

CAREERS

Lesson Descriptions

Careers 1: Interest Inventory

How can career development tools, such as RUPrepareND.com's Interest Profiler and Basic Skills Survey, help me? How should I evaluate the results?

Careers 2: Career Outlook

Which careers are expected to have the most job openings in the future, and how will this affect my plans?

Careers 3: Investigating Careers

What duties and skills do the careers I'm most interested in require, and which activities would I like or dislike?

Careers 4: Working Conditions, Earnings, and Education

What are the Working Conditions, Earnings, and Education for the careers I am most interested in, and how will this information affect my opinions about these careers?

Careers 5: Career Clusters

What are "related careers" (career clusters), and how can they expand my career choices?

Careers 6: Choosing a Career

*How do my values influence my career choice?
Which career am I most passionate about and why?*

PLANNING PYRAMID

GRADE 10, Unit 3, Careers



Some Students Will:

- Use RUPrepareND.com and other resources to research on their own.
- Compare career outlook data from states other than their own.



Most Students Will:

- Use the Career Finder to refine their career search by combining the results of the Interest Profiler and Basic Skills Survey.
- Describe how their career interests have changed since the ninth grade.
- Recognize the benefits and limitations of interest inventories.
- Compare career information with their own needs.
- Compare alternate “related careers” with their original choice.
- Infer values associated with careers investigated.
- Investigate top three careers of interest and identify the best fit.



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.
- Use a skills inventory to arrive at a list of careers.
- Compare the number of anticipated job openings for at least two careers in their own state.
- Name at least two factors other than income to consider when selecting a career.
- Use the Related Careers/Career Cluster functions to identify a career related to one of their top choices.
- Obtain factual information about job description, working conditions, required education, earnings, and anticipated openings.
- Identify personal values.

ROADS to SUCCESS

Grade 10

Careers

Family Newsletter

Getting Real about Career Exploration

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.

To find out more, visit www.roadstosuccess.org

Did you know?

People between the ages of 18 and 36 change their jobs approximately 10 times. If your child doesn't yet know what he wants to do after graduation, he is not alone.

(Source: Division of Community Colleges and Workforce Education, Florida Department of Education.)

Young people often base their career goals on jobs they can see. They may seek high-profile jobs celebrated in the media or jobs held by people they know and admire. As they mature, students will get better at comparing their own skills and interests with job requirements.

There are many things that families can do to support young people as they try to figure out what career path is right for them. Here's how you can help your student make the leap from fantasy to reality.

- Ask questions about her career plans: What education is required for this job? What do people in this field say they like and dislike? How much money do people make in this career? How many job openings exist?



- Stay positive and allow him to figure out his strengths

and weaknesses. Don't criticize his career choices. Instead, talk about the skills and interests that his career choice requires. Let him reflect on whether his interests, skills, abilities, and values fit his dream job.

- Your student can show you what jobs interest her by checking out RURReadyND.com. Your student can sign in using her own Account Name and Password.

Grade by Grade

In Roads to Success, 10th graders compare their skills, interests, values, and abilities with the realities of a career. Students begin their career exploration with a self-reflective inventory that allows them to assess their ideal workplace, job responsibilities, and working conditions.

They follow up by examining a few new tools for identifying career possibilities.

Career Outlook:

Students examine the number of openings and expected growth of jobs of interest. They discover that some fields offer many jobs, while opportunities in other fields are fewer.

Career Clusters:

Students also explore careers by cluster — for example, Health Science. Career clusters allow them to see a large number of careers within the same area of interest. In Architecture and

Construction, students can choose careers requiring a variety of skills and education levels — from architect to roofer — with dozens in between. And there are 15 more career clusters to choose from!

Students in North Dakota have access to RURReadyND.com — an interactive career planning and portfolio tool. Your student can sign in by using her Account Name and Password.

Interest Inventory

The **BIG** Idea

- How can career development tools, such as RUPrepareND.com Interest Profiler and Basic Skills Survey, help me? How should I evaluate the results?

AGENDA

- Approx. 45 minutes
- I. Warm Up (5 minutes)
 - II. Interest Profiler (20 minutes)
 - III. Basic Skills Survey (15 minutes)
 - IV. Wrap Up: Reflection (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 1, Interest Profiler and Basic Skills Survey Results
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 79–80, RUPrepareND.com Basic Directions
 - Student Handbook page 81, Interest Profiler Reflection
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW, Careers 1: Interest Inventory
 - Facilitator Resource 2, Interest Inventory (See **Implementation Options**)
- Computer & LCD projector or overhead projector or chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Use an interest inventory tool to arrive at a list of careers.
- Recognize the benefits and limitations of an interest inventory.
- Use skills inventory to assist in determining career suitability.
- Use a skills inventory to combine the results of their interest and skills assessments in order to learn which careers are a match for both their interests and skills.

OVERVIEW

In this lesson, held in the computer lab, students use an interest inventory tool in RUPrepareND.com to generate lists of possible career matches. A skills inventory further narrows their lists by prioritizing careers that are the best match for the skills the students believe they will have at the time they are ready to enter the world of work. During this process, students are encouraged to recognize the benefits and limitations of such tools. The lesson concludes with students reflecting, in writing, on the inventory results.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board. Write the web address RUPrepareND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 79–80, RUPrepareND.com Basic Directions**
 - **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**

BACKGROUND INFORMATION

This lesson includes the Interest Profiler, which asks students to respond to a series of questions about their likes and dislikes, and the Basic Skills Survey. When completing the Basic Skills Survey, students may consider only the skills they have now, or include the skills they intend to develop.

RUPREAREND.COM

RUPrepareND.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 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 RUPrepareND.com by creating a parent portfolio.

CREATING A NEW EDUCATOR ACCOUNT

With your RUPrepareND.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 RUPrepareND.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 RUPrepareND.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 using computers for purposes other than career research

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. (This may require making copies of RUPrepareND.com pages in advance.)

PREPARING STUDENTS FOR UNEXPECTED CAREER MATCHES

Students may be disappointed or surprised by the careers they are matched up with using the interest inventory. Explain that this inventory should be seen as a guide. Careers are suggested based on students' Interest Profiler answers, but the reasons may not be immediately obvious. (See **IMPLEMENTATION OPTIONS** for suggestions.) Students may research a career that is not included in their Interest Profiler results.

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

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

Basic Skills Survey: Designed to assess skills in core areas. Students are presented with a series of statements describing increasingly difficult tasks, and they are asked to indicate which activities they feel they could successfully perform today or that they will be able to perform in the future.

Skills Inventory: An assessment for identifying skill strengths.

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 on an overhead projector, and have students write only their answers on index cards. You can also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Questions:

1. List three things you enjoy doing during your free time.
2. List three careers that you think fit your skills and interests.
3. Briefly explain why you think each of the careers above is a good fit for your skills and interests.

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

If your students participated in the program last year, they can access their accounts. Otherwise, you will show the rest of the class how to create a new account.

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

Students unfamiliar with the computer lab and/or unfamiliar with RUReadyND.com will need instructions on its use. One option is to pair them up with students who are familiar with the site and its tools from previous years.

Consider seating struggling readers (or students who have difficulty following directions) at computers next to stronger readers and have these pairs move through the Interest Profiler questions in tandem, reading each question aloud before proceeding.

For **Activity II, Interest Profiler**, if time permits, invite students to investigate why certain careers did not appear on their Interest Profiler results. Once students have completed the Interest Profiler, they will be taken to the results page with the students' top interest areas. From this page, students can select **Check Out Careers Matching Your Interests**. In the left-hand sidebar, students can enter the name of the career that does not appear on the list to learn why.

For Activity III, Basic Skills Survey, facilitators wishing to provide a more in-depth investigation of the Basic Skills Survey results may wish to have students complete the survey twice: first, using their current skills and reviewing the (necessarily limited) set of jobs, and a second time using the skills they envision developing. Once students have completed the Basic Skills Survey, they will be taken to the results page that includes a graph displaying their basic skill levels. From this page, students click **Review Matching Careers**. On the left side of the screen, students can enter the name of any career that does not appear on the list to learn why.

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ACTIVITY STEPS

I. WARM UP (5 minutes)

1. [Welcome students back to class. Let them know that today they are beginning a new unit, made up of six lessons, on the subject of careers, and how to choose one that's right for them.]
2. **SAY SOMETHING LIKE:** During this unit, each of you will investigate several careers and evaluate which are “good fits” for you, and why. By the end of the unit, you will choose the career that you're most interested in pursuing. Knowing what you want to do for a career can help focus your efforts during high school. For example, if the career you select requires a college education, you will need to take certain required courses while in high school, and maintain a certain grade level. Keep in mind that your first career choice probably won't be your last. Many people change their minds as they learn more about themselves and careers they're interested in.

II. Interest Profiler (20 minutes)

1. [Guide the students through the sequence to sign in to RUPrepareND.com. Instruct students to turn to **Student Handbook pages 79–80, RUPrepareND.com Basic Directions**. Display these directions on an overhead, LCD projector or chart paper. If your students are already comfortable with RUPrepareND.com you can choose to review the RUPrepareND.com Basic Directions more briefly.]
2. **SAY SOMETHING LIKE:** Now you will use the Interest Profiler — a tool that matches careers to your interests. To take the interest inventory (or retake it for those who did this last year), here's what to do:
 - Select the Career Planning tab, then click on Learn About Yourself.
 - Click on the **Interest Profiler** assessment, and then click **Get Started**.
3. [Explain that based on students' answers about their interests, Interest Profiler will select possible careers. It should take most students no more than 20 minutes to complete the inventory.]

SAY SOMETHING LIKE: 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.

[Assist any students who struggle to understand the prompts. You may need to explain what each question is asking. Circulate around the computer lab, helping students as needed.]

4. [Refer students to **Student Handbook page 81, Interest Profiler Reflection**. Have them reflect on the results of the Interest Profiler by responding to each question. If they did not take the Interest Inventory in Grade 9, they may skip the third question.]

SAY SOMETHING LIKE: Look at **Student Handbook page 81, Interest Profiler Reflection**. Take a few moments to reflect on each of the questions on this page and write down your answers. Did the results accurately reflect your interests? It's important to remember that the Interest Profiler is just a tool; it's not a fortuneteller. Just because a career doesn't appear, it doesn't mean that you shouldn't consider it. Your answers may change from day to day, and a different answer on a single question may result in a career being included or excluded. On the other hand, a benefit of Interest Profiler (and other such tools) is it may offer possibilities you never even knew existed.

5. [Explain that each student's list is saved in their portfolio and they will be able to check it again whenever they want. Each time they complete an assignment, their results are saved and listed by date.]

Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**. Read the instructions aloud and model for the students how to complete one example. Then have students fill out the page.]

III. Skills Assessment (15 minutes)

1. **SAY SOMETHING LIKE:** Knowing what interests you is one part of choosing a career. Knowing what you're good at is just as important. Can you repair things easily? Do you like teaching or helping others? Are you great at organizing things? Different jobs require different types of skills. Knowing what skills you're strongest in can help you find careers that you'll succeed at. To rate your skills, you will now use the **Basic Skills Survey** in RUPrepareND.com.

