

# Cornerstone Photography: CTE Externship Findings, Lesson Plan, and Resources

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## Findings:

More than particular trade skills and abilities, I found that the site was looking for basic interpersonal and communication and general job/employment skills and traits. Can he/she work in a group? Is he/she a self-starter? Does he/she know what is appropriate (or not) for the workplace environment? Does he/she have good communication skills? Is he/she positive and outgoing and motivated? Is he/she a problem-solver and not a complainer? Is he/she a team player able to take criticism and direction? These aspects came up over and over again throughout the many questions and with the various personnel that I spoke with. Thus my goal is to prepare students not only by teaching them the technical skills for their field (Photography), but also by providing them resources and opportunities to build interpersonal skills, communication skills, and teamwork skills. Students will create not only a portfolio of photographs, but also a portfolio exemplifying what they have learned which contains actual artifacts they can use to acquire an industry job.

## Lesson Plan Outline:

### OBJECTIVES:

- Students will learn and practice how to get employed in their industry sector.
- Students will research and understand what qualities/skills the workplace requires.
- Students will understand that skill knowledge is only one aspect of employability.

- Students will create a “finding work” portfolio to include job specific cover letters, resumes, and research about the business(es) they would like to work for.
- Students will find at least one “other” skill that they possess and/or can learn in order to make them more employable. (In my interviews I found that knowing more than the basic applicant helps, ie. If you know a computer program AND how to take photos, or if you know how to shoot still photography AND video.)

## **CTE Standards that will be covered:**

Arts, Media, and Entertainment Knowledge and Performance Anchor Standards are what this employer emphasized were of utmost importance.

**2.0 Communications** - Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

**3.0 Career Planning and Management** - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

**5.0 Problem Solving and Critical Thinking** - Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

**7.0 Responsibility and Flexibility** - Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

**9.0 Leadership and Teamwork** - Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations.

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

### **Student learning outcomes:**

\*Students will understand what is expected in the process of going through the stages of finding employment.

\*Students will utilize Genius Hour (or twenty percent time) in order to research and develop extra skills to make them more marketable in their desired industry.

\* Students will be able to get a job and/or internship in the industry.

## **Unit name:**

How to get and maintain an industry job!

## **Timing of activities:**

Long term unit over the first semester to be introduced and worked on in between hands on industry skill projects.

## **Pre-class activities, if relevant:**

This is a long term integrated unit vs a single lesson plan, so all lessons build upon one another and will be developed over the course of a semester.

## **How you will assess student learning:**

Students will create a portfolio containing the following items (see below) and participate in a mock interview with people who work in the industry. This portfolio will be evaluated using a rubric that students will have prior to the assignment.

- + Resumes – more than one to fit the specific job, and in a style that fits the position being applied for
- + Interview skills – practice being the interviewer and the interviewee – include documentation of this in the portfolio
- + “vision board” – What will you wear to work? How will you interact? How will you communicate? What will you do when you are “finished” with a given task? Students will visualize and plan what they would do in various situations on the job.
- + Documentation of their Genius Hour research and learned skill to add to their resume
- + Any other artifacts that will add to their portfolio and to their successfully securing a job in the field

## **Resources/ instructional materials required:**

### **Genius Hour:**

<http://www.geniushour.com/>

<http://www.livebinders.com/play/play?id=829279>

### **On Interviews:**

<https://www.livecareer.com/interview-questions/photographer-interview-questions-and-answers>

<http://www.slideshare.net/NickiMinaj789/top-10-photography-interview-questions-and-answers>

### **On Resumes:**

<http://www.ultraupdates.com/2013/11/amazing-and-creative-resume-free-psd-template/>

<http://www.antsmagazine.com/graphics/25-creative-examples-of-free-resumes-psd/>

### **On Cover Letters:**

<https://www.themuse.com/advice/31-attentiongrabbing-cover-letter-examples>

<http://mashable.com/2014/01/01/creative-cover-letters/#zq9ZI7NPIkqh>

### **Video links:**

<https://www.youtube.com/watch?v=1tMBWQS2WV8> - Resume Tips 2016 (Updated) - Your resume sucks now let me show you how to fix it

<https://www.youtube.com/watch?v=J3WszueFppU> - Tips for Building a Perfect Resume! | The Intern Queen

<https://www.youtube.com/watch?v=kvfY29P3FiQ> - What Companies Look for in New Hires! | The Intern Queen

<https://www.youtube.com/watch?v=20Lfn8ENbhM> – Interview help – Tell Me About Yourself

### **When I plan to use the lesson:**

I am in the process of creating a Commercial Photography course, so this will all be used in the course, this year I will test out in my AP Photography course to use as a baseline and to see where to add/subtract and what to improve upon.