

Career Report

The **BIG** Idea

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

AGENDA

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

MATERIALS

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

OBJECTIVES

During this lesson, the student(s) will:

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

OVERVIEW

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

PREPARATION

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

BACKGROUND INFORMATION

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

- What They Do
- Money & Outlook (focus will be on wages, which are searchable by state)

- What to Learn (focus will be on “Beyond High School,” “Education Level,” and “Insider Info” if it is available for the selected career)

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

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

VOCABULARY

Occupation: job

Annual: yearly

Entry Wage: earnings at the beginning of your career

Average Wage: median earnings; earnings in the middle of your career

Experienced Wage: earnings after years of working

IMPLEMENTATION OPTIONS

DO NOW:

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

Questions:

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

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

When using RUPrepareND.com to research careers, possible issues may arise related to the **Money & Outlook** section. Some jobs only list hourly wages instead of annual salaries. In these

cases, you can have students record hourly wages and if time permits you may have students calculate annual wages using the formula below.

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

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

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

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

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

ACTIVITY STEPS

I. WARM UP: Is This Career for You? (5 minutes)

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

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

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

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

II. Career Report Review (15 minutes)

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

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

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

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

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

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

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

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

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

6. For your career report, you will first summarize what a person with this career does. The first paragraph of the **What They Do** page provides a summary. To make sure you understand the information, please restate this summary in your own words. [You may wish to use the overhead projector to model the completion of each step of the career report.]

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

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

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

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

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

You’ll also notice that under each occupation there is a graph with spaces for average, entry level, and experienced wages. [See the **Vocabulary** section, and discuss what these terms mean.] In some careers, all of those spaces are filled in. In other careers,

only the average wage is filled in. Remember, the average wage is not the highest wage that you can earn in the career! Over time, you could earn more.

For your career report, you'll be asked to list the annual salaries for each level – average, entry level, and experienced. If entry level and experienced wages do not appear, write N/A in the space. This means Not Available. You'll still be able to fill in the Average wage.

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

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

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

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

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

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

III. Research Career #1 (20 minutes)

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

IV. WRAP UP: Share Career Information (5 minutes)

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

DO NOW

Careers 3: Career Report

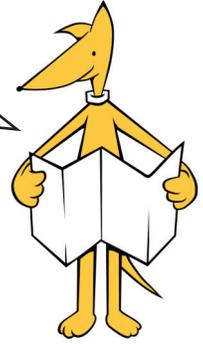
Directions: You will have three minutes to read the questions and write your answers.

Questions:

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

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

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



Sample Career Report

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

Career: _____

What They Do

In your own words, write a general description for what a person who has this career does.

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

- _____

- _____

- _____

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

Money and Outlook

How much money can a person with this career expect to make in your state? If your career doesn't have entry, average, or experienced wages, record whatever salary information is available.

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

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

Name of related career: _____

AVERAGE WAGE: \$ _____ Annual

Name of related career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

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

Which of these best describes the recommended level of education?

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

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

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