

Curriculum in MCIS

Advisory



Montana Department of
LABOR & INDUSTRY

Advisory Curriculum in MCIS

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Getting Started 8th and 9th Grade: 61 Worksheets

A Day in the Life of...
A piece of the Puzzle
Assessing My Career Clusters
Attitude Adjustment
Career Cluster Inventory
Career Cluster Mobiles
Career Self-Portrait
Careers in Science
CIS Jeopardy
Community at Work
Comparing Resources
Correcting Stereotypes
Design Your Own Interest Card Sort
Designing Me
Dreams Do Come True
Education and Training Beyond High School
Education Pays
Encouraging Students Success
Evaluate My Occupation Options
Evaluate My Program of Study Options
Factors for Me
Follow My Heart
Framing My Community
Get a Reality Check
Get Some IDEAS
Home Manager
I Have a Dream
I Have Skills
I'm a Special Person
Learning about Career Clusters
Lifelong Learning and Change
Make Education Plans

Math and Science Make a Difference
Mens' Work, Women's Work
My Action Plans and Supports
My Career Genogram
My Life Rainbow and Story
Oak or Willow
Occupational Odyssey
Planning My Experience
Planning My Future
Planning My High School Career
Profile of My Interests
Pyramid of Needs
Relating Education to Careers
Set Goals
SKILLS Bingo
Steps on a Path
Stereo Types
The 5 Whys
The Bobilator
The Tale of O
Thinking about Me
This or That?
Tracking My Activities
Using Career Assessment Results to Set Goals
What Do I Want in an Occupation
What Happens after High School
What is Work?
What's in a Name?
Where Am I Going?

Looking Deeper 10th and 11th Grade: 83 Worksheets

A Day in the Life of...	Looking Inward
All Aspects of an Industry	Making Decisions and Plans
Attitude Adjustment	Managing Resources
Be My Own Boss	Math and Science Make a Difference
Career Self-Portrait	Men's work, Women's Work
Careers in Science	My Career Genogram
Careers Through Music	My Career Interests
Change	My Life Rainbow and Story
Community at Work	My Work Values
Compare and Contrast Schools	Oak or Willow
Comparing Resources	Occupation and Preparation Research
Correcting Stereotypes	Paying for School
Design Your Own Interest Card Sort	Practicing Positive Interaction
Designing Me	Presenting Yourself in Person
Diversionism	Presenting Yourself on Paper
Dreams Do Come True	Profile of My Interests
Education Pays	Profile of My Work Values
Education Research	Prospective Hindsight
Employer Locator	Pyramid of Needs
Encouraging Student Success	Rainbow of Roles
Establishing Priorities	Relating Education to Careers
Evaluate Education Options	Selecting a College
Evaluate Occupation Options	SKILLS Bingo
Examine the Costs of Higher Education	SKILLS Card Sort
Experiential Learning Notes	SKILLS, Courses and Occupations
Factors for Me	Stereotypes
Fishbowl	Television Jobs
Follow My Heart	Ten Things I Love to Do
Gaining Work Experience	Test Preparation and Practice
Get a Reality Check	Tracking My Activities
Get Some IDEAS	Update Education Plans
I Have a Dream	Updating My Action Plans and Supports
I Have SKILLS	Using career Assessment Results to Set Goals
I'm a Special Person	Using CIS with the COPS Profiles
Is Self-Employment for Me?	Using CIS with Self-Directed Search
Juggling My Options	Vulcan Space Settlers
Junior Year College Planning Checklist	What Do I want in an Occupation
Keep that Job	Where am I Going?
Life Map	Where Do I Want to Be?
Lifelong Learning and Change	Who want to Be a College Graduate?
Linking Occupations and Education	Worksite Modifications
	Your Community at Work

Next Steps 12th Grade: 48 Worksheets

All Aspects of an Industry
Attitude Adjustment
Compare Schools
Consider the Military
Employer Locator
Encouraging Student Success
Establishing Priorities
Evaluate My Next Step Options
Financing My Education
Fishbowl
Gaining Work Experience
I Have a Dream
In-Depth Occupational Research Project
Is Self-Employment for Me?
Keep That Job
Linking Occupations and Education
Make a Resume
Making Decisions and Plans
Managing Resources
Managing Resources II
My Accomplishments
My Career Anchors
My Financial Plan
My Graduation Plans
My Job Search Plan
Next Step to Education Plans
Oak or Willow
Paying for School
Practicing Positive Interaction
Presenting Yourself in Person
Presenting Yourself on Paper
Profile of My Work Values
Prospective Hindsight
Senior Year College Planning Checklist
SKILLS, Courses and Occupations
Startling Statements

Test Preparation and Practice
Tracking My Activities
Using CIS with the ASVAB Career Exploration
Using CIS with the COPS System
Using CIS with the Self-Directed Search
What's Next for Me?
Where Do I Go from Here?
Which College for Me?
Work, Family and Lifestyle
Workplaces and Conditions
Worksite Modifications
Write a Cover Letter

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Sorted by Activity

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A Day in the Life of...	x	x	
A Piece of the Puzzle	x		
All Aspects of an Industry		x	x
Assessing My Career Clusters	x		
Attitude Adjustment	x	x	x
Be My Own Boss		x	
Calculate Education Costs			
Career Cluster Inventory	x		
Career Cluster Mobiles	x		
Career Self-Portrait	x	x	
Careers in Science	x	x	
Careers through Music		x	
Change		x	
CIS Jeopardy	x		
Community at Work	x	x	
Compare and Contrast Schools		x	
Compare Schools			x
Comparing Resources	x	x	
Consider the Military			x
Correcting Steriotypes	x	x	
Design Your Own Interest Card Sort	x	x	
Designing Me	x	x	
Diversoinism		x	
Dreams Do Come True	x	x	
Education and Training Beyond High School	x		
Education Pays	x	x	
Education Research		x	
Employer Locator		x	x
Encouraging Student Success	x	x	x
Establishing Priorities		x	x
Evaluate Education Options		x	
Evaluate My Next Step Options			x
Evaluate My Occupation Options	x		
Evaluate My Program of Study Options	x		
Evaluate Occupation Options		x	
Examine the Costs of Higher Education		x	
Experiential Learning Notes		x	
Factors for Me	x	x	
Financing My Education			x
Fishbowl		x	x
Follow My Heart	x	x	
Framing My Community	x		
Gaining Work Experience		x	x
Get a Reality Check	x	x	
Get Some IDEAS	x	x	

Sorted by Activity

Activity	Getting Started 8th and 9th Grade	Looking Deeper 10th and 11th Grade	Next Steps 12th Grade
Home Manager	x		
I Have a Dream	x	x	x
I Have Skills	x	x	
I'm a Special Person	x	x	
In-Depth Occupational Research Project			x
Is Self-employment for Me?		x	x
Is Self-employment for Me? 2			x
Juggling My Options		x	
Junior Year College Planning Checklist		x	
Keep That Job		x	x
Learning about Career Clusters	x		
Life Map		x	
Lifelong Learning and Change	x	x	
Linking Occupations and Education		x	x
Looking Inward		x	
Make a Resume			x
Make Education Plans	x		
Making Decisions and Plans		x	x
Managing Resources		x	x
Managing Resources 2			x
Math and Science Make a Difference	x	x	
Men's Work, Women's Work	x	x	
My Accomplishments			x
My Action Plans and Supports	x		
My Career Anchors			x
My Career Genogram	x	x	
My Career Interests		x	
My Financial Plan			x
My Graduation Plans			x
My Job Search Plan			x
My Life Rainbow and Story	x	x	
My Work Values		x	
Next Step to Education Plans			x
Oak or Willow	x	x	x
Occupation and Preparation Research		x	
Occupational Odyssey	x		
Paying for School		x	x
Planning My Experience	x		
Planning My Future	x		
Planning My High School Career	x		
Practicing Positive Interaction		x	x
Presenting Yourself in Person		x	x
Presenting Yourself on Paper		x	x
Profile of My Interests	x	x	
Profile of My Work Values		x	x

Sorted by Activity

Activity	Getting Started 8th and 9th Grade	Looking Deeper 10th and 11th Grade	Next Steps 12th Grade
Prospective Hindsight		x	x
Pyramid of Needs	x	x	
Rainbow of Roles		x	
Relating Education to Careers	x	x	
Selecting a College		x	
Senior Year College Planning Checklist			x
Set Goals	x		
SKILLS Bingo	x	x	
SKILLS Card Sort		x	
SKILLS, Courses and Occupations		x	x
Startling Statements			x
Steps on a Path	x		
Stereotypes	x	x	
Television Jobs		x	
Ten Things I Love to Do		x	
Test Preparation and Practice		x	x
The 5 Whys	x		
The Bobilator	x		
The Tale of O	x		
Thinking about Me	x		
This or That?	x		
Tracking My Activities	x	x	x
Update Education Plans		x	
Updating My Action Plans and Supports		x	
Using Career Assessment Results to Set Goals	x	x	
Using CIS with the ASVAB Career Exploration Program			x
Using CIS with the COPS		x	x
Using CIS with the Self-Directed Search		x	x
Vulcan Space Settlers		x	
What Do I want in an Occupation	x	x	
What Happens after High School?	x		
What is Work?	x		
What's in a Name?	x		
What's Next for Me?			x
Where Am I Going?	x	x	
Where Do I Go from Here?			x
Where Do I Want to Be?		x	
Which College for Me?			x
Who Wants to Be a College Graduate?		x	
Work, Family and Lifestyle			x
Workplaces and Conditions			x
Worksite Modifications		x	x
Write a Cover Letter			x
Your Community at Work		x	

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students conduct informational interviews with individuals working in a field of interest to gain first-hand knowledge about the occupation. Students formulate questions and outline what they anticipate the occupation to entail.

Time: 150 minutes (across multiple days).

Essential Questions

- What is it like to spend a day in an occupation that interests me?
-

Preparation

- Set up computer projector with computer to display PowerPoint presentation
 - Decide how students will select and initially contact workers to interview, and gather necessary resources (for example, yellow pages of a phone book, Chamber of Commerce publications, or directories of local employers)
 - Decide how students will interview workers: in person, by letter, or by phone (if the interviews are to be in person, review the *Conducting Informational Interviews Instructional Note* and the Informational Interviews file within CIS Job Search under Step 6: Check out employers)
 - Plan date and time of interviews or phone conversations three to four weeks ahead
 - Reserve computer lab with projector
 - Establish CIS portfolios before this lesson
 - Print *Daily Tasks* and *Contact Checklist Worksheets*, one each per student
 - Arrange for thank you letters to be distributed after interviews
 - *Optional:* Ask career counselors and/or other school staff, Chambers of Commerce, Rotary Clubs, and other service organizations for assistance in making contact with interviewees
 - *Optional:* Work with human resources personnel in a large business or agency to coordinate contact between the students and participants
-

Steps

1. Show PowerPoint (PPT) Slide 1. Introduce the goal of this lesson, which is to learn first-hand what it's like to spend a day in the life of someone working in an occupation of interest.
 2. Explain to students that they will be collecting and comparing information about an occupation of choice. They will conduct this research using CIS Occupations and by interviewing a person working in that occupation.
 3. Ask students to log into CIS using their personal usernames and passwords.
 4. Direct students to read several occupational descriptions, and choose one occupation that they are most interested in and obtain a printout of that occupation.
 5. Show PPT Slide 2. Distribute the *Daily Tasks Worksheets*.
 6. Assign students to compile a daily log that depicts one imaginary day on the selected occupation. This should include information obtained from Occupations as well as from the student's personal visualization of the job.
 7. Show PPT Slide 3. Remind students that there is useful information about occupations in the Occupations Clusters Index (found in Occupations) as well as under individual occupations.
 8. Instruct students to use resources such as school counselors, the yellow pages of a phone book, Chamber of Commerce publications, or any directory of local employers, to select and contact one person who works in their chosen occupation. (Note: Students may need assistance with this; see Preparation above.)
 9. Explain to students that they are to correspond with their contact person and ask them to provide an actual account of a typical "day in the life of" a worker in their occupation. The account can be given to the students during an in-person interview, in writing, or communicated using the phone.
 10. Conduct a role play with a willing student to demonstrate how to make this request for information phone call.
 11. Show PPT Slide 4. Distribute the *Contact Checklist Worksheets* for use when summarizing the worker's information.
 12. Students can use the *Contact Checklist Worksheet* for question prompts and to take notes, or a second copy of the *Daily Tasks Worksheet*.
 13. Ask students to compare their daily log to the real thing and write a paragraph on the differences and similarities.
 14. Show PPT Slide 5. Discuss with the class how their perceptions differed from those of the person contacted.
 15. Point out possible reasons for these differing perceptions.
 16. Show PPT Slide 6. Ask students to send a thank you letter to their contact person, including a comment about something they learned.
-

Variations and Accommodations

- Focus on occupations related to the specific subject being taught, such as Health, Science, or Physical Education.
 - Include this activity as part of a job shadow, mentoring project or community service activity.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *A Day in the Life of . . . 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.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access

[A Day in the Life of . . . \(PPT\)](#)

[Conducting Informational Interviews Instructional Note \(PDF\)](#)

[Conducting Informational Interviews Instructional Note \(DOC\)](#)

[Daily Tasks Worksheet \(PDF\)](#)

[Daily Tasks Worksheet \(DOC\)](#)

[Contact Checklist Worksheet \(PDF\)](#)

[Contact Checklist Worksheet \(DOC\)](#)

[A Day in the Life of . . . Scoring Guide \(PDF\)](#)

[A Day in the Life of . . . Scoring Guide \(DOC\)](#)

Yellow pages of a phone book, Chamber of Commerce publications, or directories of local employers

Paper, envelopes, stamps

A Piece of the Puzzle

Theme and Level

Theme: Know Myself

Level: Getting Started

At a Glance

Students learn about the many components of self-awareness then complete the IDEAS assessment.

Time: 75 minutes.

Essential Questions

- What elements comprise career-related self-knowledge?
 - What are my interests?
 - How do my interests relate to occupational clusters?
-

Preparation

- Reserve computer lab with a computer projector enabled
 - Ensure lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Read Setting the Stage for Using Formal Career Assessment Instruments, found in Tools for Counselors and Teachers, under Guides and Instructional Notes
 - Enlarge the image on PowerPoint Slide 2 to 11" X 14" and print in color; paste onto cardboard or heavy card stock paper and cut into 25 puzzle pieces
 - Hide pieces of the puzzle throughout the room
 - Prepare space for assembling the pieces
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about the many pieces of self-awareness. Explain that self-awareness is key to quality career development.
2. Inform students that puzzle pieces are located throughout the room. These pieces, when assembled, create an image that depicts many aspects of career-related self-awareness. Explain that they will search for these puzzle pieces and assemble them to create an 11" X 14" puzzle. Remind students of any "off limits" areas, if applicable.

3. Show students the location for assembling the puzzle.
4. Tell students that they have ten minutes to locate all the pieces and assemble the puzzle.
5. Inform them that they may not talk during this part of the lesson. One student may hand a puzzle piece to another, but no one is allowed to take a piece from someone else.
6. Monitor students as they search for pieces and assemble the puzzle.
7. If necessary, help them locate pieces and assemble the puzzle. Make sure your communication is non-verbal.
8. Display the puzzle once it has been assembled.
9. Show PPT Slide 2. Ask students for comments about what they see.
10. Explain that making a decision about one's future career is somewhat like putting together a puzzle. Knowledge about oneself, in the areas shown on the puzzle, is essential to making sound career choices.
11. Explain each of the career-related self-knowledge areas depicted on Slide 2:
 - Abilities: Things you are able to do well. Achievement tests measure abilities.
 - Aptitudes: Things you are good at regardless of training, often called "your native gifts."
 - Skills: Behaviors you develop with practice because you have interests in them.
 - Interests: Activities that attract you.
 - Values: Things that are important to you.
 - Personality: Who you are in work-related terms. The Holland Personality Types are portrayed around the outside of the hexagram in this picture.
 - DTP Types: The world of work is often described in terms of activities related to data, things, or people.
12. Ask students to discuss what they noticed about themselves and each other as they worked to put the puzzle together.
13. Ask, "How do these behaviors help you know what someone's characteristics might be?" (For example, someone may be very competitive, someone else bored, another person reluctant to take part.)
14. Explain that how you behave while conducting your day-to-day activities, such as classroom assignments, tells you and others about who you are becoming.
15. Encourage students to pay attention to who they see themselves becoming.
16. Explain to students that the next activity they will complete is an interest inventory called the IDEAS assessment.
17. Explain that IDEAS will help them obtain one "piece of the puzzle" about themselves their interests.
18. Tell students that the test results will link to occupational clusters so they can see how their interests are connected to job areas.
19. Show PPT Slide 3. It contains sample IDEAS results. Review how to interpret this information: show students the CIS clusters, the Holland types, how to interpret the chart and how to link to related occupations and occupational information.
20. Instruct students to log into CIS and complete IDEAS. Ask them to save their results in their portfolios by clicking the Save button when they complete the assessment.
21. Ask students to enter their thoughts about their results when prompted as they save. Provide students with an example of a quality reflection, such as: "My interests are most related to artistic occupations, such as writer, dancer, actor. These results are consistent with how I see myself, as I am involved in our school theatre classes and plays, and I love to sing. I could see workings as a theatre teacher when I grow up."
22. Group students by interest cluster areas to further discuss results.
23. Encourage students to explore occupations within their high and medium interest areas.
24. (Note: Some students may have flat profiles; for example, all results in the low or low-medium area. This may indicate vocational immaturity or lack of broad exposure to various interest areas. Encourage these students to re-take IDEAS in a few years, when they likely will have had more career-related experiences.)

Variations and Accommodations

- Use another assessment instrument such as the Interest Profiler, the Self-Directed Search (SDS) or the Career Occupational Preference System (COPS) following this activity or in lieu of this activity, as many schools do not purchase IDEAS.

- Use the Pearson Publishing Reading-Free Interest Inventory for poor and non-readers.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *A Piece of the Puzzle Scoring Guide* to evaluate student work.

Portfolio

Students enter personal and career-related learning in IDEAS by clicking Save.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access

[A Piece of the Puzzle \(PPT\)](#)

[A Piece of the Puzzle Scoring Guide \(PDF\)](#)

[A Piece of the Puzzle Scoring Guide \(DOC\)](#)

Puzzle pieces as described in Preparation

All Aspects of an Industry

Theme and Level

Theme: Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students investigate several aspects of two industries and visit two local businesses.

Time: 200-250 minutes (across four days).

Essential Questions

- What aspects comprise an industry?
-

Preparation

- Arrange visits to two local businesses for Day Four, preferably to one that produces goods and another that provides services; consider asking career counselors, CTE teachers, local Chamber of Commerce and Rotary Clubs for help in selecting and approaching businesses
 - Invite non-teaching personnel or members of school management teams to visit class on Day Two
 - Set up computer projector with classroom computer
 - Establish CIS portfolios before this lesson
 - Print *All Aspects of an Industry Worksheet*, *All Aspects of an Industry Questions*, and *Informational Interviews Handout*, one each per student
 - Print information from CIS Occupations regarding class visitors' occupations, one copy per student
 - Between Days Three and Four print class survey sheet created by students
 - *Optional:* Print *Visit Guidelines Handout*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this activity is for them to learn about the diverse elements of an industry.

2. Ask students to think about what goes on to ensure that their school works as it should.
3. Show PPT Slide 2. This slide shows the *All Aspects of an Industry Worksheet*.
4. Distribute blank copies of the *All Aspects of an Industry Worksheet* and *All Aspects of an Industry Questions*.
5. Work through one aspect, such as "Labor Issues," referring to the work of the principal, teachers, aides, office staff, janitors.
6. Divide class into eight groups, one for each remaining aspect.
7. Ask groups to complete the other portions of the worksheet, related to how the school operates, then report to the class on their assigned aspect.

Day 2

1. Invite the non-teaching personnel or members of school management teams contacted earlier into class to tell the students briefly about their jobs: how they contribute to the functioning of the school and the satisfaction they derive from their work.
2. Distribute occupation printouts related to visitors' occupations to the students.
3. Ask each student to draft two questions to ask the school staff representative and encourage them to ask at least one of these to the staff member.

Day 3

1. Distribute and familiarize students with the *Informational Interviews Handout*.
2. Explain to students that they will be visiting two industries.
3. Explain some details of the first business and ask them to devise a set of questions for a class survey of these employers.
4. Suggest that they use the questions on the *Informational Interviews Handout* to develop their questions for the employers.
5. Encourage students to also devise general questions based upon the investigative questions on the *All Aspects of an Industry Questions* sheet or on a specific theme. Themes could be working conditions, quality control, types of jobs, communication within the business, use of English and math, what contributes to workers' job satisfaction, skills used, equipment used and use of technology.
6. Ask students to share their draft questions.
7. Discuss and select the format for the class survey sheet and the final set of questions, ensuring that each student contributes one question.
8. Tell students that you will compile these questions into a handout prior to the visits, as students will each ask one specific question during the visit.
9. Brief the students about the etiquette of the visit (read or distribute the *Visit Guidelines Handout*) and explain what they will be required to do during and after the visit.

Day 4

1. Distribute the class survey sheet you created from student questions and allow each student to select one question to ask during the visit.
2. Advise students to take notes on the class survey sheet during the visit.
3. Visit the site.
4. Lead a class discussion regarding what the students discovered.
5. Request that students write thank you letters, including a comment about something they learned or noticed on the visit. *Optional:* Copy these letters for inclusion in students' portfolios.
6. Repeat for the second business. Alter the survey questions as necessary.

Variations and Accommodations

- Students could use the "All Aspects of an Industry" model to structure a job shadow experience. Let students ask/observe how each of the nine aspects has an impact on the person they are shadowing.

- Students individually write a report that compares two organizations. This report should also discuss the reasons the student would or would not like to work in these organizations. Use the Compare Occupations function in Occupations for more information.
 - Ask students, individually or in groups, to prepare a "Help Wanted" advertisement for an occupation they observed during the visit. General information about occupations can be obtained from CIS resources or students can draw upon their visit observations. Ask the businesses' human resources staff to review and provide written comments on the students' advertisements or to visit the class to offer their comments.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member for the activity.
-

Assessment

Use the *All Aspects of an Industry Scoring Guide* to evaluate student work.

