

Finding Careers that Fit

The **BIG** Idea

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

AGENDA

Approx. 45 minutes

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

MATERIALS

PORTFOLIO PAGES:

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

STUDENT HANDBOOK PAGES:

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

FACILITATOR PAGES:

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

Overhead projector

LCD projector

Laptop

OBJECTIVES

During this lesson, the student(s) will:

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

OVERVIEW

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

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

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

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the RUPrepareND.com website is accessible from students' computers in advance.
- List the day's **BIG IDEA** and activities on the board.
- Write the web address RUPrepareND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 14–15, What Do You Like to Do?**
 - **Student Handbook page 16, RUPrepareND.com Directions**
 - **Portfolio page 4, Interest Profiler Results**
- Students will choose three careers to research for this unit. For two of the careers, students can choose whatever career they want to research, provided that it can be found on RUPrepareND.com. The third career will be picked from a list of high-demand jobs in their geographical area. NOTE: You will need to create a list of 20 to 30 jobs that are in high demand in your students' area, using the website below. Each of these careers must require one of the following postsecondary

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

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

BACKGROUND INFORMATION

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

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

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

IMPLEMENTATION OPTIONS

DO NOW:

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

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

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ACTIVITY STEPS

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

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

[List the students’ ideas on the board.]

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

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

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

II. Classifying Career Choices (10 minutes)

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

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

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

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

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

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

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

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

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

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

III. Examining Career Reports (15 minutes)

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

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

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

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

IV. Exploring Careers in Choices Planner (5 minutes)

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

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

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

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

[Model the two ways to find individual career profiles. First, type in the name of the career in the Search box at the top right of the page, click **Go**, and select the career from the list of results. Next, select the **Work** tab again, then click on **Alphabetical List** near the bottom of the page. Click "G" for "Graphic Designer," then have students click the link for Graphic Designer.

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

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

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

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

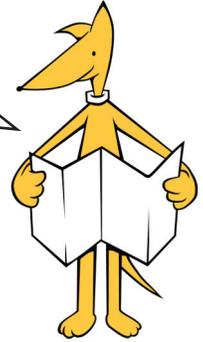
2. [Have students turn to **Portfolio pages 5–7, Career Report**.

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

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

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



Sample Career Report A

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

Career: Producer

What They Do

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

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

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

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

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

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

Money and Outlook

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

ENTRY WAGE: \$ 24,240 Annual

AVERAGE WAGE: \$ 40,610 Annual

EXPERIENCED WAGE: \$ 61,440 Annual

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

Name of career: Recreation Worker

AVERAGE WAGE: \$ 25,870 Annual

Name of career: Reporter

AVERAGE WAGE: \$ 26,470 Annual

What to Learn

How much postsecondary (after high school) education is recommended for this career?

not sure.

Which of these best describes the recommended level of education?

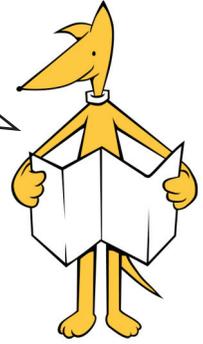
- | | |
|--|--|
| <input type="checkbox"/> high school graduate only | <input type="checkbox"/> two-year college |
| <input type="checkbox"/> apprenticeship | <input type="checkbox"/> four-year college |
| <input type="checkbox"/> tech or trade school | <input type="checkbox"/> more than four years of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

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

Explain your answer.

Yes.

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



Sample Career Report B

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

Career: Middle School Teacher

What They Do

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

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

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

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

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

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

Money & Outlook

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

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

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

Name of career: Secondary School Teacher

AVERAGE WAGE: \$ 41,240 Annual

Name of career: Elementary School Teacher

AVERAGE WAGE: \$ 43,110 Annual

What to Learn

How much postsecondary (after high school) education is recommended for this career?

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

Which of these best describes the recommended level of education?

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

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

Yes.

What Do You Like to Do?

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

REALISTIC

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

Sample careers:

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

INVESTIGATIVE

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

Sample careers:

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

ARTISTIC

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

Sample careers:

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

SOCIAL

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

Sample careers:

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

ENTERPRISING

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

Sample careers:

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

CONVENTIONAL

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

Sample careers:

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

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

RUPrepareND.com Directions

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

What They Do:

1. Sign in to RUPrepareND.com.
 - a. Portfolio Name: _____ Password: _____
2. Type the name of your career in the Search box at the top of the right and press Go!
3. You can also search for a career alphabetically. Click on the Work tab at the top of the page. Then select “Alphabetical List” near the bottom of the page. Click on the letter of the alphabet that your career starts with. A list of careers that begin with that letter will appear. Remember, sometimes you may have to look under more than one letter if the career might be called more than one name. For example, school counselor might be under S for school or C for counselor.
4. From the results list, select the career title that most closely matches the one you are looking for. The first section to come up will be **What They Do**.
5. Read and summarize the information. Answer the questions listed on your **Career Report** for this section.
6. For additional information on the interests and skills needed for this career, you can click on the **Is This for You?** and **Skills You Need** tabs along the left side of the page.

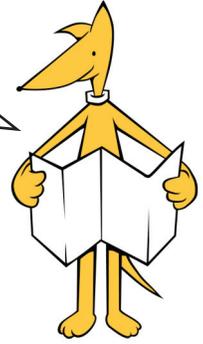
Money & Outlook:

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

What to Learn:

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

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



Career Report

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

Career: _____

What They Do

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

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

- _____

- _____

- _____

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

Money & Outlook

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

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

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

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

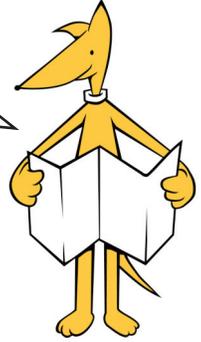
How much postsecondary (after high school) education is recommended for this career?

Which of these best describes the recommended level of education?

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

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

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



Career Report

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

Career: _____

What They Do

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

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

- _____

- _____

- _____

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

Money & Outlook

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

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

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

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

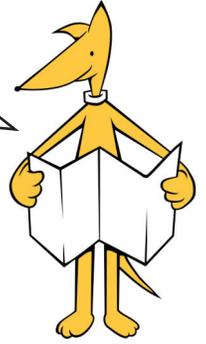
How much postsecondary (after high school) education is recommended for this career?

Which of these best describes the recommended level of education?

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

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

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



Career Report

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

Career: _____

What They Do

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

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

- _____

- _____

- _____

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

Money & Outlook

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

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

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

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

How much postsecondary (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.
