

Career Fair: Career Research 2

The **BIG** Idea

- What are some things to consider when deciding if a career is a good “fit”?

AGENDA

Approx. 45 minutes

I. Warm Up: Career Pamphlet Overview (5 minutes)

II. Ask the Experts! (10 minutes)

III. Research Likes and Dislikes (15 minutes)

IV. Complete Your Career Pamphlet (10 minutes)

V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 10 and 11, Career Pamphlet (**NOTE:** Page numbers are not listed on these pages as they will be used on the career fair display board)

STUDENT HANDBOOK PAGES:

- Student Handbook pages 49 and 50, Career Research (students completed the first part in last week’s lesson)
- Student Handbook pages 53 and 53A, Interview with an Automotive Technician
- Student Handbook page 53B, Ask The Experts! Interview

FACILITATOR PAGES:

- Facilitator Resource 1, Highlighted Interview with an Automotive Technician

Extra copies of career pamphlets and career research pages (for students who want to recopy their work)

LCD projector

Laptop

Overhead projector

Highlighters

OBJECTIVES

During this lesson, the student(s) will:

- Consider what experts in the field like and dislike about their careers.
- Use a template to summarize career information in pamphlet form.

OVERVIEW

Students will continue to research their assigned careers using RUPrepareND.com website. Last week, students researched the career's general job description (**What They Do**), required education (**What to Learn**), and typical earnings (**Money and Outlook**). This week, they'll research experts' opinions about their careers using the Interviews feature. Finally, students will find images representing their career, or draw their own pictures, to include in their career fair displays.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board. Write the web address, RUPrepareND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 49 and 50, Career Research** (students completed the first part in last week's lesson)
 - **Student Handbook page 53, Student Handbook pages 53, 53A, and 53B, Interview with an Automotive Technician**
 - **Portfolio pages 10 and 11, Career Pamphlet**
- Consider how your students will access and print career images.

Note: Completed two-sided career pamphlets will need to be duplicated prior to the career fair.

IMPLEMENTATION OPTIONS

See Careers Lesson 1 for background information on computers and modifications for non-computer lessons.

See Careers Lesson 4 for suggestions on adaptations for lower-level learners.

Facilitators may wish to make copies of student pamphlets to take home and share with parents. If students did not complete their research in lesson 4, give them time to do so in this class.

Students who finish their research early can begin reading all other tabs in the profile for their career.

If the entire class finishes quickly, it's appropriate to move on to next week's lesson, as students will only have one more in-class opportunity to complete the research required for the career fair.

You may want to seat students who were absent near each other in the computer lab, in order to help these students catch up from last week's lesson.

This page intentionally left blank.

ACTIVITY STEPS

I. Warm Up: Career Pamphlet Overview (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone! Last week you used RUReadyND.com to begin researching a career for the career fair. You investigated the job description, typical earnings, and required education. This week, you're going to continue your research on RUReadyND.com, focusing on what people working in your field have to say about your assigned career. You'll also have time to complete any research from last week. Once you've completed the research, you'll compile and summarize your research into a "career pamphlet."
2. **SAY SOMETHING LIKE:** Before we start our research on RUReadyND.com, let's take a minute to talk about the career pamphlet. [Show a sample pamphlet.] Remember, this pamphlet will be part of your career fair display. I'll also make copies to share with other students who are interested in your career.
3. [Direct students to **Portfolio pages 10 and 11, Career Pamphlet**. Point out that the sections are nearly the same as in their **Career Research Student Handbook** pages, but that it folds up like a pamphlet. Model how to fold it. Note that the "Likes and Dislikes" section will be completed this week.]
4. **SAY SOMETHING LIKE:** Once you've completed your research today, I'd like you to transfer what you recorded in your **Career Research** pages onto your pamphlet. Two important things to remember:
 - You should NOT be copying the words from RUReadyND.com. Instead, you should be summarizing this information into your own words.
 - Please use your best handwriting when you fill in the career pamphlet.

II. Ask the Experts! (10 minutes)

In this activity, students will be introduced to the Interviews feature of RUReadyND.com, and will learn how to read an interview to find interviewees' likes and dislikes about their jobs. **Student Handbook page 53B, Ask the Experts! Interview** is a homework assignment for those students who are able to interview someone they know in their chosen field.