Portfolio

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

Materials

Classroom with computer and projector with CIS access

[All Aspects of an Industry \(PPT\)](#)

[All Aspects of an Industry Worksheet \(PDF\)](#)

[All Aspects of an Industry Worksheet \(DOC\)](#)

[All Aspects of an Industry Questions \(PDF\)](#)

[All Aspects of an Industry Questions \(DOC\)](#)

[Informational Interviews Handout \(PDF\)](#)

[Informational Interviews Handout \(DOC\)](#)

[Visit Guidelines Handout \(PDF\)](#)

[Visit Guidelines Handout \(DOC\)](#)

[All Aspects of an Industry Scoring Guide \(PDF\)](#)

[All Aspects of an Industry Scoring Guide \(DOC\)](#)

Chart paper

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Assessing My Career Clusters

Theme and Level

Theme: Know Myself

Level: Getting Started

At a Glance

Students complete the Career Cluster Inventory assessment and a related worksheet to identify career clusters and occupations of interest.

Time: 50 minutes.

Essential Questions

- What career clusters align with my interests?
 - What occupations in these clusters interest me most?
-

Preparation

- Reserve computer lab with projector
 - Establish CIS portfolios before this lesson
 - Print *Assessing My Career Clusters Worksheet*, one per student
 - *Optional:* Edit Slide 6 to reflect your preferred reflective text
-

Steps

1. Show PowerPoint (PPT) Slide 1. Introduce this lesson by telling students that the goal of this lesson is for them to learn about how their interests can be linked to career clusters and occupations associated with those clusters.
2. Ask if anyone can define the term "career cluster."
3. Show PPT Slide 2, which contains the definition of career cluster.
4. Show PPT Slide 3. Introduce the Career Cluster Inventory assessment. Explain to students that they will be completing this inventory next.
5. Explain that the assessment contains 80 activities, and they will be asked to rate these activities based upon how much they think they would enjoy them.
6. Explain that many of the activities will be ones they have experienced. For those activities, tell students to reflect on their experience and ask themselves, "Did I like doing this before?" Tell

- students that they will rate how much they like doing the activity.
7. Explain that some activities will be things they have not done before. For these activities, they will need to imagine engaging in the activity and then rate how much they think they would like it. *Optional:* Use the Explain feature to further define the activities and link activities to high school subjects.
 8. Explain that the response choices for each item are:
 - Like very much
 - Like
 - Not sure
 - Dislike
 9. Tell students that if they need to log off before rating all the activities, they need to click Save to save what they have completed. Also tell them that when they save, they will be asked to add reflections.
 10. Show PPT Slides 4 and 5. Explain that this is a sample results page. Demonstrate how to explore clusters and occupations after receiving results using this slide.
 11. Show PPT Slide 6. Demonstrate that each topic within an occupational cluster contains extensive information.
 12. Ask students to log into CIS using their personal usernames and passwords and navigate to the Career Cluster Inventory.
 13. Tell students to read the instructions carefully and ask if there are any questions before beginning.
 14. Ask students to complete the inventory.
 15. Show PPT Slide 7 while students complete the inventory. Remind students that once they have saved their results, they will have an option to add their reflections. Direct student attention to the sample reflection text on this slide. ("My three highest clusters are _____, _____, and _____. Occupation and training programs linked to these clusters that interest me are: _____, _____, and _____.")
 16. Distribute the *Assessing My Career Clusters Worksheets* and review the instructions.
 17. Use the remaining class time to begin research for the worksheet.
 18. Assign worksheet completion as homework.
 19. Review and discuss worksheet in a subsequent class period.
-

Variations and Accommodations

- Complete worksheet in class in subsequent period.
 - Focus on the helpful high school courses associated with each cluster and use this information for course planning.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Assessing My Career Clusters Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What career clusters interest you now?** and **What occupations interest you now?** text boxes in the Know Myself section of My Career Plan.

Attitude Adjustment

Theme and Level

Theme: Set Goals

Level: Getting Started, Looking Deeper, Next Steps

At a Glance

Students assess their attitudes and set goals to change negative attitudes into positive attitudes.

Time: 75 minutes (across two days).

Essential Questions

- What are my negative and positive attitudes and how do these impact my life and my choices?
-

Preparation

- Set up computer projector with classroom computer
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Research and review information about "attitude" and "self-talk"
 - Print *Attitude Worksheet*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that this lesson will look at attitudes and the roles they play in our lives.
2. Show PPT Slide 2. Ask students to define attitude. Tell students that one definition is: The way we think, feel and act about something. Another definition is: A way of responding to our environment that is derived mostly from our generalizations about others and the environment in which we find ourselves.
3. Show PPT Slide 3. Ask students where they learn attitudes or about positive/negative attitudes and what they think about having an attitude.
4. Divide class into small groups and ask each group to devise two charts: one listing positive attitudes and one listing negative attitudes. If the charts will use words, suggest using common expressions such as "I'll give it a go!" or "I can't do anything right!" If charts will be graphic,

suggest using facial expressions, with or without labels. Encourage students to be creative and artistic.

5. Share the charts with the whole class.
6. Show PPT Slide 4. Discuss how attitudes develop, their effects on us and others, and the concept of "self-talk."
7. Ask students for suggestions on how to change self-talk.
8. Show PPT Slide 5, which contains ideas on changing negative self-talk.
9. Show PPT Slide 6. Ask, "What attitudes are important for success in school and in the workplace?"
10. Distribute and review the *Attitude Worksheets*.
11. Explain how to change a negative attitude into a positive attitude.
12. Ask students to complete the *Attitude Worksheet* individually, as homework.

Day 2

1. Review the completed *Attitude Worksheets* and return these to students.
 2. Ask students to identify one of their negative attitudes to work on changing to a more positive attitude for one week.
 3. After one week, review worksheets and ask students to note how well they succeeded in adopting a more positive attitude and how this impacted their lives.
 4. Students should note their comments in the space at the end of their worksheets. Ask students to share these if they wish.
 5. Instruct students to set one goal for improving an attitude.
-

Variations and Accommodations

- Each student could ask one adult which attitude is most important to him or her personally, in the workplace or in a community activity. Compile a class summary. Use the list generated by this summary to provide an "Attitude Theme for the Week" in the classroom.
 - Ask each student to compile a personal collection of mottos or "Words I Live By."
 - Invite speakers to talk about times when attitude made a difference for them, or study some examples from literature, history, science, or from geographic or space exploration.
 - Discuss the concepts of aggressive, passive, and assertive behavior and attitudes. Ask a school counselor for information and ideas for activities, or for assistance in presenting this topic to the students.
 - Students needing special assistance should be paired with a helpful group member for the activity.
-

Assessment

Use the *Attitude Adjustment Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your plans for improvement and enrichment this year?** text box in the Set Goals section of Career Plan.

Materials

Classroom with computer and projector

[Attitude Adjustment \(PPT\)](#)

[Attitude Worksheet \(PDF\)](#)

[Attitude Worksheet \(DOC\)](#)

[Attitude Adjustment Scoring Guide \(PDF\)](#)

[Attitude Adjustment Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Be My Own Boss

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students identify the tools and skills involved in being an entrepreneur and evaluate if entrepreneurship is for them.

Time: 100 minutes (across two days).

Essential Questions

- Is entrepreneurship for me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Organize individual or panel guest speakers
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with small business operation using resources from organizations such as:
 - SBA (Small Business Administration)
 - SCORE (Service Core of Retired Executives)
 - Small Business Development Centers
 - Department of Commerce
 - Junior Achievement
 - DECA Clubs of America
 - Chambers of Commerce, Rotary Clubs, and allied organizations
 - See CIS Self-Employment file for useful resource material (be sure to review Resources: Where to Go for Assistance)
 - Ask career teachers, counselors, and high school business teachers for useful contacts and ideas
 - Identify local entrepreneurs as examples
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them explore entrepreneurship and evaluate if it is for them. Ask students what they think entrepreneurship means.
2. Show PPT Slides 2-4. Explain that an entrepreneur is a person who organizes, operates, and assumes the risk for business ventures. Entrepreneurship means being involved in the organization or operation of a business venture. The word is linked to "enterprise" and originates from Latin "inter" (between) and old French "entreprendre" (to undertake). The term is often used interchangeably with "self-employed."
3. Ask students if they can name some examples of entrepreneurs, either well-known or family members. Show the list on Slide 3 after students generate names.
4. Share the names of some local entrepreneurs whom students would know if desired.
5. Explain to students that being an entrepreneur requires many skills. Ask students what they think some of these skills might be and record them. Show the examples on Slide 4 after students list their skills.
6. Show PPT Slide 5. Brainstorm with students the roles an entrepreneur might perform. For example, an entrepreneur might manage music groups, or operate a coffee cart.
7. Assign students to complete the Entrepreneurial Career Assessment Form as homework. Instruct students to print their results and research what their scores mean, using the Analysis for the Entrepreneurial Career Assessment Form found on the results page.

Day 2

1. Hold guest or panel interviews and ask questions such as:
 - What are your greatest character strengths for being an entrepreneur?
 - What is a typical day like?
 - What are the benefits of self-employment?
 - What are the drawbacks?
 - How does self-employment influence lifestyle?
 - If you have employees, do you like supervising them?
 - What is the most difficult decision you have ever made in your business?
 2. Discuss the guests' answers with the class.
 3. Ask students to write individual compositions about what it takes to be an entrepreneur.
 4. As homework, assign students to develop this composition in a short paper titled: Do I have what it takes to be an entrepreneur? This paper should summarize ideas from the guest speaker(s), explain how the student scored on the assessment, and explain what the student learned from completing this assessment.
-

Variations and Accommodations

- Work with one local small business and analyze how it operates; for example, a florist shop, an auto body shop, or a cellular phone service.
 - Investigate opportunities for teen self-employment, such as baby-sitting, lawn mowing, pool cleaning, window cleaning, teaching a sport or skill or tutoring a younger child, or a newspaper route.
 - Instruct the whole class to contribute to the creation of a collage on the topic of small business.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Be My Own Boss Scoring Guide* to evaluate student work.

Calculate Education Costs

Theme and Level

Theme: Make Financial Plans

Level: Getting Started

At a Glance

Students calculate post-secondary education costs and explore funding strategies.

Time: 75 minutes across two days.

Essential Questions

- What will college cost?
 - How might I fund it?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Calculate Education Costs Worksheet*, one per student.
-

Steps

DAY 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to learn about the costs of post-secondary education and possible funding strategies.
2. Using the computer projector, show the CIS Schools information for a state school. Show students the cost information. Tabulate the tuition, books and supplies, room and board, and other expenses. Write this on the board.
3. Next show the cost information for an out-of-state "reach school" and a community college. Perform the same calculations for these and write the tabulations on the board.
4. Have students discuss the differences.
5. Show PPT Slide 2. Ask students:
 - Why might some people prefer the more expensive schools? (Plausible answers: they want more challenge, they have a specific program goal, and they want to relocate to that part of the country.)

- How might you pay for the more expensive schools?
- 6. Using the computer projector, show the index page of CIS Paying for Schools information.
- 7. Divide the class into six groups, corresponding to the six information categories in Paying for Schools: Cost of School, Applying for Financial Aid, Scholarships, Grants, Loans, and Other Ways to Pay.
- 8. Show PPT Slide 3. Assign each group to:
 - Identify a recorder and a speaker
 - Review together the information in their assigned section
 - Identify key points
 - Prepare to share key learning with the class.
- 9. Provide students twenty minutes for these activities.

DAY 2

1. Ask each group to present their key points to the class.
 2. Show PPT Slide 4. Review the instructions with the students.
 3. Provide ten minutes for students to complete what they can in the Expenses column. Provide assistance as needed. Have students estimate their health, entertainment and personal/miscellaneous expenses.
 4. Show PPT Slide 5. Ask students to begin calculating the Income column. Explain that though their situation will change between now and when they attend post-secondary education, it is useful to gain an understanding of the financial expense of this endeavor.
 5. Assign the completion of the worksheet as homework. Ask students to work with a parent or guardian to complete the worksheet. Parents will know some of this information much better than students. Tell students that they are free to estimate unknown categories.
 6. Plan to share the worksheet results in a subsequent class where students also discuss their financial goals because of this lesson.
 7. Have students answer the question in the text box at the end of the worksheet and transfer this learning to their CIS portfolios, in the Getting Started: Make Plans, Make Financial Plans section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this entire activity.
 - Worksheet could be finished entirely in class.
 - Eighth graders could skip the income column.
 - A local college or college admissions or financial aid representative could come to class and assist in presenting this lesson.
-

Assessment

Use the *Calculate Education Costs Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Getting Started: Make Plans, Make Financial Plans section of Career Plan. The following box should be filled in: **What are your financial goals?**

Materials

Computer lab with a projector and CIS access
[Calculate Education Costs \(PPT\)](#)
[Calculate Education Costs Scoring Guide \(PDF\)](#)
[Calculate Education Costs Scoring Guide \(DOC\)](#)
[Calculate Education Costs \(PDF\)](#)
[Calculate Education Costs \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Know Myself
Level: Getting Started

At a Glance

Students complete the Career Cluster Inventory and begin learning about career clusters and occupations that match their interests.

Time: 50 minutes.

Essential Questions

- What occupation clusters and occupations match my interests?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Career Cluster Inventory Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them identify occupations and occupation clusters that match their career interests.
2. Show PPT Slide 2. Tell students that this is the *Pleiades cluster* of stars. Ask students to define "cluster." If students do not define cluster correctly, tell them that a cluster is a group of related items.
3. Ask students to think of some things that they often see clustered (grapes, balloons, flowers, bees).
4. Show PPT Slide 3. Explain that occupations are often grouped or clustered to help people learn about and expand their options to occupations with similar or common duties, skills and knowledge.
5. Tell students that these are the 16 clusters of occupations CIS uses to group similar occupations, and they are now going to complete the Career Cluster Inventory to identify clusters that match their interests.
6. Show PPT Slide 4. Distribute the worksheet and review instructions. Allow 10-15 minutes to

complete the assessment.

7. Show PPT Slide 5. Group students by the cluster in which they each scored highest. Ask students to discuss the occupations in this cluster and what they have in common.
 8. Have cluster groups share their findings with the class. Write the name of each cluster and the student ideas about associated occupations on the board as they talk.
 9. Show PPT Slide 6. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios in the Getting Started: Know Myself section.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Worksheet could be completed as a homework assignment to save time.
 - Have students guess their highest cluster using Slide 3 before completing the inventory.
-

Assessment

Use the *Career Cluster Inventory Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Know Myself section of My Career Plan. The following boxes need to be completed: **What did you learn about yourself from this assessment (Career cluster Inventory) you just completed?** and **What occupations interest you now?**

Materials

Computer lab with a projector and CIS access

[Career Cluster Inventory \(PPT\)](#)

[Career Cluster Inventory Scoring Guide \(PDF\)](#)

[Career Cluster Inventory Scoring Guide \(DOC\)](#)

[Career Cluster Inventory \(PDF\)](#)

[Career Cluster Inventory \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Research Options

Level: Getting Started

At a Glance

Students learn about and explore career clusters then create and share career cluster mobiles.

Time: 75 minutes.

Essential Questions

- What careers, clusters, and occupations interest me?
-

Preparation

- Reserve computer lab with projector
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with CIS Occupation Clusters, found in CIS Occupations under Cluster Index tab
 - Review PowerPoint presentation
 - Gather hangers, hooks, string, cards, art supplies for mobiles
 - *Optional:* Print sample table from Slide 8 as a worksheet if desired
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about career clusters and identify clusters and occupations of interest.
2. Show PPT Slide 2. Introduce the words "job", "occupation", "cluster", and "career." Discuss the meaning of each word with the class. (Definitions can be found on Slide 4.)
3. Ask for an example of a job and a related occupation from each student. Record these on the board. For example, a job would be a character animator for Entertainment Arts, and the occupation would be Cartoonist and Animator.
4. Show PPT Slide 3. Discuss with students the concept of a career. For example, compared with a job or occupation, a career is the combination of learning and work that a person pursues during their life. Refer again to the definitions. Discuss the sample career, which is Educator.

5. Show PPT Slide 4. Review the formal definitions of the terms introduced above.
 6. Ask students to define cluster.
 7. In pairs or small groups ask students to work out ways of grouping the list of occupations generated earlier into clusters on the basis of some similarities.
 8. Ask groups to share their clusters and the basis for them. Discuss.
 9. Show PPT Slides 5 and 6. Introduce students to the 16 clusters, which are based on similar functions or tasks done in those occupations.
 10. Show PPT Slide 7. Ask each student or pair of students to make a mobile for one cluster, with the cluster heading as a dominant piece and a minimum of eight occupations on the mobile. Ensure that each cluster is covered.
 11. Ask students to log into CIS using their personal usernames and passwords.
 12. Instruct students to research the relevant occupations by using CIS Occupations and then selecting the Clusters Index, rather than the default Titles Index.
 13. Display the mobiles and ask students to share information about their mobiles.
 14. Ask students to find the mobiles that interest them most and note the cluster names and a minimum of six occupations for further investigation.
 15. Ask student to create a table that compares six occupations of interest and write three sentences about what they learned from this experience.
 16. *Optional:* Use the sample table from Slide 8 as a worksheet if desired.
-

Variations and Accommodations

- Mobiles can be made with drawings or as collages from magazines.
 - Display mobiles at a career event or parents' evening at which careers are the focus.
 - Run a competition for the best mobile on the basis of class votes or invited judges, such as a counselor.
 - Students needing special assistance should be paired with a helpful partner for the activity.
-

Assessment

Use the *Career Cluster Mobiles Scoring Guide* to evaluate student work.

Portfolio

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

Materials

Computer lab with a projector and CIS access
[Career Cluster Mobiles \(PPT\)](#)
[Career Cluster Mobiles Scoring Guide \(PDF\)](#)
[Career Cluster Mobiles Scoring Guide \(DOC\)](#)
Hangers, hooks, string, cards, art supplies

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students study the revealing aspects of portraits then create self-portraits and discuss them.

Time: 150 minutes (across three days).

Essential Questions

- Who am I becoming?
 - How does my self-portrait capture who I am becoming?
-

Preparation

- Reserve computer lab with computer projector enabled for Day One
 - Set up projector with classroom computer for Days Two and Three
 - Establish CIS portfolios before this lesson
 - Read Setting the Stage for Using Formal Career Assessment Instruments found in Tools for Counselors and Teachers under Guides and Instructional Notes if following activity with assessment
 - Print *Portrait Analysis Worksheet*, *My Self-Portrait Analysis Worksheet*, and *My Career Self-Portrait Analysis Worksheet*, one each per student
 - Gather art supplies
 - *Optional:* Select a portrait to use as a discussion example or use the PowerPoint example on Slide 2
 - *Optional:* Reserve computer lab for Day Three if following activity with career assessment
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Introduce the goal of this lesson: to learn more about who you are becoming by studying and completing a self-portrait. In addition, the class will examine one or more historical portraits and study how portraits contribute to our understanding of the

personalities, lives, and times of those who lived in the past. Explain that students will create their own self-portraits using the medium they choose. This self-portrait should indicate who they are and how they fit into their world.

2. Show (PPT) Slide 2, which is a portrait of John Quincy Adams. Ask students to discuss the following aspects of the portrait:
 - What is the setting?
 - What colors are used?
 - What is the person's pose?
 - What is the person wearing?
 - What are other components in the portrait?
 - How do these elements affect our understanding of the subject of the portrait?
3. Show (PPT) Slide 3. Distribute the *Portrait Analysis Worksheet*. Ask students to use art history books, the Internet, or other resources to find and select a historical portrait to study individually or in a small group. Instruct them to use the worksheet to record how each of the portraits' elements affect their impression of its subject.
4. Ask students to share their worksheet with a small group or the class.

Day 2

1. Show (PPT) Slide 4. Ask students to consider what they would like to convey in a portrait of themselves. Distribute the *My Self-Portrait Analysis Worksheets*, and suggest that they make notes about important aspects and elements of their self-portrait, using the worksheet as a guide.
2. Ask students to begin their portrait in class and assign the completion of the self-portrait as homework.
3. Remind students to complete the *My Self-Portrait Analysis Worksheet* upon finishing this assignment.

Day 3

1. Ask the students to share their finished self-portraits in small groups. Instruct groups to discuss what the different elements of each portrait convey to them. They should discuss how effectively each portrait conveyed what the individual was trying to communicate, using the following prompts:
 - What was effective?
 - What was not?
 - Consider how every element is important in conveying the whole idea.
2. Review the various career assessments that students will complete in school. Explain how assessments can be compared to portrait elements: each assessment contributes something to the whole picture.
3. Show (PPT) Slide 5. Hand out *My Career Self-Portrait Analysis Worksheet*. (If you will be using career assessments subsequent to this activity, ask students to use this worksheet to take notes on what they learned from the assessments. If not, ask students to save this worksheet and record what they learn when they complete the assessments later.)
4. Regardless of whether or not you are using a career assessment immediately, tell students that career assessments are only snapshots. They cannot capture all of the different aspects that make up who you are, just as the self-portrait captures only parts of you.
5. Remind students that they are the artists of their futures.
6. If using a career assessment immediately following this activity, introduce the assessment(s) the students will use next.

Variations and Accommodations

- Students could create videos rather than portraits of themselves in a media arts classroom.
- Students could create portraits in pairs.
- Work one-on-one with any student needing special assistance or pair student with a helpful group member.

Assessment

Use the *Career Self-Portrait Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests, preferences?** text box in the Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access

Classroom with computer, projector and CIS access for days two and three

[Career Self-Portrait \(PPT\)](#)

[Portrait Analysis Worksheet \(PDF\)](#)

[Portrait Analysis Worksheet \(DOC\)](#)

[My Self-Portrait Analysis Worksheet \(PDF\)](#)

[My Self-Portrait Analysis Worksheet \(DOC\)](#)

[My Career Self-Portrait Analysis Worksheet \(PDF\)](#)

[My Career Self-Portrait Analysis Worksheet \(DOC\)](#)

[Career Self-Portrait Scoring Guide \(PDF\)](#)

[Career Self-Portrait Scoring Guide \(DOC\)](#)

Art supplies

Optional: Sample portrait

Optional: Computer lab for Day Three

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Careers in Science

Theme and Level

Theme: Research Options

Levels: Getting Started, Looking Deeper

At a Glance

Students explore science career areas, choose an occupation to research, and play a "guess-my-occupation" game.

Time: 50 minutes.

