

CAREERS

Lesson Descriptions

Careers 1: Interest Inventory

What is a career interest inventory and why is it important to learn about many different careers?

Careers 2: Finding Careers that Fit

How can I find a career that's a good fit for me?

Careers 3: Career Report

What are some things to consider when deciding if a career is a good fit for me?

Careers 4: Day on the Job

What are the day-to-day tasks and responsibilities of the career I'm investigating?

Careers 5: Work and Values

How will my personal values affect my choice of careers?

Careers 6: A Career for You?

Which career that I've researched is the best fit for me and why?

PLANNING PYRAMID

GRADE 9, Unit 3, Careers



Some Students Will:

- Use RUPrepareND.com and other resources to research on their own.
- Recognize that the same career might appeal to different values in different people.

Most Students Will:

- Successfully navigate the What They Do, Is This For You?, Skills You Need, What to Learn, and Money & Outlook functions in RUPrepareND.com.
- Connect their own interests and skills with groups of careers.
- List daily work activities for a single career, and compare with their own high school activities.
- Compare the characteristics of careers investigated with their own needs.
- Identify personal values associated with their chosen careers.
- Of careers investigated, reflect on which are good “fits,” and explain why.

All Students Will:

- Know how to sign in to RUPrepareND.com and use the career search function.
- Use an interest inventory to arrive at a list of careers.
- Describe, write about, and/or illustrate the main responsibilities, educational requirements, and earnings for careers of interest.
- Use a list to identify own interests and skills.
- Identify personal values important to them.

ROADS to SUCCESS

Grade 9

Careers

Family Newsletter

What Matters Most

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

Did you know? In a 2004 survey of 1,700 young professionals and students about to graduate from college:

3/4 said *how* they spend their time is more important than how much money they make.

Less than 1/3 were willing to sacrifice family time just to "get ahead."

Source:
Northwestern Mutual
Financial Network
(www.nmfn.com)

How can we help kids make thoughtful career choices? Knowing the ins and outs of lots of different careers — the education required, working conditions, and day-to-day job duties — is half the picture. The other half is knowing yourself. This means sorting out likes and dislikes, skills and abilities, and personal values.

Discuss values.

In today's status-conscious world, it's easy for teens to get the wrong message: that fame and fortune are the only things worth reaching for. Ask families what they really want for their kids, and you're likely to hear something different. *I want her to be able to support herself. I want him to be happy.*

Talking to your kids about what's important to them is one way to help them find a career that fits.

Consider possibilities.

Money: do you want the best of everything, or is paying the bills enough?

Friends & family: Are they your first priority, or can you handle work that needs your attention 24/7 (or are you somewhere in between)?

Security: Do you need a job where your path is clear and your future is certain?

Knowledge: Do you want to learn new things?

Independence: Do you prefer to work alone or be part of a team?

Recognition: Do you need to be rewarded for good

performance (or at least hear somebody say "good job")?

Creativity: Do you like to find new ways of solving problems?

Helping others: Do you want to make the world a better place?

Adventure: Do you like to try new things and visit new places?

What if your teen shows an interest in a career that seems foolish or out of reach? **Don't say no.** Encourage her to get all the facts before deciding. Help her think through her choices, and keep the conversation going.

For more information, visit: RUReadyND.com.

Grade by Grade: Personal Values



In ninth grade, Roads to Success students explore three different careers — one they choose, one that's in demand in their state, and one that matches their career type based

on what they like to do.

Students investigate careers to get information about job descriptions, earnings, and the type of education needed.

They also think about how their own values will play a part in their career choices.

Students may change career directions many times during their adult lives. But knowing what to consider when making career decisions will stick with them forever.

Interest Inventory

The **BIG** Idea

- What is a career interest inventory and why is it important to learn about many different careers?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's an Interest Inventory? (5 minutes)
- II. Connect to RUReadyND.com (5 minutes)
- III. Create a Portfolio (5 minutes)
- IV. Interest Profiler (25 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

- ☐ **PORTFOLIO PAGES:**
 - **Portfolio Page 4, Interest Profiler Results**
- ☐ **STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 11–12, RUReadyND.com Basic Directions
- ☐ **FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, Interest Profiler Responses
 - Facilitator Resource 3, Interest Inventory Extension

OBJECTIVES

During this lesson, the student(s) will:

- Sign in to and save work on RUReadyND.com.
- Complete an inventory that matches his/her interests with potential careers.
- Understand the functions of interest inventories and portfolios.

OVERVIEW

In this lesson, students will explore possible careers, consider which careers might be a good fit for them, and ultimately investigate three careers of their choosing. This class, which will be held in the computer lab, introduces students to a website that will be integral to students' career and post-secondary exploration, RUPrepareND.com. Students will choose account names and passwords for the site and create their online portfolios to save their research. Then they will explore how the website can help them find careers that fit their own interests by taking an interest inventory to generate individual lists of possible career matches.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 11–12, RUPrepareND.com Basic Directions**
 - **Portfolio page 4, Interest Profiler Results**
- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- To avoid transporting all of your student binders to the computer lab, have your students remove all of their career portfolio and student handbook pages from their binders and staple them together before beginning this unit. Use address label stickers and put the students' account names and passwords on the front of each packet.
- Duplicate copies of **Facilitator Resource 3, Interest Inventory Extension** for students who finish early.

BACKGROUND INFORMATION

RUREADYND.COM

RUReadyND.com is an online program that helps students explore education options, discover a wide variety of occupations, and make plans to achieve his or her goals—from school or from home! Students will have a unique password-protected portfolio where they can store their assessment results, save information related to careers they read about, upload documents, and much more. Parents can access RUReadyND.com by creating a parent portfolio.

EDUCATOR SIGN IN

With your RUReadyND.com professional account, you can view all student account names and passwords, review their portfolios, run a variety of reports, and more.

Follow the account sign-in or creation instructions found in PDFs on the Roads to Success curriculum pages on RUReadyND.com.

SYSTEM REQUIREMENTS

You'll want to coordinate with your school's Audio/Visual or Information Technology specialist to make sure you'll have access to RUReadyND.com.

COMPUTER LAB ISSUES

Anticipating problems that might come up with computer usage will be helpful in figuring out possible solutions. Some issues to consider:

- Lack of access to a computer or mobile lab.
- Computers not charged in a mobile lab.
- Unpredictable Internet access.
- Student use of computers for purposes other than career research.

In the **Preparation** section you will find print modifications to address a lack of computer access. In addition, students unfamiliar with the computer lab will need instructions on its use.

STUDENT MISBEHAVIOR ON COMPUTERS

Establish clear expectations and consequences for misuse of the computers before students begin working on the computers. A common problem is students accessing other websites. Another issue is instant messaging between students. One possible behavior plan could be:

- The first time a student is seen on another website they are given a warning.
- The second time a student is seen on another website they are no longer permitted to work on the computer. Instead they will complete the work using a paper version.

PREPARING STUDENTS FOR UNEXPECTED CAREER MATCHES

Students may be disappointed or surprised by the careers they are matched up with for the interest inventory. Explain in advance that this inventory should be seen as a guide. Interest Profiler results correspond to students' interests as reflected by their answers to specific questions; students may research a career that is not on their Interest Profiler results as long as it is listed on RUPrepareND.com.

You should also explain that the goal of this unit is to learn about new careers, rather than summarize what's already known. Students should be encouraged to research careers out of their comfort zone.

VOCABULARY

Portfolio: A place to save research, collect information, and record accomplishments.

Interest Inventory: A tool for helping you figure out what you're interested in; it often consists of a series of questions or choices.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

Questions:

1. List five activities or things that you are very interested in.
2. List three careers that you are interested in learning about.
3. Do you think your interests are related to the careers you want to learn about? Explain.

[After they have completed their work call on students to read their answers. Then begin with the **Warm Up** as written.]

NOTE: The Do Now is entirely optional and should be chosen based on the needs of your class. If you think your students will struggle to finish all of the written material, you may want to present the Warm Up as written.

To assist in modeling written directions, use an LCD projector to explain the instructions for RUPrepareND.com.

You might want to seat poor readers (or students who have difficulty following directions) at computers next to stronger readers and have these pairs move through the questions in tandem, reading each question aloud before proceeding.

Have students who are experienced Internet users show less experienced students how to navigate through the site using the browser arrows and buttons within the website.

If your students finish their interest inventory early, you may want to complete the following options:

- Have students identify the BEST match and WORST match from their list on **Facilitator Resource 3, Interest Inventory Extension**. Then have them list careers that seem to be similar. One possible example is pediatrician, family practitioner, oncologist, and physical therapist. All of these careers are related to the medical field.
- You may wish to have them try the Basic Skills Survey. This can be found by clicking on the **Career Planning** tab and then clicking on the **Learn About Yourself**.

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ACTIVITY STEPS

I. WARM UP: What's an Interest Inventory? (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everyone! I'd like everyone to close their eyes for a moment. Imagine it's 20 years from today, and you're at your job. Where are you working? What are you doing? What path did you take to get there?

Now, open your eyes. Maybe you had a vague picture of where you'd like to be working, but only a hazy idea of what that job is about. Or maybe you had no idea what kind of job you'd like to be doing. No matter what your picture was like, this is a great time to start thinking about all the different, exciting careers that are possible. After all, you should be thinking about careers now, so you're ready for college or whatever job training you'll do after you graduate from high school. If finding careers that are right for you seems like a daunting task, don't worry—we're all going to do this together, step by step.

