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| Not one more thing: Let’s brainstorm how SEL can be intentionally integrated into the ACP activities and Career-based Learning Experiences (CBLEs) that already exist. | | | |
| ACP Activity or CBLE | Ideas to integrate SEL **before** | Ideas to integrate SEL **during** | Ideas to integrate SEL **after** |
| Career Fair |  |  |  |
| Career Interest Inventory | Help students to find alternatives to the Xello interest inventory: i.e.  Military interest inventory - not the ASVAB, but another type which they will come in to do for free  Elementary resources are an interest, so shared some resources  Self-awareness - encourage students to complete interest inventories honestly rather than just to complete them | Personality inventory from Xello  Incorporate emotional learning into interest inventories  Helping students to think outside the box for alternative career paths within a pathway if they aren’t naturally emotionally aligned to that career pathway | Help students to set priorities to build personal strengths, grow in their  learning, recognize barriers, and employ solutions.  Help students to think about their own emotional capacity for different jobs and how they might build the skills needed for a particular career  Helping students to reflect on what others observe about their personalities and why people might have that impression of them |
| Job Shadow | Pre Job Shadow Meeting with student  Sharing with student the importance of Focus (ie regarding Cell Phone usage - these should be put away on a job shadow)  Help students generate thoughtful questions for the job shadow (go beyond just the salary ?)  Address timing and arrival (be early and go through the steps of how to check in - go up to the counter, introduce themselves and share what they are there for) | Social Awareness - conversational skills: having students bring a question list with them the the job shadow  Preparing a questions list for our employers to also have to ask the students to encourage conversations  Set students up for success - on a job shadow students will likely just be observing (let students know to expect this!)  Self awareness: how the students behave, speak, dress etc… all should be appropriate for the situation | Social Competence: relationship skills (accept feedback) - employer/mentor can indicate how the student did during the job shadow for the educator/student to review after  Self Awareness - Growth Mindset (what does the job require, where the students are at and what do they need to do to get where they want to be)  Self Awareness - Social Awareness (cultural norms) - asking students what are they seeing, feeling, etc… while on the job shadow and does it match what they thought prior to attending (especially valuable for non-traditional experiences)  Educational Path to Career Field (lots of changes) - there is a change in this area and these job shadows can help to open eyes to the change in education requirements (Social awareness - societal awareness)  Parent Conversation Sheet (can help change family understanding)- changing norms in our community  \*\*\*Having a student packet/guide can help facilitate pre-during-post activities (students can develop a list of questions; ask these questions on the job shadow; have mentors complete an eval in the packet; after students can review the answers to questions and the eval with educators and families\*\*\* |
| Mock Interview |  |  |  |
| Company Tour | Discuss etiquette and expectations in advance. Research company in advance. Provide questions or support the development of questions in advance | Where do you see math, reading, etc. Add where do you see people collaborating, working as a team, communicating, etc. | Reflection after the tour. Have students practice sharing what they saw and experienced during the tour so they practice communication skills |
| Writing a Resume | https://parenting.extension.wisc.edu/raising-caring-kids/ |  |  |
| ACP Conference |  |  |  |
| College Tour (2 yr or 4 yr) |  |  |  |
| ACP Final Projects | Talk to 3 school staff members, answer SEL questions, Seniors in second semester social studies class | Some were naturals, some made a major career changes, some gained confidence | Request school board members and community members as interviewers |