Essential Questions

- Which careers require advanced levels of science?
 - Which careers require applied science?
 - Which careers require practical applications of science?
-

Preparation

- Reserve computer lab with computer projector and CIS access assured
 - Establish CIS portfolios before this lesson
 - *Optional:* Prizes for guessing game
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about various science careers and the science coursework required for these occupations.
2. Discuss with students the types of careers that require advanced science, applied science and practical applications of science.
3. Show PPT Slide 2. Show students where in CIS the Science and Health Science occupational clusters are located.
4. Ask students to use CIS to research occupations and the various levels of science required in these occupations.
5. Tell students to thoroughly investigate three careers and choose one that sounds appealing. Explain that they must find out enough about the career to describe it to someone else. Encourage students to carefully review Preparation, Helpful high school courses, Programs of Study and Schools, as well as the Program Descriptions for each school's programs.

6. Once students have chosen their occupation, printed key information, and taken notes, divide the class into groups of three.
 7. Show PPT Slide 3. Tell students to take turns describing their chosen occupation to their partners without saying the name of the occupation.
 8. Students ask questions until they choose the correct answer.
 9. *Optional*: Provide prizes for students who correctly guess the most occupation titles.
 10. Assign students to write a three-paragraph paper about their chosen occupation.
-

Variations and Accommodations

- Invite guest speakers from different occupations to the class to talk about their career preparation. You could play a "What's My Line?" game with the speakers. (In "What's My Line?" people walked on the TV show and TV and movie stars tried to guess the person's occupation by asking only yes or no questions.)
 - This lesson concept could be used in most subject area classes, using those clusters and occupations associated with the subject.
 - Encourage students to visit their selected occupation's worksite; help students arrange job shadows to sites where the occupation exists.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member.
-

Assessment

Use the *Careers in Science 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 a projector and CIS access

[Careers in Science \(PPT\)](#)

[Careers in Science Scoring Guide \(PDF\)](#)

[Careers in Science Scoring Guide \(DOC\)](#)

Optional: Prizes

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Careers Through Music

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students will use music to facilitate career development.

Time: 100 minutes (across two days).

Essential Questions

- What can I learn by studying the career path of a musician I admire?
-

Preparation

- Reserve computer lab with computer projector enabled
- Ensure classroom has sufficient open space for activity
- Establish CIS portfolios before this lesson
- Bring a CD or MP3 player
- Create a CD or MP3 file with some of the following classic songs about work to play as students enter room (you can download many of these for free from You Tube on the Internet):
 1. "9 to 5," Dolly Parton
 2. "Blue Collar Man," Styx
 3. "Bright Future in Sales," Fountains of Wayne
 4. "Career Opportunities," The Clash
 5. "Finest Worksong," R.E.M.
 6. "A Hard Day's Night," The Beatles
 7. "I've Been Working," Van Morrison
 8. "Jacqueline," Franz Ferdinand
 9. "Just Got Paid," ZZ Top
 10. "Luxury," The Rolling Stones
 11. "Maggie's Farm," Bob Dylan
 12. "Oney," Johnny Cash
 13. "She Works Hard for the Money," Donna Summer
 14. "Sixteen Tons," Merle Travis
 15. "Takin' Care of Business," BTO
 16. "Welcome to the Working Week," Elvis Costello
 17. "Working Class Hero," John Lennon
 18. "Work is a Four-Letter Word," by Cilla Black, performed by the Smiths

19. "Work, Work, Work (Pub Club Sleep)," The Rakes
 20. "Workin for a Livin," Huey Lewis and the News
 21. "Working for the Weekend," Loverboy
 22. "Working in the Highway," Bruce Springsteen
 23. "Working Man," Rush
 24. "Workingman's Blues #2," Bob Dylan
- Check the links below if needed, then create and hang posters with the names of the following musical genres around the room:
 - http://en.wikipedia.org/wiki/Special:Search/List_of_musical_movements_Classical
 - http://en.wikipedia.org/wiki/Special:Search/List_of_blues_genres_Blues
 - http://en.wikipedia.org/wiki/Country_music
 - http://en.wikipedia.org/wiki/Country_folk
 - http://en.wikipedia.org/wiki/Heavy_metal_music
 - http://en.wikipedia.org/wiki/Hip_hop
 - <http://en.wikipedia.org/wiki/Jazz>
 - http://en.wikipedia.org/wiki/Rock_music
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Play the CD or MP3 file with songs about work that you created as students enter the room.
2. Ask students if they noted a theme among these songs.
3. Show PPT Slide 2. Ask students to share a song that "moves" them. This should be a song that has an emotional impact on them and not one that they just appreciate for the beat or because of the band who plays it.
4. Allow several students to share their chosen songs.
5. Facilitate a discussion around why and how this song moves the student. This will reveal much about their personality, values, interests, and passion.
6. Divide the class into small groups and continue this discussion.
7. Show PPT Slide 3. Ask students to note, in a quick write paragraph, any career-related reflectionsthings about their interests, personality, values that surfaced in this discussion.
8. Direct student attention to the musical genre posters hanging around the room.
9. Ask students to stand next to the poster of their most preferred genre.
10. Show PPT Slide 4. Ask each genre group to brainstorm a list of characteristics that people who listen to that genre might have, recording all the things that would describe people who listen to that genre.
11. Show PPT Slide 5. After their discussion, point out that by identifying these characteristics, they might also be describing themselves, as they are part of the group that listens to this music.
12. Show PPT Slide 6. Assign another quick write paragraph, asking students to note career-related reflections and any similarities between the descriptions and reflections from the first exercise.
13. Collect these quick writes.
14. Show PPT Slide 7. Assign students to research the career path of their favorite musician and prepare to share information about this musician's career history at your next class meeting.
15. Request a minimum one-page paper.

Day 2

1. Ask students to share their musical hero.
 2. Show PPT Slide 8. Discuss the career paths of these musicians. Were they planned? Serendipitous? Struggling? How might these musicians' lives have been easier?
-

Variations and Accommodations

- Ask each student to bring a song by their favorite musician to class and prepare to explain why that song is important to them.
 - For students who have not developed musical interests, play music and ask them to identify which of the presented styles interests them most.
 - Use artists instead of musicians for an art class.
 - Work on-on-one with any student needing special assistance or pair student with helpful group members.
-

Assessment

Use the *Careers through Music Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the *What do you know about yourself, your characteristics, interests and preferences?* text box within the Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access
[Careers through Music \(PPT\)](#)
[Careers through Music Scoring Guide \(PDF\)](#)
[Careers through Music Scoring Guide \(DOC\)](#)
CD or MP3 player
CD or MP3 file with songs about work

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students define and identify changes in their lives and explore issues related to these changes. Students examine the impact of change upon themselves and upon career fields of interest.

Time: 100 minutes (across two days).

Essential Questions

- How do I manage change?
 - What are some of the impacts of change on an environment and upon the people within the environment?
 - How can I manage change more effectively?
 - How might change affect my future?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Before the lesson, or first thing in the morning, dramatically modify the classroom environment, making obvious changes in furniture, equipment, and even temperature and lighting if possible, in order to create a different work setting for the day
 - Be prepared with strategies to manage the time when students first enter the classroom and are unsure of how to cope with these environmental changes
 - *Optional:* If your students find it difficult to identify strategies for coping with or managing change, you may find the activity Relax and Enjoy Life and its relaxation exercise useful, or ask the school counselor for other resources
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Play Michael Jackson's "Man in the Mirror" as students enter the

classroom. Tell students that the goal of this lesson is for them to learn about the impact of change on their lives. Ask students to note the classroom changes and their personal reactions to these changes.

2. Show PPT Slide 2. Ask students to list each of the changes they noticed on a sheet of paper.
3. Divide the class into small groups, one for each change.
4. Ask groups to discuss and note people's reactions either each person's own reactions or the reactions of others to the change they were assigned.
5. Instruct groups to appoint a speaker to report their findings to the whole class.
6. Show PPT Slide 3. Ask students how the changes affected their classroom work patterns and their behaviors.
7. Show PPT Slide 4. Ask groups to identify other changes that resulted from changes in their environments. Share group findings with the whole class.
8. Show PPT Slide 5. Brainstorm important factors associated with managing change in a positive and productive way and list them on the board.
9. Show PPT Slide 6. Ask students to write three sentences in which they reflect upon how they cope with or manage change in their lives.
10. Collect this writing.
11. Assign students, individually, in pairs, or in groups of three, to conduct a research project to investigate change related to a broad career field of interest and prepare to present their research to the full class. For example, they could research change in the natural world, the human body, technology, or society. Topics will vary with interests or subject area.
12. Provide students with a time frame, presentation requirements, and information about resources.
13. Show PPT Slide 7. Discuss how to cope with change, as presented on the slide.

Day 2

1. Ask students to present their findings with the rest of the class.
 2. Assign students to create a presentation video, oral, written, or in the form of a song about how they cope with change and prepare to share this in a subsequent class.
-

Variations and Accommodations

- Assign students to put the room back in its original arrangement, and discuss which arrangement they liked best, and why they preferred it.
 - Ask students to write a major report or develop a play about change depending upon the subject area and how it affects them, how they manage it, or how they hope to handle change better in the future.
 - Students needing special assistance should be paired with a helpful partner or group member for the activity.
-

Assessment

Use the Change Scoring Guide to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with a projector and CIS access

[Change \(PPT\)](#)

[Change Scoring Guide \(PDF\)](#)

[Change Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

CIS Jeopardy

Theme and Level

Theme: Evaluate Options

Level: Getting Started

At a Glance

Students learn how to locate information in CIS using a Jeopardy-like game.

Time: 75 minutes.

Essential Questions

- How do I find the information I need in CIS?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation, checking answers for currency and editing if needed
 - *Optional:* Buy small prizes, such as pencils, for winning group members
-

Steps

1. Divide the class into five groups with at least one computer per group.
2. Ensure that CIS is open on at least one computer per group. Ask students to log in using their personal usernames and passwords.
3. Show PowerPoint (PPT) Slide 1. Explain to students that they will be playing a CIS Jeopardy-like game to enhance their knowledge of CIS and career information. For those who have never played Jeopardy, introduce them to this TV show. Explain that the difference in this version of the game is that they will be given the *questions*, and they must provide the *answers*.
4. Ask each group to appoint a speaker; explain that this person will be the only person in the group allowed to provide answers.
5. Show PPT Slide 2, which is the Jeopardy game board.
6. Ask the first group to select a category and an amount, and then answer the question in a given time period one minute, for example. (You may need to lengthen this time for new users.)
7. Students can whisper answer ideas among the group, but if the answer is heard by the teacher

- before the group is ready to give their answer, or if anyone but the appointed speaker shouts out the answer, the group loses their turn, and play proceeds to the next group.
8. Groups that answer correctly win the points and continue selecting questions until they make a mistake.
 9. Groups that answer incorrectly do not lose points; however, the other groups are given a chance to answer this question and earn the points by raising their hands when they have an answer.
 10. Play stays with the group providing the correct answer until the group errs or cannot answer the question in the allotted time. Play then proceeds to the next group, and continues until you run out of questions.
 11. The team with the most points at the end of the allotted class time wins.
 12. Ask students to enter their reflections about this activity in their portfolios as indicated below.
-

Variations and Accommodations

- Ask students to design the questions and research the answers, and then assemble the game with their questions and answers.
-

Assessment

Use the *CIS Jeopardy Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the *What did you learn about yourself from the career research you completed?* text box within the Evaluate Options section of Career Plan.

Materials

Computer lab with a projector and CIS access

[CIS Jeopardy \(PPT\)](#)

[CIS Jeopardy Scoring Guide \(PDF\)](#)

[CIS Jeopardy Scoring Guide \(DOC\)](#)

Optional: Prizes

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Community at Work

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students learn about employment supply and demand by playing a fishing game.

Time: 75 minutes.

Essential Questions

- What are the relationships among an occupation's employment, growth and outlook information?
 - How might an occupation's employment, growth and outlook affect my career choice?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Print the Overview and Employment and outlook topics for several diverse CIS Occupations with varying employment and outlook, enough copies to provide one printout for each group of three
 - Collect three containers and one treat per student:
 1. Place one treat in container #1
 2. Place five treats in container #2
 3. Place twenty treats in container #3
 4. (Note: If you have a small class you may want to reduce the number of treats in containers #2 and #3; be sure there are fewer treats in the containers than there are students)
-

Steps

1. Show PowerPoint (PPT) Slide 1. Explain that the goal of this lesson is to introduce labor market terms and help students see the relevancy of labor market principles to their career decision-making.
2. Divide the class into groups of three.
3. Distribute an occupational printout to each group. Explain that there is a relationship between an

- occupation's employment and outlook and that this activity will explore those connections.
4. Ask each group to read the Overview section of their printout to familiarize themselves with the occupation.
 5. Ask groups to identify the three largest employers for their occupation within your community and/or state.
 6. Once you have identified these employers, ask students who have a parent working for one of the identified employers to stand.
 7. Ask students to stand if they know someone who works for one of these employers. (Probably all or most of the students will be standing.)
 8. Encourage each student to share who the person is, the occupation, and the employer.
 9. Show PPT Slide 2. This slide is titled "Current Employment Definition."
 10. Ask students to guess the definition, then share the CIS definition by hitting enter on the slide: the number of jobs the occupation provides throughout the country and state in a given year. Explain that in CIS the employment information also addresses growth, which tells you how fast an occupation is growing. You can learn how fast any occupation is growing compared to all other occupations in the region.
 11. Ask students to estimate how many high school teachers are currently employed by their school district compared to the number of school administrators, then ask them why there might be more teachers than administrators.
 12. Explain that Secondary Teachers is a very large-sized occupation compared to Education Administrators, which is typically a large or medium-sized occupation across the United States. (You may want to share the current employment topic for both occupations by viewing the information in CIS, or you could paste the current information onto a PowerPoint slide in the presentation.)
 13. Ask students to read the Employment information for the occupation on their printout.
 14. Explain to students that you will now lead an exercise to personalize this definition.
 15. Tell students that they have been entered into a fantasy fishing derby, and each fish caught is worth \$1,000.
 16. Explain that each of the three containers represents a fishing pond, and the candy in the containers represents the fish.
 17. Ask the students to note that Container #1 has one piece of candy, Container #2 has 5 pieces of candy and Container #3 has 20 pieces of candy. (If you have a small class you may want to reduce the number of candy in Container #3 to ensure that there are fewer total pieces of candy than students.)
 18. Tell the students that they can choose only one of the ponds (containers) from which to fish, and that they have thirty seconds to decide. Explain that before the thirty seconds lapses, they must be in line behind one of the containers; if not they forfeit their opportunity to fish.
 19. Tell students that pushing and aggressive behavior will eliminate them from the game.
 20. Set the three containers (fishing ponds) in different areas of the room and establish where the line for each bowl begins.
 21. Start the thirty-second countdown.
 22. After thirty seconds, explain that the fish represent job openings and the students represent individuals applying for jobs.
 23. Ask the students whether there is a shortage, balance, or surplus of job openings (fish) compared to the number of people (fishers) wanting the job.
 24. Ask students to think of ways they might increase their chances of landing the job (fish) such as appropriate coursework, experience, or more education and training (bait).
 25. Starting with the first student in line, have the students in the line take one treat until the container is empty. (Make sure you have extra treats for all students who participated.)
 26. Show PPT Slide 3. This slide is titled "Outlook."
 27. Ask students to guess the definition, then share the CIS definition by hitting enter on the keyboard: the future employment growth for the occupation; whether an occupation is growing or declining and how that rate compares to other occupations. In addition, the outlook in CIS explains what factors may influence the number of available jobs.
 28. Ask each group to read the Outlook section of their printout and discuss it within their small groups.
 29. Show PPT Slide 4. This slide features the following terms: "decline," "stay the same," and "grow faster."
 30. Ask them if they would prefer to work in an occupation that is declining, staying the same or growing faster than average and why.
 31. Ask students if this increases the likelihood of them getting work or decreases their chances.
 32. Ask groups to look at their assigned occupation and identify if it is declining, staying the same or

- growing faster and identify why this might be occurring.
33. Show PPT Slide 5. This slide is titled Factors Affecting Employment and Outlook.
 34. Explain that many factors can affect occupational employment and outlook.
 35. Explain the four broad areas of change:
 - Demographic: changes in human population counts and age distribution
 - Industrial: changes in specific industries
 - Technological: changes in applying technical methods for practical purposes
 - Economic: changes in production, distribution and consumption of goods
 36. Share the following examples: A large percentage of the population is aging (demographic change), which increases the need for health care. If our government implements new highly restrictive logging policies to protect endangered wildlife and streams (industrial change), it affects the forest industry. ATM machines (technology change) have reduced the number of bank tellers as well as redefined what they do. If the economy is weak (economic change) then less building takes place, which decreases the demand for construction workers.
 37. Show PPT Slide 6. Ask students to think of specific changes that have occurred in the last few years that have affected current employment within a local industry or employer.
 38. Briefly discuss how this has affected the supply (how many trained workers) and the demand (how many jobs are available) of that particular employer or industry.
 39. Ask students to use CIS to research the employment, growth and outlook projections for an occupation of interest to them.
 40. Show PPT Slide 7. Ask students to write a one-page report addressing 1) how knowledge of current employment and outlook projections might impact occupational choice, and 2) what the employment and outlook projections are for an occupation of interest and how this impacts their consideration of this occupation.
-

Variations and Accommodations

- This lesson could be adapted for many subject areas, for example, in a business class, you could ask students to investigate one large local employer or industry such as banking, to find out how employment within it has changed in recent years and how it is likely to change in the future. Invite a guest speaker, such as a manager from a local bank, to hear students' findings and comment about changes in their workplace.
 - Ask students to work in groups of three to predict the top three fastest-growing, largest-growth, and fastest-declining occupations in the state, and write a short paragraph explaining their predictions. Tell students to investigate the actual projections from the State Employment Department and compare results.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member.
-

Assessment

Use the *Community at Work 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 projector and CIS access

[Community at Work \(PPT\)](#)

[Community at Work Scoring Guide \(PDF\)](#)

[Community at Work Scoring Guide \(DOC\)](#)

Three containers and one piece of candy per student

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Compare and Contrast Schools

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students research three post-secondary schools that interest them then design a brochure for the school and program of study that most interests them.

Time: 125 minutes.

Essential Questions

- What's most important to me in a post-secondary school?
 - What school best matches criterion of importance to me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Coordinate student access to resources necessary for the activity (for example, use of high school career center for college catalogs and guides to colleges)
 - Establish CIS portfolios before this lesson
 - Print *Compare and Contrast Schools Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them learn to be smart college shoppers.
2. Show PPT Slide 2. Explain to students that the choice of a post-secondary school is as important as the choice of a career goal, and this lesson will help them learn to use a process of comparing schools.
3. Tell students: "The college you attend must offer what you want to learn in an environment that is conducive to your learning. Post-secondary schools are very different than high schools, typically with many choices, considerations, and opportunities to explore."
4. Show PPT Slide 3. Explain that, in this activity, they will be gathering, analyzing, evaluating and summarizing information on three colleges or technical schools of their choice.

5. Ask students to log into CIS using their personal usernames and passwords.
 6. Show students how to access post-secondary school information using CIS U.S. Colleges & Universities files (and State Colleges, if available) and Undergraduate School Sort (found in either Colleges component).
 7. Ask student to print information on these colleges or technical schools. The printouts should include information from the following topics: General Information, Schedules and Policies, Admissions, and Costs and Financial Aid, as well as program information relevant to the student.
 8. If you have access to other resources, tell students that additional information is available in college catalogs, guides to colleges, and on the Internet.
 9. If information is gathered primarily from the Internet, ask students to obtain a copy of the current college catalog for at least one of these schools. They may be able to borrow one from the career center at your high school or, if time permits, write to the school requesting one. Alternately, students can identify where a reference copy is available.
 10. Show PPT Slide 4. Distribute the *Compare and Contrast Worksheets* and ask students to summarize the information they gather on these worksheets.
 11. Explain that they may acquire a lot of information about programs of study that they can summarize by using cluster headings, or from which they can select a range, including those which interest them.
 12. Show PPT Slide 5. Ask students to individually design a promotional brochure, video or audio presentation for a post-secondary school of particular interest to them. The resulting material should feature factors that made the school appealing to them and persuade others to attend. Encourage students to use graphics, illustrations, and computer art and design.
 13. Display the brochures, videos or audio presentations upon completion, and allow time for students to review them.
-

Variations and Accommodations

- Invite high school counselors, career center staff, university or community college liaisons or admissions staff to talk with students about further education and training opportunities. Ask the speakers to talk about how to research programs of study and the best ways to prepare for further education and training.
 - Use the brochures at a career event or parents' evening with a career theme.
 - Arrange for students to present their brochures and speak about them to another class.
 - Work one-on-one with any student needing special assistance or assign students to work in pairs or groups on this activity to assist any students with special needs.
-

Assessment

Use the *Compare and Contrast Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your educational plans after high school?** text box within the Make Plans, Education Plans section of Career Plan.

Materials

Computer lab with a projector and CIS access

[Compare and Contrast Schools \(PPT\)](#)

[Compare and Contrast Schools Worksheet \(PDF\)](#)

[Compare and Contrast Schools Worksheet \(DOC\)](#)

[Compare and Contrast Schools Scoring Guide \(PDF\)](#)

[Compare and Contrast Schools Scoring Guide \(DOC\)](#)

Optional: College catalogs and guides to colleges

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Research Options

Level: Next Steps

At a Glance

Students conduct interviews to learn first-hand about schools of interest.

Time: 75 minutes, across two days.

Essential Questions

- What can I learn about school of interest by talking with school representatives?
-

Preparation

- Secure computer lab with PC projector and CIS access
 - Find a college, community college or proprietary school representative who is willing to visit your classroom and be interviewed by you to demonstrate informational interview.
 - Make copies of the *Compare Schools Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to become more decisive about schools by conducting research and interviewing individuals working in these schools.
2. Introduce a sample interviewee to the class and conduct the sample school interview.
3. Allows students to ask questions of the presenter.
4. Allow 20 minutes for this activity.
5. Show PPT Slide 2. Tell students that face-to-face and telephone interviewing are important and useful adjuncts to career information. They provide "real life" perspective on the school that is hard to achieve away from the school setting, and sometimes the interviewee shares unique attributes and stories about the school that CIS and other sources may not provide.
6. Show PPT Slide 3. Distribute the *Compare Schools Worksheet*, explain the assignment and review the instructions.
7. Tell students that this activity will help them learn detailed information about the schools they are presently considering and hopefully begin to prioritize these schools.