Over the next few weeks, we're going to be exploring many different careers you might consider after high school. We'll discover what it's really like to have these jobs, what education you need to get these jobs, and—most importantly—which jobs are a good fit for you. You will ultimately choose three careers to explore further, and you'll also be learning about some of the careers your classmates chose.

2. Tape the words pages with the words “Like,” “Not Sure,” and “Dislike” (**Facilitator Resource 2, Interest Profiler Responses**) along one wall of the classroom. Preview the day's activities, telling students that they will be granted access to a website where they'll explore careers on their own. To help them get ready, you have a two-question quiz for them—one that's exactly the same as the activity they'll try online. There are no right or wrong answers. It's their opinions that count. You are going to describe a job-related activity. They are going to identify the word or phrase that best describes how much they would like (or wouldn't like) that activity. (Indicate pages arranged across the front of the room.)
3. **SAY SOMETHING LIKE:** For example, if I said “Build kitchen cabinets,” who would say “Like?” Who would say “Dislike?” Who would choose “Not Sure?”

4. **SAY SOMETHING LIKE:** Here's the first statement. Listen first, and then write down the word from the sign that you agree with. I might call on some of you to explain your feelings about this activity.

"Guard money in an armored car."

Raise your hands if you wrote "Like..." "Dislike..." "Not Sure."

[Ask a student or two to explain their feelings about guarding money in an armored car.]

Ready for statement #2? "Study space travel."

Raise your hands if you wrote "Like..." "Dislike..." "Not Sure."

[Comment on the number of people who would like to study space travel, or would dislike it.]

5. **SAY SOMETHING LIKE:** These questions are part of a larger **interest inventory**, a tool that many job seekers use to find careers that involve things they like and are good at. Through a series of questions, an interest inventory helps you identify your interests—then suggests a number of careers that match those interests. The goal is finding work you'll enjoy and be good at.

In class today, you will each have the chance to take an interest inventory online on a website called RUReadyND.com. After answering a series of questions, the website's "Interest Profiler" will list your top interest areas and provide a list of careers that match your interest areas. Don't worry if you get a few matches that are surprising, this is a list of suggestions based only on your answers to these questions.

6. **SAY SOMETHING LIKE:** Before we begin the **Interest Profiler**, you will need to sign in to RUReadyND.com. It will be possible for you to visit RUReadyND.com from a home or library computer, using your account name and password. You can explore careers and majors anytime you want.

II. Connect to RUPrepareND.com (5 minutes)

1. [Guide the students through the following sequence to sign in to RUPrepareND.com. Instruct students to turn to **Student Handbook pages 11–12, RUPrepareND.com Basic Directions**. Display these directions on an overhead projector or chart paper.]
 - Turn on the computer.
 - Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc.)
 - Type the web address into the dialog box (RUPrepareND.com.)

III. Sign in to RUPrepareND.com (5 minutes)

If your students have not created an account on RUPrepareND.com before, take them through the account creation or sign-in sequence found in the Account Creation PDF on the RUPrepareND.com Roads to Success page.

IV. Interest Profiler (25 minutes)

1. [Instruct students to turn to **Student Handbook pages 11–12, RUPrepareND.com Basic Directions**].

SAY SOMETHING LIKE:

 - Click on the Career Planning tab at the top of the page.
 - Next, click on Learn About Yourself.
 - Click on the **Interest Profiler** and then click **Get Started**.
 - Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
 - The Interest Profiler will select your top interest areas based on the interests you've described.
2. **SAY SOMETHING LIKE:** Let's try the first one together...

[Have someone read the first sentence. Then instruct the students to click the box that best expresses their feelings.]
3. [Remind students that there are no right or wrong answers. Answers that show their true feelings will connect them to jobs that are the closest match for the things they like.

See **Background Information** to prepare students for unexpected career matches.]

4. **SAY SOMETHING LIKE:** After you finish the Interest Profiler activity and you review your top interest areas and your list of careers, the results will be saved in your online portfolio so you can check it again whenever you want. [Ask for final questions and turn students loose to work on their own.]
5. [About 15 minutes before the end of the class period, give the students a five minute warning and let them know that they should be nearing the end of the question-and-answer phase of the Interest Profiler. Invite students who have finished the interest inventory to explore the resulting list of career matches.

Students should print out the results where that option exists and put it in their portfolios. They should also list their favorite six careers from their results on **Portfolio page 4, Interest Profiler Results**. Then have them list six other careers, including any others from their results, or additional careers they'd like to investigate. Explain that in the coming weeks, they should check the box next to each career they investigate.]

6. [Ten minutes before the end of class, ask students to note any patterns or common threads in the jobs they were matched with, which ones seemed accurate, and which careers surprised them.]

V. Wrap Up (5 minutes)

1. [Briefly preview the activity for the coming week.]

This week, you created a list of careers that matched your interests. Next week, we'll talk about another way to think about groups of careers that match things you enjoy doing. You'll select three careers to research through this unit. And for the next three weeks, you'll use RUPrepareND.com to find out more about the day-to-day tasks and education about the job.

Between now and then, you can visit RUPrepareND.com from any computer. All you need is your account name and password.

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DO NOW

Careers 1: Interest Inventory

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. List five activities or things you are interested in doing.

2. List three careers that you are interested in learning about.

3. Do you think your interests are related to the careers you want to learn about?
Explain.

LIKE

NOT SURE

DISLIKE

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Interest Inventory Extension

Directions: If you finish your interest inventory early, complete the following extension activity.

- Identify your BEST and WORST match from your list.

- Explain why you think your BEST match fits your skills and interests.

- List careers that seem to be similar, and then explain how you think they are all related. (Example: Pediatrician, family practitioner, physical therapist, and nurse are all careers related to the medical field.)

RUPrepareND.com Basic Directions

I. Connecting to RUPrepareND.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**RUPrepareND.com**).
- When the Sign In page appears, enter your Account Name and Password into the Sign-in area at the top of the screen.

II. Creating an Account (First Time Users)

If your students have not created an account on RUPrepareND.com before, take them through the account creation sequence found in the Account Creation PDF on the RUPrepareND.com Roads to Success page.

III. Interest Profiler

Once you have signed in, click the Career Planning tab.

- Click **Learn About Yourself**.
- Click on Interest Profiler, and then click **Get Started**.
- Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The Interest Profiler will select your top interest areas based on the interests you've described.
- Click on View Careers to see the careers that match up with your interest areas.
- Using your results from the Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

Interest Profiler Results

There are so many careers to choose from. Keep a list of the ones that interest you.



Student Name: _____

Date Interest Profiler Taken: _____

Take the Interest Profiler. Then write six of the suggested careers below. Choose the careers that interest you most. In the weeks to come, check off each career you investigate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Look through the Interest Profiler list again. Write down any additional careers that you'd like to explore, as well as other careers you'd like to investigate that may not have appeared on your Interest Profiler list.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

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Finding Careers that Fit

The **BIG** Idea

- How can I find a career that's a good fit for me?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's Your Career Type? (5 minutes)
- II. Classifying Career Choices (10 minutes)
- III. Examining Career Reports (10 minutes)
- IV. Exploring Careers on RUPrepareND.com (5 minutes)
- V. Wrap Up: Research Your Own Career (10 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 5–6, 8–9, & 11–12, Career Report, (three per student)
- Portfolio Page 4, Interest Profiler Results (from previous lesson)

STUDENT HANDBOOK PAGES:

- Student Handbook pages 14–15, What Do You Like to Do?
- Student Handbook page 16, RUPrepareND.com Directions

FACILITATOR PAGES:

- Facilitator Resource 1, Sample Career Reports [one copy (two pages) for each student]

Overhead projector

LCD projector

Laptop

OBJECTIVES

During this lesson, the student(s) will:

- Consider how their interests influence their selection of careers.
- Navigate RUPrepareND.com to locate the job description of a specific career.

OVERVIEW

Students begin by considering the six Interest Areas used in making career matches, and reflect on the importance of personal interests in determining career satisfaction. Then, students select three careers to investigate in the coming weeks. Next, students examine the requirements for successfully completing their career reports and learn how to find specific careers on RUPrepareND.com. Finally, they'll read the **What They Do** section for one of their own selected careers.

In the coming weeks, students will be using RUPrepareND.com to research three selected careers. In this lesson, you'll model how to find specific careers, either by using the search function or the index. You'll also point out the sections of the career profile they'll be using in the coming weeks:

- What They Do
- Money & Outlook
- What to Learn

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the RUPrepareND.com website is accessible from students' computers in advance.
- List the day's **BIG IDEA** and activities 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 14–15, What Do You Like to Do?**
 - **Student Handbook page 16, RUPrepareND.com Directions**
 - **Portfolio page 4, Interest Profiler Results**
- Students will choose three careers to research for this unit. For two of the careers, students can choose whatever career they want to research, provided that it can be found on RUPrepareND.com. The third career will be picked from a list of high-demand jobs in their geographical area. NOTE: You will need to create a list of 20 to 30 jobs that are in high demand in your students' area, using the website below. Each of these careers must require one of the following post-secondary education options: tech/trade school, apprenticeships, community college, four-year

college, or graduate school. To find employment projections for North Dakota, go to <http://www.ndworkforceintelligence.com/faq.asp?session=faq>. Choose whether to view projections by year, annual openings, or number/percent change.

- ❑ Visit <http://online.onetcenter.org/explore/interests/> and become familiar with the information available when researching careers by type.
- ❑ Each lesson in this unit builds on the previous one. Students who missed last class will need to complete the interest inventory today. Direct absent students to **Student Handbook pages 11–12, RUPrepareND.com Basic Directions** (from lesson 1). These directions outline how to sign in to RUPrepareND.com, and complete the interest inventory. In addition, you can also assign a student to assist those students who were absent.

