Lesson Plan: Lifelong Portfolio 3—Personal Portfolio Case Study

Core www.cfnc.org Area:
Lifelong Portfolio

Total Time:
One to two 55-60 minute class periods

Target Grades:
Grades 9-12

Suggested Timeline:
Close to the beginning of the school year

ASCA Correlation
(Which of the ASCA Standards does this lesson address?)

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Lesson Objectives
Students will be able to:
1. Identify items that could be included in www.cfnc.org as part of a personal portfolio based upon information about a student in a case study.
2. Determine what knowledge or transferable skills the student could have acquired based upon the portfolio items as “evidence.”
3. Explain the relationship between portfolio items as evidence of learning opportunities to acquire transferable skills.

Materials Needed
- A www.cfnc.org Portfolio with sample items attached
- Optional – original items that were scanned and attached to the www.cfnc.org Portfolio
- A copy of the Personal Portfolio Case Study Worksheet for each student

Advance Preparation
Have available a variety of items that could be included in a personal or career portfolio. (Review Lifelong Portfolio Lessons 1 and 2 and the activities for those lessons for ideas of items that could be included in an overall personal portfolio.)

Scan or take a digital photo of several of the items that you would include in your own portfolio and attach them to the www.cfnc.org Portfolio that you use for demonstrations. Attach items in the Portfolio section titled Your Profile.

Review the worksheet activity and anticipate what students might include as they complete the worksheet. Write notes on the worksheet of things you would want to include in your discussion.

Review basic terms related to Lifelong Portfolio project lessons:
Personal portfolio = is any collection of items that conveys information about you and is stored to be used as a personal record of your life. (This Lifelong Portfolio lesson focuses on further study of overall personal portfolios.)
Career portfolio = is a collection of items that demonstrate your career awareness, your skills and abilities, and your achievements.
www.cfnc.org portfolio= an electronic (web-based) portfolio where you can store items that relate to your personal, career, and academic life. All items from both your personal and career portfolio can be stored here.

Review transferable skills acquired in day-to-day activities/events and beneficial to be successful in life and work:

- 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

Time required for advance preparation depends on availability of portfolio items. Total time could require one to two hours.

**Activator (Typically 5-10 minutes)**

Show students the items collected to show as personal portfolio examples. If possible, share these items by using a data projector to display the items from your www.cfnc.org Portfolio. If no projector is available, share the hard copies of your items and explain that they are stored in your www.cfnc.org Portfolio. Explain the benefits of storing your documents in www.cfnc.org (increased accessibility, improved organization, easier to share with others, etc.)

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.

Tell the students that this lesson will focus on learning more about the personal portfolio by learning about one high school student named Jacob.

**Core Learning Strategies/Lesson Activities (Typically 30-40 minutes)**

(How will you facilitate the learning of knowledge/skills using adult learning strategies? How will you provide for skill practice? How will you differentiate learning, as appropriate, for different roles, skill levels, and experience?)

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<td>1</td>
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<td>School counselor</td>
<td>• Focus on today’s work:  1. Distributes the Personal Portfolio Case Study Worksheet  2. Ask students to completes Part I and Part II of the worksheet</td>
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<td>2</td>
<td>Student</td>
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<td>• Completes Parts I and II of the worksheet</td>
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| 3         | Counselor | 3             | • Assists students with the worksheet as needed  
            |         |    | • When Parts I and II are complete, asks a volunteer to read the case study from Part III aloud |
| 4         | Student  | 4             | • A student volunteer reads the case study aloud |
| 5         | Counselor | 5             | • Ask students to reflect on the following questions in a brief group discussion:  
  o *Does he sound like someone you know?*  
  o *Does he sound like someone you would like to meet or with whom you would be friends?*  
  o *Based on what we read about him, what else might he like to do if he lived where we live?*  
            |         |    | • Asks students to complete Part III of the worksheet |
| 6         | Student  | 6             | • Completes Parts III and IV of the worksheet |
| 7         | Counselor | 7             | • Assists students with worksheet, as needed  
            |         |    | • When students are finished with the worksheet, asks students to sign in to their www.cfnc.org Account and then complete the reflection question in their Portfolio Journal. |
| 8         | Student  | 8             | • Completes the following reflection question in the *Your Journal* section of the *Your Portfolio* tab of www.cfnc.org: “What are some activities that you have participated in that have helped you to acquire Transferable Skills? What ‘evidence’ can you store in your Portfolio to demonstrate this?” (This question is also located on the student worksheet) |
| 9         | Student  | 9             | • Saves the worksheet in a paper portfolio or attaches an electronic copy to their www.cfnc.org Portfolio |

*(chart from RI School Counselor Association’s Toolkits, found at www.rischoolcounselor.org)*

*Summarizer/Informal Assessment (Typically 5-10 minutes)*
1. Students complete reflection question in www.cfnc.org Portfolio
2. Students discuss which career cluster or clusters they think Jared would fit into based upon what we read about Jacob. (Have students justify their answers in their discussion.)
3. Students discuss whether or not they believe that Jacob will be successful after high school.