8. Begin the worksheet completion in class; using CIS, walk students through the comparison process for three schools.
 9. After 15 minutes, break students into pairs to discuss what they have learned using CIS for five minutes.
 10. Assign worksheet completion as a homework assignment. Tell students that, ideally, they would meet school representatives face-to-face to complete this assignment, however, given that some of the schools they are considering may be in remote communities, it could prove impossible to meet all three representatives.
 11. Instruct students to call those they cannot visit face-to-face,
 12. Provide students a time frame to complete the remainder of the worksheet and interviews.
 13. Inform students that they will create either a written or an oral presentation of their findings.
 14. Show PPT Slide 4. On a subsequent day, upon completion of the worksheets and interviews, lead a class discussion about these interviews. Be sure to discuss:
 - How were these schools different than you expected?
 - What was your most surprising finding?
 - How did this project influence your consideration of these schools?
 15. Show PPT Slide 5. Have students post thoughtful reflections detailing what they learned about themselves in their CIS portfolios, in the Next Steps: Research Options section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Worksheet could be completed by phone in class, given adequate quiet spaces for calling.
 - Post the completed worksheets around the classroom for all students to view. Attach pictures of the individuals interviewed or the schools.
 - This assignment could be distributed at the end of junior year, so students would have the summer to gather the data as they conduct college visits. Steps 14 and 15 would then occur early senior year.
-

Assessment

Use the *Compare Schools Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the test box within the Next Steps: Research Options section of Career Plan. The **What training programs and schools interest you now?** text box needs to be completed.

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Materials

Computer lab with a projector and CIS access

[compare Schools \(PPT\)](#)
[Compare Schools Scoring Guide \(PDF\)](#)
[Compare Schools Scoring Guide \(DOC\)](#)
[Compare Schools \(PDF\)](#)
[Compare Schools \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

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 computer 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 web page](#)
 - [America's Career InfoNet web page](#)
 - [O*NET OnLine web page](#)
 - 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
-

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 \$49,970 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 personal usernames and passwords.
12. Direct them to the Glossary (located under More Resources on the CIS homepage) and ask them to look up 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

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access for Day One
Classroom with computer, projector and CIS access for Day Two

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

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

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

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

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

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

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

Your chosen occupational resources

Theme and Level

Theme: Research Options

Level: Next Steps

At a Glance

Students research military career information to consider military careers and lifestyle.

Time: 50 minutes.

Essential Questions

- Is a military career of interest to me?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Consider the Military worksheet*, one per student.
 - Review CIS About the Military information and the About.com article cited at the bottom of this lesson plan before leading this lesson.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to become informed about the military as a career option.
2. Show PPT Slide 2. Explain to students that joining the military can be a challenging and rewarding choice, but it is something you want to consider carefully. In order to ensure that you are making the right decision, consider these things:
 - What are your interests?
 - What skills do you bring?
 - Are you willing to make the commitment?
 - Have you been fully informed?
 - What do you want to do in the future?
3. Tell students that this lesson will explore all aspects of the militarywork life, job opportunities, and the realities in times of war.
4. Show PPT slide 3. Review the worksheet instructions.
5. Provide 30 minutes for this activity and inform students that unfinished worksheets need to be

completed outside class.

6. Encourage students to discuss this activity with a parent or guardian.
 7. Show PPT Slide 4. Discuss as a class what students learned about military careers and work life.
 8. Show PPT Slide 5. Have students post thoughtful reflections describing what they learned about themselves in their CIS portfolios, in the Next Steps: Research Options section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Worksheet could be completed by phone in class, given adequate quiet spaces for calling.
 - Post the completed worksheets around the classroom for all students to view. Attach pictures of the individuals interviewed or the schools.
 - This assignment could be distributed the end of junior year, so students would have the summer as they conduct college visits, to gather the data. Steps 14 and 15 then occur early the senior year.
-

Assessment

Use the *Consider the Military Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box with the Next Steps: Research Options section of Career Plan. The following box needs to be completed: **What training programs and schools interest you now?**

Materials

Computer lab with a projector and CIS access

[Consider the Military \(PPT\)](#)

[Consider the Military Scoring Guide \(PDF\)](#)

[Consider the Military Scoring Guide \(DOC\)](#)

[Consider the Military \(PDF\)](#)

[Consider the Military \(DOC\)](#)

***These links are not accessible in the pdf version.
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Theme and Level

Theme: Evaluate Options

Level: Getting Started, Looking Deeper

At a Glance

Students review various media to locate examples of gender stereotypes and bias then design revisions to eliminate bias in the examples.

Time: 100 minutes (across two class periods).

Essential Questions

- Where and how are stereotypes displayed?
 - What can I do to eliminate stereotypes?
-

Preparation

- Reserve computer lab with computer projector enabled for Day One
 - Set up computer projector with classroom computer for Day Two
 - Ensure classroom and lab have sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Prior to activity ask students to bring in their favorite music, taped TV shows or movies, DVDs, video games, Youtube videos, magazines, books, or other publications that include examples of stereotypes
 - Collect additional examples of media containing stereotypes
 - Provide necessary equipment for groups to play music, videos, DVDS, video games, etc
 - Print *Correcting Stereotypes Worksheet*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them recognize gender stereotyping, particularly as it relates to careers.
2. Divide the class into groups of four. Distribute various forms of media described above to the

groups for review. Assign students to spend fifteen minutes locating as many examples of stereotypes as possible as they listen to, watch, or read their assigned media.

3. Show PPT Slide 2. Distribute the *Correcting Stereotypes Worksheets* and ask students to briefly describe their examples on the worksheet in the first column.
4. Collect and redistribute the worksheets to different groups.
5. Ask groups to revise the first examples to present an unbiased portrayal, recording it in the second column. Advise groups to log into CIS and use CIS Occupations to create unbiased occupational descriptions.
6. Ask each group to select its most clever revision to present to the class.
7. Facilitate a class vote on the best revision.
8. Discuss what students have learned.
9. Show PPT Slide 3. Review the assignment: Students are to interview a family member, friend or neighbor about their perceptions of how women are portrayed on television (versus how men are portrayed) before Day Two.
10. Assign students to briefly summarize the results on paper to present to the next session of this class.

Day 2

1. Students share and discuss interview summaries.
 2. Discuss the impact of the media on people's stereotypical attitudes.
 3. Show PPT Slide 4. Lead students in a discussion on stereotyping in general, its meaning and impact on others, and ways that they can contribute to a decrease in stereotyping.
-

Variations and Accommodations

- Invite guest speakers from non-traditional careers to speak to the class on Day Two.
 - Invite a media representative to talk to the class about stereotypes in the media.
 - Students could use just one form of media to complete this assignment.
 - Students could work in teams for this entire assignment.
 - Students needing special assistance should be paired with a helpful group member for the activity.
-

Assessment

Use the *Correcting Stereotypes Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access for Day One

Classroom with computer, projector and CIS access for Day Two

Electronic equipment needed to play media

[Correcting Stereotypes \(PPT\)](#)

[Correcting Stereotypes Worksheet \(PDF\)](#)

[Correcting Stereotypes Worksheet \(DOC\)](#)

[Correcting Stereotypes Scoring Guide \(PDF\)](#)

[Correcting Stereotypes Scoring Guide \(DOC\)](#)

Music, taped TV shows or movies, DVDs, video games, magazines, books, other publications

***These links are not accessible in the pdf version.

They can be found by logging into the MCIS System.

Design Your Own Interest Card Sort

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students create sortable cards to represent interests, hobbies and leisure activities that they enjoy, then identify and discuss how each of these fulfills specific needs or develops specific skills.

Time: 100 minutes (across two days).

Essential Questions

- What are my interests and how do these interests relate to who I am becoming?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Print *My Interests Worksheet*, one per student
 - Photocopy the interest card sorts created by students in session one before the second session
 - Gather poster board, felt pens, scissors, and magazines, computer graphics or drawings if desired
 - *Optional:* Make a sample interest card or project a sample card on PowerPoint slide
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students the goal of this lesson, which is to make a card game based on interests to help them explore their career interests.
2. Show PPT Slides 2-6. Discuss the terms interests, hobbies, leisure activities, and skills. Ask students how these terms relate to one another. (See the PowerPoint presentation for definitions.)
3. Compile a list of interests from the class and record them on the board. Aim for 50 to 60

interests.

4. Show PPT Slide 7. Explain to the class that they are to create an interest card sort. Demonstrate sample cards from previous years.
5. Tell them that each student will make one or two cards illustrating an interest area; for example, a picture of a racquet for the interest area of racquet sports tennis, racquet ball, badminton.
6. Discuss with the class the format you would like them to use words, drawings, computer graphics, magazine clippings, or a combination of these.
7. Tell students that they will use the interest card sort created by their cards as a way to conduct an informal career assessment. (You could use their cards with future classes as well.) Students will sort the cards according to how much the topic interests them.
8. Assign two or more items from the interest list to each student, and ask one student to create three sorting category cards ("Yes", "No", "Maybe" or similar wording). Distribute blank cards for students to use.
9. Collect the cards and photocopy enough sets for students to use individually or in groups.
10. Remember to keep some blank cards available for students who make errors or otherwise need extra cards.

Day 2

1. Give each student or group a copy of the interest card sort to use and a pair of scissors to cut out the cards. Explain that they will sort the cards into three piles ("Yes", "No", "Maybe") on the basis of whether they like to do the activity on the card or not, and if it interests them. They should aim to have at least 10 cards in their "Yes" pile. (Instruct students who have an interest that is not covered by the cards to write it on a blank card and add it to the "Yes" pile.)
2. Ask students to review their sort and move some cards if necessary. The "Yes" pile should then be prioritized according to their favorites and recorded as a list on the *My Interests Worksheet*, to be handed out later. Students will do the same for "Maybe" and note the top three.
3. Discuss why people choose certain activities (for example, family activity, learned at a camp), which needs these interest areas fulfill for the students (for example, creative expression, fitness, relaxation, challenge, meeting new people) and the benefits or skills gained by participating in interest areas (for example, new friendships, keyboarding skills).
4. Show PPT Slide 8. Distribute the *My Interests Worksheet* and ask students to complete it.
5. Divide the class into small groups and ask them to discuss the results of their worksheets: the skills they gained, the needs that the activity identified, and why they choose specific interests.
6. Encourage students to explore CIS Occupations to identify occupations that use these interests and skills.

Variations and Accommodations

- Create a picture-and-word interest card sort. Laminate some sets for students to take to an elementary class and work with students there on a one-to-one basis, explaining how to sort and assisting the students in recording their responses.
- Laminate several sets of the interest card sort for use with other groups or classes in the school. Students can explain their use to another teacher and other students.
- Students who have completed the *My Interests Worksheet* can work in pairs or small groups using CIS to find examples of the skills developed from the list of hobbies and leisure activities and ways they could be used in the workplace.
- Work one-on-one with any student needing special assistance or pair student with a helpful group member.

Assessment

Use the *Design Your Own Interest Card Sort Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests and preferences?** text box in the Know Myself section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[Design Your Own Interest Card Sort \(PPT\)](#)

[My Interests Worksheet \(PDF\)](#)

[My Interests Worksheet \(DOC\)](#)

[Design Your Own Interest Card Sort Scoring Guide \(PDF\)](#)

[Design Your Own Interest Card Sort Scoring Guide \(DOC\)](#)

Poster board cut into 60-70 playing card size pieces (number will vary with class size)

Felt pens

Scissors

Optional: Magazines, computer graphics or drawings

Optional: Sample interest card

Theme and Level

Theme: Know Myself, Set Goals

Level: Getting Started, Looking Deeper

At a Glance

Students complete statements about themselves, which they use in conjunction with a chosen media to create depictions of themselves. They also identify some short-term goals from these depictions.

Time: 100 minutes (across two days).

Essential Questions

- Who am I becoming?
 - What goals will help me become who I want to be?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Designing Me Worksheet*, one per student
 - Obtain a pattern, blueprint, or schematic with visuals showing stages of construction
 - *Optional:* Prepare or obtain samples of designs to use instead of Slide 5
 - *Optional:* Gather materials for working on the designs in class (paper, magazines for cutting, markers, glue, paste, scissors, etc.)
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is to help students become more aware of and then portray artistically who they are becoming.
2. Show PPT Slide 2. Introduce students to the activity by explaining that each individual is unique. Lead a discussion about the fact that each person develops a singular approach to life.
3. Show PPT Slide 3. Distribute the *Designing Me Worksheets*, explaining how to complete them. Tell students to complete the worksheet alone, and not to ask other students for input. This worksheet is meant to be private; no one except the teacher will see the results. Advise students

to focus on non-physical aspects.

4. Allow time for students to complete the worksheets.
5. Show PPT Slide 4. Inform students that they will use the information from the *Designing Me Worksheets* to create a depiction of themselves in the past, present, and future.
6. Tell them that they will be asked to explain their project.
7. Give them any guidelines for media that you have decided upon.
8. Show PPT Slide 5. Discuss this sample design.
9. Lead a discussion about how a design or plan becomes a reality.
10. Display a pattern, blueprint, or schematic and follow it, with visuals, through progressive stages of construction until the end product is seen. Note students' comments about this process on the board.
11. Tell students the due date for the assignment.
12. Plan to collect these designs on the due date and display them during the following week.
13. Advise students that they should come prepared to make a three-five minute presentation on their designs.

Day 2

1. Display students' projects without names. Ask the class to view them and consider which belongs to whom.
2. Place a comments sheet below each design. Tell students to note any questions or respectful comments that they have on these sheets.
3. Ask students to make presentations and answer questions and address comments about their designs.
4. Explain to students that the way we "design" our lives to achieve what we want is to set goals for ourselves.
5. Show PPT Slide 6. Discuss the definition of a goal.
6. Ask students to select three aspects of their designs in which to set at least one short-term goal and identify the steps needed to achieve it.
7. Ask students to prepare a written explanation of their reasons for choosing these goals and their plans for reaching them.

Variations and Accommodations

- Work one-on-one with any student needing special assistance or pair student with a helpful partner.

Assessment

Use the *Designing Me Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What do you know about yourself - your characteristics, interests and preferences?**
text box in Know Myself
 - **Write the goal you set, whether personal, academic, or career,** in the appropriate text box
in Set Goals
-

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Classroom with computer and projector with CIS access

[Designing Me \(PPT\)](#)

[Designing Me Worksheet \(PDF\)](#)

[Designing Me Worksheet \(DOC\)](#)

[Designing Me Scoring Guide \(PDF\)](#)

[Designing Me Scoring Guide \(DOC\)](#)

Pattern, blueprint, or schematic with visuals showing stages of construction

Optional: Samples of designs

Optional: Paper, magazines for cutting, markers, glue, paste, scissors

Diversionism

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students rank six fictitiously titled post-secondary schools then re-rank schools as pertinent facts about these schools are provided.

Time: 50 minutes.

Essential Questions

- What is important to me in making post-secondary educational choices?
-

Preparation

- Connect computer to a computer projector with screen
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with CIS U.S. Colleges and Universities (and State Colleges, if available)
 - Review the PowerPoint presentation and update school information if necessary
 - Print *Diversionism Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them learn to make post-secondary school choices based upon adequate and accurate information.
2. Tell students that one out of six people make choices without having sufficient information, and many are diverted by distracting information.
3. Tell students that in this activity, they will be asked to select one school from among six schools with fictitious titles; they will receive more information about these schools as the activity unfolds. Advise students to make their choices based upon what they learn at each step.
4. Show PPT Slide 2. Distribute the *Diversionism Worksheet*.
5. Instruct students to individually complete Step 1 (the first column) of the *Diversionism Worksheet*. They should rank their choices using numbers 1-6, (1 = high) on the basis of which school titles seem most appealing.
6. Discuss their choices by asking students:

- Why did you order them as you did?
 - How would you feel about starting school tomorrow in one of these schools? (Help students distinguish between what is known and what they assume.)
 - What else would you want to know?
7. Record responses on the board.
 8. Explain that you will present additional facts about each school.
 9. Show PPT Slide 3. Reveal the next piece of information (Step 2 on *Diversionism Worksheet*) and ask students to re-rank the schools with this new information in column 2. Answer any questions to clarify the information provided.
 10. Show PPT Slides 4-7. Use these slides for Steps 3-5. When Step 5 is complete, discuss the rankings:
 - Did your first choice change from step one?
 - What information influenced you to change your ranking or keep the same ranking?
 11. As you read each of the titles, ask students to raise their hands to show which school is most appealing to them now.
 12. Invite comments as to why they feel the way they do.
 13. Ask students to guess what the real schools disguised in this activity are.
 14. Show PPT Slide 8, which has the titles of the six schools.
 15. Ask them to complete Step 6 of the *Diversionism Worksheet*, ranking the schools by their actual names.
 16. Ask students to compare the results and reflect upon the decision-making process by asking,
 17. "Which piece of information was most useful for making decisions on schools?"
 18. Review the list of information students said they needed after completing step one:
 - Why is it important to be aware of these things now?
 - How could you obtain more information?
 - How were the fictitious titles in the activity related to the real school titles?
 19. Discuss how school titles subjectively influence perceptions of the institution.
 20. Discuss how students can use information to make better decisions. Emphasize that decisions made now will affect future options (for example, not taking art in high school eliminates all public California colleges from your choices).
 21. Show students where to learn more about schools and colleges in CIS (in U.S. Colleges and Universities and the State Colleges) and explain that the information for this activity came from CIS.
 22. Ask students to prepare an oral or written analysis of what they learned from this activity.
-

Variations and Accommodations

- Change the fictitious titles (and the corresponding real titles) to relate to specific curriculum areas so that this lesson could be used in a specific subject area classroom for schools that target that subject area.
 - Assign students to research one of the schools in the activity and present their findings to the group.
 - Students needing special assistance should be paired with a helpful partner for the activity
-

Assessment

Use the *Diversionism Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box within the Evaluate Options section of Career plan.

Materials

Computer lab with a projector and CIS access

[Diversionism \(PPT\)](#)

[Diversionism Worksheet \(PDF\)](#)

[Diversionism Worksheet \(DOC\)](#)

[Diversionism Scoring Guide \(PDF\)](#)

[Diversionism Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Make Plans

Level: Getting Started, Looking Deeper

At a Glance

Students research a career cluster then create a four-year course plan using the Course Planner, the *Career Cluster Plans of Study Worksheets*, and Helpful high school courses in CIS Occupations.

Time: 100 minutes.

Essential Questions

- What classes should I take and when in order to achieve my career goals?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with the Course Planner
 - Print *Career Cluster Plans of Study Worksheets*, found in the Course Planner under Recommended Course Plans, five copies of each cluster
 - *Optional:* Identify classroom aid or parent volunteer to help when students create course plans
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify and plan the courses to take in high school in order to achieve their goals.
2. Introduce the lesson by asking students to raise their hands if they know what they want to do when they finish high school.
3. Explain that most people do not decide their plans this early, but achieving their dreams will require planning.
4. Explain that some careers require extensive specialized education after high school; some require short training or certification; others simply require experience, such as internships or apprenticeships.
5. Show PPT Slide 2. Ask students, "How will you know how to plan ahead for your dream career?" Explain that simply knowing how to plan is key.

6. Explain that they will start today by practicing with a sample career that sounds interesting and finding out what it would take to achieve.
 7. Show PPT Slide 3. Introduce the sixteen clusters and describe each cluster, citing sample occupations.
 8. Explain that all careers can be grouped into one of these sixteen clusters.
 9. Ask students to select a cluster of interest, and then provide each student with the *Career Plan of Study Worksheet* for their cluster of interest.
 10. Ask students to log into CIS using their personal usernames and passwords.
 11. Demonstrate how to research occupations of interest, and show students how to view the Helpful high school courses within each occupation, using CIS or Slide 4.
 12. Ask students to either print or note these helpful courses for occupations of interest.
 13. Go to the Course Planner and demonstrate how to use this tool.
 14. Distribute a course catalog or information about prerequisites if your school has them. You may also view this in CIS if your school or district has uploaded this information.
 15. Review this information carefully with students.
 16. Ask students to create a four-year course plan using the Course Planner, their *Career Plan of Study Worksheets*, and the Helpful high school courses information they printed earlier as guides.
 17. Walk around the computer lab and answer questions as they arise.
 18. Upon completion, ask students to discuss how they are better prepared to achieve their dreams after completing this assignment.
-

Variations and Accommodations

- Complete only one year of plans if time precludes full four-year plan. Assign remainder as homework.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Dreams Do Come True Scoring Guide* to evaluate student work.

Portfolio

Students enter course plans in the Course Planner section of their portfolio.

Materials

Computer lab with a projector and CIS access
Career Cluster Plans of Study Worksheets
[Dreams Do Come True \(PPT\)](#)
[Dreams Do Come True Scoring Guide \(PDF\)](#)
[Dreams Do Come True Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Evaluate Options

Level: Getting Started, Looking Deeper

At a Glance

Students explore the differences between various rates of pay. They also discover the link between education and wages.

Time: 75 minutes.

Essential Questions

- What is the relationship between education and wages?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with current high and low wage occupations by using CIS Occupation Sort: when selecting factors, choose only "Wages;" select "At least \$5000/month" for the first sort, then start over and select "At least minimum wage" and uncheck the items above it in the second "willing to accept" column
 - Create two large charts (one titled "High Pay" and the other titled "Low Pay") with these four columns: Occupation, Wages, Education Level, and Working Conditions
 - Plan vocabulary list for your class based on words from this lesson
 - (Note: The CIS Occupations file also lists information about wages for every occupation)
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about wage realities and the relationship between education and pay.
2. Show PPT Slide 2. Ask students to define the terms "High Wages" and "Low Wages," then ask students to give dollar ranges for each one. Note these on the board.
3. Discuss the difference between median pay and starting pay. Explain that the starting wage of an occupation is difficult to compute since it is affected by many factors, such as the level of education, experience, previous jobs, and urgency to fill the position. Thus, the beginning wage

is not the best indicator upon which to base occupational wage information. The median wage is a better indicator. In the median wage, half of people in the occupation will earn below the median, and half will earn above the median. It sometimes takes years to begin earning the median wage.

4. Explain that wages can be paid hourly, weekly, monthly, or annually. To portray wage information in a consistent way, you may have to convert figures.
 5. Show PPT Slide 3. Ask students to calculate the figures for the two blank columns. Tell students that the average person works 40 hours per week, 176 hours per month and is paid for working 52 weeks per year.
 6. Show PPT Slide 4. Ensure that all students calculated correctly, reviewing any errors.
 7. Ask students what they learned and discuss.
 8. Brainstorm and record a list of occupations that students think are "High Pay." List these on the "High Pay" chart under the Occupations column.
 9. Repeat this process for "Low Pay" occupations, recording them on the "Low Pay" chart.
 10. Discuss the reasons for students' choices.
 11. Show PPT Slide 5. Ask, "What factors influence wages or salary?" Discuss. If students do not mention location, industry, unemployment rate, cost of living, product/service, and union presence then address these yourself.
 12. Remind students that when we use the term "wages," we are not discussing self-employed income or income derived from investments.
 13. Assign occupations, from among those students listed, to individuals or pairs. Ask students to research the wage information, level of education required, and working conditions for this occupation using CIS Occupations.
 14. Instruct students to record their findings in the columns where indicated.
 15. Ask students to share their findings and discuss the results, patterns, surprises, and conclusions.
 16. Show PPT Slide 6. It is titled Education Pays. Ask students to draw their own bar graphs or charts to illustrate the information differently.
 17. Show PPT Slide 7. Review the assignment. Ask students to write a two paragraph report on the concept "education pays," using as much of the new vocabulary and information discussed in this lesson as possible and including a statement about the level of education and earnings they have as personal goals. Assign students to share this with a parent or guardian and return the signed report the following class period.
-

Variations and Accommodations

- Students could survey family or friends for information about the level of education and entry level wages in their occupations. Ask students to record the information on the survey sheet. (No name is required; stress to students and to people surveyed that this is confidential information.) Pool the results and compile a list of occupations, education levels and entry level wages. Present the summary to the class.
 - Ask students to group the occupations by wages and by education level. Discuss the patterns, similarities, differences.
 - Ask students to write a short summary of the goal of the exercise, the process, and the results.
 - Students could investigate other sources of income such as self-employment, second jobs, gains from stock market, and returns on investments.
 - Work one-on-one with any student needing special assistance or pair student with helpful partner.
-

Assessment

Use the *Education Pays Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access

[Education Pays \(PPT\)](#)

[Education Pays Scoring Guide \(PDF\)](#)

[Education Pays Scoring Guide \(DOC\)](#)

Chart paper

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Employer Locator

Theme and Level

Theme: Make Plans

Level: Looking Deeper, Next Steps

At a Glance

Students use the CIS Employer Locator and learn how to locate local employers for occupations of interest.

Time: 50 minutes.

Essential Questions

- How do I use the Employer Locator to find employers for occupations of interest?
-

Preparation

- Computer lab with a computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with Employer Locator
 - Print *Employer Locator Worksheet*, one per every two students
 - *Optional:* Buy two small prizes for winning pair
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn how to find employers for occupations of interest using the CIS Employer Locator.
2. Ask for a show of hands from students who have ever looked for a job.
3. Ask these students how they found the employers for the jobs they sought.
4. Show PPT Slide 2. Introduce the Employer Locator. Show students the four search strategy tools and how to access the state job banks in the upper right hand corner.
5. Divide the class into pairs.
6. Show PPT Slide 3 and 4. Distribute the *Employer Locator Worksheets* and review the instructions.
7. Ask students to log into CIS using their personal usernames and passwords.
8. Ask students to research the answers to the questions on the worksheet as quickly as possible.
9. Award a prize to the first pair who completes the worksheet in the shortest amount of time with

- accurate results.
10. Ask the winning pair to demonstrate how they found their answers using the projector.
 11. (Note: Students could struggle to answer number 5 on the worksheet. If so, use PPT Slide 4 to review the procedure within the Employer Locator:
 - Select Job Search
 - Select your state from the pull down menu "State Job Banks"
 - Review your state information)
 12. Show PPT Slide 5. Ask students how they might use this tool when conducting their own job search and note ideas on the board.
-

Variations and Accommodations

- Use employers you already know and ask students to find contact information for five to ten employers using the Employer Locator.
 - Students needing special assistance should be paired with a helpful class member for the activity.
-

Assessment

Use the *Employer Locator Scoring Guide* to evaluate student work.

Portfolio

Students enter reflections about this activity in the **What other plans for experiential learning do you have?** text box within the Make Plans, Experiential Learning Plans section of Career Plan.

Materials

Computer lab with a projector and CIS access

[Employer Locator \(PPT\)](#)

[Employer Locator Worksheet \(PDF\)](#)

[Employer Locator Worksheet \(DOC\)](#)

[Employer Locator Scoring Guide \(PDF\)](#)

[Employer Locator Scoring Guide \(DOC\)](#)

Optional: Two small prizes

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Encouraging Student Success

Theme and Level

Theme: Set Goals

Levels: Getting Started, Looking Deeper, Next Steps

At a Glance

Students complete the Universal Encouragement Program (UEP) and set personal improvement, enrichment, academic and career goals based upon their responses.

Time: 100 minutes (across two days).

Essential Questions

- In what areas do I need support in order to achieve my goals?
-

Preparation

- Reserve computer lab with computer projector and CIS access assured for both days
 - Establish CIS portfolios before this lesson
 - Read through the UEP form preview at least once before administering the survey (this will allow you to determine whether additional information or materials particular to your school and students are needed)
 - You will need the school/program authorization code that was sent to your school's CIS Site Administrator (this code indicates which school students attend, and is necessary to begin filling out the form)
 - Review analysis and interpretation information available at CAPE Network (under the Professionals Administration & Reporting link on the left side)
 - Review the Factor-Based Reports available with the UEP (click Administrative and Reporting Tools and log in with your school's code) at the CAPE Network: <https://www.capenetwork.org/>
 - Ask students to gather the following information and bring it to the session during which they enter data into the system (a form letter is available to print for this purpose):
 - Student email addresses or email address of a parent or guardian, if the student wants to send assessment responses to a parent or guardian
 - Mailing address of a parent or guardian.
 - The highest level of education of all persons in their household
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about areas where they could benefit from some encouragement as they set goals and plan for their futures.
2. Show PPT Slides 2 and 3. Explain that they will complete the Universal Encouragement Program survey in class, then, in a subsequent class, review their responses to the survey and identify areas where they feel they could use some supports in order to succeed in achieving academic and career goals.
3. Show PPT Slide 4. Inform students that the UEP is not a test; it's a self-report survey that can inform both the guidance staff and students. The UEP can encourage student academic and career planning. The UEP looks at self-reported educational goals, college readiness, career interests, future plans, and the services and activities needed to succeed.
4. Ask if students have any questions about the survey, and answer them.
5. Ask students to log into CIS with their personal usernames and passwords. Direct students to the UEP survey through the link in their CIS portfolio. Show this link on your screen.
6. Ask students to login using their email account and your school's password (provided by Cape Network following your registration to use the UEP, initiated in CIS Administrative Tools).
7. Ask students to complete all items to the best of their abilities. Encourage students to ask questions if they are unsure about anything on the survey.
8. Inform students that once they complete each page, they should click the Next button found at the bottom of the page. This will save their information after each section.
9. Tell students that if they need to return to a section they have already completed, they can use the links on the left side of the page to return to that section.
10. Provide time for students to complete and submit their surveys.
11. Instruct students to click on the Finish Survey button at the end.
12. Tell students that they will be prompted to either make revisions or to proceed by clicking on the Send/Print/Save button. When students click on Send/Print/Save, they will be presented with choices. Instruct students to select "Send your form and responses by email to others." Give them your email address to enter.
13. Tell students that they may also choose to send the report to themselves or others.
14. Tell students that, after making their selections, they should click on the Finish button. This saves their information to the UEP database.
15. Tell students that you will discuss the survey results in an upcoming class.
16. Prior to "Day Two", print all student reports and run a Disengagement Risk Report, by clicking Professionals Administration & Reporting link, found on the left side of Cape Network's home page. Select Administration and Reporting Tools. Log in with your schools' administrative codes to run the Disengagement Risk Report. In selecting the report, be sure to select the correct form for your group (Form 1 for grades 6-8 or Form 2 for grades 9-12).
17. After selecting the Disengagement Risk Report, you may run the report for all students or you may filter the results by grade (or many other criteria). If you want to run the report for students who took the assessment on a particular date or dates, you may create a custom date range that will appear on the filtering page. To create a custom date range, click on Edit My Settings in the Customization menu. Then click on the Disengagement Risk Report and filter results by selecting your date range in the section titled Students who took the assessment in the following date range.
18. Identify the top four disengagement concerns of your class, and create four heterogeneous groups based upon these four factors. (Note: the top four disengagement factors typically include: difficulty paying for college, classes aren't challenging, and classes aren't interesting. The fourth factor varies by school, but the top three tend to be those listed.)

Day 2

1. Divide students into the four groups you created based upon your class' key disengagement factors.
2. Show PPT Slide 5. Ask each group to identify a note-taker, leader, and speaker.
3. Ask groups to work together and identify strategies to address these factors and solve problems associated with these factors. (Remind the note-taker to record notes.)

4. Ask the group speaker to report to the rest of the class their group's ideas for overcoming disengagement factors. Record these on the board.
 5. Show PPT Slide 6. On an individual basis, ask students to review their UEP survey answers to see if they can identify items they answered that show their needs in terms of engagement.
 6. Ask students to set an academic goal in their portfolio within the Set Goals section of Career Plan related to these disengagement concerns.
 7. Ask students to identify their top career interest areas by reviewing their Career Interests selections on their UEP reports.
 8. Create new groups by career interest areas.
 9. Show PPT Slide 7. Ask each group to look at the list of survey items for Future Planning and identify some experiential activities to promote better understanding of their career interest area (for example, take an interest survey, or participate in volunteer work experience).
 10. Ask groups to share ideas, and write them on the board.
 11. Ask students to set a career-related goal in their CIS portfolio within the Set Goals section related to these interest areas.
 12. Ask students to note any other pertinent learning in the What are your plans for improvement and enrichment this year? text box within the Set Goals section.
 13. Ask students to discuss what they learned by completing and exploring the Universal Encouragement Program.
-

Variations and Accommodations

- Adapt this activity for career exploration by grouping student by the States Career Clusters interest areas identified on the survey.
 - Bring in peer mentors or special education assistants to assist those students needing reading assistance in completing and interpreting the survey or consider using Form 1, designed for use with middle school students.
-

Assessment

Use the *Encouraging Student Success Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following text boxes in the Set Goals section of Career Plan:

- **What are your academic goals?**
 - **What are your career goals?**
 - **What are your plans for improvement and enrichment this year?**
-

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access for both days

[Encouraging Student Success \(PPT\)](#)

[Encouraging Student Success Scoring Guide \(PDF\)](#)

[Encouraging Student Success Scoring Guide \(DOC\)](#)

Establishing Priorities

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper, Next Steps

At a Glance

Students learn how to establish priorities by participating in a "Crisis in Space" activity then learn to use a prioritizing tool to make personal and career decisions.

Time: 100 minutes.

Essential Questions

- How do I set priorities well?
-

Preparation

- Reserve computer lab with computer projection system enabled
 - Establish CIS portfolios before this lesson
 - Decide how much time groups will spend on the "Crisis in Space" activity
 - Print *Crisis in Space Worksheet*, one per student plus six-seven extras for small groups
 - Print *Priorities Worksheets*, two per student
 - *Optional:* Print instructor's copy of *Crisis in Space Answers* if desired
 - *Optional:* Complete your personal decision-making grid on the Priorities Sample (Slide 5 in the PowerPoint presentation) for students to view during the lesson
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn how to set priorities, which is an important life and career skill.
2. Show PPT Slide 2. Ask students if they have ever received an email or text message coded "high priority." Ask students what the term means (order of importance or urgency) and how they react to high priority messages.
3. Ask the class to share some examples of both short-term and long-term priorities.
4. Divide the class into groups of four-five.
5. Show PPT Slide 3. Explain that you are going to show them a situation where people need to identify and select their priorities. Explain that, as a group, they must decide the priorities and

- support their decisions with logical reasons.
6. Distribute the *Crisis in Space Worksheets*.
 7. Explain that before working as a group, each student will complete the worksheet individually. They will then compare and discuss their answers as a group.
 8. After students have completed their individual worksheets, distribute one more *Crisis in Space Worksheet* to each group and instruct them to complete it together.
 9. Tell students that they should assume that this situation is critical, that they need to decide urgently, and state the amount of time they have to complete the task.
 10. Refer to the *Crisis in Space Answers* if students have questions and/or if you printed it earlier.
 11. When the allotted time expires, ask each group to share their decisions and their reasoning with the class.
 12. Show PPT Slide 4. It contains the answers to the *Crisis in Space Worksheet*.
 13. Explain that the top five priorities (the most critical ones) should be the same but after that they may vary from their group's answers.
 14. Ask the class to discuss what it was like to make a group prioritization decision.
 15. Ask students to share how they arrived at their prioritized selections by majority vote or consensus?
 16. Explain that although it may seem simpler and faster to do priority ranking individually, the group process brings the added benefit of several perspectives.
 17. Explain to students that prioritizing is an important part of career decision-making.
 18. It can be difficult to select school courses or electives, but choosing a career and deciding upon where to attend post-secondary school are crucial life decisions. Career decisions are often complex, involving many factors.
 19. Explain that you are going to introduce a decision-making strategy that can be used for many of these types of difficult decisions.
 20. Show PPT Slide 5. This slide shows the Priorities Sample. Explain that taking the time to prioritize several options is an important part of making a good decision. Also explain that they can prioritize their options by comparing them one at a time to each other.
 21. Demonstrate how to complete the sample as though it were your decision.
 22. Explain to the students how to use the grid by making checkmarks to indicate one preference over another.
 23. Once completed, rank the options by simply adding up the check marks.
 24. Ask students to consider a relatively simple decision that they will need to make. Suggest some options, such as which movie to see this weekend, where to go for lunch, or how to spend some discretionary income.
 25. Distribute the *Priorities Worksheets* and ask the students to complete it using their own decisions and options.
 26. Once completed, ask the students to share their results and their reactions to the process and results.
 27. Distribute another *Priorities Worksheet*.
 28. Tell the students that they will be completing this worksheet as a homework assignment.
 29. Tell them that the decision for this worksheet needs to be focused on career or training choices.
 30. Explain that they will need to brainstorm what is important to them to come up with the factors needed for the grid.
 31. Show PPT Slide 6. This slide was designed to stimulate their thoughts, as you ask the following questions:
 - Do you want to work indoors or outside?
 - Would you like your career to require travel?
 - How dangerous can it be?
 - Are there specific skills you want to be sure to use?
 - Does it need to be a career that's easy to get a job in?
 - Do you want to be able to do this type of work in your home state, a small town, or in a big city?
 - Do you want to earn a lot of money, have job security, benefits, and/or have flexible work hours?
 - Does it matter what kind of training is required?
 32. In a subsequent class, create small groups and ask students to share their completed homework assignment.
 33. Discuss as a class the utility of prioritizing.
 34. Show PPT Slide 7. Ask students to share some future decisions for which this tool might work well.

Variations and Accommodations

- Give students a copy of the *Priorities Sample Worksheet* and, for practice, ask them to compare the options and rank their own preferences.
 - Students could use the *Priorities Worksheet* to consider several aspects of one occupation or program of study. For example, they could choose one occupation or program of study, list several aspects of it, then work through their preferences and ranking to determine which aspects of the occupation are most important to them.
 - Explore the process of generating alternatives in more depth.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member for the activity.
-

Assessment

Use the *Establishing Priorities Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions for the career work you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Classroom with computer, projector and CIS access

[Establishing Priorities \(PPT\)](#)

[Crisis in Space Worksheet \(PDF\)](#)

[Crisis in Space Worksheet \(DOC\)](#)

[Crisis in Space Answers \(PDF\)](#)

[Crisis in Space Answers \(DOC\)](#)

[Priorities Worksheet \(PDF\)](#)

[Priorities Worksheet \(DOC\)](#)

[Establishing Priorities Scoring Guide \(PDF\)](#)

[Establishing Priorities Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Evaluate Education Options

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students evaluate educational institutions by considering factors of importance to them.

Time: 75 minutes.

Essential Questions

- What occupations best match my priorities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Evaluate Education Options Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn a process for evaluating school or other life options. Explain that they will list school factors that are important to them and evaluate how well schools match these factors.
2. Show PPT Slide 2. Ask students, "What factors are important to you when considering a post-secondary school?" Write student responses on the board.
3. Ask them: how will you know if various schools meet the factors that are important to you?
4. Tell students that this activity will help them evaluate school options. Show CIS School Sort, specifically Undergraduate School sort. Demonstrate how to use the program.
5. Instruct students to log into CIS using their My Portfolio user names and passwords, then use School Sort and save their results.
6. Ask students to mark schools of interest using the stars in School Sort (show this procedure in *School sort*).
7. Provide 15 minutes for this assignment.
8. Show PPT Slide 3. Distribute page 1 of the *Evaluate Education Options Worksheet*.
9. Ask students to answer the questions from the bottom of Page 1 of the worksheet. Provide five

minutes for this activity.

10. Show PPT Slide 4. Tell students that they are now going to evaluate several of the schools that they starred as favorites. Walk through the sample worksheet with six schools and seven factors.
 11. Show PPT Slide 5. Distribute page 2 of the *Evaluate Education Options* worksheet. Review the instructions and ask if students have any questions on the instructions. Provide 20 minutes for students to complete this process.
 12. Show PPT Slide 6. Discuss student findings.
 - What surprised you?
 - What did you learn about these schools?
 - What did you learn about your priorities?
 - How do you feel about your results?
 - What school stood out for you and why?
 13. Show PPT Slide 7. Ask students to answer the question on the slide, repeated on the bottom of the *Evaluate Education Options Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Evaluate Options section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - To shorten the time required, you could assign students to complete the worksheet table as a homework assignment.
 - Students could make illustrations about these six schools and their important factors.
-

Assessment

Use the *Evaluate Education Options Worksheet* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Looking Deeper: Evaluate Options section of Career Plan. The following boxes need to be completed: **What did you learn about how you set goals and make decisions from the career work (School Sort and School Evaluation Grid) you just completed?**

Materials

Computer lab with a projector and CIS access
[Evaluate Education Options\(PPT\)](#)
[Evaluate Education Options Scoring Guide \(PDF\)](#)
[Evaluate Education Options Scoring Guide \(DOC\)](#)
[Evaluate Education Options \(PDF\)](#)
[Evaluate Education Options \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Evaluate My Next Step Options

Theme and Level

Theme: Evaluate Options

Level: Next Steps

At a Glance

Students analyze and evaluate either the occupation or training options they earlier researched and rank these options.

Time: 50 minutes.

Essential Questions

- Which occupation or training program is for me?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Evaluate My Next Step Options worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to for them to evaluate and rank the career or training options they are considering.
2. Show PPT Slide 2. Explain to students that various institutions and publications rank schools and careers, but the most important ranking is your own. The variables that are most important to you should determine your choice. This activity will help you rank options using your own most important variables.
3. Show PPT Slide 3. Distribute the *Evaluate My Next Step Options worksheet* and review the instructions.
4. Show PPT Slide 4. Demonstrate how to complete the worksheet using the sample worksheet with fictitious data.
5. Provide students 30 minutes to complete the worksheet table and answer the questions that follow the table (through instruction #7).
6. Break students into groups of four to discuss their results.
7. Show PPT Slide 5. Process sharing with the whole class using these questions:

- What did you discover?
 - What was your most important factor?
 - Did your most important factor overshadow other factors in the weighting?
 - Would you weight items differently if you did this again?
 - Did your outcome feel right?
8. Remind students that if the ranked outcomes do not feel right, to carefully examine why they received the results they received, reassign weights to the factor, and repeat the process.
 9. Remind them that their hearts need to inform decision-making as well.
 10. Show PPT Slide 6. Have students post thoughtful reflections about what they learned about themselves in their CIS portfolios, in the Next Steps Evaluate Options section.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Worksheet could be completed as a homework assignment and class time could be spent further researching options.
 - Have students share and discuss their completed worksheets with younger students in the school, to help the younger students begin thinking about important factors in career or school choice.
-

Assessment

Use the *Evaluate My Next Step Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Evaluate Options section of Career Plan. The following boxes need to be completed:

What did you learn about yourself from the career research you just completed? and **What did you learn about how you set goals and make decisions from the career work you completed?**

Materials

Computer lab with a projector and CIS access

[Evaluate my Next Step Options \(PPT\)](#)

[Evaluate My Next Step Options Scoring Guide \(PDF\)](#)

[Evaluate My Next Step Options Scoring Guide \(DOC\)](#)

[Evaluate My Next Step Options \(PDF\)](#)

[Evaluate My Next Step Options \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Evaluate My Occupation Options

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students weigh occupational factors of importance to them to identify occupations that best match important factors.

Time: 75 minutes.

Essential Questions

- What occupations best match my priorities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Evaluate Occupation Options Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn to prioritize important occupational factors and evaluate preferred occupations based on a weighted analysis of their important factors.
2. Show Slide 2. Ask students to demonstrate by a show of hand which options they would choose.
3. Show Slide 3. Ask them:
 - How they made their choice?
 - What did they need to know?
 - How did they evaluate the options?
4. Tell students that this activity will help them prioritize occupation options. They will prioritize important factors then see which occupations of interest to them best match these prioritized factors.
5. Show Slide 4. Distribute the *Evaluate Occupation Options Worksheet* and review the instructions. Demonstrate how to complete part one of this worksheet.
6. Provide 25 minutes for students to complete this process.

7. Show PPT Slide 5. Discuss student findings.
 - What surprised you?
 - What did you learn about your priorities?
 - What did you learn about yourself?
 8. Show PPT Slide 6. Review the instructions for part 2 of this worksheet.
 9. Show PPT Slide 7. Demonstrate by walking through this sample evaluation slide.
 10. Provide 20 minutes for this activity.
 11. Show PPT Slide 8. Discuss student learning using the questions on the slide:
 - How do you feel about your results?
 - Does this make sense to you?
 - What was your highest occupation?
 12. Show PPT Slide 9. Ask students to answer the questions on the slide, repeated on the bottom of the *Evaluate Occupation Options Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Evaluate Options section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - To shorten the time required, you could assign students to complete the worksheet as a homework assignment.
 - Students could make illustrations about these six programs or the schools and their admission requirements to hang in the classroom.
-

Assessment

Use the *Evaluate Occupation Options Worksheet* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Looking Deeper: Evaluate Options section of Career Plan. The following boxes need to be completed: **What did you learn about yourself from the career research you just completed?** and **What did you learn about how you set goals and make decisions from the work you just completed**

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
[Evaluate Occupation Options\(PPT\)](#)
[Evaluate Occupation Options Scoring Guide \(PDF\)](#)
[Evaluate Occupation Options Scoring Guide \(DOC\)](#)
[Evaluate Occupation Options \(PDF\)](#)
[Evaluate Occupation Options \(DOC\)](#)

Evaluate My Next Step Options

Theme and Level

Theme: Evaluate Options

Level: Next Steps

At a Glance

Students analyze and evaluate either the occupation or training options they earlier researched and rank these options.