In the **Basic Skills Survey**, you will be looking at 10 basic skills areas. These areas are:

- Reading Comprehension
- Active Listening
- Writing
- Speaking
- Mathematics
- Science
- Critical Thinking
- Active Learning
- Learning Strategies
- Monitoring

For each of the 10 basic skill areas, you will be presented with a series of statements that describe increasingly difficult tasks. You will be checking off each task that you feel you could successfully perform. I would like you to check off all of the tasks that you could successfully perform today as well as any tasks that you feel fairly confident that you will be able to perform before entering the workforce.

I'm going to read you two of the tasks that are part of the writing skills statements.

Raise your hand if you think you could do the following task today:

1. Write an accurate and understandable telephone message.
[Give students a few moments to raise their hands. It is likely that everyone in the class will raise their hands. Then ask the next question.]
2. Write a 115 page master's degree thesis and have it approved.
[Note the number of students that raise their hands. It is likely that very few students will raise their hands].

SAY SOMETHING LIKE: Very few of you raised your hands when I asked about writing a master's thesis. That's OK! It's not expected that high school students will be asked to do master's degree level work. However, there are many jobs that do require this level of writing. That's why some of the tasks listed on the assessment are very challenging.

Now, I'd like to know how many of you think that you would be able to write a 115

page master's degree thesis and have it approved by the time you enter the world of work. Please raise your hands if you think that you could do this.

[Observe which students raise their hands.]

SAY SOMETHING LIKE: If you enjoy writing and researching, it's likely that you raised your hand this time. If you don't enjoy writing, you may not have raised your hand. That's OK. There are no right or wrong answers on this assessment. To get the best career matches possible, you'll want to answer as honestly as you can. You will all have different skill areas that you excel at.

Now let's look at the instructions for the **Basic Skills Survey** so that you can begin the assessment.

2. [Read aloud the instructions for the **Basic Skills Survey** on **Student Handbook pages 79–80, RUPrepareND.com Basic Directions** as students follow along independently.]

SAY SOMETHING LIKE: Read each skill carefully and check off each skill you feel you can demonstrate now or believe that you will be able to demonstrate at the time you begin your job search. Later we'll combine these results with the results of your Interest Profiler to find careers that are a good match for your interests and skills. [Circulate around the computer lab, helping students as needed.]

3. [Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to this page. Read the instructions for part 2 aloud and model for the students how to complete one example. Then have students fill out **Part 2: Basic Skills Survey Results**.]

IV. Career Finder (10 Minutes)

1. [When students have finished filling in **Portfolio page 1, Interest Profiler and Basic Skills Survey Results, Part 2: Basic Skills Survey Results**, have them enter the results of both the Basic Skills Survey and the Interest Profiler into the Career Finder following the steps below.]
2. **SAY SOMETHING LIKE:** Now, click on the **Career Planning** tab at the top of the screen, and then click on **Explore Careers**.
 - Under the section titled Career Exploration Tools, click on the **Career Finder**.
 - To combine the results of the **Interest Profiler** and the **Basic Skills Survey**, look

for the section labeled Skills on the left side of the screen, and then click on the **Basic Skills** link.

- Click **Use Basic Skills Survey Results**. You'll find this link in the blue box in the upper right corner of the screen.
 - Now click on **Interests** under the heading My Characteristics.
 - Click **Use Interest Profiler Results**. You'll find this link in the blue box in the upper right corner of the screen.
 - Scroll to the bottom of the screen and click **See Your Matching Careers**. The list that appears will take both your basic skills and your interests into account.
 - You can refine your Career Finder results by choosing additional criteria from the left side of the screen. This will help you to focus your search further.
3. [Point out the instructions for the Career Finder on **Student Handbook pages 79–80, RUPrepareND.com Basic Directions**. Students can follow these instructions to complete Career Finder.]
 4. Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to this page. Read the instructions for part 3 aloud and model for the students how to complete one example. Then have students fill out **Part 3: Career Finder Results**.]

V. Wrap Up: Reflection (5 minutes)

1. **SAY SOMETHING LIKE:** Everyone did a great job today! Thinking about your interests and skills are important and worthwhile exercises because it helps you find careers that you will both succeed at and enjoy. Remember, however, that tools like the **Interest Profiler** and **Basic Skills Survey** simply provide suggestions that may be helpful in focusing your career search. In the end, your own likes, dislikes, and skills are the best guides.

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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 three things you enjoy doing during your free time.

2. List two 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.

RUPrepareND.com BASIC Directions

I. Connecting to RUPrepareND.com

1. Turn on the computer.
2. Click on the icon that connects to the Internet (Internet Explorer, Mozilla Firefox, etc.).
3. Type the web address into the dialog box (**RUPrepareND.com**).
4. When the RUPrepareND.com home page appears enter your account name and password into the sign-in area.

II. Interest Profiler

- Now, click on the **Career Planning** tab at the top of the page.
- Click on the section titled **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. You must select two to get a list of careers.
- Click the **View Careers** button to see the careers that match your interest areas.
- Using your results from the Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

III. Basic Skills Survey

- Now, click on the **Career Planning** tab at the top of the screen, and then click on the **Learn About Yourself** section.
- Click on the **Basic Skills Survey**.
- Read all of the directions, and then click **Get Started**.
- Read each skill carefully and check off all of the skills that you believe that you are able to demonstrate now or that you believe you will be able to demonstrate by the time you enter the world of work.
- Look over the chart that reflects your basic skill levels. Then, click on **Review Matching Careers**.
- Review the list of careers that match your basic skills. Careers that are the best match for your skills will appear first on the list.
- To see how closely your skills match the skills needed for a particular career, click **Compare Your Skills** in the column labeled Matching Skills.
- Using the results from the **Basic Skills Survey**, complete Part II of **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

IV. Career Finder

- Now, click on the **Career Planning** tab at the top of the screen, and then click on **Explore Careers**.
- Under the section titled Career Exploration Tools, click on the **Career Finder**.
- To combine the results of the **Interest Profiler** and the **Basic Skills Survey**, first look for the section labeled Skills on the left side of the screen, and then click on the **Basic Skills** link.

- Click **Use Basic Skills Survey Results**. You'll find this link in the blue box in the upper right corner of the screen.
- Now click on **Interests** under the heading *My Characteristics*.
- Click **Use Interest Profiler Results**. You'll find this link in the blue box in the upper right corner of the screen.
- Scroll to the bottom of the screen and click **See Your Matching Careers**. The list that appears will take both your basic skills and your interests into account.
- You can use the Career Finder to narrow your search further by choosing additional criteria from the left side of the screen. This will help you to focus your career search.
- Using your Career Finder results, complete **Part III of Portfolio Page 1, Interest Profiler and Basic Skills Survey Results**.

Interest Profiler Reflection

Please answer the following questions based on your Interest Inventory results.

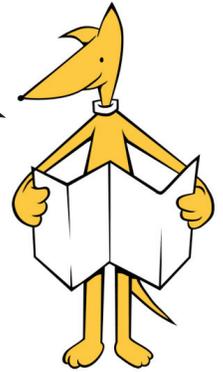
1. List your top two and three interest areas. “Does each seem like an accurate description of your interests? Why or why not?”

2. What careers were surprising?

3. What changes did you see from your Grade 9 career matches?

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



Interest Profiler and Basic Skills Survey Results

Student Name: _____

Date Interest Profiler Taken: _____

Part I: Interest Profiler Results: Take the Interest Profiler. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Part II: Basic Skills Survey Results: Take the Basic Skills Survey. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Part III: Career Finder Results: Complete the Career Finder by combining the results of your Interest Profiler and your Basic Skills Survey. Review the list of matching careers, and then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Career Outlook

The **BIG** Idea

- Which careers are expected to have the most job openings in the future, and how will this affect my plans?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's a Career Outlook? (10 minutes)
- II. Investigate a Career's Outlook on RUPrepareND.com (10 minutes)
- III. What's the Outlook? (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 1, Interest Profiler and Basic Skills Survey Results (from lesson 1)
- Portfolio page 2, Comparing Careers: Career Outlook

STUDENT HANDBOOK PAGES:

- Student Handbook page 82, Career Outlook For Popular Careers in Your State
- Student Handbook page 83, RUPrepareND.com Directions: Career Outlook
- Student Handbook page 84, Career Outlook Chart

FACILITATOR PAGES:

- Facilitator Resource 1, Popular Careers
- Facilitator Resource 2, Extra Challenge

Chart paper and markers

Overhead projector and transparency paper

OBJECTIVES

During this lesson, the student(s) will:

- Recognize that openings and anticipated growth vary among different careers.
- Consider the career outlook for several careers that are of interest.

OVERVIEW

This lesson encourages students to investigate the outlook for the careers they are considering, including the average annual openings in each career and the growth or contraction rate. To conduct their research, students work in the computer lab, using RUPrepareND.com. After collecting data for each of their careers, students will compare the annual openings in their state for their careers and others.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the web address RUPrepareND.com on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio page 2, Comparing Careers: Career Outlook**
 - **Portfolio page 1, Interest Profiler and Basic Skills Survey Results (if not already made for lesson 1)**
 - **Student Handbook page 82, Career Outlook for Popular Careers in Your State**
 - **Student Handbook page 83, RUPrepareND.com Directions: Career Outlook**
 - **Student Handbook page 84, Career Outlook Chart**
- Copy a class set of **Facilitator Resource 2, Extra Challenge** to use as an additional activity if students finish their Career Outlook Chart early.
- Students will choose three careers to research for this unit. Two of their careers will be selected from their **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**. The third career will be picked from a list of high-demand jobs in their geographical area. You will need to create a list of 20–30 jobs that are in high demand in your students' area, using the website below. Each of these careers must require one of the following postsecondary education options: *apprenticeship, tech/trade school, community college, four-year college, or graduate school.*

To find employment projections for your state, go to:

<http://www.projectionscentral.com/Projections/LongTerm>

- ❑ Use RUPrepareND.com to find the number of annual openings in your state for each career listed on **Student Handbook page 82, Career Outlook for Popular Careers in Your State**. Use the data to fill in the chart for these careers.

BACKGROUND INFORMATION

As students begin to think about their education and career possibilities, it's important that they consider career outlooks, or the opportunities that will be available to them in the future. They should begin to recognize that some fields are growing, while opportunities in other fields may be decreasing.

In RUPrepareND.com, students can explore the career outlook for many careers. This information, found in the Money & Outlook section for each career, includes state-specific wages and annual openings. Understanding these trends can help students make informed decisions about their education and career choices.

VOCABULARY

Career Outlook: Expectations for an occupation’s salary, job openings, and employment changes in the future.

Annual Job Openings: The number of available positions within a particular career that are filled in a given year.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 82, Career Outlook for Popular Careers in Your State** as a DO NOW. Once the students have completed this handout, begin with the discussion as written in the **Warm Up**.

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

For **Activity I, Warm Up: What’s a Career Outlook?**, you may wish to share a personal story about the importance of considering a career’s outlook. For example:

K’s Career Outlook

Many years ago, a young woman (K.) was studying to be a teacher. When she was in her junior year of college — only one year left until graduation! — her school sent her parents a letter saying that there would not be many teaching jobs available when K. graduated. The letter, which was sent to the parents of all students studying to be teachers, explained that parents should encourage their kids to choose other careers. K. was upset. She really wanted to teach. And she had spent lots of time and money learning how.