**Follow-Up**

Students can complete the Transferable Skills Checklist in www.cfnc.org in order to develop a more detailed understanding of their own Transferable Skills.

Opportunities for additional learning could include the lessons provided related to Lifelong Portfolio project lessons.

If the additional Lifelong Portfolio project lessons will not be used, encourage students to visit with their parents/guardians and/or school counselor about building a personal career portfolio.
Student Name: _____________________________

1. **Directions**: Fill in the blanks with the correct name of the kind of portfolio described.

   __________________________________________ = any collection of items that conveys information about you and is stored to be used as a personal record of your life.

   __________________________________________ = a collection of items that demonstrate your career awareness, your skills and abilities, and your achievements.

   __________________________________________ = an electronic (web-based) portfolio where you can store items that relate to your personal, career, and academic life. All items from both your personal and career portfolio can be stored here.

2. **Directions**: Match the name of the transferable skill at the left with the description of the skill at the right.

   **Transferable Skill…** | **This skill shows that you are…**
   ------------------------ | -----------------------------------
   1. People Skills _______ | a. ability to speak, listen, read, and write
   2. Teamwork Skills _______ | b. ability to use machines such as computers
   3. Communication Skills _____ | c. ability to get along with others
   4. Ethics Skills _______ | d. ability to work as part of a group
   5. Technology Skills _______ | e. ability to make the right decisions
   6. Problem-Solving Skills _____ | f. ability to adapt and change as needed
   7. Flexibility Skills _______ | g. ability to figure things out
   8. Decision Making/Planning Skills _______ | h. ability to make choices and think ahead
   9. Leadership Skills _______ | i. ability to guide others in a positive way

3. **Directions**: Read the case study below and underline any items that Jacob could store in his Personal Portfolio. If no item is listed, be sure to underline activities that might generate items (like photos, thank you notes, etc.) that Jacob would like to store. When done, complete the activity directions that follow the story.

   **What Do You Think Jacob Would Include in his Overall Personal Portfolio?**

   Jacob is a 17-year-old high school student who lives in northern Minnesota. He is not quite sure what he wants to do after high school, so he hopes that by putting together an personal portfolio and by reflecting on what he has done so far in his life, he will see what kinds of skills he has acquired that could transfer into the work world.

   Jacob enjoys living in northern Minnesota because it is a great place for his favorite hobbies: snowmobiling, hunting, four-wheeling and fishing. In order to do his favorite hobbies, he has earned licenses to hunt, fish, and drive recreational vehicles.

   During the summer, Jacob helps with the family Christmas tree farm by trimming and planting trees. He also does other chores around the farm like mowing lawn and removing snow. This past summer, he also earned his lifeguard and boat safety certifications. He worked for a summer camp as a rock wall coach, a lifeguard, a boating activity driver, and junior counselor. To attain the job at the camp, Jacob filled out a job application that included a life philosophy essay. He also asked three non-family members to write letters of reference which spoke to Jacob’s character and work
ethic. At the end of the summer he received a performance evaluation from the camp managers and made a verbal agreement to work there again next summer.

When Jacob was younger, he studied Tae Kwan Do. He has belts, pictures, and certificates that represent his advancement to seventh degree. At about the same time, Jacob started participating in the wrestling program through school. In his five years of wrestling, he has pictures, videos, trophies, and medals to represent his accomplishments in wrestling. He looks forward to again competing at the state level in wrestling. Jacob has also participated in other sports such as football and in other activities such as band and choir. He enjoys playing video games and creating web pages.

Last fall, the staff at his school also selected him as Student of the Month, which recognizes students with good character and school spirit. His favorite classes include Building Trades, Computer Applications, and Field Biology. This school year, he is the teacher’s assistant for the field biology class, and he spends his free time at school helping to prepare science lab activities.

4. **Directions:** Find examples of items Jacob could include in his personal 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.)

Jacob’s Portfolio Item: **hunting license**
What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

*Jacob’s hunting license would be evidence of many opportunities to gain lifelong skills. Besides learning how to safely handle and shoot his gun, he would learn teamwork skills while hunting with others and ethics skills while being respectful of other hunters, nature, and of others’ property.*

Jacob’s Portfolio Item: _________________________________________________________
What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Jacob’s Portfolio Item: _________________________________________________________
What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Jacob’s Portfolio Item: _________________________________________________________
What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Jacob’s Portfolio Item: _________________________________________________________
What could be learned? What kind of transferable skill or skills could be attained? (Explain.)

___________________________________________________________________________
___________________________________________________________________________

If time, find more!

Jacob’s Portfolio Item: _________________________________________________________

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

___________________________________________________________________________
___________________________________________________________________________

Jacob’s Portfolio Item: _________________________________________________________

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

___________________________________________________________________________
___________________________________________________________________________

Jacob’s Portfolio Item: _________________________________________________________

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

___________________________________________________________________________
___________________________________________________________________________

5. Reflection

Sign in to your www.cfnc.org Account and complete the following reflection question in your Portfolio Journal:

What are some activities that you have participated in that have helped you to acquire Transferable Skills? What ‘evidence’ can you store in your Portfolio to demonstrate this?