Time: 50 minutes.

Essential Questions

- Which occupation or training program is for me?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Evaluate My Next Step Options worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to for them to evaluate and rank the career or training options they are considering.
2. Show PPT Slide 2. Explain to students that various institutions and publications rank schools and careers, but the most important ranking is your own. The variables that are most important to you should determine your choice. This activity will help you rank options using your own most important variables.
3. Show PPT Slide 3. Distribute the *Evaluate My Next Step Options worksheet* and review the instructions.
4. Show PPT Slide 4. Demonstrate how to complete the worksheet using the sample worksheet with fictitious data.
5. Provide students 30 minutes to complete the worksheet table and answer the questions that follow the table (through instruction #7).
6. Break students into groups of four to discuss their results.
7. Show PPT Slide 5. Process sharing with the whole class using these questions:

- What did you discover?
 - What was your most important factor?
 - Did your most important factor overshadow other factors in the weighting?
 - Would you weight items differently if you did this again?
 - Did your outcome feel right?
8. Remind students that if the ranked outcomes do not feel right, to carefully examine why they received the results they received, reassign weights to the factor, and repeat the process.
 9. Remind them that their hearts need to inform decision-making as well.
 10. Show PPT Slide 6. Have students post thoughtful reflections about what they learned about themselves in their CIS portfolios, in the Next Steps Evaluate Options section.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Worksheet could be completed as a homework assignment and class time could be spent further researching options.
 - Have students share and discuss their completed worksheets with younger students in the school, to help the younger students begin thinking about important factors in career or school choice.
-

Assessment

Use the *Evaluate My Next Step Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Evaluate Options section of Career Plan. The following boxes need to be completed:

What did you learn about yourself from the career research you just completed? and **What did you learn about how you set goals and make decisions from the career work you completed?**

Materials

Computer lab with a projector and CIS access

[Evaluate my Next Step Options \(PPT\)](#)

[Evaluate My Next Step Options Scoring Guide \(PDF\)](#)

[Evaluate My Next Step Options Scoring Guide \(DOC\)](#)

[Evaluate My Next Step Options \(PDF\)](#)

[Evaluate My Next Step Options \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Evaluate My Occupation Options

Theme and Level

Theme: Evaluate Options

Level: Getting Started

At a Glance

Students weigh occupational factors of importance to them in order to prioritize occupations of interest.

Time: 50 minutes.

Essential Questions

- What occupation best match my priorities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Borrow different types of cell phones from co-workers for this session so you have three to four phones
 - Make copies of the *Evaluate My Occupation Options Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn to evaluate and weigh one's priorities when thinking about occupations of interest.
2. Hold up the sample phones and ask students, "If you won a contest that offered you your choice of a free cell phone from any provider for two years, how would you choose?"
3. Let students discuss this quandary. If it does not surface in the conversation, volunteer that you would likely want to know the value of each and positive and negative factors of each. Tell students it is difficult to choose when you do not have enough information, and this is true in career choice. To make good choices requires ample information. However, when you have tons of information, it becomes to sort through all the factors and weigh your options. This activity will teach you one way to weigh your options. You can use the process you learn in this lesson for other life decisions.
4. Show PPT Slide 2. Say, "So let's look at making that cell phone choice by first identifying what's important to us." Demonstrate the process of this lesson with the simple example on the slide.

Work through prioritizing by looking at the positive and negative factors and weighing them from your perspective.

5. Explain the parallel to career choice. You need to know what factors are most important to you before you can make a choice. Maybe it is wages or values, or location, or use of your favorite skillseveryone has unique priorities.
 6. Ask students to share some things that are important to them in a career. Note that everyone has different factors of importance.
 7. Show PPT Slide 3. Distribute the worksheet. Review the instructions. Provide students 15-20 minutes to complete these three steps. Ask students to stop after they complete page 1.
 8. Show PPT Slide 4. Ask for volunteers who are willing to share their analyses with the class. Discuss the importance of knowing your priorities when making major decisions and setting goals. Have students enter reflections describing what they learned about themselves in their CIS portfolios, in the Getting Started: Evaluate Options section of Career Plan.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - Complete worksheet as a homework assignment to save time and provide the opportunity for parent/guardian input and assistance.
 - Have students work in pairs to complete assignments. They can help each other consider factors, which may benefit less articulate students.
 - Conduct discussion in pairs or small groups then report thoughts to full class.
-

Assessment

Use the *Evaluate My Occupation Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections in text boxes within the Getting Started: Evaluate Options section of Career Plan. The following sections need to be completed: **What did you learn about yourself from the research you completed?**, **What did you learn about how you set goals and make decisions from the research you completed?** and **What are your goals for this year?**

Materials

Computer lab with a projector and CIS access

[Evaluate My Occupation Options \(PPT\)](#)

[Evaluate My Occupation Options Scoring Guide \(PDF\)](#)

[Evaluate My Occupation Options Scoring Guide \(DOC\)](#)

[Evaluate My Occupation Options \(PDF\)](#)

[Evaluate My Occupation Options \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Evaluate My Program of Study Options

Theme and Level

Theme: Evaluate Options

Level: Getting Started

At a Glance

Students weigh program of study factors of importance to them in order to prioritize training program options.

Time: 75 minutes.

Essential Questions

- What programs of study best match my priorities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Evaluate My Program of Study Options Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to evaluate and weigh one's priorities related to programs of study.
2. Ask students, "If you were going to the ocean, how would you go?" Allow them to answer then say, "Multiple routes can be taken to reach the ocean, and multiple modes of transportation can be used to get there. There is no "correct" route. Each route offers unique options, but if you were going to the ocean, you would evaluate these options carefully."
3. Show PPT Slide 2. Say, "Selecting a program of study is like selecting the route to your career. You must evaluate each route and its characteristics to make the right decision for you."
4. Show PPT Slide 3. Distribute the worksheet. Review the instructions for Steps 1-6. Show students how to use CIS to find key information (Occupations, then Related Programs, then Programs of Study specifics). Provide students 20 minutes to complete these steps. Ask students to stop after they complete Step 6.
5. Show PPT Slide 4. Ask for student volunteers to share the goals they wrote. Classmates should provide encouraging and supportive feedback related to these goals.

6. Show PPT Slide 5. Ask students to answer the questions in the boxes on page two of the worksheet (Step 7). Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Getting Started: Evaluate Options section of Career Plan.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - Complete worksheet as a homework assignment to save time and provide an opportunity for parent/guardian input and assistance.
 - Complete worksheet with programs and schools instead of occupations and programs for those who know the program but not the school they want.
 - Place students in pairs or in small groups during the lesson rather than whole group.
-

Assessment

Use the *Evaluate My Program of Study Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Evaluate Options section of Career Plan. Complete the following boxes: **What did you learn about yourself from the research you completed?** and **What did you learn about how you set goals and make decisions from the research you completed?**

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
[Evaluate My Program of Study Options \(PPT\)](#)
[Evaluate My Program of Study Options Scoring Guide \(PDF\)](#)
[Evaluate My Program of Study Options Scoring Guide \(DOC\)](#)
[Evaluate My Program of Study Options \(PDF\)](#)
[Evaluate My Program of Study Options \(DOC\)](#)

Evaluate Occupation Options

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students weigh occupational factors of importance to them to identify occupations that best match important factors.

Time: 75 minutes.

Essential Questions

- What occupations best match my priorities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Evaluate Occupation Options Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn to prioritize important occupational factors and evaluate preferred occupations based on a weighted analysis of their important factors.
2. Show Slide 2. Ask students to demonstrate by a show of hand which options they would choose.
3. Show Slide 3. Ask them:
 - How they made their choice?
 - What did they need to know?
 - How did they evaluate the options?
4. Tell students that this activity will help them prioritize occupation options. They will prioritize important factors then see which occupations of interest to them best match these prioritized factors.
5. Show Slide 4. Distribute the *Evaluate Occupation Options Worksheet* and review the instructions. Demonstrate how to complete part one of this worksheet.
6. Provide 25 minutes for students to complete this process.

7. Show PPT Slide 5. Discuss student findings.
 - What surprised you?
 - What did you learn about your priorities?
 - What did you learn about yourself?
 8. Show PPT Slide 6. Review the instructions for part 2 of this worksheet.
 9. Show PPT Slide 7. Demonstrate by walking through this sample evaluation slide.
 10. Provide 20 minutes for this activity.
 11. Show PPT Slide 8. Discuss student learning using the questions on the slide:
 - How do you feel about your results?
 - Does this make sense to you?
 - What was your highest occupation?
 12. Show PPT Slide 9. Ask students to answer the questions on the slide, repeated on the bottom of the *Evaluate Occupation Options Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Evaluate Options section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - To shorten the time required, you could assign students to complete the worksheet as a homework assignment.
 - Students could make illustrations about these six programs or the schools and their admission requirements to hang in the classroom.
-

Assessment

Use the *Evaluate Occupation Options Worksheet* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Looking Deeper: Evaluate Options section of Career Plan. The following boxes need to be completed: **What did you learn about yourself from the career research you just completed?** and **What did you learn about how you set goals and make decisions from the work you just completed**

Materials

Computer lab with a projector and CIS access
[Evaluate Occupation Options\(PPT\)](#)
[Evaluate Occupation Options Scoring Guide \(PDF\)](#)
[Evaluate Occupation Options Scoring Guide \(DOC\)](#)
[Evaluate Occupation Options \(PDF\)](#)
[Evaluate Occupation Options \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Examine the Costs of Higher Education

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students calculate the costs and evaluate the benefits of higher education.

Time: 50 minutes.

Essential Questions

- Given my career goals, does it make financial sense for me to participate in higher education?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Retrieve copies of students' Want to Calculate School Costs? from the Getting Started, Make Plans section of Career Plan or have students first use CIS Schools information to identify the costs of attending a specific school if interest
 - Make copies of the *Examine the Costs of Higher Education worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to calculate the costs in relationship to the benefits of participating in higher education.
2. Show PPT Slide 2. Ask students, "Which would you choose and why?"
3. Discuss with students that all choices have costs and benefits. A fast new racy Lexus will cost thousands of dollars but offer reliability. A classic car will be much less expensive but offer compromised reliability and performance. For important life decisions, it makes sense to weigh carefully these costs and benefits by looking at the long-term benefits of your choices in conjunction with the personal and financial costs.
4. Tell students that this activity will help them weight factors, like they would when buying a car, and calculate the costs and benefits of attending school for a program of interest.
5. Show PPT Slide 3. Review the worksheet with students.
6. Show PPT Slide 4. Demonstrate the process with the sample worksheet.

7. Assign students to complete steps 1-4 and provide 15-20 minutes for students to complete these calculations.
 8. Show PPT Slide 5. Ask students to discuss their answers to these questions, sharing their results and thoughts in groups of four. (Student will gain additional ideas from listening to their peers.)
 9. Ask volunteers students to share their thoughts with the full class.
 10. Show PPT Slide 6. Ask students to answer the questions in the text boxes at the end of the worksheet then transfer these to their CIS portfolios, in the Looking Deeper: Make Plans, Financial Plans section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Worksheet could be completed outside class, allowing parent/guardian input, assistance, and support.
 - Remind students that these plans need to be updated as they reach 12th grade, as college costs typically increase annually.
 - Sharing student calculations plans with younger students to promote financial planning.
-

Assessment

Use the *Examine the Costs of Higher Education Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What did you learn about yourself from the financial research you just completed?** text box within the Looking Deeper: Make Plans section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
[Examine the Costs of Higher Education \(PPT\)](#)
[Examine the Costs of Higher Education Scoring Guide \(PDF\)](#)
[Examine the Costs of Higher Education Scoring Guide \(DOC\)](#)
[Examine the Costs of Higher Education \(PDF\)](#)
[Examine the Costs of Higher Education \(DOC\)](#)

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students update their plans for experiential learning.

Time: 50 minutes.

Essential Questions

- What experiential learning have I completed?
 - What experiential learning shall I plan for the next few years?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Retrieve copies of students' *Make Experiential Learning Plans Worksheets* from earlier years or pull reports from students' Career Plans.
 - Make copies of the *Experiential Learning Notes Worksheet*, one per student.
 - Find two seniors, who maintained successfully busy lives in high school, to come speak to your class about the benefits of extra-curricular activities, what they have learned from these during high school.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to update their plans for experiential learning. Remind students that these plans extend their high school academic learning by developing plans for meaningful experiences outside the classroom in areas of interest.
2. Ask students, "Who participated in a sport or club the past year or so?" Ask students to share their experiences and some of the things they have learned from these extra-curricular activities.
3. Introduce the guest presenters, the two senior students. Allow them to each talk for 5-10 minutes about their experiences.

4. Allow class to question guest presenters.
 5. Tell students that they will now update their plans for experiential learning.
 6. Show PPT Slide 2. Review the worksheet with students. Discuss the importance of maintaining documentation of their experiential learning. Scholarship applications and colleges will want to see either these forms or the information contained in these forms.
 7. Provide 15 - 20 minutes for students to update their plans and write their new experiential learning plans on the worksheet.
 8. Ask students to share their completed worksheets and plans in groups of four. (Student will gain additional ideas from listening to their peers.)
 9. Ask volunteers students to share their plans with the full class.
 10. Show PPT Slide 3. Ask students to answer the question in the text boxes at the end of the worksheet then transfer these to their CIS portfolios, in the Looking Deeper: Make Plans, Make Experiential Learning Plans section of Career Plan.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - Complete worksheet outside class, allowing parent/guardian comment and support.
 - Remind students to update that these plans annually.
 - Sharing student plans with counselors and younger students to set a tone for *planned success*.
-

Assessment

Use the *Experiential Learning Notes Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What new plans for experiential learning do you have?** text box within the Looking Deeper: Make Plans, Experiential Learning Plans section of Career Plan.

Materials

Computer lab with a projector and CIS access
[Experiential Learning Notes\(PPT\)](#)
[Experiential Learning Notes Scoring Guide \(PDF\)](#)
[Experiential Learning Notes Scoring Guide \(DOC\)](#)
[Experiential Learning Notes \(PDF\)](#)
[Experiential Learning Notes \(DOC\)](#)

***These links are not accessible in the pdf version.
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Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students learn about occupational factors and identify factors that interest or are important to them using elements of CIS Occupation Sort.

Time: 75 minutes.

Essential Questions

- What occupational factors are important to me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure lab has enough open space for activity
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation
 - Create the following three sets of printouts using Occupation Sort:
 - Create the first set of printouts by sorting on the Communicate factor, then print the resulting list when only "A great deal" is selected for both "How much do you want to speak or write as a part of your job?" and "Levels you are willing to use?"
 - Repeat the process and select "Hardly ever" for both on the Communicate factor
 - Repeat the steps above for the factor Physical Activity to create the second set of printouts, selecting "A great deal" for the first printout and "Sitting, rarely moving around" for the second printout.
 - For the third set of printouts, repeat the steps above for the factor Variety, selecting "A great deal" for the first printout and "Hardly ever" for the second printout
 - Before class, hang the first set of printouts (the Communicate factor) in the room, across the wall from each other
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn

- about occupational factors and to identify the factors that interest or are important to them.
2. Explain that factors are occupational characteristics, the unique and defining features of an occupation.
 3. Ask students to walk around the room and review the two printouts, then stand by the printout that contains more of the occupations they like.
 4. Ask students to collaborate and speculate as to what might be the common factor of these occupations.
 5. Explain to students that these lists were created using CIS Occupation Sort, sorting on the factor Communicate. One printout includes occupations that require a great deal of communication; the other lists occupations that require very little communication.
 6. Explain that Communicate means to speak or write clearly when working with others.
 7. Ask students: "Does learning about this factor influence where you wanted to stand? If so, move to the side of the room that you now prefer."
 8. Ask students to discuss within their groups why they prefer having this factor at the level they selected when considering career choices.
 9. Tell groups to identify a reporter and ask the group reporter to share the group's comments.
 10. Remove the first set of printouts and post the next set, based upon Physical Activity. Ask students to repeat the review for these two new occupations lists and stand by the list they prefer.
 11. Ask students to discuss with those around them what might be the common factor of these occupations.
 12. Explain to students that the lists were created using the factor Physical Activity; in Occupation Sort physical activity means using your body to accomplish work-related tasks.
 13. Tell students one printout includes occupations that require a great deal of physical activity; the other lists occupations that require little physical movement.
 14. Ask students: "Does learning about this factor influence where you wanted to stand? If so, move to the side of the room that you now prefer."
 15. Again, ask students to discuss within their groups why they prefer having this factor at the level they selected.
 16. Remove these printouts and hang the third set, based upon the Variety factor, asking students to review these two occupations lists and stand by the list they prefer.
 17. Ask students to discuss with those around them what might be the common factor of these occupations.
 18. Explain to students that these lists were created using the factor Variety; in Occupation Sort Variety means that you change what you do several times a day.
 19. Tell students that the first printout includes occupations that require a great deal of variety; the second lists occupations that involve very little variety.
 20. Ask students: "Does learning about this factor influence where you wanted to stand? If so, move to the side of the room that you now prefer."
 21. Ask students to discuss within their groups why they prefer having this factor at the level they selected.
 22. Ask: "Did any of you feel uncomfortable with having to choose 'A great deal' or 'Hardly any?'"
 23. Inform students that in Occupation Sort, there are 28 factors, not just the three examined today. Each factor has five levels, not just the two that you saw today.
 24. Tell the class that they will now use Occupation Sort.
 25. Show PPT Slides 2-4. Demonstrate Occupation Sort.
 26. Show PPT Slides 5 and 6. Show students how to use the Occupations Not On Your List link and Why Not buttons. Explain that this process allows them to view all occupations eliminated by their selections.
 27. Show PPT Slides 7 and 8. Demonstrate how to compare occupations.
 28. Ask students to log into CIS using their personal usernames and passwords.
 29. Ask students to use Occupation Sort, selecting just three factors of interest.
 30. Instruct students to review the occupations on their lists, almost on their lists, and not on their lists and compare the occupations' coding for various factors to their own interest in the use of those factors. Refer to Slide 8 to explain Occupation Sort's Compare feature and tell students that the chart displays the levels of the factors used. If there is green behind a factor name, the two occupations share a level for that factor. If there is orange, their levels almost overlap, and if there is red, they do not share the same level.
 31. Ask students to identify which of these occupations is most appealing to them.
 32. Allow students to use the Compare feature again and repeat this analysis.
 33. Ask students to save their results with reflections about what they learned about an occupation of interest and its attributes.

Variations and Accommodations

- Instruct students to "Go Extreme" using Occupation Sort. Require them to use only the extremes for each factor they select, as exemplified in the activity above. Tell them that their goal is to create a list with less than ten occupations. Write a paragraph about which factors and levels they selected to "Go Extreme," and why those factors are important to them.
 - Work one-on-one with any student needing special assistance. Review the definitions of each attribute carefully with the student.
-

Assessment

Use the *Factors for Me 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 Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access
Occupation Sort printouts, described in Preparation
[Factors for Me \(PPT\)](#)
[Factors for Me Scoring Guide \(PDF\)](#)
[Factors for Me Scoring Guide \(DOC\)](#)
Tape

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Financing My Education

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students use CIS Financial Aid Sort to begin financial planning for post-secondary studies.

Time: 50 minutes.

Essential Questions

- How will I fund post-secondary education?
 - What resources might exist for me?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Financing My Education Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to identify possible funding sources for post-secondary education studies.
2. Show PPT Slide 2. Ask students, "If you wanted something really badly that cost well outside your means, what might you do?" Encourage students to volunteer constructive ideas, such as get a part time job to pay for it, borrow the money, ask parents for a loan, etc.
3. Tell students that this is the situation many students find themselves in as they consider college, but lack of funds is no reason not to attend college.
4. Show PPT Slide 3. Explain to students that many resources exist, from loans to grants and scholarships, which make college possible for anyone who cares to attend.
5. Explain that each of them will now use CIS Financial Aid sort to explore financial assistance options.
6. Select a volunteer with whom you can demonstrate Financial Aid Sort to the class, and then walk through using CIS Financial Aid Sort with this student. Be sure to demonstrate saving results and saving sample scholarships of interest to the student.

7. Show PPT Slide 4. Distribute the *Financing My Education Worksheet* and review the instructions.
 8. Assign students to use Financial Aid Sort, save their results, and save any interesting scholarships.
 9. Provide 20 minutes for this discussion.
 10. Divide class into groups of four and encourage groups to share interesting scholarships that they found.
 11. Provide 10 minutes for this activity.
 12. Ask for volunteers to share interesting scholarships they discovered with the full class.
 13. Show PPT Slide 5. Ask students to post their plans for the future, based upon scholarships they discovered, in the worksheet box then summarize this in their CIS portfolios, in the Next Steps: Make Plans, Education Plans section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Students could complete Financial Aid Sort at home with a parent and bring scholarship ideas back to class.
 - A plan for applying to several of these scholarships could be added to the assignment.
-

Assessment

Use the *Financing My Education Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Make Plans, Make Education Plans section of Career Plan. The following box needs to be completed: **What are your education plans after high school?**

Materials

Computer lab with a projector and CIS access

[Financing My Education \(PPT\)](#)
[Financing My Education Scoring Guide \(PDF\)](#)
[Financing My Education Scoring Guide \(DOC\)](#)
[Financing My Education \(PDF\)](#)
[Financing My Education \(DOC\)](#)

***These links are not accessible in the pdf version.
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Theme and Level

Theme: Know Myself

Level: Looking Deeper, Next Steps

At a Glance

Students role-play an on-the-job conflict while being observed and video-recorded. They provide one another with constructive feedback on these role-plays.

Time: 100 minutes (across two days).