Was there any way K. could have figured out this situation before her junior year? (Actually, there were some clues if she had been paying attention. There were thousands of people studying education at her college. And people were having fewer kids, which meant fewer teachers would be needed.)

What happened? The year K. graduated, it was a struggle to find a teaching job, but she did find one. K. moved to another part of the state where there was more of a demand for teachers.

In **Activity I, Warm Up: What's a Career Outlook?**, you may choose careers that interest your students other than the ones provided. Be sure to include careers that require a variety of different levels of education and career outlooks. If you choose different careers, you will need to recreate **Student Handbook page 82, Career Outlook for Popular Careers in Your State**, substituting the new careers. You will need to make a copy of this new student handbook page for each student.

In **Activity III, Career Outlook Chart**, invite students who complete their charts early to check out career outlooks for the same five careers, but in another state. Give them **Facilitator Resource 2, Extra Challenge** and have them answer the following questions:

- Are there more or fewer people in the second state?
- How do the job opportunities compare?
- What will competition for these jobs be like in another state?

Point out to students that if another state has more openings for a certain career, it may not mean there are more opportunities. Explain that the state may be more populated, with more people competing for those jobs.

ACTIVITY STEPS

I. WARM UP: What's a Career Outlook? (10 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the second week in our careers unit. Last week, you took an interest inventory and a skills assessment to identify careers that matched your skills and interests. This week, you'll be choosing three careers to explore in the coming weeks. Before you select your three careers we're going to focus on the need for workers in various careers to get an idea of the number of jobs that will be available when you graduate.

[Project a transparency of **Student Handbook page 82, Career Outlook for Popular Careers in Your State** on an overhead or LCD projector or recreate the chart on a large piece of chart paper. Introduce the class to the concept of "career outlook" by asking students to look at the careers and consider if there will be many or few job openings in each career over the next 10 years.]

2. **SAY SOMETHING LIKE:** As our world changes, so do the jobs people have. Today, we make goods and provide services that weren't even imaginable 100 years ago. At the same time, there are fewer and fewer of some jobs that were common in the past.

Take a look at the first career on this list, "Petroleum Engineer." Do you think there are expected to be many or only a few job openings in this career over the next 10 years?

3. [Ask students to share their answers. Ask one or two to explain their reasoning. When the class has decided on an answer, check the box next to "many job openings." Then write the annual average openings and the projected growth rate for this career on **Student Handbook page 82, Career Outlook for Popular Careers in Your State**. Ask students if they are surprised by the number of job openings and the percent change. Then ask one or two students to speculate why they think this job is expected to increase or decrease.]
4. **SAY SOMETHING LIKE:** Now let's look at the next career, "Reporter." Do you think there are expected to be many or few job openings in this career over the next 10 years? [Again, ask students to share their answers and their reasoning. Check the box next to "few job openings" and write the annual average openings and the projected growth rate for this career on the overhead. Ask one or two to speculate why they think the job is expected to increase or decrease.]

5. [Continue this exercise until you've discussed each career. Ask students to point out changes that affect job opportunities in the future, such as advances in technology or a growing and aging population.]
6. **SAY SOMETHING LIKE:** Look back at this list. You've projected the **Career Outlook** for each of these careers. A career outlook refers to the anticipated job openings, or the number of positions expected to be filled in a specific career. It also refers to how these job openings are expected to increase or decrease in the future.

As you plan for your future, why do you think it's important to consider the outlook for different careers? [At this point, you may want to share a story or personal experience to help students understand the importance of investigating a career outlook. (See **Implementation Options** for an example.)]

7. [Point to the definitions of the vocabulary words you've written on the chalkboard and have a different volunteer read each one aloud.]

SAY SOMETHING LIKE: Now let's check out RUReadyND.com to investigate the career outlook for other careers.

II. Investigate a Career's Outlook on RUReadyND.com (10 minutes)

1. [Instruct students to turn to **Student Handbook page 83, RUReadyND.com Directions: Career Outlook**. Then guide the students through the sequence to sign in to RUReadyND.com.]
2. **SAY SOMETHING LIKE:** Let's use RUReadyND.com to find out the career outlook for "Home Health Aide" in our state. Here you'll find lots of information about the career of "Home Health Aide." To learn about the Career Outlook for this occupation, click *Money & Outlook* from the list of options on the left side of the page.

[Show students how they can select another state from the pull-down menu in the left sidebar of the page. If information is not available for a state, let students know that this does not mean there are no jobs in the state. Instead, look for the information from an alternate source, such as the U.S. Department of Labor Bureau of Labor Statistics (www.bls.gov).]

3. **SAY SOMETHING LIKE:** Now let's look at the Employment and Outlook for North Dakota. How many home health aide workers were employed in our state? (*For example, in North Dakota there were 2,077.*) What is the annual growth rate estimated to be? (*North Dakota: 32%*) What are the anticipated number of annual openings for this career? (*In North Dakota, it should grow by 88 openings.*)
4. **SAY SOMETHING LIKE:** How is employment for home health aide workers expected to change in our state? Why do you think this occupation is expected to grow so much in the next 10 years?

III. What's the Outlook? (20 minutes)

1. **SAY SOMETHING LIKE:** In this unit, you'll be researching three careers. You will select two of your careers from your **Interest Profiler and Basic Skills Survey Results**. 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.
2. [Have students refer to **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**. Remind them that the careers in part I are ones that match their interests, and the careers in part II are ones that match their skills. Careers listed in part III are a match for their interests and skills. Instruct them to select four of the careers from this page that they are most interested in and write them on **Student Handbook page 84, Career Outlook Chart**, in the careers column.

Then pass out a copy of the in-demand careers to each student. Instruct students that they are to pick one career from the list and record this choice on the top of their **Student Handbook page 84, Career Outlook Chart**. Circulate around the classroom to help students having trouble deciding.]

3. [Refer students to **Student Handbook page 84, Career Outlook Chart**. Review with students the information they'll research in RUreadyND.com and record it in their charts.]

4. **SAY SOMETHING LIKE:** Now you're going to use RUPrepareND.com to investigate the outlook of the five careers you selected to decide which careers you want to research in the upcoming weeks. You do not need to base your three final selections solely on a career's outlook. But you may find your research today helpful in making your decision.
5. **SAY SOMETHING LIKE:** You will use this chart to record outlook information for each of your top-choice careers. In the first column on the chart, you will list the careers. In the next column, write down the number of total annual openings in the state for each. In the last column, write down the percent change in the annual growth rate. (This may be a negative number if fewer job openings are expected.) When you are done collecting information for all five careers, answer questions 1 to 3 on the bottom of the page. Then select the three careers that you want to research in this unit. Remember one of your choices must come from the list of high-demand careers.
6. Review the process for finding career outlook information:
 - Click **Work** at the top of the page.
 - Type in the name of the career into the search box at the top right of the page.
 - Or search alphabetically using the Find Careers By Alphabetical List.
 - Click on the name of the career.
 - Click the **Money & Outlook** button along the left side of the screen.
7. **SAY SOMETHING LIKE:** [Give students 10 minutes to research the annual average openings for their five careers and answer the corresponding questions. If students finish early have them work on **Facilitator Resource 2, Extra Challenge.**]

IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE:** What are two kinds of information that reflect a career's outlook? (*The number of available job openings, and how they are expected to increase or decrease in the future.*)

[If time permits, lead the class in discussing the following questions:

- Which of your careers have the most job openings? Which have the fewest? Did any of these results surprise you?
- If a career isn't expected to grow dramatically in the future, does this mean there won't be many jobs available? (*Not necessarily.*)

- What is the outlook for careers that most interest you? How does this information affect your career plans?]
2. **SAY SOMETHING LIKE:** Did you find there were limited opportunities in one or more of your top career choices? If so, don't be discouraged about finding a job in this field. If your career choice is very competitive, you may need to take more challenging classes, or plan for higher levels of education or training. You can also use RUReadyND.com to research related careers in this field.
 3. [Wrap up the lesson by having students add the career outlook information for their three selected careers to their **Portfolio page 2, Comparing Careers: Career Outlook**. Direct their attention to rows 1, 2, and 3, and read them aloud. Remind students that row 1 is asking for information they collected in their investigation. Rows 2 and 3 are asking them to evaluate that information and use it to make decisions about their own career choices.]
 4. [Show them where to write the names of those three careers on the tops of the columns on **Portfolio page 2, Comparing Careers: Career Outlook**. Explain to students that over the next few weeks, they will use this chart to take notes as they investigate their three careers, and use the collected information to compare how each career matches their needs, interests, and skills.]
 5. [Once the students have completed their portfolio page, explain that next class they will research the job descriptions for their three careers.]

Popular Careers

If your class doesn't have access to computers, provide career outlook info for the following careers:

Actor	Medical records/ Health information technician
Aircraft pilot/Flight engineer	
Athletic trainer	Musician
Automobile mechanic	Newscaster
Carpenter	Fitness trainer and aerobics instructor
Computer programmer	Photographer
Computer support specialist	Plumber
Counseling psychologist	Police patrol officer
Electrician	Private investigator
Electrical/Electronics repairer	Professional athlete
Elementary school teacher	Real estate sales agent
Family/General practitioner (doctor)	Registered nurse
Fashion designer	Retail salesperson
Firefighter	Secondary school teacher (high school)
Geologist	Social worker
Graphic designer	Special education teacher
Hairdresser/Cosmetologist	Telephone operator
Heavy truck driver	Travel agent
Interior designer	Veterinarian
Lawyer	

EXTRA CHALLENGE

Directions: If you finish your **Career Outlook Chart** early, check out career outlooks for the same five careers, but in another state. You can view data for a different state by using the drop-down menu in the left sidebar of the *Money & Outlook* page. Then answer the questions below.

- Are there more or fewer people in the second state?

- How do the job opportunities compare?

- What will competition for these jobs be like in another state?

Career Outlook for Popular Careers in Your State

Directions: Read through the list of careers below. Then, consider if there will be many or few job openings in each career over the next 10 years, and place a check next to the appropriate box in the second column. You do not need to fill in anything yet for the last two columns. We will go over this as a class.

Career	Number of Job Openings	Total Annual Average Openings	Change (%)
Petroleum Engineer	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		
Reporter	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		
Physician's Assistant	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		
Elementary School Teacher	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		
Electronics Engineering Technician	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		
Professional Athlete	<input type="checkbox"/> many job openings <input type="checkbox"/> few job openings		

RUPrepareND.com Directions

Career Outlook

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 RUPrepareND.com home page appears, enter your account name and password into the sign in area.

II. Career Outlook

- Click on the **Career Planning** tab at the top of the page.
- Click on **Explore Careers**.
- Type in the name of the career you want to search for in the **Search Careers** box near the center of the page and click **Go!**
- (As an example, type in “Home Health Aide,” and click Go!)
- When the link to the career appears, click it.
- If multiple careers appear, such as “Home Health Aide” and “Personal and Home Care Aide,” just pick the option that most interests you.
- Then click the **Money and Outlook** button on the left-hand side of the screen.
- Scroll down the page to see the Career Outlook information for that career.
- If there is no information for North Dakota, select another nearby state from the pull-down menu at the top right.