1. **SAY SOMETHING LIKE:** Most people like some parts of their jobs better than other parts. One of the best ways to figure out what a job is really like is to talk to the people who do it about their likes and dislikes. How many know someone who has the job they're researching? If you know someone in the career that you are researching,

you can talk to him or her about what he or she likes and dislikes about their job. If you don't know anyone who works in the career that you are researching, that's OK! You can also read to find out how people feel about the work they do.

2. **SAY SOMETHING LIKE:** Why do you think it's important to talk to the people or read an interview with the people who actually work in a job? [Discuss how learning about the experiences, and likes and dislikes, is one of the best ways to figure out what a job is really like.]

III. Research Likes and Dislikes (15 minutes)

1. [Ask students to turn to **Student Handbook pages 49 and 50, Career Research**. Point out the "Likes and Dislikes."]
2. **SAY SOMETHING LIKE:** This is the form you used last week to record information about your career's job description, required education, and earnings. Next week, you're going to complete your career pamphlets and look for pictures or images about your career to post on your career display.
3. [Write RUReadyND.com on the board and assist the students in signing on.
4. Last week, we looked at the **Career Profile** for a lawyer. Today, let's look at the profile for "Automotive Technician" (or another career that would interest your students).
5. [Model how to click on the **Career Planning** tab, and then click on the **Explore Careers** section. Next, type "Automotive Mechanic" in the **Search for** box and click **Go**. Click on the link for "Automotive Technician," and then click on the **Interviews** tab on the left side of the screen. Explain to the students that not every career has an interview, but that you will be showing them another website that they can go to for interviews in a few minutes.]
6. **SAY SOMETHING LIKE:** All the information we need to complete our career research Form is under this **Interview** tab.

[Place a copy of the **Student Handbook pages 53 and 53A, Interview with an Automotive Technician** on an overhead projector. Pass out a highlighter to each student.]

SAY SOMETHING LIKE: Turn to **Student Handbook pages 53 and 53A, Interview with an Automotive Technician**. This article features interviews with several auto mechanics. Our first step is to figure out who’s talking. Let’s underline their names to make it easier to sort out their opinions.

Now, let’s identify key words that signal when the speakers are talking about their likes and dislikes. For example, “like,” “enjoy,” “feels good,” “look forward to,” or “dislike.” Raise your hand when you spot one of these key words, and I’ll circle it on the overhead. Now we know where to find the most important info about likes and dislikes.

[Have a different volunteer read each paragraph. Make sure to stop after each paragraph and model how to highlight information about likes and dislikes. Use **Facilitator Resource 1, Highlighted Interview with an Automotive Technician** as a guide.]

Model completing **Student Handbook page 53B, Ask the Experts! Interview** questions two and three using the information that you just learned from the article.]

7. **SAY SOMETHING LIKE:** Earlier in the lesson I asked how many of you know someone in your career. Could those of you who know someone who works in this career raise your hands again? I would like to give you an optional activity that you can complete as homework. Don’t worry—this assignment will be fun! If you know someone in this career, I’d like you to ask them if you can have 10 minutes of their time to conduct an interview. Use **Student Handbook page 53B, Ask the Experts! Interview** to help you in conducting your interview.

You’ll write your name, the interviewee’s name, their career, and the date of the interview. Then ask them each of the questions on this page and write down their answers. This will give you a true inside perspective on the career. Here’s how to get started.

1. If you’ve decided to interview the person face-to-face, make sure your parents know where you’re going, and agree that it’s safe.
2. Figure out how you’re going to approach the person—by phone or e-mail.
3. Call or write. If they don’t know you well, introduce yourself: “This is Jennifer Smith. I’m a patient of Dr. Leff’s.” Explain the assignment. “My seventh-grade class is studying careers, and I’m researching how to become a doctor. I was wondering if you could spare 10 minutes to answer some questions about your career.”

4. Schedule a good time to talk.
5. When the interview is finished, say thanks. (Following up with a written thank-you note is even better.)
8. **SAY SOMETHING LIKE:** The interview with someone you know is an optional or “bonus” activity. Today, you’ll be using the information on RUPrepareND.com to complete **Student Handbook pages 49 and 50, Career Research.**
9. For most of your careers, you will be able to find an interview in the RUPrepareND.com **career profile**. For some careers, however, you will not find an interview section in the **career profile**. If you don’t see an Interviews tab, you will need to do some detective work! You should first go to an alternate website - www.nextsteps.org. Once you reach that website you can click on the blue **career profiles** button on the left side of the page. Next, scroll through the alphabetical list of careers until you find the career that you are interested in. Click on the name of the career and read the interview.