Essential Questions

- What positive interaction skills do I need for the workplace?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure classroom has sufficient open space for activity
 - Reserve video camera and compatible video player
 - Establish CIS portfolios before this lesson
 - Print information about the following CIS Occupations: Education Administrators, Administrative Services Managers, Industrial Production Managers, enough copies for group activity (Note: Class will be split into three equal groups, one for each occupation; every member of each group will need a printout for their assigned occupation)
 - Print *Issues for Role-Plays Handout*, one-third the number of students in the class, as these are printed with three separate role-plays per page
 - Cut the *Issues for Role-Plays Handout* into strips, and organize by situation
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to enhance their positive interaction skills. Inform students that practice is the key to learning anything, including positive ways of expressing oneself.
2. Tell students that they will be practicing interaction and feedback skills by role-playing and

- video-recording situations that involve conflict.
3. Divide the class into three equal groups.
 4. Give each group one of the three sets of the *Issues for Role-Plays Handout*.
 5. Show PPT Slide 2. Discuss and decide on the following details for their role-plays:
 - The props they will use
 - The length of time you will allow (5-10 minutes)
 6. Show PPT Slide 3 and review the Rules for Positive Interaction.
 7. Answer any questions.
 8. Inform students that their role-plays will be video-recorded and replayed so that they can observe themselves as well as other groups.
 9. Tell students that they will be asked to point out positive behaviors and suggest alternatives for any inappropriate behaviors observed.
 10. Distribute the printouts of occupational information to the appropriate groups.
 11. Allow the remainder of the class period for groups to prepare for their role-plays.

Day 2

1. Ask each group, in turn, to sit in a circle at the center of the room and present their role-play.
 2. Video-record each presentation.
 3. Instruct remaining class members to sit in a larger circle around them and note what they observe.
 4. Play back the first role-play, pausing or stopping as necessary to discuss observations. Assign a student to record on the board all the positive behaviors mentioned.
 5. Play back the second and third role-plays, repeating the procedure above.
 6. Facilitate a discussion about the application of these positive interaction skills in a work setting.
-

Variations and Accommodations

- Develop different work scenarios to reflect various occupations related to the subject area being taught. Give these to students with the appropriate information from Occupations.
 - Students needing special assistance should be paired with helpful group members for the activity.
-

Assessment

Use the *Fishbowl Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests, and preferences?** text box from the Know Myself section in Career Plan.

Materials

Classroom with computer and projector

Projector, video camera and compatible player

Printouts of Occupations information: Education Administrators, Administrative Services Managers,
Industrial Production Managers

[Fishbowl \(PPT\)](#)

[Issues for Role Plays Handout \(PDF\)](#)

[Issues for Role Plays Handout \(DOC\)](#)

[Fishbowl Scoring Guide \(PDF\)](#)

[Fishbowl Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students explore their interests and values and relate these to personal and career goals.

Time: 50 minutes.

Essential Questions

- What are my interests and values and how do these relate to my personal and career goals?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Review CIS Occupations content for Registered Nurse as background for example in the lesson
 - Read *Identifying Activities Instructional Note*
 - Prepare a list of things you love to do to share with the class
 - Gather 3" x 5" cards, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them see how their interests and values relate to their personal and career goals.
2. Show PPT Slide 2. Review the activity instructions and distribute a card to each student and ask them individually to list ten things they love to do. Do not set limits on what activities are acceptable. Initially, some students may write things such as drugs, party, and other activities with negative connotations. Once this is done, however, they are usually able to list other things they enjoy, such as travel, clothes, dance, music, fixing bikes, reading about cars. Be prepared to help students by providing a few suggestions if they ask for assistance. (You may choose to share some items you enjoy.)
3. Brainstorm occupations related to one activity by asking for a volunteer who is willing to share one of their interests. You can work with anything, even if you get an answer such as "party." Working with a seemingly frivolous example can be very instructive and can lead to examples

that are more meaningful. (See *Identifying Activities Instructional Note*.)

4. Ask students to think about activities associated with a party such as organization, talking with other people, criticizing music. Ask them to suggest all the ways a person could use their interest in parties to make money; for example, the group may suggest catering, bartending, planning parties, serving as an activity director at a senior center or selling party supplies. Record the ideas on the board.
 5. Continue the brainstorming process with two or three additional examples.
 6. Ask students how many of them have set personal and career goals. Typically, several students will have set goals.
 7. You may need to explain the concept of career or occupational goals by asking about the kind of work students would like to do and, in a general way, the steps needed to enter these occupations.
 8. Ask a student to volunteer to share their personal or career goals.
 9. Affirm the importance of dreaming and having goals or a vision.
 10. Explain that dreams and goals may change, but when you have goals (the vision of what you want for your future) and dreams, you will find it easier to make smart choices along life's path.
 11. Remind students about the changing nature of the world of work and suggest the importance of having back-up plans in place.
 12. Using another student's career goal as an example, investigate alternative ways of fulfilling the same values or interests. Ask the student what value or interest they hold that attracts them to this goal. For example, if the student wants to become a nurse, ask them to identify the values or interests that nursing would fulfill. Ask students to suggest more ways, including other occupations, of fulfilling the same values or interests.
 13. Repeat for two or three more examples.
 14. Ask students individually to record on their card their goals or dreams, their values linked to their interests, and three possible occupational choices for themselves.
 15. Conclude by summarizing the importance of seeking ways to fulfill values and interests. Emphasize the need to think creatively to develop and/or find a variety of work opportunities. Reinforce the concept that values and interests may be fulfilled through paid or unpaid work.
-

Variations and Accommodations

- This lesson could be used in any subject area by asking students to identify activities they have completed in the class and relating these to tasks conducted in various occupations. You could use the SKILLS assessment to identify occupations that use these skills as well.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Follow My Heart Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests and preferences?** text box in the Know Myself section of Career Plan.

Materials

Classroom with computer and projector

[Follow My Heart \(PPT\)](#)

[Identifying Activities Instructional Note \(PDF\)](#)

[Identifying Activities Instructional Note \(DOC\)](#)

[Follow My Heart Scoring Guide \(PDF\)](#)

[Follow My Heart Scoring Guide \(DOC\)](#)

3" x 5" cards

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Framing My Community

Theme and Level

Theme: Research Options

Level: Getting Started

At a Glance

Students investigate the occupations and roles that sustain a community.

Time: 75 minutes (across two days).

Essential Questions

- What services and occupations are key to my community?
 - What occupation in my community most interests me?
-

Preparation

- Contact a regional planning agency and request a large map of your community; if you obtain a digital copy, insert it into Slide 2 of the PowerPoint presentation
 - Set up computer projector with classroom computer for Day One
 - Reserve computer lab with computer projector enabled for Day Two
 - Establish CIS portfolios before this lesson
 - Identify local government agencies, community agencies, and businesses that provide the tax base for your local funding and try to obtain some local government booklets; the local chamber of commerce, Rotary Club, and Kiwanis may be useful contacts
 - Research sustainable communities on the Internet by searching for "elements of sustainable communities"
 - Read ten crucial functions of sustainable communities described here: [Functions of Sustainable Community Systems for Transformation](#) (also listed on Slide 3)
 - Determine the time frame and presentation requirements for the project, and add details to Slide 4
 - Gather materials needed for project: large chart paper, newspapers, magazines, brochures, art supplies
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that this lesson will teach them about the key individuals and occupations that sustain their community.
2. Display a map of your local community. Ask students to identify places they know and mark them on this map.
3. Ask students to devise a map key or coding system to mark places that are important to them; for example, schools and recreational facilities. This also establishes how much students know about their community.
4. Show PPT Slide 2. This slide displays the question, "Who organizes our community and keeps it functioning?"
5. Ask students to make a list of their ideas individually.
6. Divide the class into small groups and ask students to share their ideas.
7. Ask groups to identify a reporter who will then share the group's ideas with the entire class.
8. Record the groups' responses.
9. Show PPT Slide 3. Discuss the contents of the slide and mention any aspects of the community's functioning that students have overlooked.
10. Create new groups of five.
11. Show PPT Slide 4. Explain to students that their small group is to create a mural, diagram, or collage of their community. This project will show how the community functions and include brief job descriptions for the people involved. Tell students that CIS Occupations and local publications have useful information for this assignment. Establish the time frame and presentation requirements.
12. Show PPT Slide 5. Ask students to write a short report about their community. This report must include a paragraph that describes what they learned about the community and themselves while creating the project. It must also detail one occupation in their community that they would like to do and the reasons for their choice.

Day 2

1. Provide class time to complete this project, and, on a subsequent day, have groups present their projects to the entire class.
 2. Collect individual reports.
-

Variations and Accommodations

- Ask students to interview someone in the occupation they chose to research. CIS Occupations and Job Search (see Step 6: Check out Employers and Additional job search information) have useful information.
 - Invite a local public official, chamber of commerce member, or someone from an occupation in which students are interested to view their project(s) and to speak to the class about their role in the community.
 - Use this activity before students take part in a community service program.
 - Arrange a visit to local government or chamber of commerce offices.
 - Present class with a local issue and ask students to prepare an argument for or against it. Ask students to be prepared to vote on the issue.
 - Ask students to prepare a matching activity for another class to do. On one side of the page list everyday community activities, like "takes trash away," "ensures drinking water quality," or "provides public transportation." On the other side list local government departments and community agencies such as U.S. Postal Service, fire department, water district, electric company, and sanitation service. Ensure that in the layout the matching items do not line up. Students then match activities to service providers.
 - Students needing special assistance should be paired with a helpful group member for the activity.
-

Assessment

Use the *Framing My Community 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

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Classroom with computer, projector and CIS access

[Framing My Community \(PPT\)](#)

[Framing My Community Scoring Guide \(PDF\)](#)

[Framing My Community Scoring Guide \(DOC\)](#)

Map of local area

Local government booklets

Large chart paper

Newspapers, magazines, brochures, art supplies for project

Theme and Level

Theme: Know Myself

Level: Looking Deeper, Next Steps

At a Glance

Students identify sources of work experience and investigate the advantages and disadvantages of each type of experience.

Time: 100 minutes (across two days).

Essential Questions

- What skills have I gained through my life experiences?
 - What occupations use these?
-

Preparation

- Reserve computer and computer projector for Day One
 - Reserve computer lab with projector for Day Two
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Read SKILLS Counselor's Guide and Presenting Skills to Students, found in Tools for Counselors and Teachers under Guides and Instructional Notes
 - Review the SKILLS user support materials, found in Tools for Users under Support Materials
 - Familiarize yourself with the SKILLS Assessment and *SKILLS Worksheet*, found Tools for Users under Support Materials
 - Print *SKILLS Worksheet* and SKILLS Quick Start, found in Tools for Users under Quick Starts and Tutorials, one each per student
 - Prepare four charts with headings for the following types of work experience: Working at Home, Helping Friends or Neighbors, Volunteering, Working for Pay
-

Steps

Day One

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn about occupations that use the skills students have gleaned through their life experience.
2. Show PPT Slide 2. Ask students, "What is work?" and "What is work experience?" Encourage them to define the terms.
3. Show PPT Slides 3 and 4. Discuss with students the dictionary definitions of the terms "work" and "work experience."
4. Show PPT Slide 5. Ask students to note ways in which they have acquired work experience in the four areas: working at home, helping friends or neighbors, volunteering, and working for pay.
5. Display the four charts for the work categories above. Ask students to record their work activities on the appropriate charts and initial them (for example, under "Working at Home," they might list house painting.)
6. Divide the class into four groups and assign each group to a chart.
7. Ask groups to list on a separate sheet of chart paper the advantages and disadvantages of their assigned form of work experience.
8. Ask groups to share their findings with the class. Discuss.
9. Brainstorm with students the kind of skills they have gained through work experience.
10. Ask students to state the skill and how they learned it.
11. Distribute the SKILLS Quick Start and *SKILLS Worksheets*.
12. Show PPT Slide 6. Explain how to complete the *SKILLS Worksheet*.
13. Assign students to complete the *SKILLS Worksheet* as homework, but begin completing this worksheet in class, in case students have questions.

Day Two

1. Ask students to log into CIS using their personal usernames and passwords
 2. Direct students to use the SKILLS assessment to find occupations that match their skill preferences.
 3. Remind students to save their results in their portfolios using the Save button.
 4. Lead a discussion about how different work experiences can lead to the acquisition of diverse skills that can be related to and used within several future occupations.
-

Variations and Accommodations

- Ask individual students to describe one of their activities and direct other students to suggest the skills they might have acquired from participating in the activity.
 - Compile a master list of all the skills mentioned by the class. Display the list and review it after a week or a month, to add more skills.
 - For any class, use the *SKILLS Worksheet* to identify the skills being used and developed in this class.
 - Work one-on-one with any student needing special assistance or pair student with a helpful group member.
-

Assessment

Use *Gaining Work Experience Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box in the Know Myself section of Career Plan.

Materials

Classroom with computer and projector with CIS access for Day One

Computer lab with projector with CIS access for Day Two

SKILLS Worksheet

SKILLS Quick Start

[Gaining Work Experience \(PPT\)](#)

[Gaining Work Experience Scoring Guide \(PDF\)](#)

[Gaining Work Experience Scoring Guide \(DOC\)](#)

Chart paper

Markers

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Get a Reality Check

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students identify the financial costs associated with their lifestyle preferences and discover how much money they will need to pay for their desired lifestyles. Students also identify occupations that allow them to have this lifestyle.

Time: 100 minutes.

Essential Questions

- What are the financial costs associated with my lifestyle preferences?
 - What occupations allow for my lifestyle preferences?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with the Reality Check assessment
 - Print *Reality Check Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn about the financial costs of their lifestyle preferences and learn how much money they will need to earn to have the lifestyle they desire.
2. Ask students how many of them budget the money they receive each month (allowance, chore money, or income from part time jobs) and how they do this budgeting.
3. Explain to students that in this lesson they will learn about managing expenses and the realistic expenses of living the lifestyle they idealize.
4. Show PPT Slide 2. Distribute the *Reality Check Worksheets* and explain the instructions.
5. Provide ten minutes for completion.
6. Ask students to log into CIS using their personal usernames and passwords.
7. Show students where to find the Reality Check assessment. Click on it, and play the video for

the class.

8. Demonstrate how to click the "Get a Reality Check" button and ask them to complete the assessment.
 9. After the whole class has completed the assessment, ask students to save their results in their portfolios using the Save button.
 10. Show PPT Slide 3. Discuss results using the following prompts:
 - How many of you will be able to work in the occupation you are most interested in with the lifestyle preferences and associated expenses you expect?
 - If you will not be able to do this, what will you consider changing?
 - How many of you might have to revise your plans?
 - Will you revise your spending habits or goals? Why?
 11. If time permits, ask students to use the alternate versions of Reality Check.
-

Variations and Accommodations

- Begin with Occupation Direct or Future Salary in Reality Check. This is particularly useful for students who know what work they wish to do or the salary they want to earn.
 - Ask students to design a collage of their lifestyle preferences and career choices. Hang these in the room to reinforce goals.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Get a Reality Check Scoring Guide* to evaluate student work.

Portfolio

Students enter reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box in the Know Myself section of Career Plan.

Materials

Computer lab with a projector

[Get a Reality Check \(PPT\)](#)

[Reality Check Worksheet \(PDF\)](#)

[Reality Check Worksheet \(DOC\)](#)

[Get a Reality Check Scoring Guide \(PDF\)](#)

[Get a Reality Check Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.

They can be found by logging into the MCIS System.

Get Some IDEAS

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students complete the IDEAS assessment and learn about their interests and personality types and how these relate to occupations. Students learn about using the Holland typology to categorize occupations and interests.

Time: 75 minutes.

Essential Questions

- How are interests related to personality types?
 - What occupations match my Holland personality type?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Read Presenting IDEAS to Students, found in Tools for Counselors and Teachers under Guides and Instructional Notes
 - Print IDEAS Quick Start, found in Tools for Users under Quick Starts and Tutorials, one per student
 - Print the Holland Posters, found in Tools for Counselors and Teachers under Classroom Activities, on 11" X 17" paper
 - Print *Interest Areas and Holland Types Worksheet*, one per every two students
 - Hang Holland posters around the room before students enter
 - *Optional:* Print instructor's copy of *Interest Areas and Holland Types Answers* (also in powerpoint)
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to familiarize them with their personality types, and to help them learn about the relationships between personality

- type and interests.
2. Ask students to walk around the room, read the posters, and then stand by the Holland Type poster that they like the most.
 3. Ask students gathered around each poster to list occupations that they think would be associated with their Holland Types.
 4. Ask groups to identify a leader, and then ask leaders to share the list of occupations.
 5. Divide the class into pairs and give each pair an *Interest Areas and Holland Types Worksheet*.
 6. Ask students to complete this worksheet by marking, in the appropriate columns, the Holland type or types that they think are most closely associated with each of the 16 clusters in the farthest left column.
 7. Ask students to share their results.
 8. Show PPT Slide 2, which is the correctly completed chart, and discuss any discrepancies.
 9. Distribute the IDEAS Quick Start and review it as a class.
 10. Explain to students that IDEAS is an interest assessment that looks at how your interests compare to various occupations. Results are presented as varying degrees of interest for each of 16 interest/work areas. The 16 areas are related to Holland's six personality/work environment types.
 11. Inform students that once they have their IDEAS results they can use CIS Occupations to learn more about occupations within different interest areas.
 12. Show PPT Slides 3 and 4, which are the sample results. Draw student attention to the career clusters and associated Holland Types displayed on Slide 3. Also show students how to link their results to a specific cluster, Creative Arts for example, and view the occupations in CIS associated with that cluster, as in Slide 4.
 13. Show the CIS home page and point to where IDEAS is located.
 14. Ask students to log into CIS using their personal usernames and passwords and complete the assessment and print their results. Remind students to save their results in their portfolios using the Save button.
 15. Once students have completed the assessment and printed their results, encourage them to explore occupations and occupational clusters in the high, medium, and low categories.
 16. Facilitate a class discussion using the following questions:
 - Did anything surprise you in these results?
 - Do these results fit with what you already know about yourself?
 - Which three Holland Types contain occupations that interest you most?
 - Are your scores spread out across the high, average and low interest categories or are they mostly condensed in one category?
 - Did your list include occupations you have considered in the past?
 - What did you learn by looking at your low scoring occupations?
 17. Explain that scores tend to condense in the low or average interest categories when students are young or have done little career exploration. Encourage those students with "flat" scores to use IDEAS again in a year or two.
 18. Show PPT Slide 5 and ask students to enter their reflections about this activity in their portfolios as indicated below, using the prompts listed on Slide 5:
 - My Holland Type from IDEAS is_____.
 - These are the occupations I want to explore from my IDEAS results_____.
 - I like these occupations because_____.
 - I also learned_____.
 19. Ask students to stand by the Holland Type that they currently believe best captures their primary interests and broad personality type.
 20. Ask groups to come up with a statement about what they learned from their type's perspective. For example, Realistic types might come up with something relating to how practical the IDEAS results are, Conventional types might address the organization of the information, and Social types might reference the helpfulness of the information.
-

Variations and Accommodations

- Begin with IDEAS then conduct the activity above.
- Work one-on-one with any student needing special assistance or pair student with a helpful group member.

Assessment

Use the *Get Some IDEAS Scoring Guide* to evaluate students work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box within the Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access
IDEAS Quick Start
Holland Posters
[Get Some Ideas \(PPT\)](#)
[Interest Areas and Holland Types Worksheet \(PDF\)](#)
[Interest Areas and Holland Types Worksheet \(DOC\)](#)
[Interest Areas and Holland Types Answers \(PDF\)](#)
[Interest Areas and Holland Types Answers \(DOC\)](#)
[Get Some IDEAS Scoring guide \(PDF\)](#)
[Get Some IDEAS Scoring guide \(DOC\)](#)
Tape or tacks (to hang up posters)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Evaluate Options

Level: Getting Started

At a Glance

Students evaluate the appeal and occupational aspects of being a home manager or homemaker.

Time: 50 minutes.

Essential Questions

- Would I want to work as a home manager or homemaker?
-

Preparation

- Reserve classroom computer with computer projector enabled
 - Identify one or more home managers/homemakers to be guest speakers; if possible include a male homemaker
 - Establish CIS portfolios before this lesson
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about the roles of a homemaker.
2. Ask: "Who thinks 'Home Manager' should be considered an occupation, and who doesn't?"
3. Create two groups based on students' responses those who answered yes, and those who answered no.
4. Ask each group to create an argument for their side.
5. Moderate a short debate.
6. Brainstorm with students all the responsibilities of a Home Manager and make a list on the board.
7. Use this list of responsibilities for the class to compile a job description. Record this on the board.
8. Show PPT Slide 2, which is the Home Manager job description.
9. Discuss with students whether they would respond to an advertisement with this description. Why or why not?

10. Show PPT Slide 3. Ask students to title a piece of paper "Home Manager." *Optional:* Ask the class to brainstorm alternative titles such as household engineer, domestic engineer, or family manager.
 11. Tell students to divide the first half of the sheet into two columns, one titled "Advantages" and the other titled "Disadvantages."
 12. Ask students to individually list the advantages and disadvantages of the occupation, as they see them. Ask students to share ideas, and add their ideas to the board if desired.
 13. Show PPT Slide 4, and lead a discussion on the importance of home management. Ask:
 - What would happen if no one performed these roles in a home?
 - Would you choose this as your sole occupation?
 - Would you consider postsecondary education to be a wise choice for this occupation?
 14. Return to PPT Slide 3. Ask students to list the skills required for a good home manager on the lower half of their paper.
 15. Ask them to share ideas with the class and discuss how these skills could be transferred to other occupations.
 16. Lead a class discussion on the advantages and disadvantages of this occupation with the guest speaker.
 17. Ask students to complete a project on home managers. This could be a personal analysis report, essay, poem, biography about a known person, or a skit about the role of a home manager.
 18. Identify the amount of time you expect students to spend preparing this presentation and tell them this and any other expectations you may have in evaluating their presentation.
 19. Students present completed works in a subsequent class.
-

Variations and Accommodations

- Show students the job description as a starter activity and ask who would apply. Ask students to guess what occupation the job description is advertising for. Lead them into a discussion of advantages and disadvantages of home manager as an occupation.
 - Ask students what advice they would give to a woman in her mid-thirties who is looking for a job and says: "Skills? I don't have any. I've only been a housewife."
 - Ask students to devise and run a survey about who does which household tasks in their families. Suggest they ask about their parents' and adult friends' perceptions of the home manager role and the sharing of domestic work.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Home Manager Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Classroom with computer and projector

[Home Manager \(PPT\)](#)

[Home Manager Scoring Guide \(PDF\)](#)

[Home Manager Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.

They can be found by logging into the MCIS System.

I Have a Dream

Theme and Level

Theme: Set Goals

Level: Getting Started, Looking Deeper, Next Steps

At a Glance

Students develop videos depicting their career dreams and goals.

Time: 200 minutes (can vary across several days).