BACKGROUND INFORMATION

During early adolescence, students begin to make the transition from fantasy career aspirations (actor, pro athlete, rock star) to “aligned ambitions” aspirations that correlate more clearly with things they’re good at. Though this process is by no means complete in ninth grade (or even in high school), having a career goal can help students make the connection between the classroom and the outside world. Why am I studying this? Because electricians need to be good at algebra. Colleges prefer four years of math, etc.

Since the results of an interest inventory aren’t always transparent, this lesson makes explicit the connection between personal interests and career choices. Students will be introduced to the following career categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These categories were identified by Dr. John Holland in 1985, and continue to be used by career development experts today to match people with satisfying careers.

Students should be cautioned not to use interest areas to limit their career choices. They should recognize that there are probably two or three categories that describe them best. Students should consider interest areas as a way of organizing their career exploration rather than as a means of narrowing their choices to a single category. Hopefully, this lesson will help them understand why they’re drawn to specific careers, and get them thinking about related careers they may not have considered.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook pages 14–15, What Do You Like to Do?** as a DO NOW. Give the students five minutes to answer the questions. Once the students have completed their quiz, begin with the discussion as written in the **Warm Up**.

In **Activity I, Warm Up: What's Your Career Type?** students choose which career categories they believe best describe their skills and interests. As this is a personal choice that should not be influenced by peers, the lesson suggests students do this individually. However, if you feel students would enjoy doing this publicly, you could post the six career categories in different spots in the room and ask students to walk to the category that best describes them. Then have students walk to their second-choice category.

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ACTIVITY STEPS

I. Warm Up: What's Your Career Type? (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the second week in our careers unit. Last week, you took an “interest inventory” to identify careers that matched your skills and interests. This week, you’ll be choosing three careers to explore in the coming weeks. Before we begin, I’d like you to take a moment to think about the careers that appeared in your Interest Profiler results last week. You may remember that your list of careers appeared after you identified your top two interest areas. There are six interest areas. Who can name some of them?

[List the students’ ideas on the board.]

2. **SAY SOMETHING LIKE:** Please turn to **Student Handbook pages 14–15, What Do You Like to Do?** On these pages, you’ll see six career interest areas. Under each interest area is a list of three activities. Take a few minutes to read through these lists, putting a check mark beside each activity you enjoy.

[Give students a few minutes to complete this task.]

3. **SAY SOMETHING LIKE:** How many of you found that most of the activities you enjoy appear in two or three interest areas? Do these correspond to the interest areas you checked last week?

II. Classifying Career Choices (10 minutes)

1. **SAY SOMETHING LIKE:** Experts believe that finding satisfying work is a matter of matching your interests and abilities with careers that fit them. To simplify this match-making process, they’ve come up with categories that describe people, and have also figured out how various careers match these categories.

People may be described by more than one category. For example, you may be “social” and “artistic,” with a little “investigative” thrown in.

Similarly, a career may be included in more than one category. A doctor might be described as “investigative” and “social.” [Ask students to describe characteristics of doctors that fit each category, based on descriptions found on **Student Handbook pages 14–15, What Do You Like to Do?** Assist them with making inferences as needed.]

2. **SAY SOMETHING LIKE:** Matches between people and careers are complicated. These interest areas present a good place to get started. Let's see how they might work. Suppose all of you are career counselors and I'm a client you just met. I'm about to give you one piece of information about myself, and you're to suggest one of the six categories: Realistic, Investigative, Artistic, Social, Enterprising, Conventional, where I might begin my career search. Be prepared to explain your answer. More than one category may be possible.

3. [Read aloud each of the following statements, and ask students to suggest a career category that might fit each. You may wish to model an example or two to illustrate how you might infer a career type from the available info.]
 - "I want to be in charge." (Enterprising)
 - "I enjoy budgeting and balancing my checkbook." (Conventional)
 - "I enjoy photography." (Artistic)
 - "I want to design a more fuel-efficient car." (Investigative)
 - "I want to operate heavy equipment." (Realistic)
 - "I'm interested in social work and family therapy." (Social)

4. [Have students access **Portfolio page 4, Interest Profiler Results**, which they completed the previous week. This list includes the six careers generated by the Interest Profiler, and six other careers of interest.]

SAY SOMETHING LIKE: In this unit, you'll be researching three careers. Two of the careers are entirely your choice.

Your third career will come from a list of careers that are in high demand in this area, which I'll pass out in a moment. You will be allowed to choose whatever career interests you on this list. Why do you think we're researching careers that are in high-demand in our area? [Allow students to respond.] Exactly! It is important to know what opportunities are in your area. Note: it will eventually be up to you whether you choose a career you can pursue nearby or one where most opportunities are in another part of the country.

[Pass out a copy of the list of in-demand careers to each student (see **Preparation** section). Instruct students that they have five minutes to pick their three careers.

Students should record these choices on the back of **Student Handbook page 15, What Do You Like to Do?**]

III. Examining Career Reports (15 minutes)

1. [Instruct students to turn to **Portfolios pages 5–6, Career Report**. Display this page using an overhead transparency or chart paper. Point out the line titled “**Career: _____**” at the top of the page. Explain that they need to write the name of the first career they choose on this line. Instruct them to put their second and third career choices on the top of their second and third **Career Reports (Portfolio pages 8–9 & 11–12)**.
2. **SAY SOMETHING LIKE:** Throughout this unit, I will be collecting your career reports to check on the progress of your career research. Right now I am going to pass out two sample career reports, labeled **Career Report A** and **Career Report B**.

[Assign pairs, while a student passes out **Facilitator Resource 2, Sample Career Reports**.]

We are going to use these reports to determine how to correctly complete a **Career Report**. You will have five minutes to read over the two reports with your partner. You will need to write at least three specific comments for each report. Your comments could include things that could be improved on the **Sample Career Reports** along with things that are done well. We will then come back as a class to create a class list of characteristics for a **High Quality Career Report** and a **Career Report In Need of Improvement**.

[Circulate around the class while pairs are working. After five minutes, bring the class back together. Use chart paper or an overhead transparency to create a chart with two columns. Label the columns with the following titles: **High Quality Career Report** and a **Career Report In Need of Improvement**. This list should be kept and posted whenever students are working on their career reports.]

IV. Exploring Careers in RUPrepareND.com (5 minutes)

1. **SAY SOMETHING LIKE:** In the coming weeks, you’re going to use RUPrepareND.com to learn more about the careers you selected. Let’s all sign in to RUPrepareND.com and find out how it can help us explore careers.

[Instruct students to turn to **Student Handbook pages 11–12, RUPrepareND.com Basic**

Directions. Walk the students through the sign-in process, while you do the same on your laptop/LCD projector. Guide them to the **Career Planning** tab at the top and tell students to click on it.

2. **SAY SOMETHING LIKE:** Let's look at a career together, and explore some of the different things we can learn about it. For example, let's investigate "Graphic Designer" (or another sample career that interests your students).

[Model the two ways to find individual career profiles. First, type in the name of the career in the Search box, click **Go**, and select the career from the list of results. Or use the **Alphabetical List**. Click "G" for "Graphic Designer," then have students click the link for Graphic Designer.

3. **SAY SOMETHING LIKE:** This is the "Career Profile" for graphic designer. On the left-hand side, you'll see there are tabs that describe different information about this career.

Over the next three weeks, we're going to focus on the following sections: **What They Do** (which you'll see when you open a career profile), **What to Learn**, and **Money & Outlook**. [Point out each section. If time permits, click on each one.] Next week, we'll spend some more time in each of these sections. For now, I just want to make sure you're all comfortable signing in and finding specific careers.

V. Wrap Up: Research Your Own Career (10 minutes)

1. **SAY SOMETHING LIKE:** Now I'd like each of you to find the "Career Profile" for the first career you selected. Let me know if you have any trouble.

2. [Have students turn to **Portfolio pages 5–7, Career Report**.

SAY SOMETHING LIKE: Please read through the **What They Do** tab and think about how you would answer the questions in the **What They Do** section on your **Career Report**.]

3. **SAY SOMETHING LIKE:** Next week, you'll be investigating the education and earnings for this career, then sharing what you learned with another student in the class. By the end of next class, you should have a better idea if this first career would be a good match for your skills and interests.

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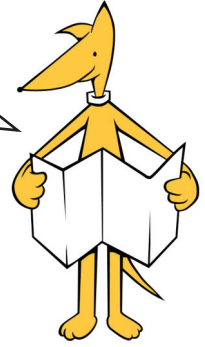
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Is this career a good fit for you? Write your findings here.



Sample Career Report A

Use this form to record important details about your selected careers.

Career: Producer

What They Do

In your own words, write a general job description for a person with this career.

Producers start out as a director's assistant. They make sure that a show runs smoothly.

List two to three specific tasks this person might do on a typical day.

- Hire key staff
- Oversee the budget
- Coordinate daily activities on the production

Follow-up: Is this career a good match for your skills and interests? Explain why.

Yes, because it's a good match for me.

Money and Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ 24,240 Annual

AVERAGE WAGE: \$ 40,610 Annual

EXPERIENCED WAGE: \$ 61,440 Annual

Follow-up: How does this compare with other related careers?

Name of career: Recreation Worker

AVERAGE WAGE: \$ 25,870 Annual

Name of career: Reporter

AVERAGE WAGE: \$ 26,470 Annual

What to Learn

How much post-secondary (after high school) education is recommended for this career?

not sure.