Career Outlook Chart

Directions:

1. Choose four careers from **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**. You should choose the careers that interest you the most.
2. Select one career from the in-demand careers list and record it in the first row under the career column.
3. Research information in RUPrepareND.com about job openings for the five careers you selected and add what you find to this chart. Then answer questions 1 to 3 below and record which three careers you wish to research further at the bottom of this page. Remember one of your careers must be from the in-demand careers list.

Career	Annual Average Openings	Change (%)

1. Which career has the most openings? _____
2. Which career has the fewest openings? _____
3. Which career has the greatest percent increase in job openings? _____

My Three Career Selections Are:

1. _____
2. _____
3. _____

Comparing Careers: Career Outlook

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.

Question		Career 1:	Career 2:	Career 3:
1	Career Outlook List the annual average openings in this career.			
2	See Career Outlook Graph for details. How does the number of annual openings compare with other careers in my state? Check the box that applies.	<input type="checkbox"/> Lots of openings in this field. <input type="checkbox"/> Stable number of openings in this field. <input type="checkbox"/> Few openings in this field.	<input type="checkbox"/> Lots of openings in this field. <input type="checkbox"/> Stable number of openings in this field. <input type="checkbox"/> Few openings in this field.	<input type="checkbox"/> Lots of openings in this field. <input type="checkbox"/> Stable number of openings in this field. <input type="checkbox"/> Few openings in this field.
3	My Opinion Are there enough openings in this field for me to find a job? (If there are few jobs in this field, am I willing to compete for them?)			

Investigating Careers

The **BIG** Idea

- What duties and skills do the careers I'm most interested in require, and which activities would I like or dislike?

AGENDA

Approx. 45 minutes

- I. Warm Up: Mystery Careers (5 minutes)
- II. Research & Compare Careers (35 minutes)
- III. Wrap Up: Discussion (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 3, Comparing Careers: What They Do
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 85, RUPrepareND.com Directions, Career Profile: What They Do
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW, Careers 3: Investigating Careers
 - Facilitator Resource 2, Mystery Careers
- Overhead projector
- Laptop
- LCD projector

OBJECTIVES

During this lesson, the student(s) will:

- Research the duties and skills required of their top career choices.
- Form an opinion about what they would like and dislike about their top career choices.
- Compare how their interests and skills match up to their career choices.

OVERVIEW

In this lesson, students learn about their top three career choices by investigating them more thoroughly. Students begin by reviewing “Career Profiles” in RUPrepareND.com, and identifying the various duties and skills required to succeed in each career. After investigating each career, students compare what they learned about the job to their own skills and interests, thus helping them to figure out if the career is a good fit or not. The lesson concludes with students sharing their findings with the class.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students’ computers.
- List the day’s **BIG IDEA** and activities on the board.
- Write the web address RUPrepareND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 2, Mystery Careers**
 - **Portfolio page 3, Comparing Careers: What They Do**
- Check availability of audio and headsets.

BACKGROUND INFORMATION

Reading about a career can tell students what the profession is like. Reading the career profile will help students learn about different facets of the careers, such as duties, working conditions, outlook, and more.

This lesson requires students to use RUPrepareND.com. For instructions on accessing and using the site, see the **Grade 10, Careers One, Student Handbook pages 79–80, RUPrepareND.com Basic Directions**.

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. In our last class, you selected three careers to research. List them in the space below.
2. Pick one career and explain why you think it would be a good fit for your skills and interests.
3. Imagine you are a person with the career you chose in question 2, predict one thing about the job you might like and one part of your job you might dislike. Explain.

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

If your students are very experienced with RUPrepareND.com, you may choose to model job description research at the beginning of the lesson, and then allow students to work independently to complete all three sections.

If students finish their independent work early, pair students to share results from their research.

ACTIVITY STEPS

I. Warm Up: Mystery Careers (5 minutes)

1. [On the overhead projector, display **Facilitator Resource 2, Mystery Career #1**, but only show the part that lists the likes and dislikes for the career. Use paper to conceal the career title at the bottom and duties on the left.]
2. [Direct students' attention to the overhead, pointing out the two columns on the right, which list likes and dislikes for people in a particular career. Have a volunteer read the lists aloud.]
SAY SOMETHING LIKE: What career do you think this is? Why do you think so?
3. [After students guess, reveal the list of duties on the left. Again, have students guess what the "mystery career" is and why they think so. Uncover the mystery career to see if they're correct.]
4. [Ask the students if they were surprised by any of the duties or the likes and dislikes for this career. (Allow the students to respond.) Then ask what they learned from this career from the likes and dislikes. (Allow students to respond.)]
5. [If time permits, repeat the process with **Mystery Career #2**.]
6. **SAY SOMETHING LIKE:** You can learn a lot about a career by reading about it on RUReadyND.com in a "Career Profile." The **What They Do** tab lists many of the duties and responsibilities of the career.
7. **SAY SOMETHING LIKE:** After reading about what someone does in a career, you should be able to form an opinion about what parts of the job you would like and what parts of the job you would dislike.

[If students need additional explanation, read some of the duties from the Mystery Career Activity and ask students to raise their hands if it sounds like something they would enjoy and lower their hands if the duty is something that they would not enjoy.]

II. Research & Compare Careers (35 minutes)

1. **SAY SOMETHING LIKE:** For the next few weeks, you are going to have a chance to compare your top three career choices. This week, we'll be focusing on the **What They Do** tab for each career. You are going to gather some basic facts, then look at how each career compares with your own personal preferences, interests, and skills.
2. [Project a copy of **Portfolio page 3, Comparing Careers, What They Do**, on the overhead projector as students refer to their own pages. Remind them that last lesson they examined the career outlook for five different careers they were interested in and then identified three careers they wanted to investigate further.]
3. **SAY SOMETHING LIKE:** Last class you completed items 1 to 3 of this chart. Today you will focus on items 4 to 7. The first item requires you to research the career to learn more about it. You will use RUPrepareND.com to conduct your research. Items 5, 6, and 7 ask for your opinion about these jobs, and we'll get to that in just a minute.
4. [Read aloud, or have a volunteer read, the prompt in row 4. Then, use the LCD projector to display RUPrepareND.com. Remind students how to navigate to a particular career's "Career Profile." They should type in the name of the career in the **Search** box at the top of the page. As an example, type in "Librarian" and click **Go**. When the link appears, click it to access the **What They Do** tab. Point out that they can also search for careers alphabetically, by clicking on the **Career Planning** tab at the top of the page and then Explore Careers where they can find a career using a search box or alphabetical list.]

SAY SOMETHING LIKE: To find two things a professional in your career does in his or her job, you need to read the entire **What They Do** section of the Career Profile. **What They Do** is the page that you see when you first click on the article. You can navigate to other pages in the article using the tabs along the left side of the screen. As you read, jot down two or more job tasks or duties on the chart.

Some careers contain a video that shows someone at work in this career. You can also get info about daily tasks here. [Click on **Watch Video** to demonstrate.]

[If students require more modeling, you may provide an example of a task from "Librarian" and jot it on the overhead. For example, "Compiles lists of books, periodicals, articles and audio-visual materials on particular subjects."]

5. **SAY SOMETHING LIKE:** Think back to the Mystery Careers from the beginning of class. How can you form an opinion about what you would like or dislike about a career?

[Students should recall that they can form an opinion about what they would like or dislike about a career by reading about the duties in a career and considering which ones they are likely to enjoy and which ones they are not likely to enjoy. Relate this to the likes and dislikes in the **Warm Up**.]

8. Now read, or have a volunteer read, the prompt in row 5. Use the LCD again, which should still be on the **What They Do** page for Librarian. Read the **What They Do** page out loud. Ask students to share their opinions on which job duties, tasks, and working conditions they would like and which they would dislike. Model how to record these ideas on **Portfolio page 3, Compare Careers: What They Do**.

9. **SAY SOMETHING LIKE:** Now look at items 6 and 7 of **Portfolio page 3, What They Do**. These questions ask for your personal opinion about whether this is a good career for you. As you collect information about each career, you need to consider whether the career is a good match for your interests and skills. For example, question 6 asks, “What about this job interests me?” Write your answer in the box. If nothing about the career interests you, then write the word “nothing” in the box. You will repeat this for each of your three careers.

[Explain to students that prompt 7 asks about how their skills compare to the ones required for the career. To figure this out, remind students that they will need to review the duties and tasks they listed in the first box. Point out that while they may not yet have the specific skills required to succeed in the career, they may already have certain skills that are similar to the ones they will need one day. Provide an example, such as someone who is really comfortable changing a tire or doing an oil change, and loves working with their hands, may have what it takes to be a mechanic. Another example: someone who has a lot of experience babysitting might have the skills needed to be an elementary school teacher.]

10. **SAY SOMETHING LIKE:** Now is your chance to investigate each of your three careers, comparing what you learn online with your own skills and interests. Have fun!

[Circulate around the computer lab, helping students as needed.]

III. WRAP UP: Discussion (5 minutes)

1. **SAY SOMETHING LIKE:** Great job, everybody! As you probably discovered, it is important to form an opinion about what you would like and dislike about a career. What did you learn about one of your careers today that surprised you? [Allow several students to reply.]
2. **SAY SOMETHING LIKE:** Now take a moment to review your **Portfolio page 3, Comparing Careers: What They Do**. Which careers are you still seriously considering? Which are you having doubts about? Why?

[Invite volunteers to respond. Encourage them to share the information in the What They Do section that suggested that a career was a good fit for them—or not.]
3. **SAY SOMETHING LIKE:** Good job today. Next week, you'll investigate working conditions, earnings, and the education needed for each of your careers.

DO NOW

Careers 3: Investigating Careers

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

Questions:

1. In our last class, you selected three careers to research. List them in the space below.

2. Pick one career and explain why you think it would be a good fit for your skills and interests.

3. Imagine you are a person with the career you chose in question 2. Predict one thing about the job you might dislike. Explain your answer.

Mystery Careers

Mystery Career #1		
Duties	Likes	Dislikes
<ul style="list-style-type: none"> Evaluates, advises, and trains athletes to maintain their physical fitness. Cares for athletic injuries using physical therapy equipment, techniques, and medication. Administers emergency first aid, treats minor injuries, and refers injured people to a physician. 	<ul style="list-style-type: none"> Working within a team environment. Taking care of injuries and helping athletes recover quickly. Watching games and practices. 	<ul style="list-style-type: none"> Really long hours, typically 12–14 hours a day. Dealing with clerical (paper) work. Constantly traveling away from home and having to deal with delayed/overbooked flights.
Mystery Career: ATHLETIC TRAINER		

Mystery Career #2		
Duties	Likes	Dislikes
<ul style="list-style-type: none"> Examines animals to determine the nature of disease or injury. Treats sick or injured animals by prescribing medication, setting bones, dressing wounds or performing surgery. Collects body tissue, feces, blood, urine or other bodily fluids for examination and analysis. 	<ul style="list-style-type: none"> Doing surgeries because I enjoy seeing how quickly animals heal after it. Working with animals and helping their owners make important decisions about their pets. Being my own boss. 	<ul style="list-style-type: none"> Managing my staff to make sure that everyone is getting along and working well together. Working 12 to 14 hour days (60 to 80 hours in a week). Salaries are low compared to other professions with similar education and training.
Mystery Career: VETERINARIAN		

RUPrepareND.com Directions

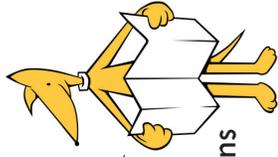
Career Profile: What They Do

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 RUPrepareND.com home page appears enter your account name and password.

