

Comparing Resources

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students analyze and research occupations using a variety of career information resources. Students evaluate the quality of various career resources.

Time: 100 minutes (across two days).

Essential Questions

- How do I know a good career resource when I see one?

Preparation

- Reserve computer lab with overhead projector enabled for Day One
- Set up projector with classroom computer for Day Two
- Establish CIS portfolios before this lesson
- Familiarize yourself with the occupational resources you will use below:
 - CIS
 - [Occupational Outlook Handbook website](#)
 - [America's Career InfoNet website](#)
 - [O*NET OnLine website](#)
 - Labor Market Information site
- Insert your site's CIS portal address and your state's Labor Market Information site on Slide 4 of the PowerPoint presentation
- Print *Career Information* and *Occupational Information Resource Worksheets*, one each per student

Materials shown on the left in blue are available by logging into a MCIS Administrative or Staff Account

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Introduce the goal of this lesson, which is to help students learn to identify and use quality career information resources when engaging in career development activities.
2. Introduce class to CIS if you have not already done so. Start by explaining that it is a system that has information to help them with their career and education plans. Let them know that for this lesson they will focus on occupational information.
3. Show PPT Slide 2. Read the following clues, one at a time, and have the students try to guess which occupation you are describing (the occupation is Cartographers and Photogrammetrists):
4. Workers in this occupation.
 - Usually work indoors
 - May have a flexible schedule if they freelance for different companies
 - Use drafting and drawing tools and computers
 - Decide what information is important
 - Have a strong eye for color and detail
 - Take many classes in geographic information systems in college
 - Earn a national median wage of over \$61,880 per year
 - Sometimes take photos from airplanes
 - Create maps that could show patterns of wildlife populations in national parks, the locations of ATMs in a city, or the amount of people living in different areas of a state
5. If they do not guess correctly, tell them the name of the occupation.
6. Ask students if they are familiar with the occupation Cartographer and Photogrammetrists.
7. Ask: "Does anyone know of someone who works as a Cartographer or Photogrammetrist?"
8. Lead a discussion on the importance of exploring occupations before choosing one.
9. Explain that there is a difference between a job and an occupation.

10. Show PPT Slide 3. This slide lists the occupation Data Communications Analyst and the job title Network/Telephony Analyst for HP, Inc. Explain that one is an occupation and the other is a job. Ask students to identify which is which.
11. Ask students to log into CIS using their portfolio usernames and passwords.
12. Direct them to the Choosing Occupations and ask them to find the definitions of the terms "occupation" and "job."
13. Explain that CIS covers occupations, not jobs; therefore, an occupation title may be broader or more general than job titles they may know. (For example, their Aunt Kylie might work as a Rates Analyst for PGE, but her occupation is Mathematician.)
14. Demonstrate how to research occupations, including how to use the indexes and search tabs to find a particular occupation.
15. Demonstrate selecting the Clusters Index tab, and click on the Science, Technology, Engineering, and Mathematics cluster to find Cartographer and Photogrammetrists.
16. Display the Cartographer and Photogrammetrists information. Review the list of topics for the occupation. Show the video.
17. Explain that many of the occupations have a related Real World Interview. This is an interview with someone who works in the occupation. Show the interview and explain that it covers how the person got started in the field, what the job requires, what the person likes best and least about this type of work, what a typical day is like, and advice on how to get started in the field.
18. Show students how to return to the indexes in Occupations (top tabs).
19. Give students five-ten minutes to explore occupations on their own.
20. Afterwards, ask each student to pick an occupation they do not know.
21. Instruct students to read about the occupation and enter reflections about this activity in their portfolios as indicated below. Inform students that they must be prepared to share what they learn within a small group.
22. Show PPT Slide 4. Introduce students to the occupations information in the Occupational Outlook Handbook (OOH), America's Career InfoNet, O*NET OnLine, and your state's Labor Market Information site.
23. Divide the class into five groups, one for each resource (including CIS). Note: You may also include any other resources used in your curriculum.
24. Distribute the *Career Information Worksheets*.
25. Ask each student to research an occupation of their choice and complete the worksheet for their chosen occupation using the group's assigned resource. Ask the groups to help each other complete the worksheets.
26. Discuss what quality means in career information.
27. Show PPT Slide 5. Define quality career information and review the important features of quality. Give each group an *Occupational Information Resource Worksheet* to help them organize their analysis of the key qualities of their resource.
28. Ask groups to revisit the website of their assigned resource and complete the worksheet. Explain that they should learn all that they can about their resource in order to "sell" it to the class in five minutes the following day.
29. Encourage students to read introductions and search the websites to learn about the organizations providing the resources.

Day 2

1. Give each group five minutes to "sell" its career information resource to the class.
2. Upon completion, ask the class to vote on their favorite resource, and to discuss why this resource is best.
3. Show PPT Slide 5 again. Discuss the importance of accurate, current, relevant, local, specific, understandable, comprehensive, unbiased, and comparable career information for occupational selection.
4. Discuss how color, graphics, writing style also affect attractiveness and readability of the resource of choice.
5. Show PPT Slide 6. Ask students to discuss how this information may prove useful to them in the future.

Variations and Accommodations

- Display the characteristics of quality career information one at a time on the screen (accurate, current, relevant, local, specific, understandable, comprehensive, unbiased, and comparable). Ask each group of students to describe how their resource addresses each characteristic.
- Assign students to work in groups for the entire activity to assist any students with special needs.

Assessment

Use the *Comparing Resources Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** text box in the Research Options section of Career Plan.

Materials

Computer lab with overhead projector and CIS access for Day One

Classroom with computer, projector and CIS access for Day Two

[Comparing Resources \(PPTX\)](#)

[Career Information Worksheet \(PDF\)](#)

[Career Information Worksheet \(DOCX\)](#)

[Occupational Information Resource Worksheet \(PDF\)](#)

[Occupational Information Resource Worksheet \(DOCX\)](#)

[Comparing Resources Scoring Guide \(PDF\)](#)

[Comparing Resources Scoring Guide \(DOCX\)](#)

Your chosen occupational resources

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Reading Informational Text
- Mathematical Practice: Attend to Precision

National Career Development Guidelines

- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

American School Counselor Association

- Career Development

Bloom's Taxonomy: Understanding, Evaluating

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Use Time-Management, Organizational and Study-Skills
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Set High Standards of Quality
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment

Credits and Citations

- "America's Career InfoNet." *CareerOneStop*. U. S. Department of Labor, Employment and Training Administration, n.d. Web. <http://acinet.org/acinet/>
- National Center for O*NET Development. *O*Net Online*. U.S. Department of Labor, Employment and Training Administration, n.d. Web. <http://online.onetcenter.org>
- "Occupational Outlook Handbook, 2014-15 Edition." *Bureau of Labor Statistics*. U.S. Bureau of Labor Statistics, 2015. Web. <http://www.bls.gov/OCO/>