Which of these best describes the recommended level of education?

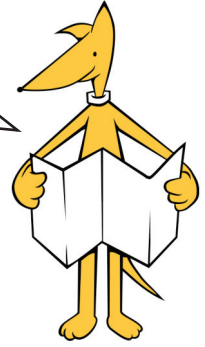
- | | |
|--|--|
| <input type="checkbox"/> high school graduate only | <input type="checkbox"/> two-year college |
| <input type="checkbox"/> apprenticeship | <input type="checkbox"/> four-year college |
| <input type="checkbox"/> tech or trade school | <input type="checkbox"/> more than four years of college |

Follow-up: Are you willing to invest the time and money needed to get this type of education?

Explain your answer.

Yes.

Is this career a good fit for you? Write your findings here.



Sample Career Report B

Use this form to record important details about your selected careers.

Career: Middle School Teacher

What They Do

In your own words, write a general job description for a person with this career.

Middle school teachers work with students to teach them a particular subject. They prepare all lessons and materials. They also grade papers and maintain all records for the classroom.

List two to three specific tasks this person might do on a typical day.

- Present lessons through lectures, demonstrations, or discussions
- Confer with parents or guardians
- Correct homework.

Follow-up: Is this career a good match for your skills and interests? Explain why.

This career would be a great match for me because I love working with people. I also enjoy teaching people things.

Money & Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ 36,860 Annual
AVERAGE WAGE: \$ 55,130 Annual
EXPERIENCED WAGE: \$ 72,350 Annual

Follow-up: How does this compare with other related careers?

Name of career: Secondary School Teacher

AVERAGE WAGE: \$ 41,240 Annual

Name of career: Elementary School Teacher

AVERAGE WAGE: \$ 43,110 Annual

What to Learn

How much post-secondary (after high school) education is recommended for this career?

A bachelor's degree is required. This takes around four years to complete.

Which of these best describes the recommended level of education?

- high school graduate only two-year college
 apprenticeship four-year college
 tech or trade school more than four years of college

Follow-up: Are you willing to invest the time and money needed to get this type of education? Explain your answer.

Yes.

What Do You Like to Do?

You can find clues to careers you'll like by paying attention to the activities you enjoy most. Here are six career types used by many experts to sort careers by interests. Put a check mark next to each item that describes something you like to do. Then circle the two career types (for example, Realistic and Investigative) that describe you best.

REALISTIC

- Practical, hands-on activities
- Working with plants or animals, wood, tools, or machinery
- Working outdoors

Sample careers:

Cooks, construction workers, forest fire fighters, landscapers, truck drivers, mechanics, airline pilots, fish and game wardens, oral and maxillofacial surgeons (remove damaged teeth, repair cleft palates), cartographers (prepare data and make maps)

INVESTIGATIVE

- Working with ideas
- Solving problems that require lots of thinking
- Searching for facts

Sample careers:

Sonographers (use ultrasound equipment), fire investigators, chemists, engineers (computer, electrical, industrial, mechanical), computer systems analysts, market research analysts, city planners, coroners, doctors, dentists, psychiatrists, surgeons, veterinarians

ARTISTIC

- Working with designs and patterns
- Expressing yourself
- Working without a clear set of rules

Sample careers:

Actors, desktop publishers, fashion designers, film and video editors, artists, hairdressers and cosmetologists, interior designers, singers, musicians and composers, radio and TV announcers, editors, graphic designers, landscape architects, reporters, writers

SOCIAL

- Working with and communicating with people
- Teaching
- Helping others

Sample careers:

Child care workers, concierges (help hotel guests), flight attendants, home health aides, dental hygienists, paramedics, fitness trainers, massage therapists, nurses, respiratory therapists (help patients with breathing problems), tour guides, teachers, school administrators, chiropractors, clergy (ministers, priests, rabbis, imams), psychologists, substance abuse counselors, speech pathologists

ENTERPRISING

- Starting and completing new projects
- Leading people
- Making decisions

Sample careers:

Real estate agents, brokers, and appraisers, food service managers, opticians (make and sell glasses), detectives and private investigators, sheriffs, boat captains, construction managers, financial services sales agents, chief executives (in charge of companies), judges, lawyers

CONVENTIONAL

- Following procedures and routines
- Working with details rather than “big ideas”
- Understanding what’s expected and who’s in charge

Sample careers:

Calculating machine operators (billing), dental assistants, medical and legal secretaries, police, fire, and ambulance dispatchers, bank tellers, administrative assistants, medical transcriptionists (type records of procedures), paralegals (assist lawyers with research), accountants, auditors (study financial records to make sure companies are obeying the law), proofreaders, librarians, statisticians (use numbers to analyze info), treasurers

For more information about career categories, as well as specific career descriptions, visit <http://online.onetcenter.org/explore/interests/>.

RUPrepareND.com Directions

NOTE: *If you finish a section early, all work must be checked and approved before beginning to work on anything else.*

What They Do:

Click on the Career Planning tab at the top of the screen, and then click on the Explore Careers section. Towards the center of the page you'll see a search box.

1. Write the name of your career in the search box and press Go!
 - a. You can also search for a career alphabetically. Instead of typing the name of your career in the search box, click on the letter of the alphabet that your career starts with. A list of careers that begin with that letter will appear. Remember -- sometimes you may have to look under more than one letter if the career might be called more than one name. For example, school counselor might be under S for school or C for counselor.
2. From the results list, select the career title that most closely matches the one you are looking for. The first section to come up will be **What They Do**.
3. Read and summarize the information. Answer the questions listed on your **Career Report** for this section.
4. For additional information on the interests and skills needed for this career, you can click on the **Is This for You?** and **Skills You Need** tabs along the left side of the page.

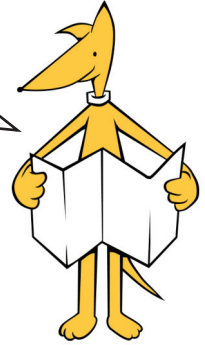
Money & Outlook:

1. Complete steps 1–4 from the **What They Do** section. If you are already in the career profile, proceed directly to step 2, below.
2. Select the **Money & Outlook** tab on the left side of the screen.
3. Read and identify the **entry** (starting), **average** (median), and **experienced annual salary** for your state. Not all careers have entry, average, and experienced annual salary information. In these cases, use whatever salary information you've found in the Money & Outlook tab.
4. Then, click on the **What To Learn** tab on the left side of the screen. Click on the name of the career cluster that this career is a part of. It's listed at the top of the page in the High School Section. Read and summarize the information. Answer the questions listed on your **Career Report** for this section.

What to Learn:

1. Complete steps 1–3 from the **What They Do** section.
2. Press the **What to Learn** tab on the left side of the screen.
3. Read and summarize the information. Answer the questions listed on your **Career Report** for this section.

Is this career a good fit for you? Write your findings here.



Career Report

Use this form to record important details about your selected careers.

Career: _____

What They Do

In your own words, write a general job description for a person with this career.

List two to three specific tasks this person might do on a typical day.

- _____

- _____

- _____

Follow-up: Is this career a good match for your skills and interests? Explain why.

Money & Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

Follow-up: How does this compare with other related careers? (Click What to Learn, and then click the related Career Cluster listed at the top of the page. When the new page appears, click Careers to see a list of related careers. Click on the career of your choice, and then on Money & Outlook)

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

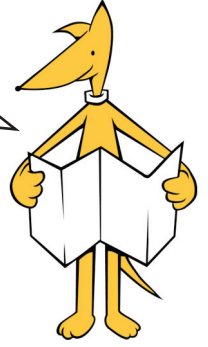
How much post-secondary (after high school) education is recommended for this career?

Which of these best describes the recommended level of education?

- high school graduate only
- two-year college
- apprenticeship
- four-year college
- tech or trade school
- more than four years of college

Follow-up: Are you willing to invest the time and money needed to get this type of education? Explain your answer.

Is this career a good fit for you? Write your findings here.



Career Report

Use this form to record important details about your selected careers.

Career: _____

What They Do

In your own words, write a general job description for a person with this career.

List two to three specific tasks this person might do on a typical day.

- _____

- _____

- _____

Follow-up: Is this career a good match for your skills and interests? Explain why.

Money & Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

Follow-up: How does this compare with other related careers? (Click What to Learn, and then click the related Career Cluster listed at the top of the page. When the new page appears, click Careers to see a list of related careers. Click on the career of your choice, and then on Money & Outlook)

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

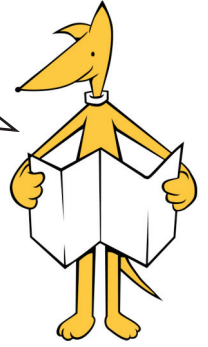
How much post-secondary (after high school) education is recommended for this career?

Which of these best describes the recommended level of education?

- high school graduate only
- two-year college
- apprenticeship
- four-year college
- tech or trade school
- more than four years of college

Follow-up: Are you willing to invest the time and money needed to get this type of education? Explain your answer.

Is this career a good fit for you? Write your findings here.



Career Report

Use this form to record important details about your selected careers.

Career: _____

What They Do

In your own words, write a general job description for a person with this career.

List two to three specific tasks this person might do on a typical day.

- _____

- _____

- _____

Follow-up: Is this career a good match for your skills and interests? Explain why.

