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What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

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