II. Career Profile: What They Do

- Type in the name of the career you want to search for in the **Search** box at the top of the page and click **Go**. If more than one career appears, choose the career that is the most interesting to you. (As an example, type in Librarian, and click **Go**.)
- When the link appears, click it to access the Career Profile. The first page that you see will be the **What They Do** section.
- Remember, you can also search for careers alphabetically by clicking a letter on the Explore Careers page in the Career Planning section.



Use these pages to record the info for the careers you're considering.

COMPARING CAREERS: WHAT THEY DO

List the careers you're considering in the boxes at the top of the chart. For each career, answer the questions in the box on the left.

Question		Career 1:	Career 2:	Career 3:
4	What They Do List three things that a person with this career has to do.	• • •	• • •	• • •
5	My Opinion List at least one like and one dislike about this career.			
6	My Opinion What about this job interests me?			
7	My Opinion What do I do now that uses a skill similar to one needed for this job?			

Working Conditions, Earnings, and Education

The **BIG** Idea

- What are the working conditions, earnings, and education for the careers I am most interested in, and how will this information affect my opinions about these careers?

AGENDA

Approx. 45 minutes

- I. Warm Up: Match Up! (5 minutes)
- II. Research & Compare Working Conditions (15 minutes)
- III. Earn It! (10 minutes)
- IV. Learn It! (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 4–5, Comparing Careers: Working Conditions, Earnings, and Education
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 86, Match Up!
 - Student Handbook page 87, RUPrepareND.com Directions: Working Conditions, Earnings, and Education
- FACILITATOR PAGES:**
 - Facilitator Resource 1, Match Up! Answer Key
- Overhead projector
- Laptop
- LCD projector

OBJECTIVES

During this lesson, the student(s) will:

- Research and compare working conditions, earnings, and education for their top choice careers.
- Identify working conditions, earnings, and education that best meet their needs.

OVERVIEW

In this lesson, students discover how “working conditions” (i.e., work hours, travel, physical demands, etc.), earnings, and education requirements may affect their career choices.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.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 words and definitions on the board.
- Write the web address RUPrepareND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio pages 4–5, Comparing Careers: Working Conditions, Earnings, and Education**
 - **Student Handbook page 86, Match Up!**
 - **Student Handbook page 87, RUPrepareND.com Directions: Working Conditions, Earnings, and Education**
 - **Facilitator Resource 1, Match Up! Answer Key**

BACKGROUND INFORMATION

As students research potential careers, perhaps one of the most important considerations is what the job is like day to day, or in other words the “working conditions.” Working conditions encompass everything from wages and hours to the organization of the company and flexibility of the employer to adapt working life to the demands of employees’ lives outside of work. By knowing what is most important to them, students will be better able to identify which careers best meet their needs and interests.

This lesson requires students to use RUPrepareND.com. For instructions on accessing and using the site, see **Grade 10, Careers One, Student Handbook pages 79–80, RUPrepareND.com Basic Directions.**

VOCABULARY

Earnings: Money earned for work.

Salary: Fixed payment for work, paid to an employee on a regular basis.

Wages: Payment for work done, usually figured by the hour.

Working Conditions: What a job is like day to day, including job environment, hours of work, safety, paid holidays and vacations, rest periods, possibilities of advancement, etc.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 86, Match Up!** as a DO NOW. Give students three minutes to answer the questions. Once the students have completed their quiz, begin with the discussion as written in the **Warm Up**.

For **Activity I, Warm Up: Match Up!**, if students are not able to work productively in pairs, have them complete the game independently.

As an extra challenge, encourage students to continue using RUPrepareND.com at home to explore the working conditions for additional career interests. Remind them that to access the site, they need their account name and password.

If your students are very experienced with RUPrepareND.com, you may choose to model parts of the activity (researching working conditions, earnings, and education) at the beginning of the lesson, and then allow students to work independently to complete all three sections.

If students finish their independent work early, pair students to share results from their research.

ACTIVITY STEPS

I. Warm Up: Match Up! (5 minutes)

1. **SAY SOMETHING LIKE:** What do you think is most important when deciding on a career? [Most students will say “money.”] Money you make in a job (known as earnings, wages, and salary) is very important, but just as important, or maybe even *more* important, is what the job is like day to day. For example, are the hours 9am to 5pm, or a night shift? Will you need to sit at a desk all day or get to work outdoors? Will you work with others or independently all day? When considering a career, it is very important to decide what characteristics, also known as “working conditions,” are most important to you. For example, perhaps you are someone who enjoys working with others, so you’ll want to consider careers that involve working with a team.
2. [Divide the class into pairs, and have them open to **Student Handbook page 86, Match Up!** Explain that for each of the five careers listed in the left column there are two working conditions from the right column. Instruct students to write the numbers for the matching conditions in the spaces beneath each career. After completing the page, encourage pairs to discuss which of the working conditions they consider positive and negative, and why. Share the correct answers by projecting **Facilitator Resource 1, Match Up! Answer Key** on the overhead.]

II. Research & Compare Working Conditions (15 minutes)

1. [Project a copy of **Portfolio pages 4–5, Comparing Careers: Working Conditions, Earnings, and Education** on the overhead projector as students refer to their own pages.]

SAY SOMETHING LIKE: Today you will research and compare working conditions, earnings, and education requirements for your top three career choices using RUPrepareND.com. Take a look at Row 8: “Working Conditions.” For each career, you will list three working conditions. Then in Row 9, you will evaluate the working conditions, and write down your opinion. Let me show you how.

2. [Instruct students to turn to **Student Handbook page 87, RUPrepareND.com Instructions: Working Conditions, Earnings, and Education**. Use the LCD projector to display RUPrepareND.com. Remind students how to navigate to a particular career by typing the name of the career in the **Search** box at the top right. Model this by typing in “Forensic Science Technician” and clicking **Go**. When the link appears, click

- it. Remind the class that they can also search for careers alphabetically, by clicking on the appropriate letter in the **Search Careers** section of the **Explore Careers** page in Career Planning. Working conditions appear on the **What They Do** tab (this is the first page that you will see). Part way down the page is a section with the heading Working Conditions and Physical Demands.]
3. [Invite a volunteer to read aloud the Working Conditions and Physical Demands section of the **What They Do** Page for “Forensic Science Technician.” Then project **Portfolio pages 4–5, Comparing Careers: Working Conditions, Earnings, and Education** on the overhead projector and model for students how to list one of the working conditions. For example, you may write “irregular hours.” Then have volunteers suggest two other working conditions and jot them on the overhead.]
 4. **SAY SOMETHING LIKE:** Which of these working conditions are ones that you would like? Why? Which would you not like? Why not?

[Jot their responses as they provide them, in row 9 on the **Comparing Careers Portfolio page.**]
 5. **SAY SOMETHING LIKE:** Now is your chance to investigate the working conditions for each of your three careers, and to identify which of the working conditions are ones you’d like or dislike, and why.

[Circulate around the computer lab, helping students as needed.]

III. Earn It! (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you’ve had a chance to think about what your day-to-day life would be like in each of your top choice careers, you are going to look at earnings, and how that may affect your interest in a career.

[On the chalkboard, or chart paper, list the following three careers in a column in this order:

retail sales person
 general/family practitioner
 automotive mechanic

Ask students to rank the three careers from highest salary to lowest.]

2. **SAY SOMETHING LIKE:** Let's find out if you ranked the earnings correctly by looking in RUPrepareND.com.

Direct students' attention to RUPrepareND.com on the LCD panel. Type "Retail Salesperson" in the **Search** box at the top of the page and click **Go**. When the link appears, click it, and then click the **Money & Outlook** tab in the left column of the page.

3. **SAY SOMETHING LIKE:** Wage means payment for work done. What do you think entry, average, and experienced mean? [Give students a chance to answer before continuing.] These are the different levels of experience. Entry means someone who just started in a career, like a beginner. At the other end, experienced means someone who has been working in this career for many, many years. Some careers in RUPrepareND.com include entry, average, and experienced wages while others only include average wages. Let's write down the average wages next to retail salesperson. Note that it's possible to compare wages in different cities, or "metropolitan areas." Would you expect wages in rural areas to be higher or lower? [Point out that living expenses are often higher in cities.]

It's hard to really know whether a wage is high, low, or average until you can compare it to other careers.

4. [Repeat the process of looking up earnings for the other two careers—family/general practitioner (doctor) and automotive mechanic— on RUPrepareND.com and jotting down the average wages on the chalkboard. Then, have students confirm whether their ranking was correct.]
5. [Refer students to **Portfolio pages 4–5, Comparing Careers: Working Conditions, Earnings, and Education**, items 10 and 11.]
6. **SAY SOMETHING LIKE:** Now you will research and compare earnings for your top three career choices using RUPrepareND.com. Remember that national earnings instead of state-wide earnings might appear in some cases. Take a look at Row 10: "Earnings" on **Portfolio pages 4–5, Comparing Careers: Working Conditions, Earnings, and Education**. For each career, record the average salary. Then in Row 11, respond to the question about how the wages for the career affects your opinion of it.

IV. Learn It! (10 minutes)

1. **SAY SOMETHING LIKE:** Our third and final research category for the day is education requirements. This is a big one—almost as important as whether or not you like the job description. Some careers, like veterinarian or dentist, have a definite education requirement before you can enter the profession. Others have a range of educational choices. Generally, the more education you have, the more opportunities you'll have. Let's take a look.
2. [Direct students' attention to RUPrepareND.com on the LCD panel. Type "Hotel/Motel Manager" in the **Search** box and click **Go**. When the link appears, click it, and then click the **What to Learn** tab in the left column of the page. Read the section titled Education Level aloud, and ask students which of the three boxes should be checked based on this paragraph. (*tech/trade school, two-year college, four-year college*)]
3. [Remind students that it's important to skim all of the material because there's often more than one option. Discuss whether or not a person could become a hotel manager with only a high school diploma.]
4. [Direct students' attention to questions 12 and 13 of **Portfolio pages 4–5, Comparing Careers: Working Conditions, Earnings, and Education**. Explain that question 12 asks for facts found on RUPrepareND.com, and question 13 asks for their opinions based on their research.]
5. [Allow students to complete their research independently, circulating to provide help as needed.]

V. WRAP UP (5 minutes)

1. [If time permits, invite the class to summarize their understanding of the importance of education requirements as outlined below.]