Money & Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

Follow-up: How does this compare with other related careers? (Click What to Learn, and then click the related Career Cluster listed at the top of the page. When the new page appears, click Careers to see a list of related careers. Click on the career of your choice, and then on Money & Outlook)

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

How much post-secondary (after high school) education is recommended for this career?

Which of these best describes the recommended level of education?

- high school graduate only
- two-year college
- apprenticeship
- four-year college
- tech or trade school
- more than four years of college

Follow-up: Are you willing to invest the time and money needed to get this type of education? Explain your answer.

Career Report

The **BIG** Idea

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

AGENDA

- Approx. 45 minutes
- I. Warm Up: Is This Career for You? (5 minutes)
 - II. Career Report Review (15 minutes)
 - III. Research Career #1 (20 minutes)
 - IV. Wrap Up: Share Career Information (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 5–6, Career Report, (from previous lesson)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 19–20, Sample Career Report
 - Student Handbook pages 11–12, RUPrepareND.com Directions, (from Lesson 1)
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
- Overhead projector
- LCD projector
- Laptop

OBJECTIVES

During this lesson, the student(s) will:

- Use RUPrepareND.com to find information about one of his/her selected careers, using the **What They Do, Money & Outlook**, and **What to Learn** tabs.
- Summarize career information in a career report.

OVERVIEW

In this lesson, students will begin by brainstorming questions they might ask about a career to figure out if it is a good fit for them. Then they'll review the career report they'll be using to record information about their careers. As a class, they'll use RUMReadyND.com to complete a career report for a sample career. Next, they'll work independently to complete a career report for their first selected career. Finally, they'll share their personal "follow-up" answers from the career report with a partner.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUMReadyND.com is accessible from students' computers in advance of this lesson.
- 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 RUMReadyND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 11–12, RUMReadyND.com Directions, (from Lesson 1)**
- For the sample career highlighted in **Activity II, Career Report Review**, choose a career that you think will be interesting for the majority of your students. Write the name of the career on the board. (Make sure you use the name as it appears in RUMReadyND.com, such as "Graphic Designer" rather than just "Designer.")

BACKGROUND INFORMATION

In the previous lesson, students identified three careers they'd like to investigate. In this lesson they'll familiarize themselves with RUPrepareND.com's career profiles, specifically the three sections they'll need to complete a career report:

- What They Do
- Money & Outlook (focus will be on wages, which are searchable by state)
- What to Learn (focus will be on "Beyond High School," "Education Level," and "Insider Info" if it is available for the selected career)

Then, they'll use RUPrepareND.com to research the first of their selected careers.

NOTE: Students can save interesting careers to their portfolios or print a copy to take home.

VOCABULARY

Occupation: Job.

Annual: Yearly.

Entry Wage: Earnings at the beginning of your career.

Average Wage: Median earnings; earnings in the middle of your career.

Experienced Wage: Earnings after years of working.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

Questions:

1. List three careers you chose to research last class in the space below. Then explain one thing about each career that interests you.
2. In the last class, you learned about the six different career categories. List two career categories that you feel best fit your skills and interests. Explain why.

[Then call on students to read their answers and continue with **Warm Up** as written.]

When using RUPrepareND.com to research careers, possible issues may arise related to the **Money & Outlook** section. Some jobs only list hourly wages instead of annual salaries. In these cases you can have students record hourly wages and, if time permits you may have students calculate annual wages using the formula below.

[Annual wages (salary) = hourly wage x # of hours per week x 52 (# of weeks per year)]

In addition, some careers may not list any wages for North Dakota. In that case, have the students choose another nearby state with similar demographics.

For the most part, RUPrepareND.com is written at a high-school level, which means the reading will be a challenge for many students. It is fine to share this information with them; they'll need to help each other with difficult vocabulary and re-read complex passages to figure out meaning. You'll need to circulate and provide help to students who need it.

For struggling readers, you may wish to print out RUPrepareND.com resources so students can highlight and take notes directly on the pages.

For the "**Money & Outlook** follow up" question on the **Career Report**, you may choose to have the class look up two careers of their choice. Rather than using related careers, students will use two careers of varying wages as benchmarks. One of the careers should be one the students consider to have low wages, and the second career should be one they consider to have high wages. Students should then enter these values on all three **Career Reports**. (Career Reports are used in lessons 2–5).

ACTIVITY STEPS

I. Warm Up: Is This Career for You? (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the third week in our careers unit. Last week, you selected three careers that you'd like to learn more about. This week, you're going to research your first career, then share what you learned with another student.
2. **SAY SOMETHING LIKE:** As you research or hear about each career, I'd like you to be thinking, "Is this a career for me?" What are some questions you might have about a job to determine if it's a good fit for you? [Write students' answers on the board, overhead transparency, or chart paper.]

[Be sure to get across some of these aspects of a job:

- What would I do in this job? What are my main responsibilities?
 - How much does it pay?
 - How much education or training will I need?
 - Where will I spend most of my time?
 - Will I work mostly with people or by myself?
 - What hours will I work each week? Will I have enough time for friends and family?
 - What kind of person would be happy and successful in this job?]
3. **SAY SOMETHING LIKE:** Over the next three weeks, you're going to answer three big questions for the jobs you selected. [Write these questions on chart paper, an overhead transparency, or the board.]
 - What would I do in this job?
 - How much will I get paid?
 - How much education do I need?

Hopefully, by answering these questions, you'll learn enough about each career to get a sense of whether or not it's one you'd like to investigate further.

II. Career Report Review (15 minutes)

1. **SAY SOMETHING LIKE:** Please turn to **Portfolio pages 5–6, Career Report**. This is the form you'll use to record information about each career you investigate over the next three weeks. Last week we discussed the differences between a high quality career report and one that needs improvement. What were some of the things we listed for a high quality career report? [Allow students to respond. If they are having

trouble remembering, you can display the list you made last week.]

As we discussed last week, you'll be using RUPrepareND.com for all your career research. Let's sign in to RUPrepareND.com, then see where we'll find all the information we need.

2. [Model how to sign in using your laptop and LCD projector. Instruct students to turn to **Student Handbook pages 11–12, RUPrepareND.com Directions, (from Lesson 1)**. Remind them that all the directions for accessing each part of their Career Report can be found on this page. Give students a minute to scan the page.]
3. **SAY SOMETHING LIKE:** If I wanted to find information about a social worker in RUPrepareND.com where could I go to find this information? [Allow students to respond, and then model how to click on the Career Planning tab.]

Can anyone remember the two ways to find information about a specific career? [Model how to type in the career name, click **Go**, and find the career from the list. Then show how to find a career name using the Alphabetical List. Click on **Social Worker** to access the career profile.]

4. **SAY SOMETHING LIKE:** Great, now we're at the career profile for social worker. These blue tabs along the left-hand side will take you to the different sections within the profile. To complete your career report, you'll just focus on five sections: **What They Do, Is This for You?, Skills You Need, What to Learn** and **Money & Outlook**.

[Display **Student Handbook pages 19–20, Sample Career Report**, using an overhead projector or chart paper. Instruct students to turn to **Student Handbook pages 19–20, Sample Career Report**.]

Let's work together to complete a career report for "Social Worker." To begin, write the name of your career at the top of the page.

5. **SAY SOMETHING LIKE:** Now, let's look for the information we need about this career. To complete the first section of the career report, you'll need to read the **What They Do** page. This is the first thing that comes up when you enter a career profile. As you know from last week, this section gives a good overview of the job, what it involves, and where people with this career usually work.
6. For your career report, you will first summarize what a person with this career does. The first paragraph of the **What They Do** page provides a summary. To make sure

you understand the information, please restate this summary in your own words. [You may wish to use the overhead projector to model the completion of each step of the career report.]

[Have students read the first section of the **What They Do** page and suggest a good summary for “Social Worker.” For example: *A social worker works with people to help them with problems like child care, nutrition, and alcoholism.*]

7. **SAY SOMETHING LIKE:** The second question under **What They Do** asks you to list two specific tasks this person might do in a typical day.

[Have students read the second section, **A Person in This Career**, from the **What They Do** page and suggest a specific task, such as: *Interview new clients to understand what’s wrong and what services they’ll need and connect clients with the services they need.*]

8. **SAY SOMETHING LIKE:** The next question under **What They Do** is a “follow-up” question. There’s one follow-up question in each section, which asks you to consider what you’ve just learned and reflect on whether the job is a good fit for you. In this follow-up question, you’re asked to consider whether the career is a good match with your skills and interests. To answer this question, look over the **Is This For You?** and the **Skills You Need** pages by clicking the tabs on the left side of the page. Then think about your own skills and interests and explain whether this career is a good fit for you. [You may wish to have your students flip back to **Student Handbook pages 14–15, What Do You Like to Do?** from the previous lesson, so that they can review the interests they felt best described their personality.]

9. **SAY SOMETHING LIKE:** The next section of the career report asks about **Money & Outlook**. To find this information, just click the blue tab on the left side of the page labeled **Money & Outlook**. You’ll find some information about the career’s earnings in the text at the top of the page. For most careers, you can find the annual income of the career for our state or for other states. [Model how to use the pull-down menu on the left side of the page to find other state’s information.]

You’ll also notice that under each occupation there is a graph with spaces for average, entry level, and experienced wages. [See **Vocabulary** section, and discuss what these terms mean.] In some careers, all of those spaces are filled in. In other careers, only the average wage is filled in. Remember, the average wage is not the highest wage that you can earn in the career! Over time, you could earn more.

For your career report, you’ll be asked to list the annual salaries for each level,

average, entry level, and experienced. If entry level and experienced wages do not appear, write N/A in the space. This means Not Available. You'll still be able to fill in the average wage.

[Model how to do this on the **Sample Career Report**. Also note which occupation you used.]

10. **SAY SOMETHING LIKE:** The follow-up question asks how these salaries compare with other careers you know about. You should look up two other careers, like dentist and retail salesperson. Find the average annual earnings for each career by clicking the **Money & Outlook** tab within their career profile. Then record this information on your career report. [See **Implementation Options** for suggestions].

11. **SAY SOMETHING LIKE:** The next section of the career report asks about education. To find information about the education required for a career, return to your original career profile. Click the blue **What to Learn** tab. As you'll see on the career report, you are asked to check the education needed for this career. You'll find this information in the section called Education Level.

[Have students read the text and identify the recommended level of education. *(Note that a four-year bachelor's degree is considered a minimum requirement. Many jobs require a master's degree: MSW = Masters in Social Work.)* Then discuss what level of education this fits into. *(More than four years of college.)* Instruct the students to raise their hands if they need help interpreting the type of education listed for their career.]

12. **SAY SOMETHING LIKE:** The follow-up question asks if you're willing to invest the time and money needed to get this type of education. This question doesn't require any other research—it just asks you to seriously consider your own goals.

13. **SAY SOMETHING LIKE:** And that's how you'll use RUReadyND.com to complete your own career reports. [Review steps as needed and answer any questions.]

III. Research Career #1 (20 minutes)

1. [Have students turn to their **Portfolio pages 5–6, Career Report**. Explain that today they should research the first career they selected.]
2. [Give students about 20 minutes using RUPrepareND.com to complete the **Career Report** for this career, while you circulate to answer questions, troubleshoot, and keep them focused and on task.]

IV. Wrap Up: Share Career Information (5 minutes)

1. **SAY SOMETHING LIKE:** Now I'd like you to turn to the student beside you. In the remaining time, you're going to share your answers to the follow-up questions with this partner. The person whose birthday is closest to today's date should begin, and take a few minutes to share these answers with your partner, letting him or her look at your career report if necessary. Then the other partner will share his or her answers to the follow-up questions.
2. **SAY SOMETHING LIKE:** You all did a great job today. Next week, you'll work independently to research your second career. You'll also have a chance to read about a typical workday from real people in the jobs you're researching.

DO NOW

Careers 3: Career Report

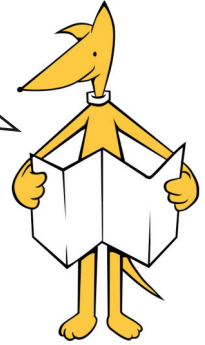
Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. List three careers you chose to research last class in the space below. Then explain one thing about each career that interests you.

2. In the last class, you learned about the six different career interest areas. List two interest areas that you feel best fit your interests. Explain why.

Is this career a good fit for you? Write your findings here.



Sample Career Report

Use this form to record important details about your selected careers.

Career: _____

What They Do

In your own words, write a general job description for a person with this career.

List two to three specific tasks this person might do on a typical day.

- _____

- _____

- _____

Follow-up: Is this career a good match for your skills and interests? Explain why.

Money & Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

Follow-up: How does this compare with other related careers? (Click What to Learn, and then click the related Career Cluster listed at the top of the page. When the new page appears, click Careers to see a list of related careers. Click on the career of your choice, and then on Money & Outlook)

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

How much post-secondary (after high school) education is recommended for this career?

Which of these best describes the recommended level of education?

- | | |
|--|--|
| <input type="checkbox"/> high school graduate only | <input type="checkbox"/> two-year college |
| <input type="checkbox"/> apprenticeship | <input type="checkbox"/> four-year college |
| <input type="checkbox"/> tech or trade school | <input type="checkbox"/> more than four years of college |

Follow-up: Are you willing to invest the time and money needed to get this type of education? Explain your answer.

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A Day on the Job

The **BIG** Idea

- What are the day-to-day tasks and responsibilities of the career I'm investigating?

AGENDA

- Approx. 45 minutes
- I. Warm Up: On-the-Job Activities (5 minutes)
 - II. A Day in the Life (10 minutes)
 - III. Research Career #2 (25 minutes)
 - IV. Wrap Up: What Did You Learn? (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 8–9, Career Report (begun in lesson 2)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 22, A Day in the Life
 - Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____
- Overhead projector
- LCD projector
- Laptop
- Highlighters

OBJECTIVES

During this lesson, the student(s) will:

- Use RUPrepareND.com to find information about one of his/her selected careers, including What They Do, Money & Outlook, and What to Learn.
- Summarize career information in a career report.

OVERVIEW

In this lesson, students will be researching the second career they selected. To begin, they'll write down the main things they did the previous day in "A Day in the Life" schedule. Then they'll discover how to use RUPrepareND.com to investigate the daily activities and responsibilities of people with a specific career. Next, they'll work independently to complete a career report for their career. Finally, they'll answer questions reflecting on whether that career is a good fit for them.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com website is accessible from students' computers.
- List the day's **BIG IDEA** and activities 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 page 22, A Day in the Life.**
 - **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**
- For the sample career highlighted in **Activity II, A Day in the Life**, choose a career that you think will be interesting for the majority of your students. Write the name of the career on the board. (Make sure you use the name as it appears in RUPrepareND.com, such as "Graphic Designer" rather than just "Designer.")

BACKGROUND INFORMATION

Today students will be using RUPrepareND.com to research their second selected career. Last week, they completed a career report for their first career. This week, they'll complete a career report for their second career. They will be researching What They Do, Is This For You?, Skills You Need, What to Learn, and Money & Outlook. Through their research, students should be able to reflect on the activities, responsibilities, working conditions, physical demands, work hours, and travel requirements of someone in this career.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 22, A Day in the Life** as a DO NOW. Give the students five minutes to answer the column that is labeled "My Life." Once the students have completed their quiz, begin with the discussion written in the **Warm Up**.

See **Careers Lesson 3** for tips on readability issues for RUPrepareND.com.

For the **Earning Follow-up** question on the **Career Report**, you may choose to have the class look up two careers of their choice. Rather than using related careers, students will use two careers of varying wages as benchmarks. One of the careers should have a low wage, while the second career should have a high wage. Students should enter these values for all three **Career Reports**. (Career reports are used in lessons 2–5.)

ACTIVITY STEPS

I. Warm Up: On-the-Job Activities (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the fourth week in our careers unit. Last week, you used RUPrepareND.com to research the first career you chose. This week, you're going to research a second career. You're also going to find out about the tasks and responsibilities of someone in this job.
2. **SAY SOMETHING LIKE:** To begin, I'd like you all to turn to your **Student Handbook page 22, A Day in the Life**. On this chart, you're going to list the major activities you did yesterday. You only need to include the major events. For example, you don't have to write that you dressed for soccer practice from 3:45 to 4:00, stretched from 4:00 to 4:15, and ran drills until 4:45. Just mark the whole time you were involved in soccer practice. Also, keep the activities brief. Write in words or short phrases, like "soccer practice," "dinner with family," or "homework."
3. [Give students a few minutes to complete the chart.]
4. [Explain that while a job description might sound interesting, whether or not you would enjoy it really boils down to the daily activities and responsibilities. Students will now explore the type of activities people in their assigned career spend their time on.]
5. [Ask students to turn to their **Portfolio page 8, Career Report**. Have students locate the second career they identified, and explain this will be the career they'll research today.]
6. **SAY SOMETHING LIKE:** As you learn about your career and read about other careers today, remember to be thinking about whether or not each one is a good fit for you.

II. A Day in the Life (10 minutes)

1. **SAY SOMETHING LIKE:** Now let's find out how we can use RUPrepareND.com to learn about the daily activities and responsibilities of a specific career, in short, how people spend their days! Look at your **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**. Use the information on the **What They Do** page of the career profile to answer the questions on that page. This will help

you to understand the types of activities a person in this career might do on a typical day. Along with a career report, you'll be completing this handout for your assigned career today. Use this page to follow along as we look at a sample career together.

2. [Sign in to RUPReadyND.com. Using your laptop and LCD projector, model how to sign in.]
3. **SAY SOMETHING LIKE:** Today, let's look at the career profile of a landscape architect. How do we do that? [At this point, students should be able to describe the steps: Type "Landscape Architect" in the Search box and click **Go**. Model how to do this on your laptop.]
4. **SAY SOMETHING LIKE:** Before we look at this career profile, does anyone know what a landscape architect does? [Take answers. Explain that a landscape architect works outside, creating gardens, patios, and other outdoor spaces. They also spend part of their time in an office preparing plans and meeting with clients.]
5. [Point out the **What They Do** section of the profile.]

SAY SOMETHING LIKE: Let's look at the **What They Do** page for a landscape architect.
6. **SAY SOMETHING LIKE:** Now let's read the information on the **What They Do** page and see what a landscape architect does on the job and what the working conditions, physical demands, work hours, and travel are.

[Ask: What does it sound like a landscape architect does for most of the day? What are some major tasks and activities? What are the working conditions and physical demands? Do they travel?]
7. **SAY SOMETHING LIKE:** For your career, you're going to reflect on this information on the **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**. Answer each question the best that you can based on the information on the **What They Do** page. On some questions, you will be asked to reflect on what you've learned. Answer those questions with your own opinion.

III. Research Career #2 (25 minutes)

1. [Have students turn to their **Portfolio pages 8–10, Career Report (Second Career)**. Explain that they should begin by completing this form for their second career. When they've finished, they should complete the **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**.]
2. [Give students about 25 minutes to complete their research, while you circulate to answer questions, troubleshoot, and keep them focused and on task.]

IV. Wrap Up: What Did You Learn? (5 minutes)

1. [Ask volunteers to describe one way a day in their career life would be different from a day in their school life—other than the obvious “I’d get paid.”]
2. **SAY SOMETHING LIKE:** You all did a great job today. Next week, we’ll talk about how your personal values affect career choices, and you’ll research the last of your three careers.

A Day in the Life

Write down all the important things you did yesterday. Try to identify only the key activities of your day, rather than the minor tasks. For example, it's more important to know when you were at soccer practice than when you changed into your soccer shoes.

Time	My Life
7:00 – 8:00 am	
8:00 – 9:00 am	
9:00 – 10:00 am	
10:00 – 11:00 am	
11:00 – 12:00 pm	
12:00 – 1:00 pm	
1:00 – 2:00 pm	
2:00 – 3:00 pm	
3:00 – 4:00 pm	
4:00 – 5:00 pm	
5:00 – 6:00 pm	
6:00 – 7:00 pm	
7:00 – 8:00 pm	
8:00 – 9:00 pm	
9:00 – 10:00 pm	
10:00 – 11:00 pm	

A Day in the Life: Reflection on the Life of a _____

Read the What They Do page of the career profile for the career that you are researching. Answer the questions below based on your readings and your own reflection.

Career: _____

What are some of the tasks that a person in this career has to do?

Which tasks do you think would be the most interesting?

Which tasks would you find the most difficult?

Which activities surprised you?

What are some of the working conditions and physical demands for this job?

What are the work hours and travel like?

Work and Values

The **BIG** Idea

- How will my personal values affect my choice of careers?

AGENDA

Approx. 45 minutes

- I. Warm Up: My Values (10 minutes)
- II. Career Research #3 (30 minutes)
- III. Wrap Up: Same Career, Different Values (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 11–12, Career Report, (begun in lesson 2)
 - Portfolio page 14, Comparing Careers: Values
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 24, My Values
- Highlighters
- Overhead projector or chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Identify personal values.
- Understand how his/her values influence choice of careers and career satisfaction.
- Summarize career information in a career report.

OVERVIEW

In this lesson, students consider how their values affect their career choices. To begin, students identify their own most important personal values (from a list of five). Then students work independently to complete a career report for their third career. Finally, they'll examine how the values of their career selections fit their personal values.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com website is accessible from students' computers in advance of this lesson.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 24, My Values**
 - **Portfolio page 14, Comparing Careers: Values**
- 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.

BACKGROUND INFORMATION

Today students will be using RUPrepareND.com to research their third selected career. Last week, they completed a career report for their second career, and read about the major tasks and activities someone in this career does. Through this information, students got an overview of the tasks and responsibilities of this career. Today, students will be learning about values associated with each of their three careers.

VOCABULARY

Values: Principles or beliefs that guide and regulate actions and behavior.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 24, My Values** as a DO NOW. Give the students three minutes to complete this page. Once the students have completed the page, begin with the discussion as written in the **Warm Up**.

See **Careers Lesson 3** for tips on readability issues for RUReadyND.com.

ACTIVITY STEPS

I. Warm Up: My Values (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everybody! In this unit, you've been exploring careers. So far, we've focused on how much education is required for different careers, what's involved in different jobs, and what the earnings are like. This week, we're going to look at careers from a different angle—how similar the values associated with a particular career are to your own.
2. **SAY SOMETHING LIKE:** To start off, how would you describe values? [Take a few answers from the class. Explain that values are your beliefs or principles that guide how you live and act. Values are the code we live by—or at least try to live by.]

Already, your values affect decisions you make every day, from what you do after school to the people you hang out with.

3. **SAY SOMETHING LIKE:** Now, I'd like you to reflect on your own values—which beliefs or ideals are most important to you. To begin, turn to your **Student Handbook page 24, My Values**. Please read through the values and definitions. Remember, this is not a comprehensive list of all values that might be important to you. This is a short list of a few values that you might want to think about when you are considering whether or not a job is a good match for you. Then place a check mark beside each value that you feel is very important to you—a value that really affects the decisions you make in your life.

When you're done, please circle the two values that are MOST important to you and explain at the bottom of the page why you chose those two values.

4. [Give students about five minutes to complete this activity.]

II. Career Profile: Is This For You? (10 minutes)

1. **SAY SOMETHING LIKE:** Next, we're going to consider how values affect career choices. We're going to look up a career in RUReadyND.com and see what values are associated with that career.
2. Sign in to RUReadyND.com, and then enter the career that you are searching for in the Search box and click **Go**. You may wish to choose one of the sample careers that are

listed in the sample careers and values chart. Students will be reading the values for the selected career on the **Is This For You?** tab.]

Sample Careers and Values Chart:

Career	Values
Electrician	Achievement, Relationships
Administrative Assistant	Relationships, Support
Biologist	Achievement, Independence
Musician	Achievement, Independence
Animal Breeder	Independence
Air Traffic Controller	Independence, Recognition

- [Have students turn to **Student Handbook page 24, My Values** and review the meanings of the values listed on the page.]

III. Career Research #3 (25 minutes)

- [Have students turn to **Portfolio pages 11–13, Career Report (Third Career)**. Explain that they should begin their independent work by completing this form for their third career. Let them know that they'll return to the topic of values once they've completed research for this third career.

Give the students eight to ten minutes to complete their third career report. Once all the students have finished, go over the directions for **Portfolio page 14, Comparing Careers: Values** as written below.]

- SAY SOMETHING LIKE:** Earlier in class you identified your three most important values. Now, you're going to take a look at **Portfolio page 14, Comparing Careers: Values** to decide if and how each of your top career choices matches your values. You may use your completed **Student Handbook page 24, My Values**, to help you.
- [Direct students' attention to **Portfolio pages 11–12, Comparing Careers: Values**. Read the first question aloud, and remind students that the **Is This For You?** page will provide the answer to this question. For example, if you click on the **Is This For You?** page in the career profile for 'Veterinarian' you will find that a veterinarian's top values are achievement and independence. Now read the second question aloud. Model how to respond by giving an example: *A veterinarian's work values are achievement and independence. Those are two of my top values, also. This would be a good match for me.* Tell students that if a career meets none of their values, then they

should write “none” on the chart.]

4. [Instruct students to read over their three **Career Reports** before completing this chart. They should pay close attention to the daily tasks described in the **What They Do** tab. **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____** is another useful resource for students to look over. These resources will help them to see if a career matches their values.]
5. [Give students about 15 minutes to complete this work, while you circulate to answer questions, troubleshoot, and keep them focused and on task.]

IV. Wrap Up: Same Career, Different Values (5 minutes)

1. **SAY SOMETHING LIKE:** Before we wrap up for the day, let’s think about what we discovered about our career choices and ourselves. Who would like to share one career and the values that they associate with it? [Let volunteers share some examples.]
2. **SAY SOMETHING LIKE:** Now, take one last look at your **Career Reports**. Did your careers reflect the same personal values you chose at the beginning of the lesson? Chances are, you will find more satisfaction in careers that reflect the values that you feel are most important.
3. **SAY SOMETHING LIKE:** Of course, the same career might appeal to different values in different people. For example, one person might be drawn to the career of a doctor because they want to help people. Someone else might really want to be a doctor because they feel it offers an adventure — with new things to discover every day. And another person might want to be a doctor for the money and recognition.
4. **SAY SOMETHING LIKE:** What inspires another person might not be what inspires you — and you’re the person you should ultimately listen to. After all, choosing a career is a very personal decision. Parents and teachers will advise you. People already in a career will encourage you. But in the end, the choice is yours. What do you love? How do you want to use your talents? What impact do you want to have on the world?
5. **SAY SOMETHING LIKE:** You all did a great job today. Next week, you’ll use your career research to write a short “advertisement” for that career to encourage other students to consider it. At the end of the class, we’ll post these career “ads” around the room and you’ll have a chance to walk around and learn about different careers.

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My Values

Read the list of values and descriptions below, and check all that are important to you. Then circle the two that are most important.

- ACHIEVEMENT:** I like to see the results of my work.
- INDEPENDENCE:** I like to set my own schedule and do things my own way.
- RELATIONSHIPS:** I like being friends with my classmates and co-workers. Helping other people is important, too.
- RECOGNITION:** I like being known for my accomplishments — grades and awards are important to me.
- SUPPORT:** I like to be treated fairly. I want to know that teachers and supervisors will stand by me when things get tough.

Add Working Conditions: I like job security, good pay and good working conditions.

1. My **most important** value is _____ because _____

2. My **second most important** value is _____ because _____

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Comparing Careers: Values

List the careers you're considering in the boxes at the top of the chart. For each career, respond to the questions in the column to the left. You should also list your favorite careers from your results on Portfolio Page 4.

Question:	Career 1:	Career 2:	Career 3:
Look at the Is This For You? page in RUMReadyND.com. What work values are listed as being the most important to someone who has this career?			
Look back at Student Handbook page 24, My Values. Are these values a good fit for your own personal values? Explain.			

A Career for You?

The **BIG** Idea

- Which career that I've researched is the best fit for me and why?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Realistic Career Reflection (5 minutes)
 - II. Choose a Career (15 minutes)
 - III. Sell Your Career! (15 minutes)
 - IV. Wrap Up: A Career for You? (10 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist (Careers skills only)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 25–26, Career Assessments
 - Student Handbook page 27, A Job for You?
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, A Job for You? (Sample)
- Overhead projector
- LCD projector
- Laptop
- Post-it notes

OBJECTIVES

During this lesson, the student(s) will:

- Assess each career they've researched in the unit, and choose the one that's the best fit for them.
- Summarize the most exciting aspects of their chosen career in a career "advertisement."