If you have looked on RUPrepareND.com and the Next Steps website and you still can’t find an interview for your career, you will need to choose a related career. You can find a list of related careers on the **What They Do** page. Either choose a career in the **Related Careers** box or click on the name of the career cluster or career pathway to see a longer list of related careers.

IV. Complete Your Career Pamphlet (10 minutes)

1. Remind students that once they are finished with their research, they should begin working on their career pamphlet, as you discussed in the beginning of the class.
2. Remind students that they should NOT be copying the words from RUPrepareND.com. Instead, they should summarize the information in their own words. Ask the students to use their best handwriting when they fill in the career pamphlet because it will be a part of their final presentation boards.
3. Circulate around the classroom to answer any questions they may have.

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Who was surprised by what they learned about the things that the experts liked or disliked about their careers? [Have one or two students share what they learned.]

Did learning about what the experts like and dislike about their career change how you felt about it?

2. **SAY SOMETHING LIKE:** Next week, you're going to complete your career pamphlets and consider whether or not your assigned career would be a good fit for you.

HIGHLIGHTED INTERVIEW WITH AN AUTOMOTIVE TECHNICIAN

If you're thinking that a career as an automotive technician will allow you to hide under the hood of a car, think again! You have to be mechanically inclined, but you must also be highly intelligent and possess excellent people skills—not necessarily in that order.

“This whole job is about people,” says Doug Payette, an auto technician and service manager for a large automotive service chain. “You have to talk to people, explain what’s wrong with their cars in language they can understand, and calm down irate customers. You have to have good communication skills.”

Dealing with people is what Payette likes best about his job. “People rely so much on their cars that, when something goes wrong, it can be very stressful. So, occasionally you have to deal with angry customers. I look forward to the challenge in that. If I can get that angry guy calmed down before he leaves the shop, and know he’ll come back again—that feels good.”

Of course, not every customer is irate. Most are friendly and appreciative. “When you fix things, you feel good about fixing it. You get a lot of positive feedback from the customers because of the one-on-one contact. That’s where the rewards come in.”

Others agree. Susie Chivers is an automotive technician for a repair and service shop.

Her four-man—make that a “four-person” shop—can see 30, 40 and even 50 cars a week, with jobs ranging from oil changes to engine work. “Every day is a little different,” she says. “I love it.”

Chivers explains that this is a career where you get to see results, and that’s part of the fun for her.

She says that the ability to fix things was not something with which she was born. “I think that anybody who has the desire to learn can do it. Book-smart is one thing, but hands-on is more important,” she says.

Doug Payette has been working for the same company for over 20 years. He started working there after school, unloading tires in a huge warehouse before becoming an apprentice. Eventually he worked his way into management. His experiences starting out at the bottom help Payette to keep everything in perspective when it comes to his own employees.

“It’s like any job. It doesn’t matter how good a job you’re doing if someone doesn’t acknowledge it. I have 10 licensed technicians, seven apprentice technicians, six service advisors and three guys hoping to get apprenticeships working for me. It’s important to keep them happy.”

Happy? Beno Rubin is definitely happy. He’s an automotive service tech instructor.

“I love cars, and working with the right people does make this job much easier. The people in my dealership, from the owner down to us techs, are good people. That means a lot,” says Rubin.

The most difficult part of his job is also the most rewarding. “The hardest part of my job is working on a problem that is new to me,” he says. “I see it as a learning opportunity. The best time I have with this job is when I take a car in with a problem, diagnose and repair it correctly, and then present the car back to the customer. When the customer has questions about it, I can confidently answer the question and make the customer happy.”

This is an occupation that requires some smarts. “The more intelligent the person, the better they comprehend diagnostic techniques in fuel injection,” says Payette.

“It’s not just about turning wrenches,” Rubin adds. “Diagnostic skills are very important. The cars I work on now can have as many as eight different computers in them. Fortunately, many schools are teaching this aspect, with help from the automotive manufacturers.”

An interest in computers comes in handy, but a computer can’t tell you everything. Knowledge of mathematics is critical.

“Certain aspects of repairing a car require critical measurements of parts,” explains Rubin.