SAY SOMETHING LIKE: What's the relationship between earnings and education requirements? (*Jobs requiring more education pay better. Investing time and money in postsecondary education now helps increase your earning power and your job opportunities in the future.*)

How does knowing the education requirements for your future career help you today? (*Knowing the education requirements helps you "begin with the end in mind." What you learn today helps prepare you for the education you'll need after high school.*)

MATCH-UP! Answer Key

Careers	Working Conditions
Multimedia Artist/Animator 3 8	<ol style="list-style-type: none"> Often work evenings and Saturdays Regular Monday to Friday, 9-to-5 schedule Spend long hours at a drawing board or computer Spend four hours a day, five days a week on physical conditioning and practice Summers off Most work for themselves in private practice Many repetitive tasks (example: entering data into a computer) Usually work in design studios either at home, or in an office Spend lots of time away from home Work inside in a classroom most of the day
Bank Teller 2 7	
Teacher Assistant 5 10	
Dentist 1 6	
Professional Athlete 4 9	

MATCH-UP!

Match each working condition to its career by writing the numbers on the lines below each career. There are two working conditions for each career.

Careers	Working Conditions
Multimedia Artist/Animator _____ _____	1. Often work evenings and Saturdays 2. Regular Monday to Friday, 9-to-5 schedule 3. Spend long hours at a drawing board or computer
Bank Teller _____ _____	4. Spend four hours a day, five days a week on physical conditioning and practice 5. Summers off
Teacher Assistant _____ _____	6. Most work for themselves in private practice 7. Many repetitive tasks (example: entering data into a computer)
Dentist _____ _____	8. Usually work in design studios either at home, or in an office
Professional Athlete _____ _____	9. Spend lots of time away from home 10. Work inside in a classroom most of the day

RUPrepareND.com Directions

Working Conditions, Earnings, and Education

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 RUPrepareND.com home page appears enter your account name and password.

II. Working Conditions

- Click on the **Career Planning** tab at the top of the screen.
- Click on the **Explore Careers** section.
- Type the name of the career you want to search for in the **Search Careers** box and click **Go!** (As an example, type in Criminal Investigator and Special Agent, and click **Go!**).
- When the link appears, click it. If more than one career appears, choose the career that is the most interesting to you.
- Scroll down to the bottom of the **What They Do** page (the page that appears first) until you see the section titled **Working Conditions and Physical Demands**. Read that section. Don't worry if your chosen career doesn't have these tabs. Read What They Do and the Interviews (tab on the left) for information on working conditions.
- Record three of the Working Conditions on the chart on **Portfolio pages 4 and 5, Comparing Careers: Working Conditions, Earnings, and Education**.

III. Earnings

- Repeat the first four bullet points listed under Part II: Working Conditions, above.
- Then click the **Money & Outlook** button on the left-hand side of the screen.
- Record the **Average Wage** in the chart. Choose the most appropriate region based on your own location.
- Remember that national earnings instead of state-wide earnings might appear in the some cases.

IV. Education

- Repeat the first four bullet points listed under Part II: Working Conditions, above.
- Then click the **What to Learn** button on the left-hand side of the screen.
- Read the information and check the appropriate level of education recommended for that career in the chart on **Portfolio pages 4–5, Comparing Careers: Working Conditions, Earnings, and Education**.

Comparing Careers: Working Conditions, Earnings & Education

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.

Question		Career 1:	Career 2:	Career 3:
8	Working Conditions List three working conditions for each career.	• • •	• • •	• • •
9	My Opinion Which working conditions would I like? Why? Which would I dislike? Why?	Like: Dislike:	Like: Dislike:	Like: Dislike:
10	Earnings What are the average wages for an entry-level and experienced worker?	Average:	Average:	Average:

<p>11</p> <p>My Opinion</p>	<p>Does the earnings info make me more or less likely to pursue the career? Explain.</p>	<p> <input type="checkbox"/> high school <input type="checkbox"/> apprenticeship <input type="checkbox"/> tech or trade school <input type="checkbox"/> two-year college <input type="checkbox"/> four-year college <input type="checkbox"/> more than four years of college </p>		
<p>12</p> <p>Education</p>	<p>Check the recommended level of education for this career.</p>	<p> <input type="checkbox"/> high school <input type="checkbox"/> apprenticeship <input type="checkbox"/> tech or trade school <input type="checkbox"/> two-year college <input type="checkbox"/> four-year college <input type="checkbox"/> more than four years of college </p>		
<p>13</p> <p>My Opinion</p>	<p>What is one thing I can do this year to better prepare myself for this level of education? Explain.</p>	<p> <input type="checkbox"/> high school <input type="checkbox"/> apprenticeship <input type="checkbox"/> tech or trade school <input type="checkbox"/> two-year college <input type="checkbox"/> four-year college <input type="checkbox"/> more than four years of college </p>		

Career Clusters

The **BIG** Idea

- What are “related careers” (career clusters), and how can they expand my career choices?

AGENDA

Approx. 45 minutes

- I. Warm Up: Buried Treasures (10 minutes)
- II. Career Cluster Game (10 minutes)
- III. Comparing & Contrasting Related Careers (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 88, Related Career Comparison Chart
- Student Handbook page 89, RUPrepareND.com Directions: Related Careers and Career Clusters

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Careers 5: Career Clusters
- Facilitator Resource 2, Buried Treasures
- Facilitator Resource 3, Career Cluster Game Sentence Strips

- Overhead projector and transparency paper

OBJECTIVES

During this lesson, the student(s) will:

- Recognize that many careers can stem from a single interest.
- Use the Related Careers and Career Clusters features of RUPrepareND.com to identify and explore related careers.

OVERVIEW

This lesson, conducted in the computer lab, guides students to discover that a single interest can lead to multiple career opportunities. Using RUPrepareND.com, students explore the connections between different but related careers, known as “career clusters.” Using the site’s related careers and career clusters features, students identify alternative careers that suit their interests, strengths, and skills, and recognize that similar types of careers may require different levels of education.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students’ computers.
- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary word and definition 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 88, Related Career Comparison Chart**
 - **Student Handbook page 89, RUPrepareND.com Directions: Related Careers and Career Clusters**
 - **Facilitator Resource 2, Buried Treasures**
- Copy **Facilitator Resource 3, Career Cluster Game Sentence Strips**, and cut into strips along the dotted lines, (one strip per pair).

BACKGROUND INFORMATION

One of the essential tasks of career development is identifying careers that correspond to one’s skills and interests. During middle school, students may still be highly unrealistic in their career aspirations. (In one urban eighth-grade classroom, students were asked mid-year to identify careers of interest. Only two out of 30 failed to include actor, model, professional athlete, or rapper/singer on their lists.) As students become more sophisticated in comparing their aspirations and skills, they may be at a loss in locating careers that excite them.

Finding a “good fit” career is a challenge that may continue into adulthood. Experts predict that the average adult will have 10 to 12 jobs spanning three to five different careers during his or her working life. As adults move from job to job and career to career, it’s helpful to be able to look at a broader picture — identifying transferable skills and interests. Considering clusters of related careers is one way of making the search easier.

Career resources are often organized around career clusters—broad groups of related careers within an occupational interest area. RUPrepareND.com is one such resource. By organizing careers into categories such as Health Science, Education and Training, Manufacturing, etc., the career clusters navigation tool enables students to explore how a single industry or interest encompasses a wide variety of very different career paths. In particular, career clusters help students recognize that there are many potential opportunities within any given industry, and that even if they don’t possess the skills they believe are required to work at one specific job, there may be alternatives.

VOCABULARY

Career Cluster: A group of occupations that are in the same industry, but are different in a variety of ways, such as skills needed, education required, personality traits, etc.

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. Last class you researched the working conditions, education, and earnings for your three careers. Was there any information that was surprising or made you unsure about a career? Explain.
2. How many careers do you think you'll have in your lifetime? Explain your answer.
3. Imagine you are a high school English teacher who has been teaching for 10 years. You are ready for a change and want to pursue a new career. List two other jobs that are in the same field (education), but that do not involve working as a classroom teacher.

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

For **Activity II, Career Cluster Game**, be sure one student in each pair is experienced and comfortable navigating the **RUReadyND.com** website.

As an extra challenge, encourage students to continue using RUReadyND.com at home to explore career clusters for additional interests. Remind them that to access the site, they need their account name and password.

ACTIVITY STEPS

I. WARM UP: Buried Treasures (10 minutes)

1. **SAY SOMETHING LIKE:** Over the last several weeks, you've been investigating careers that really interest you. Your research has included reading job descriptions and education requirements, researching whether opportunities in the careers are growing or not, and learning about working conditions and earnings. At this point, you may have discovered some things about one or more of the careers that are causing you to wonder if they are indeed as good of a fit as you had hoped. If this sounds like you, don't worry! Sometimes an interest in one career can lead you to many similar careers that for one reason or another make for a better fit. A group of related careers is called a **Career Cluster**.

2. [Project **Facilitator Resource 2, Buried Treasures** transparency on an overhead projector and direct students' attention to it.]

SAY SOMETHING LIKE: Discovering careers that are similar to a career that interests you is like uncovering a buried treasure! Let me show you why. Suppose you are interested in carpentry because you really like the idea of working with your hands, and you love to build things. However, as you research this career, you come across a few things you don't like so much. For example, you don't really want to work outdoors in the heat of the summer, which is the busiest time for carpenters. Because the summer is so busy, taking a summertime vacation is out of the question. So, now you wonder what other careers you would be interested in that require the same or similar skills as carpentry.

3. [Using the LCD projector and RUPrepareND.com, model how to find "Related Careers." Type "Carpenter" in the **Search** box and click **Go**. When the link appears, click it. Point out that they can also search for careers alphabetically, by clicking a letter on the **Explore Careers** page in the Career Planning section.]

When you reach the carpenter page, review the Related Careers box on the right side of the screen. Only one is listed—Carpenter Helper. Explain to students that they can find a larger number of related careers by clicking on the **Architecture and Construction Cluster** or the **Construction Pathway** at the top of the page. A cluster is a broad career category that groups careers together that are a good match for similar interests and skills. By clicking on the **Architecture and Construction Cluster**,

then selecting the **Careers** tab on the left, students will be able to find careers that are similar to carpenter in terms of interests and skills.

Each cluster includes several different pathways. A pathway is a sub-division of the larger cluster. Explain to students that by clicking on the **Construction Pathway**, they will be able to find a more focused list of careers that are similar to carpenter.

4. **SAY SOMETHING LIKE:** What careers do you see listed here? [Write down a few of the students' responses in the spaces on the projected **Facilitator Resource 2, Buried Treasures**.]

What do all of these careers have in common?

5. [Point out the name of the cluster listed at the top of the page. Read aloud the name of the cluster and write it on the chalkboard: "Architecture and Construction."]

SAY SOMETHING LIKE: Note that the name of the cluster (**Architecture and Construction**) appears at the top. All of the pathways within this career cluster are listed in the box on the right side of the page.

[Model how to search. Click on the **Career Planning** tab then **Explore Careers**. Then point out the **Browse Career Clusters** option. Click on a career cluster that you think would be interesting to your students. Have volunteers read aloud some of the careers that come up, and add a few to the **Facilitator Resource 2, Buried Treasures** overhead. Guide them to notice that the careers can be sorted by educational level by clicking the **Sort By Education Level** button above the list.]

6. **SAY SOMETHING LIKE:** Career clusters can be very helpful in your job search. As you get older, your interests grow and change. You may graduate from college and plan on spending the rest of your life teaching high school English. Ten years into your career, you may decide that you want to make a career change. You may love working in education, but want to work outside of a classroom. Experts predict that the average adult will have 10 to 12 jobs spanning three to five different careers during his or her working life. Identifying careers in similar fields with transferable skills and interests can make transitioning into a new career much easier.

As you search today in RUPrepareND.com, remember, viewing the *Related Careers* tool or clicking on the pathway reveals a few tightly connected careers, while searching by *Career Clusters* results in a larger pool of similar careers. Either way, you're likely to discover some careers you've never considered before.

[Explain to the students that if they are confused about what career cluster a job appears in, they can find it at the top of the **What They Do** page.]

II. Career Cluster Game (10 minutes)

1. [Divide the class into pairs and distribute one statement from **Facilitator Resource 3, Career Cluster Game Sentence Strips** to each pair.]
2. **SAY SOMETHING LIKE:** Navigating a career cluster is a bit like being a detective. In this game, you and your partner will use RUPrepareND.com to find a career that best meets the needs described on the statement I've given you. Remember, there are different ways to go about finding the right career match. You can search by career cluster. Or, with your partner, you can figure out what career is being rejected, and find "related careers" by pathway or by viewing the related careers box on the **What They Do** page. When you find a career that is a good match, write it down and be prepared to explain your reasoning. Have fun!
3. [Circulate as pairs are working. When everyone is finished, invite each pair to share their findings. Instruct them to read aloud their statement, and then say which career they've identified as a good match and why they think it's a good match.]

III. Comparing & Contrasting Related Careers (20 minutes)

1. [Project **Student Handbook page 88, Related Career Comparison Chart** on the overhead and have students refer to their copies.]

SAY SOMETHING LIKE: To identify similarities and differences between two careers in the same career cluster, you need to do a little investigating. The purpose of the **Student Handbook page 88, Related Career Comparison Chart** is to help you compare and contrast two careers in the same cluster, and guide you to figure out if an alternate career is a possibility for you. Let me show you how. First, write the name of the career you've been investigating —Carpenter—in "Career Option 1." Now search for a related career by searching by career cluster in RUPrepareND.com.

2. [Instruct students to turn to **Student Handbook page 89, RUPrepareND.com Instructions: Related Careers and Career Clusters**. Display the **What They Do** page for "Carpenter," using a laptop and LCD projector. You may talk through the

steps you take to get to this page to reinforce how to navigate the website. (See step 3 in **Warm Up** activity.) On the **What They Do** page, click the cluster listed at the top—“Architecture and Construction”.] Then, click on **Careers** on the left-hand side of the page.

SAY SOMETHING LIKE: I see that architect is in the same career cluster as carpenter. I don't know much about this career, so I'd like to learn more. Perhaps this job will be a better match for me. I will write “Architect” in Career Option 2 on **Student Handbook page 88, Related Career Comparison Chart**.

3. [Have a volunteer click on **Architect** and read the first paragraph aloud. Then they should click on the **Architecture and Construction** cluster link, then **Careers**, to return to the list and select **Carpenter** and read the first paragraph aloud. Ask the students how the two careers are alike. Jot their responses in the first row on the **Related Career Comparison Chart**.]
4. Read aloud question 2 (“List two things a person with this career has to do.”) on **Student Handbook page 88, Related Career Comparison Chart**. Read the bulleted tasks under the heading: **A Person in This Career**.]

SAY SOMETHING LIKE: Carpenters construct, erect, install, and repair structures made of wood, plywood, and wallboard—like a staircase.

[Click **Architect** and read aloud the bulleted tasks. Then ask for volunteers to explain some of the job responsibilities of an architect. Write this in the third row under Career Option 2 on the projected chart.]

Next, model how to find the education level by clicking **What to Learn**. Have a volunteer identify the education level required. Show where to record this on the chart.

5. Read aloud the rest of the questions on **Student Handbook page 88, Related Career Comparison Chart**. Explain that to answer the questions, students will need to consider what they learned about both careers on the **What They Do** page. Remind them they can also review **Working Conditions** on this page to find out more about the jobs, as well as read the interviews of real people in those jobs, if time allows. Depending on your class and time, you can model how to fill in answers to these questions as follows:

1. What part of this job would I like most?	Building houses from nothing at all.	Designing and drawing sketches of new homes.
2. What part of this job would I like least?	Working in the summer without a break.	Working on tight deadlines.
3. Is this career a possibility for me? Why or why not?	No. I really want to have summertime off.	Yes. I love designing buildings enough to work even if there are tight deadlines.

6. [Have students select one of the three careers they have been researching, and write it next to Career Option 1 on **Student Handbook page 88, Related Career Comparison Chart**. They should select a career they have misgivings about, as they're searching for an alternative that addresses their concerns. Instruct them to find a career in the same cluster and write it next to Career Option 2. Then give them time to respond to each question on the chart. Walk around, helping students as needed.]

IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE:** How does knowing about related jobs, or career clusters, help you with your career search? *(It uncovers possibilities I may not have known about and it might help me find a job that's an even better fit than ones I have been investigating.)*
2. [Assign pairs. In pairs, give students a couple of minutes to discuss their answers on **Student Handbook page 88, Related Career Comparison Chart** with their partners. Then bring the class back together as a group and have a few volunteers share their answers with the class. Let students know that next week they will examine how their values influence their career choices and decide which career they are most interested in pursuing.]

DO NOW

Careers 5: Career Clusters

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

Questions:

1. Last class you researched the working conditions, education, and earnings for your three careers. Was there any information that was surprising or made you unsure about a career? Explain.

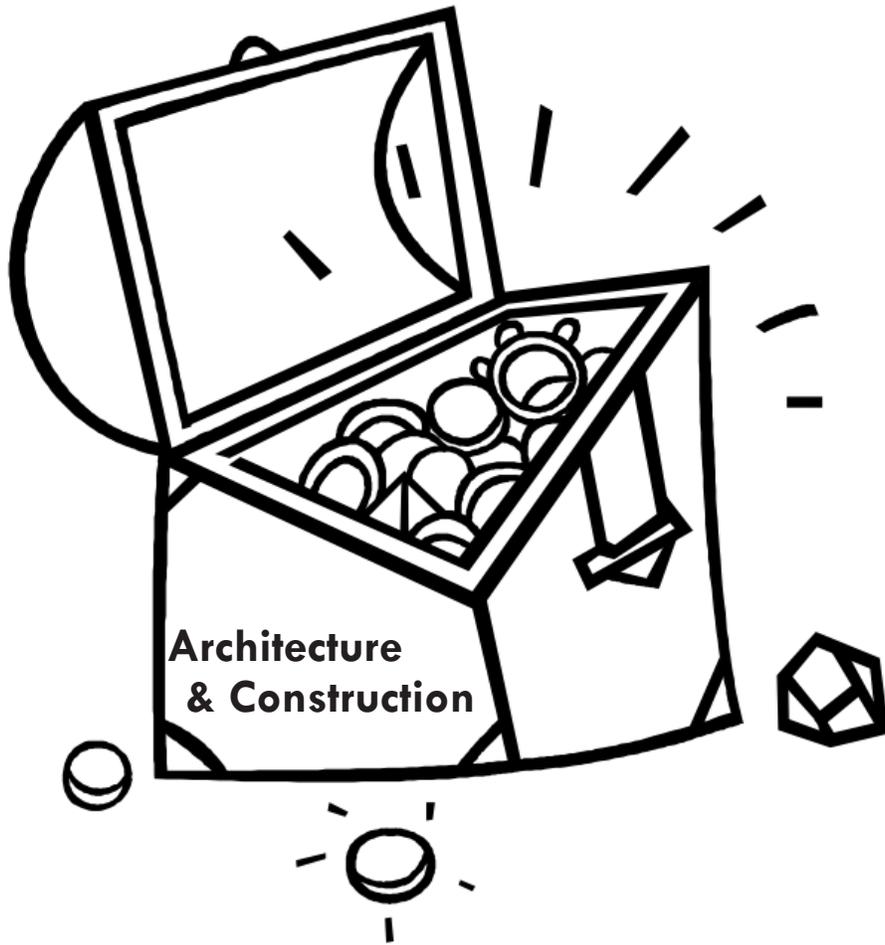
2. How many careers do you think you'll have in your lifetime? Explain your answer.

3. Imagine you are a high school English teacher who has been teaching for 10 years. You are ready for a change and want to pursue a new career. List two other jobs that are in the same field (Education), but that do not involve working as a classroom teacher.

Buried Treasures



Carpenter _____



Career Cluster Game Sentence Strips

I love baseball, but I don't have the skills to go pro.

I'm interested in healing people, but don't want to spend 12 years studying to be a doctor.

I enjoy working with animals, but I don't feel comfortable around sick or hurt animals.

I know a ton about music, but can't carry a tune.

Sports are great, but competing is not my thing.

I have an interest in fashion, but I'm not artistic.

I love history, but I don't think teaching is for me.

I love visiting new places, but don't want to spend my career helping other people plan their vacations.

I love the theater, but I get stage fright!

I'm very interested in looking for ways to cure diseases, but I don't want to spend all my time in a lab.

Cars are my passion, but I want to do more than just repair them.

I'm good with numbers, but would like to combine my interest in accounting and business with something more creative.

I am a bookworm and want to be around books and writers, but I don't have the patience or interest to write one myself.

I would like to work in government, but don't want to be a politician or be elected to my position.

I have been dancing since I was very young and I like it, but I don't want to spend my life rehearsing and performing.

Related Career Comparison Chart

Compare one of your top career choices with a career in the same cluster by answering the questions in this chart.

QUESTIONS	Career Option 1: (Career You Have Researched)	Career Option 2: _____
1. How are these careers alike?		
2. List two things a person with this career has to do.		
3. What level of education is required?		
4. What part of the job would I like most?		
5. What part of the job would I like least?		
6. Is this career a possibility for me? Why or why not?		

RUPrepareND.com Directions

Related Careers and Career Clusters

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 RUPrepareND.com home page appears enter your account name and password.

II. Related Careers/Career Pathways

- Click on the **Career Planning** tab at the top of the page.
- Click on the **Explore Careers** section.
- Type the name of the career you want to search for in the Search Careers box and click **Go**. (As an example, type in Carpenter, and click **Go**).
- When the link appears, click it. If more than one career appears, choose the career that you are the most interested in.
- Select the What to Learn tab on the left. At the top, you will see the name of the Career Cluster that the career you are reading about belongs to. (As an example, the career cluster that Carpenter belongs to is **Architecture and Construction**.) The Career Pathway - a narrower grouping of careers- appears right after that.
- Click on the **Career Cluster** or **Career Pathway** to see a longer list of related careers.

III. Career Clusters

- Click on the **Career Planning** tab at the top of the page.
- Click on the **Explore Careers** section.
- Review the Browse Career Clusters list.
- Click on the name of the Career Cluster that you are interested in.