OVERVIEW

In this lesson, students will examine each career they've researched in this unit. Then, they'll choose their favorite career of the three and reflect on why it fits their skills and interests. Next, they'll use the information they've collected about that career to write an "advertisement" about it—describing what's exciting about the job, and what kind of people are right for the job. Finally, they'll post their career advertisements around the room to share with other students.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 25–26, Career Assessments**
 - **Facilitator Resource 2, A Job for You? (Sample)**
- For the sample career highlighted in **Activity II, Choose a Career**, select a career that you think will be interesting for the majority of your students. Write the name of the career on the board. (Make sure you use the name as it appears on RUPrepareND.com, such as "Graphic Designer" rather than just "Designer.") NOTE: If you choose a different career to model, you must create a sample "A Job for You?" to use when introducing the activity.

BACKGROUND INFORMATION

In this final lesson of the careers unit, students will be assessing the three careers they've researched, choosing their favorite, and writing an advertisement to encourage other students to consider it. As you close this unit, focus on the tools students have learned to research careers and consider which ones are a good fit for them. Students should not feel pressured to find "the career" that they'll pursue after high school. Instead, they should see this as the beginning of an exciting journey to explore the many careers available to them.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Directions: Take out your three career reports from your portfolio section. Read through the **What They Do** section for each career. Then answer the questions below.

Questions:

1. What job task (out of the three careers) are you the most interested in doing?
Explain why you would enjoy doing it.
2. What job task (out of the three careers) are you the least interested in doing?
Explain why you wouldn't want to do it.

[Then call on students to read their answers and continue with the **Warm Up** as written.]

In **Activity III, Sell Your Career!**, if space or student behavior doesn't permit moving around the classroom, have students share their ads in teams of four. Students should write comments about their classmates' careers on post-it notes and post them on the advertisements.

ACTIVITY STEPS

I. Warm Up: Realistic Career Reflection (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the sixth and final week in our careers unit. Last week, you researched your third career and identified the top two values each of your careers fulfills. This week, you're going to get a chance to review your research to figure out whether each one is a good fit for you. Then you'll choose your favorite career of the three you've researched, and write a short "advertisement" about it—describing what's exciting about the job, and what kind of people are right for it. At the end of the class, we'll post these career "ads" around the room and you'll have a chance to walk around and learn about different careers.

The purpose of this career reflection is to help you make a realistic career choice. In order to do that you need to dig under the surface of these jobs. You want to think about all of the pros and cons for each career so that you can make an informed decision about which career will best fit your own interests and skills. It's important to keep in mind that few people find every part of their job exciting. A police officer on TV is typically shown chasing after a criminal or jumping from building to building. In reality, there is a lot more to a police officer's job that is not shown on TV. Often times there is a lot of paperwork involved in processing an arrest, for example.

This doesn't mean that you should abandon your career choices if you don't love every part of the job. What you want to do is look at the overall picture of the job and ask yourself: What do I like? What parts would I not enjoy? This will help you figure out which job is the best fit for you.

II. Choose a Career (15 minutes)

1. **SAY SOMETHING LIKE:** Now it's time to consider your own opinion about each of these careers. Please turn to your **Student Handbook pages 25–26, Career Assessments**. This is where you're going to record your personal opinion about each career. In short, whether you think it's a good fit for you and why.

To review the information you've gathered, please take out the **Career Reports** for all three careers, which you completed in lessons 3, 4, and 5. Take a few minutes to read through each one—especially the follow-up questions. Then, for each career, you're going to decide whether you would, might, or would not like that career. You are then going to explain what specific job responsibilities or tasks made you think you would or would not like that career.

2. **SAY SOMETHING LIKE:** When you've completed the box for each career, I'd like you to choose which one is the BEST fit for you and explain your answer at the bottom of the **Student Handbook pages 25–26, Career Assessments.**
3. [Give students about 15 minutes to review their **Career Reports** and complete the **Career Assessments.**]

III. Sell Your Career! (15 minutes)

1. **SAY SOMETHING LIKE:** Now that you've selected your top career choice, it's time to create a career "advertisement" to let the class know why it's such an exciting career. This gives people the opportunity to learn about many more careers than they could investigate on their own. Who knows? Maybe you can encourage others in the class to consider it, too.

To begin, turn to your **Student Handbook page 27, A Job For You.** This is the form you'll use to create the advertisement that describes two things: WHY it's an exciting career and WHO would be a good person for this career. To fill it in, you'll want to refer to your career research—the **Career Reports.**

2. [Put the **Facilitator Resource 2, A Job for You? (Sample)** on an overhead projector to show a sample.]

SAY SOMETHING LIKE: Here's a sample of what an advertisement might look like for a curator—the person in charge of exhibitions and collections in a museum, gallery, or other institution.

Let's take a minute to review this page. The first part describes WHY it's an exciting career. To fill it in, think about the **What They Do** page in the **Career Profile.** What are some of the most exciting responsibilities and tasks of this job?

The second part of the advertisement describes WHO might be a good fit for this career. For this section, list some characteristics of people who would like this job. You'll need to make an inference here. It might be helpful to go back to **Student Handbook pages 14–15, What Do You Like to Do?**, and look at the career category descriptions.

Then, at the end of the page, you'll write the name of your career.

3. [Give students about 10 minutes to complete their advertisements, while you circulate to answer questions, troubleshoot, and keep them focused and on task.]

4. [When students have completed their advertisements, post the advertisements around the room.]

IV. Wrap Up: A Career for You? (10 minutes)

1. **SAY SOMETHING LIKE:** In the remaining time, you'll have a chance to walk around the room and read the different career advertisements. As you do, think about which ones you might consider yourself. [Students should use post-it notes to write comments on careers they find interesting.]

2. **SAY SOMETHING LIKE:** But before you start reading the advertisements, I wanted to say congratulations to all of you for doing such outstanding and thoughtful work in this unit. Thinking about your career—and your future—can be challenging, but you all showed a lot of maturity and personal insight.

I also hope that you all come away from this unit with some new ideas about possible careers. Whether or not you actually pursue one of the careers you researched, you should all be excited about the many possibilities that are out there. Plus, you've learned some important tools in this lesson for researching careers and thinking about how to find one that will be just right for you.

Even though this unit is over, remember that your career exploration has just begun!

3. SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist**. Have students complete the skills checklist questions for careers.

Careers

I can ...

Identify careers that match my interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on daily activities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on education required.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify values that will affect my career decisions.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

Compare careers based on earnings.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out whether a career is a good fit for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

DO NOW

Careers 6: A Career For You

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. What job task (out of the three careers) are you the most interested in doing? Explain why you would enjoy doing it.

2. What job task (out of the three careers) are you the least interested in doing? Explain why you wouldn't want to do it.

A Job for You? (Sample)

Use the information from your career report to create an “advertisement” for your top career choice that encourages other students to consider this career.

If you like...

What are some of the most exciting parts of this job? Think about the **What They Do** section in the **Career Reports** and **A Day in the Life: Reflection on the Life of a _____**.

- *Working with collections of art and other precious objects, such as historic artifacts*
- *Meeting and working with lots of different artists*
- *All kinds of art, from painting to sculpture*
- *Watching an art exhibition come together*
- *Researching and writing about art and important objects*

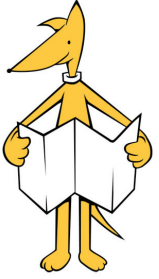
If you are...

What kind of person would like this job? Think about the traits or personal characteristics a person would need to enjoy this career. Look back at your Career Reports and **Student Handbook pages 14–15, What Do You Like to Do?**

- *Someone who can manage a staff and organize large events*
- *A hard worker and good with details*
- *Flexible and sensitive to other people*

Then consider a career as a... Curator

Compare the evidence and
choose your top career.



Career Assessments

Now that you've researched important information about each of your careers, consider whether each one is a good fit for you.

Career #1

Career name:

I (circle one): [*would, might, would not*] like to pursue this career.

Reflection: List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

- ---

- ---

Career #2

Career name:

I (circle one): [*would, might, would not*] like to pursue this career.

Reflection: List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

- ---

- ---

Career #3

Career name:

I (circle one): [*would, might, would not*] like to pursue this career.

Reflection: List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

- ---

- ---

Top Career Choice

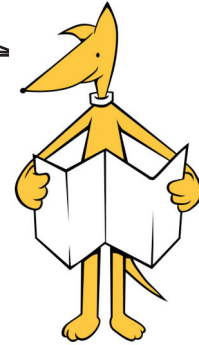
Of these three careers, which one is the best fit for you? Why?

- ---

What is one obstacle that might keep you from pursuing this career? Describe something you could do now to help overcome this obstacle.

- ---

Who would like this career? Use this page to share what you've learned.



A Job for You?

Use the information from your career report to create an “advertisement” for your top career choice that encourages other students to consider this career.

If you like....

What are some of the most exciting parts of this job? Think about the **What They Do** section in the **Career Reports** and **A Day in the Life: Reflection**.

If you are...

What kind of person would like this job? Think about the traits or personal characteristics a person would need to enjoy this career. Look back at **Student Handbook pages 14–15, What Do You Like to Do?** (lesson 2).

Then consider a career as a... _____