“Understanding how to read measurements off of tools, such as micrometers and vernier calipers, is essential. Since many cars today use metric nuts and bolts, conversion from imperial to metric is necessary. Converting fractions to percentages is required when dealing with how much material is remaining [such as brake pads or tire tread depth]. Calculating hours of labor and prices are also needed, but the service advisor is usually the one to present this to the customer.”

INTERVIEW WITH AN AUTOMOTIVE TECHNICIAN

If you're thinking that a career as an automotive technician will allow you to hide under the hood of a car, think again! You have to be mechanically inclined, but you must also be highly intelligent and possess excellent people skills—not necessarily in that order.

“This whole job is about people,” says Doug Payette, an auto technician and service manager for a large automotive service chain. “You have to talk to people, explain what’s wrong with their cars in language they can understand, and calm down irate customers. You have to have good communication skills.”

Dealing with people is what Payette likes best about his job. “People rely so much on their cars that, when something goes wrong, it can be very stressful. So, occasionally you have to deal with angry customers. I look forward to the challenge in that. If I can get that angry guy calmed down before he leaves the shop, and know he’ll come back again—that feels good.”

Of course, not every customer is irate. Most are friendly and appreciative. “When you fix things, you feel good about fixing it. You get a lot of positive feedback from the customers because of the one-on-one contact. That’s where the rewards come in.”

Others agree. Susie Chivers is an automotive technician for a repair and service shop.

Her four-man—make that a “four-person” shop—can see 30, 40 and even 50 cars a week, with jobs ranging from oil changes to engine work. “Every day is a little different,” she says. “I love it.”

Chivers explains that this is a career where you get to see results, and that’s part of the fun for her.

She says that the ability to fix things was not something with which she was born. “I think that anybody who has the desire to learn can do it. Book-smart is one thing, but hands-on is more important,” she says.

Doug Payette has been working for the same company for over 20 years. He started working there after school, unloading tires in a huge warehouse before becoming an apprentice. Eventually he worked his way into management. His experiences starting out at the bottom help Payette to keep everything in perspective when it comes to his own employees.

“It’s like any job. It doesn’t matter how good a job you’re doing if someone doesn’t acknowledge it. I have 10 licensed technicians, seven apprentice technicians, six

service advisors and three guys hoping to get apprenticeships working for me. It's important to keep them happy."

Happy? Beno Rubin is definitely happy. He's an automotive service tech instructor.

"I love cars, and working with the right people does make this job much easier. The people in my dealership, from the owner down to us techs, are good people. That means a lot," says Rubin.

The most difficult part of his job is also the most rewarding. "The hardest part of my job is working on a problem that is new to me," he says. "I see it as a learning opportunity. The best time I have with this job is when I take a car in with a problem, diagnose and repair it correctly, and then present the car back to the customer. When the customer has questions about it, I can confidently answer the question and make the customer happy."

This is an occupation that requires some smarts. "The more intelligent the person, the better they comprehend diagnostic techniques in fuel injection," says Payette.

"It's not just about turning wrenches," Rubin adds. "Diagnostic skills are very important. The cars I work on now can have as many as eight different computers in them. Fortunately, many schools are teaching this aspect, with help from the automotive manufacturers."

An interest in computers comes in handy, but a computer can't tell you everything. Knowledge of mathematics is critical.

"Certain aspects of repairing a car require critical measurements of parts," explains Rubin.

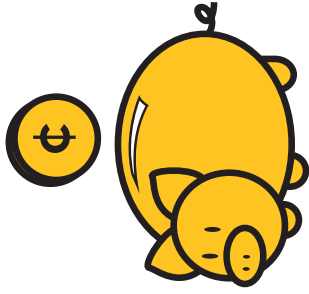
"Understanding how to read measurements off of tools, such as micrometers and vernier calipers, is essential. Since many cars today use metric nuts and bolts, conversion from imperial to metric is necessary. Converting fractions to percentages is required when dealing with how much material is remaining [such as brake pads or tire tread depth]. Calculating hours of labor and prices are also needed, but the service advisor is usually the one to present this to the customer."

Career Review

Name of Career

Name of Presenter

Date:



Annual Income:

Average Annual Earnings

\$ _____

Average Hourly Earnings

\$ _____



What They Do

Summary:

Job Tasks

- ---

- ---

- ---

Likes and Dislikes

Likes:

- ---

- ---

Dislikes:

- ---

- ---



Education

Summary:
