



Factors in Career Programs Video Series

Video 5: Education Sector

In this video we hear from Bill Bianco and Connor Craven about their work in education. Bianco is a physical education teacher and football coach at a Hudson Valley high school and Craven is a 2nd grade teacher at a Hudson Valley elementary school.

Students Will Be Able To

- Identify key skills for the education sector by citing evidence from the video.
- Brainstorm appropriate references based on the criteria outlined in the skills portion of the video.
- Demonstrate effective communication skills by writing letters of inquiry to those they've identified as potential references.

Lesson (55 minutes; grades 6+)

To begin the lesson, ask students to reflect on what they've learned from the Hudson Valley Career Program Video Series so far. Ask whether any of the interviews have led them to consider careers they hadn't previously thought about.

Introduce the video and ask students to pay close attention to the skills the interviewees discuss and the job application walk-through at the end of the video.

View the Hudson Valley Career Program Video Series video with your students.

Following the video, ask students to recount what skills the interviewees mentioned. Revisit the "Trends Impacting Education" portion of the video (12:18) and reinforce the following: "We teach kids coding now, instead of cursive." In addition to technological literacy, note that foreign language skills were also mentioned in both this video and the previous one.

After the discussion, ask students to locate their SMART Goals,

What You'll Need

Hudson Valley Career Program Video Series

[Video 5](#)

Projector or screen-sharing platform

Computer and internet connection

SMART Goals, resume draft, research from previous lessons

Time

5 minutes

2 minutes

28 minutes

5 minutes

5 minutes

draft resumes, and the research they conducted during the second lesson of the video series. Have them file their documents into a single, easy-to-locate “Job Search Plan” folder.

Once students’ documents are gathered, navigate to the “Have You” portion of the video (16:50) and re-listen to the to-do list. Afterward, have students identify individuals they can ask to list as references on future applications. Remind them that references are non-relatives, but can include:

- Previous or current employers
- Teachers
- Coaches
- Community organization members (ex.: church or scout leaders)

Encourage students to start a list of potential references and remind them that they must first ask a potential reference whether he or she is willing to be listed as such on internship and job applications.

Once students have brainstormed a list of references, have them draft a brief letter to at least one individual, asking whether they are willing to act as a reference. Messages should be personalized and should explain why the student has identified the person as a potential reference. The following can be used as a model for students:

Dear Coach Smith,

I’m compiling a job search plan and would like to include you as a reference on future internship or job applications. As a member of the JV field hockey team, I’ve worked with you for more than two years and during that time, I hope I’ve demonstrated dedication to both the sport and my teammates.

Please let me know whether I may list you as reference, and, if so, your preferred telephone and email contact information.

*Sincerely,
Jane Hill*

Lesson Extender

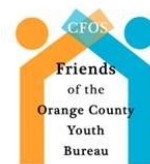
Have students email their teachers, coaches, or other potential references for whom they have email addresses. Once individuals agree to be listed as references, tell students to file their information – name, address, telephone and email – in a “References” document in their “Job Search Plan” folders.

5 minutes

5 minutes

Funding provided by
THE ACCELERATOR
POWERED BY THE ORANGE COUNTY IDA

through



a component fund through
the Community Foundation
of Orange and Sullivan.