Choosing a Career

The **BIG** Idea

- How do my values influence my career choice?
- Which career am I most passionate about and why?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Values (5 minutes)
 - II. Comparing Values (10 minutes)
 - III. Career Satisfaction (5 minutes)
 - IV. My Career Choice is... (15 minutes)
 - V. Wrap Up (10 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 6, Comparing Careers: Values
 - Portfolio pages 7–8, Career Reflection
 - Portfolio pages 28–30, Grade 10 Skills Checklist (Careers skills only)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 90, My Values
- FACILITATOR PAGES:**
 - Facilitator Resource 1, Oprah Winfrey on Career Success
- Laptop
- LCD Projector

OBJECTIVES

During this lesson, the student(s) will:

- Identify values and consider how they affect career choice.
- Choose a career by comparing career research results with their own skills, interests, and values.

OVERVIEW

In this lesson, students consider their own values and identify which of their top careers is most compatible with these values. Next, students view a clip (or read a passage) in which Oprah Winfrey discusses the importance of having a career that is personally fulfilling. (“You know you’re on the road to success if you would do your job and not be paid for it.”) Finally, students review their career research and examine how each of their career choices fits their personality and interests. To wrap up the unit, students choose the career that best fits their needs, and complete a reflection page explaining why it’s a good fit.

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 90, My Values**
 - **Facilitator Resource 1, Oprah Winfrey on Career Success**
- If you have a classroom computer with Internet access, link to the Oprah Winfrey interview at the “Academy of Achievement” web site (<http://www.achievement.org>). Look for Oprah Winfrey in the Achievers list and click on the interview associated with her. Display the site using an LCD projector.
- If your classroom does not have Internet access, make copies of **Facilitator Resource 1, Oprah Winfrey on Career Success** (one per student).

BACKGROUND INFORMATION

In choosing a career, it is important to be aware of values. People who pursue careers that align with their core beliefs and values are more likely to find fulfillment and success in their jobs.

In a 2004 study of college classes of 2001 and 2004, conducted by Northwestern Mutual, three-fourths of the 1,700-plus respondents revealed that how they spend their time on the job is more important than how much money they make. They identified the following values as important in a career: helping others, impacting the world, creativity, and being around others who are idealistic and committed. Another 2004 study by Universum Communications found that more than 40 percent of the college students surveyed said they were looking for jobs that offer increasingly challenging assignments.

(Source: <http://career-advice.monster.com/job-search/career-assessment/examine-values-career-happiness/article.aspx>)

As you guide students to choose a career, you will encourage them to think about and identify their values — what they believe in. To this end, you will help students realize the strong relationship between careers and values in terms of job fulfillment.

VOCABULARY

Values: Beliefs about what is desirable, important, or worthwhile.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 90, My Values?** as a DO NOW. Give the students three minutes to answer the questions. Once the students have completed this handout, begin with the discussion as written in the **Warm Up**.

In **Activity I, Warm Up: Values**, you may choose to have the students discuss their ideas of values before you share the definition of values. In addition, you may also choose to complete **Student Handbook page 90, My Values?** as a class. Read each value aloud and discuss its description as a class. Then allow students to select their level of importance.

You may wish to illustrate the idea of “work values” with help wanted ads or company mission statements (often found in the “About Us” section of a company website) that provide clues to a company’s values.

For **Activity V, Wrap Up**, if time allows, invite students to share their career choice and reasons with a partner.

In RUMReadyND.com, there is a career exploration tool (Work Values Sorter) for ranking work values and identifying careers that match top values. You may wish to have students explore this feature on their own.

ACTIVITY STEPS

I. WARM UP: Values (5 minutes)

1. **SAY SOMETHING LIKE:** Over the past few weeks, we've talked about things to consider when deciding if a career is a good fit for you. [Ask students to recall these categories, and list them on the board.] Today, we'll talk about one last category—values. Then, each of you will take a last look at your top three careers, and choose the one that best fits your personal skills and interests.
2. [Share the definition of values, and have students turn to **Student Handbook page 90, My Values.**]
3. **SAY SOMETHING LIKE:** A career that's a good fit for you will generally match your values. Take a look at the values listed on this page, and think about how they might connect to career choice.
 - What careers would be good for someone who wants to help others?
 - What careers would be good for someone who craves adventure?
 - What careers would be good for someone who values creativity?
4. [Give the students three minutes to complete **Student Handbook page 90, My Values.**]

II. Comparing Values (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you've had a chance to identify your work values, you're going to take a look at **Portfolio page 6, 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 90, My Values**, to help you.
2. [Direct students' attention to **Portfolio page 6, Comparing Careers: Values**. Read question 18 aloud, and let students know that this is a question that calls for their own opinions; there is no right or wrong answer. Model how to respond by giving an example: *If 'doctor' is one of your career choices, you might list 'helping others,' 'money,' or "independence," depending on the values you feel are most important to someone with this career.* Then read question 19 aloud. Remind students to look back at **Student Handbook page 90, My Values** to figure out if the two values they assigned the career match any of their top three personal values. Tell students that if a

career meets none of their top values, then they should write “none” on the chart.]

3. [Instruct students to pay close attention to their written responses on the **Comparing Careers** chart to questions about job description, including interviews as well as working conditions. These areas will help them to see if a career matches their values.]

III. Career Satisfaction (5 minutes)

1. **SAY SOMETHING LIKE:** Over the last several weeks, you have researched many aspects of your three careers, from job responsibilities and working conditions to earnings and education. Now that you’ve collected all this information, it’s time to decide which career will best fit your personality.

But first, I’d like you to listen to the words of someone who knows something about career satisfaction. She’s an award-winning TV host, has produced television specials and a Broadway play, and was named one of the 100 Most Influential People of the 20th Century by *Time* magazine. She was also the first African-American woman to become a billionaire—Oprah Winfrey.

2. [Use the LCD projector to display the Oprah Winfrey interview at the “Academy of Achievement” website. (See **Preparation** section for instructions on how to access the interview.) If your classroom does not have Internet access, distribute **Facilitator Resource 1, Oprah Winfrey on Career Success** to each student. Invite volunteers to read aloud Oprah’s words.]
3. **SAY SOMETHING LIKE:** Oprah says, “You know you are on the road to success if you would do your job, and not be paid for it.” What does she mean by that? In what other ways could a job be satisfying?

IV. My Career Choice Is... (15 minutes)

1. **SAY SOMETHING LIKE:** Now it’s your turn to identify the career you would find most satisfying.
2. **SAY SOMETHING LIKE:** Look again at your **Portfolio pages 2–6, Comparing Careers**, to see how each category (Job Description, Working Conditions & Earnings, Career Outlook, Education, Values) compares to your personal interests. As you review your findings, think carefully about which of your careers will make you feel as Oprah does—happy to go to work each day. Take the next 15 minutes to review

your Portfolio pages, and then answer questions 1–6 on **Portfolio pages 7–8, Career Reflection.**

V. WRAP UP (10 minutes)

1. **SAY SOMETHING LIKE:** Now you've all chosen your top career interest and explained why it's a good fit for you. You'll notice that question 7 asks you to identify a possible obstacle to achieving this career goal and question 8 asks you to brainstorm a short-term goal to tackle this obstacle. Maybe your career requires many years of education to complete, or the competition is tough for a particular job.

[Give students an example of a career obstacle you encountered once, and then share a short-term goal you set to overcome that obstacle.]

2. **SAY SOMETHING LIKE:** Please take the next few minutes to think about what you can do now to make your career goal a reality. And if you're not yet sure what you want to do, don't panic. Finding satisfying work is a lifelong journey — and this is only the first step.

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 28–30, Grade 10 Skills Checklist.** Have students complete the skills checklist questions for careers.

Careers

I can ...

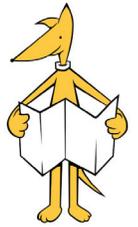
Identify careers that match my skills and interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Research anticipated job openings in my field of interest.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify pros and cons of careers that match my skills and interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Understand how working conditions might affect my choice of career.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Understand how using career clusters can help me find my dream job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify how my values influence my career choice.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

OPRAH WINFREY ON CAREER SUCCESS

“What I know is, is that if you do work that you love, and work that fulfills you, the rest will come. I truly believe that the reason I’ve been able to be so financially successful is because my focus has never, ever for one minute been money. And the fact that the money has come has really surprised me. I’ve been really surprised and delighted and very pleased, and many times overwhelmed by it. But the money has never been the focus. You know you are on the road to success if you would do your job, and not be paid for it. And I would do this job, and take on a second job to make ends meet if nobody paid me. Just for the opportunity to do it. That’s how you know you are doing the right thing.”

SOURCE: Academy of Achievement: <http://www.achievement.org>

Step 1: Figure out what's important to you.
Step 2: Find careers that match your values.



My Values

Put a check in the column that shows how important each value is to you.
Then circle the three values that are most important to you.

	Very important	Somewhat important	Not at all important
ADVENTURE I like to try new things and visit new places. I'd like a job where the activities change from day to day.			
BEAUTY I like to be surrounded by beautiful things. Art and nature are important to me.			
CREATIVITY I like to solve problems or make music or art.			
FAMILY I want a job that allows me to spend time with my family.			
FRIENDSHIP I want to share my life with someone. Friends are more important than having a lot of stuff.			
HELPING OTHERS I want to make the world a better place.			
INDEPENDENCE I like to set my own schedule and do things my own way.			
INTEGRITY I stand up for what I believe. Doing the right thing is important to me.			
KNOWLEDGE I like to learn something new every day.			
MONEY I need to make a lot of money.			
POWER I want to be in charge. I like to make decisions, organize activities, and influence other people.			
RECOGNITION I like being known for my accomplishments. Grades and awards are important to me.			
SECURITY I like it when I know exactly what's expected, and things don't change much from day to day.			

ADAPTED FROM: *Career Strategies: How to Get and Keep a Job*, Jim Comiskey and Jay McGrath, Workbook & Portfolio pages 12-13. Academic Innovations, 2000.

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.

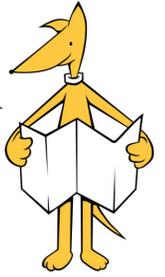
		Career 1:	Career 2:	Career 3:
	Question			
14	Work Values What two values would be most important to someone who has this career?			
15	Work Values Look back at Student Handbook page 90, My Values. Are these two values a good fit for your own personal values? Explain.			

Career Reflection

Career Selection _____

Answer the following questions about the career you chose.

Now consider all the research you've done. Which career is the best fit for you?



1. Explain how the day-to-day responsibilities fit your skills and interests.

2. Are there any job responsibilities that are not interesting to you? Explain what they are and why you are still willing to pursue this career.

3. Explain how the working conditions are a good match for your personality.

4. Are there any working conditions that are not a good fit for your personality? If so, explain which ones they are and why you are still willing to pursue this career given those conditions.

5. Explain how the values of this career fit with your own personal values.

Career Reflection (continued)

6. I am willing to complete the education needed for this career.

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

7. What is one obstacle that might keep you from achieving the education necessary for this career?

8. Describe one thing you can do right away to help overcome this obstacle.