Essential Questions

- How can I capture what my dream career looks like?
-

Preparation

- Consider conducting this lesson near Martin Luther King, Jr. Day
 - Reserve computer lab with Windows Movie Maker, Mac Design or other movie production software, and computer projector enabled
 - Establish CIS portfolios before this lesson
 - Use either the Interest Profiler or IDEAS assessment and interpret the assessment prior to this lesson
 - Print the *Career Video Evaluation Worksheet*, several per student
 - Find YouTube or other video footage of Martin Luther King, Jr. reciting his "I Have a Dream" speech
 - Search YouTube for videos of people describing their dream careers; search "my dream career"
 - Note: YouTube is not available in all schools
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to create a video that artistically depicts their career dreams.
2. Tell students that the resulting videos could be used to accompany college and scholarship applications.
3. Watch bits of Martin Luther King, Jr.'s "I Have a Dream" speech on YouTube or another Internet

site.

4. Ask student why they think so much of his dream materialized.
5. Show PPT Slide 2. Talk to students about the power of having dreams and sharing those dreams.
6. Show a few YouTube career dream videos.
7. Show PPT Slide 3. Discuss and evaluate the videos as a class, using the evaluation topics on the slide.
8. Remind students of the career assessments that they recently completed; these should have provided fodder for their own career dreams.
9. Ask students to review their earlier assessment results and saved reflections if needed.
10. Describe the assignment. Tell students that they are to create a one to two minute video depicting their career dream. Explain that producing this video should help them clarify their dreams as well as communicate their dreams to others.
11. Explain that after these videos are completed, the class will select seven videos based upon what is important to them, and these will be shown in an assembly for younger students.
12. Explain that those students whose videos were *not* selected will help design and lead the assembly.
13. Show PPT Slide 4. Review the Dream Career Video teacher's evaluation criteria; ask students if they have any questions, then answer them.
14. Explain that, in addition to being evaluated by their teacher, they will score themselves. Distribute the *Career Video Evaluation Worksheets*, several per student. These are the evaluation sheets that students will use to evaluate one another. Review each of the evaluation areas on the worksheet.
15. Tell students the amount of class time you will designate for working on these videos. For those students who do not have their own digital cameras or video equipment, reserve this equipment from the school for any work required outside of class.
16. Ask the students to consider what they would like to convey in their "I Have a Dream" videos. Suggest that they take some notes about important aspects and elements of this video, using CIS and other resources, such as the library or Internet.
17. Ask students to begin identifying content areas in class, and assign a completion date for the videos.

Subsequent Days

1. Spend several class periods assisting students with content, timelines, storyboards and videos.
2. When videos are complete, ask the students to share their videos with the entire class, and ask students to evaluate one another using the *Career Video Evaluation Worksheets*.
3. Show PPT Slide 5. Ask the class to discuss these videos and be sure to consider:
 - What was effective?
 - What was not?
 - What elements are most important in conveying the whole idea?
4. Show PPT Slide 6. As a class, create a plan to share the videos with younger students in an assembly. Using slide 6, work with students to determine:
 - Which videos to share in assembly (You could use the results of students scoring of these videos)
 - Content and focus of assembly
 - Who will present what elements?
5. Those students whose videos will be aired should assist with technical elements on the day of the assembly.
6. Remind students that they are the directors of their futures.

Variations and Accommodations

- Consider publishing videos on DVD for students and their parents or guardians.
 - Any student needing assistance could be paired with another student for this substantive project.
-

Assessment

Use the *I Have a Dream Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your career goals?** text box in the Set Goals section of Career Plan.

Materials

Computer lab with video production software, projector and access to CIS

[I Have a Dream \(PPT\)](#)

[Career Video Evaluation Worksheet \(PDF\)](#)

[Career Video Evaluation Worksheet \(DOC\)](#)

[I Have a Dream Scoring Guide \(PDF\)](#)

[I Have a Dream Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students identify skills they possess with assistance from classmates, and learn about transferable skills.

Time: 50 minutes.

Essential Questions

- What skills have I demonstrated through my accomplishments?
 - Which of my skills are transferable?
-

Preparation

- Set up projector with classroom computer
 - Establish CIS portfolios before this lesson
 - Print the *SKILLS Worksheet*, found in Tools for Users under Support Materials, one per student
 - Gather highlighters, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify the skills they possess and learn which of these skills are transferable to occupations.
2. Ask students to share skill words they know and list these on the board.
3. Show PPT Slide 2. Explain and discuss skills. Tell students: "One definition of a skill that is used in career development is 'a goal-directed behavior that has been or can be strengthened through practice.' We use skills in everything we do and in all life roles. They are particularly important in helping one get and keep a job and succeeding in a career. We acquire skills throughout our lives. We need to be able to recognize the skills we have and the skills we need to acquire. This exercise will help us learn how to do this."
4. Divide the class into groups of five.
5. Explain that one way to identify the skills we have is to examine and analyze one activity in detail.

6. Further explain that, in this activity, each student will identify an accomplishment, (something of which they are proud) and others will listen to the accomplishment and record skill words heard in the description.
 7. Show PPT Slide 3. Use the slide to provide some example accomplishments: a project they have completed or a goal they have achieved (built a skateboard, made a cake, or made a presentation to an audience).
 8. Distribute the *SKILLS Worksheets*.
 9. Ask students to take turns sharing an accomplishment within their groups. Instruct students to describe their accomplishment in detail so that each step of the accomplishment is clear and steps are not omitted.
 10. Show PPT Slide 4. Instruct group members to listen to the speaker and record on the *SKILLS Worksheets* any skills that they hear their fellow student referencing during the accomplishment description and sharing.
 11. After each speaker finishes sharing their accomplishment, ask group members to list the skills they heard the individual mention.
 12. Ask the student who just described their accomplishment to create a master list of the skills heard by others during their accomplishment sharing on their own *SKILLS Worksheet*.
 13. Demonstrate this process with a personal or professional accomplishment and ask students to practice listening for and recording skill words they heard.
 14. Review PPT Slide 4. Inform students that the Personal and Social Skills listed (Sections A and B on the *SKILLS Worksheet*) are skills employers value greatly. These skills tend to be difficult to instill in workers. It is best to begin your job search with these skills, developing them over the many years of your education and life that precede your job search.
 15. Ask students for examples of ways these skills are developed or used at school through subject-related activities, sports, cultural events, and everyday interaction with students and teachers.
 16. Show PPT Slide 5. Ask the class to consider how the skills they have used in their accomplishments might be used in specific jobs.
 17. Use Slide 6 to explain the term "transferable skills," which are those skills which transfer from one work situation to another or from leisure or volunteer activities to employment activities.
 18. Ask students to review the master list of skills they compiled when sharing their accomplishments and highlight those on their *SKILLS Worksheet* which they believe to be transferable skills. (Note: All of the skills on this list are transferable skills. These are the skills words used in the SKILLS assessment.)
 19. Ask students to enter their reflections about this activity in their portfolios as indicated below.
-

Variations and Accommodations

- Ask students to select an assignment from any given subject area to help them see the skills they are building within this subject area.
 - Use the full SKILLS assessment after completing these worksheets.
 - Ask students to use the SKILLS Sorting Cards (found in Tools for Users under Support Materials) to organize a master list of skills they have used and find satisfying upon completion of this lesson.
 - Use smaller groups to ease information overload for some students.
 - Students needing special assistance should be paired with a helpful group member for the activity.
-

Assessment

Use the *I Have Skills Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests and preferences?** text box in the Know Myself section of Career Plan.

Materials

Computer with projector

SKILLS Worksheet

[I Have Skills \(PPT\)](#)

[I Have Skills Scoring Guide \(PDF\)](#)

[I Have Skills Scoring Guide \(DOC\)](#)

Highlighters, one per student

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

I'm a Special Person

Theme and Level

Theme: Know Myself, Set Goals

Levels: Getting Started, Looking Deeper

At a Glance

Students explore the concept of personality, identify their own strengths and talents, create a plan to use their strengths to help them succeed at a goal, and then create a PowerPoint slide to communicate those personality characteristics to others.

Time: 100 minutes (across two days).

Essential Questions

- How can my strengths and talents help me succeed?
-

Preparation

- Set up computer projector with classroom computer for Day One
 - Reserve computer lab with computer projector enabled for Day Two, if students will be creating and presenting slides in class
 - Establish CIS portfolios before this lesson
 - Print *I'm a Special Person*, *How Others See Me*, and *My Strongest Characteristics Worksheets*, one each per student
 - Prepare student PowerPoint slide guidelines
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them understand how their strengths and talents help them succeed in life.
2. Discuss with the class the concept of "personality," the exceptional mix of qualities, traits, attitudes, and behaviors that make people unique.
3. Write the names of four or five well-known people on the board; for example, people currently in the news, from TV or movies, sports, history, or books recently read by the class.
4. Show PPT Slide 2. Ask students if they notice anything unique or special about this list of

important characteristics. Note that the list of words describes strengths and positive characteristics. Ask students why defining positive characteristics is important. Ask students why it might be important to know your strengths and talents.

5. Record student responses on the board.
6. Tell students to select words from the list to describe the characteristics of the well-known people, answering the questions:
 - What kind of personality does each person have?
 - What are the person's strengths?
 - What are their talents and skills?
 - What makes the person special?
7. Additional characteristics may be added to the list. Discuss students' answers.
8. Show PPT Slide 3. Tell students that people often succeed by working hard on improving a skill or characteristic, such as when they study hard to pass a test. However, people can also succeed by relying on and using their strengths and positive characteristics; for example, if a person's strength is being a good listener, then listening well in class could reduce the amount of studying needed.
9. More examples:
 - Someone who is brave might be willing to take more risks, which helps them succeed. (They might ask a question when they do not understand something or take a chance when they know they might fail).
 - Someone who is observant might notice details important to success. (They could read body language or tone of voice to know when someone is receptive to a suggestion or have the ability to identify a pattern in a data set or person's behavior).
10. Ask students how each of the people they have been describing uses their positive characteristics to succeed. If they are unsure, ask students to extrapolate and think about the characteristics necessary for success in general.
11. Record students' responses on the board. (Note: Keep a record of these responses, as you may want to reference them during Day 2.)
12. Show PPT Slide 4. Distribute the *I'm a Special Person Worksheets*.
13. Tell students to complete the worksheet by circling at least ten and preferably 15 characteristics. Then ask them to identify their top six characteristics.
14. Collect the *I'm a Special Person Worksheets* once students have completed them. (You will return them on Day 2.)
15. Distribute the *How Others See Me Worksheets*. As a homework assignment, tell students to ask a parent, guardian, teacher, or other trusted adult to complete the worksheet.

Day 2

1. Return the students' *I'm a Special Person Worksheets* and confirm that students have brought the completed *How Others See Me Worksheets*.
2. Distribute the *My Strongest Characteristics Worksheets*.
3. Tell students that their uniqueness is the most important asset they have. Ask them to compare the two worksheets, and think about how the worksheets are similar or different.
4. Instruct students to complete the *My Strongest Characteristics Worksheet*. Remind students that it is their opinions that matter most when completing this worksheet. Their six strongest characteristics can be the characteristics they like the best about themselves, the characteristics they want to use more, the characteristics they want incorporate more into their day-to-day activities, etc.
5. Remind students of the discussion from Day One where they described the ways in which people used their strengths to help them succeed. *Optional:* Reference the notes you took based upon their discussion and/or show Slide 3 again.
6. Instruct students to write down one way in which they use each of their strongest characteristics in the space provided.
7. Tell students to think of something they want to accomplish in the next few weeks, six months, or even a year. Tell students this should be something concrete and attainable (instead of "make money," it could be "get a job that will help me make money"), something that is important to them, and something that they can work toward now. It could be improving athletic performance, getting a better grade in a class, learning a new skill, getting along better with a sibling, etc.
8. Instruct the class to write down what they want to accomplish and to write a small paragraph on how they will use their strongest characteristics to help them succeed.
9. Tell students that they will create a PowerPoint slide that describes their strongest

characteristics. Share your guidelines for the PowerPoint slide and identify your expectations for them. For example, you might decide that the slide should include:

- The name of the student
- All six of their strongest characteristics represented in some way through words, colors, or images
- A description of how they will use those characteristics to accomplish the goal they defined
- A description of how the student could use strengths to succeed in school (completing homework, studying in a class, leading a team, etc.)
- An example of how they have demonstrated one of their strengths in the past

10. Provide time for students to design their slides or assign as homework.

11. Create a class slideshow with all the student slides to display during parent-teacher conferences, lunch, or study periods.

Variations and Accommodations

- Consult with English/language arts, social studies, or science teachers to identify the writers, politicians, historical figures, and scientists that students are currently studying in their classes in order to create the list of well-known people.
 - Show the class slideshow at a faculty meeting. Ask staff to identify historically significant people in their fields of study who possessed the characteristics of various students in the class. Share the results with class.
 - Ask students to share their PowerPoint slide with their parent(s) or guardian(s) during parent-teacher meetings.
 - Assign students to work with a class of elementary school students to help the younger students identify their personality characteristics. Ask each student to work with at least one younger student to design a PowerPoint slide for the elementary class slideshow.
 - Use this activity as an introductory activity for the SKILLS Assessment or for a Dependable Strengths module, if you use the Dependable Strengths materials.
 - Ask students to research occupations of interest and tie-in how their characteristics could be useful in those occupations.
 - Collect the *My Strongest Characteristics Worksheet* from the students and tell them that you will return the worksheet in a couple months so that they can update the worksheet on how they are progressing toward accomplishing their goal.
 - Change the positive characteristics list to suit the reading level of your class.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *I'm a Special Person Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What do you know about yourself - your characteristics, interests, and preferences?**
text box in Know Myself
 - **What are your plans for improvement and enrichment this year?** and any other
appropriate text boxes in Set Goals
-

Materials

Classroom with computer, projector and CIS access for Day One

Computer lab with projector and CIS access for Day Two

[I'm a Special Person \(PPT\)](#)

[I'm a Special Person Worksheet \(PDF\)](#)

[I'm a Special Person Worksheet \(DOC\)](#)

[How Others See Me Worksheet \(PDF\)](#)

[How Others See Me Worksheet \(DOC\)](#)

[My Strongest Characteristics Worksheet \(PDF\)](#)

[My Strongest Characteristics Worksheet \(DOC\)](#)

[I'm a Special Person Scoring Guide \(PDF\)](#)

[I'm a Special Person Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

In-Depth Occupational Research Project

Theme and Level

Theme: Research Options

Level: Next Steps

At a Glance

Students conduct informational interviews to learn about occupations first-hand.

Time: 75 minutes, across two days.

Essential Questions

- What can the workplaces teach me about the occupations I am considering?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Find a person with a unique career who is willing to visit your classroom and allow you to interview him or her in a demonstration informational interview.
 - Make copies of the *In-depth Occupational Research Project Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to crystallize occupations of interest by interviewing individuals working in these occupations.
2. Introduce sample interviewee to the class.
3. Conduct sample informational interview.
4. Allow students to ask the presenter questions.
5. Allow 25 minutes for this activity.
6. Show PPT Slide 2. Tell students that informational interviewing is an important and useful adjunct to the formal career information they have used to date. It provides that "real life" perspective on the occupation that is hard to get out of the occupation setting, and sometimes the interviewee shares unique qualities of the occupation that CIS and other sources may not address.

7. Show PPT Slide 3. Distribute the *In-depth Occupational Research Project Worksheet* and review the instructions.
 8. Tell students that this activity will help them learn some unique information about the occupations they are presently considering.
 9. Assign the worksheet completion as a homework assignment. Tell students that they are to meet face-to-face with the individual they select if possible and students should consult with you if this seems impossible to achieve. (Make alternative arrangements for occupations that do not exist in your community.)
 10. Show PPT Slide 4. Demonstrate where the informational interview questions are in CIS.
 11. Assign students to use CIS now to select their six questions and write these on the table on their worksheets where indicated.
 12. Provide 10 minutes for this activity.
 13. Show PPT Slide 5. Ask students to break into triads and share their six questions and discuss any questions they may have about the interviews.
 14. Ask students to report their ideas and questions to the full class. Discuss these.
 15. Show PPT Slide 6. On a subsequent day, after students conduct their interviews, lead a class discussion about these interviews. Be sure to discuss:
 - How were the occupations different from you expected?
 - What was the biggest surprise in the work setting?
 - How did this influence your consideration of this occupation?
 16. Show PPT Slide 7. Have students post thoughtful reflections about what they learned about themselves in their CIS portfolios, in the Next Steps: Research Options section of Career Plan.
-

Variations and Accommodations

- Pair students needing special assistance with a helpful class member for this activity.
 - Worksheet could be completed by phone in class, given adequate quiet spaces for calling.
 - Post the completed worksheets around the classroom for all students to view. Attach pictures of the individuals interviewed or the occupation.
 - Class could select six professional to come to class for informational interviews, from among occupations of common interest to students in the class.
-

Assessment

Use the *In-depth Occupational Research Project Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Research Options section of Career Plan. The following boxes need to be completed:

What occupations interest you now? and ***What are the preparation requirements for occupations that interest you now?***

.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[In-depth Occupational Research Project \(PPT\)](#)

[In-depth Occupational Research Project Scoring Guide \(PDF\)](#)

[In-depth Occupational Research Project Scoring Guide \(DOC\)](#)

[In-depth Occupational Research Project \(PDF\)](#)

[In-depth Occupational Research Project \(DOC\)](#)

Is Self -Employment for Me?

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students complete the Entrepreneurial Career Assessment Form and learn about self-employment and the characteristics of successful entrepreneurs.

Time: 100 minutes.

Essential Questions

- What is involved with owning your own business?
 - Is self-employment for me?
-

Preparation

- Arrange for two self-employed individuals (preferably male and female) to speak to the class for seven to ten minutes
 - Reserve computer lab with projector
 - Establish CIS portfolios before this lesson
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn about self-employment and evaluate if self-employment is a career direction they might like to consider.
2. Ask students if any of them have either operated their own business (a lemonade stand counts) or have dreamed of operating their own business.
3. Show students where CIS Self-Employment is located, and inform them that it will be their primary resource for this assignment.
4. Divide the class into six groups.
5. Ask students to log into CIS using their personal usernames and passwords.
6. Show PPT Slide 2. Ask each group to learn all they can during the next twenty or so minutes about the contents of their assigned area. These are the six focus areas, one for each group:

- The rewards and costs of self-employment
 - The essential qualities of entrepreneurs
 - How to get business ideas
 - How to start your own business
 - How to buy a business or franchise
 - How to create a business plan
7. Ask for a volunteer reporter from the groups after twenty minutes. Provide three minutes for each report and encourage the class to ask questions at the conclusion of each report.
 8. Show PPT Slide 3. Introduce the Entrepreneurial Career Assessment Form.
 9. Ask students to complete this assessment and read the Analysis for the Entrepreneurial Career Assessment Form, found at the end of the assessment.
 10. After all students have completed it, ask them to indicate with a show of hands how many scored: outstanding ability, satisfactory ability, low or no ability, or should avoid.
 11. Invite the guest speakers into your classroom and ask each of them to discuss the rewards and difficulties of self-employment. Give each speaker seven to ten minutes.
 12. Allow students to ask questions.
 13. Show PPT Slide 4. Discuss what students learned.
-

Variations and Accommodations

- Begin with the assessment then conduct the activity above.
 - Students needing special assistance should be paired with a helpful group member for the activity. Students could be read the questions on the assessment.
-

Assessment

Use the *Is Self-Employment for Me? Scoring Guide* to evaluate student work.

Portfolio

Students enter their assessment results and reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box within the Know Myself section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
[Is Self-Employment for Me? \(PPT\)](#)
[Is Self-Employment for Me? Scoring Guide \(PDF\)](#)
[Is Self-Employment for Me? Scoring Guide \(DOC\)](#)

Is Self-Employment for me ? Part 2

Theme and Level

Theme: Know Myself

Level: Next Steps

At a Glance

Students consider whether they have the temperament and characteristics to become successful entrepreneurs.

Time: 50 minutes.

Essential Questions

- Is self-employment for me?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of *Is Self-employment for Me Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to consider whether they have the temperament for becoming and characteristics of a successful entrepreneur.
2. Show PPT Slide 2. Ask students:
 - Who has operated a lemonade stand or other small business as a child?
 - What did you like or dislike about this small business venture?
 - Have you considered other small business ideas?
3. Listen as students share their self-employment ventures with classmates.
4. Show PPT Slide 3. Distribute the *Is Self-employment for Me Worksheets*.
5. Show PPT Slide 4. Demonstrate where to find the Entrepreneurial Career Assessment form in CIS and how to complete the test and read the analysis of the results.
6. Instruct student to complete the assessment and read the analysis now.
7. After each student finishes the quiz, instruct them to save their results and their thoughts about these results.

8. Advise students to click the Analysis for the Entrepreneurial Career Assessment Form and read this as well.
 9. Allow 20 minutes for assessment completion and reading the analysis information.
 10. Show PPT Slide 5. Break class into triads to discuss learning. Have students discuss:
 - What were your results?
 - What did you learn?
 - What different classes might you consider based upon these results?
 11. Provide 10 minutes for this activity.
 12. Discuss student learning as a full class.
 13. Show PPT Slide 6. Ask students to answer the questions in the text boxes at the bottom of the worksheet, Page 2, and transfer this learning to their CIS portfolios, in the Next Steps: Know Myself section of Career Plan.
-

Variations and Accommodations

- Pair student who need extra assistance completing the assessment and reading the analysis
 - Have students interview and entrepreneur and write or orally deliver a report about what they learned to the class.
 - Describe your own experience as an entrepreneur, if you have such, or bring a guest speaker to class who is a successful entrepreneur.
-

Assessment

Use the *Is Self-employment for Me Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Next Step: Know Myself section of Career Plan. The following box needs to be completed: **What did you learn about yourself from the career assessment (Entrepreneurial Career Assessment Form) you just completed?**

Materials

Computer lab with a projector and CIS access
[Is Self-employment for Me\(PPT\)](#)
[Is Self-employment for Me Scoring Guide \(PDF\)](#)
[Is Self-employment for Me Scoring Guide \(DOC\)](#)
[Is Self-employment for Me\(PDF\)](#)
[Is Self-employment for Me\(DOC\)](#)

***These links are not accessible in the pdf version.
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Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Juggling is introduced as a simile for career development, then students research three occupations of interest.

Time: 75 minutes.

Essential Questions

- What career options are for me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Learn to juggle by watching a You Tube video on how to juggle (type "how to juggle" in You Tube), reading the *How to Juggle Instructional Note*, or ask someone else (including students) who might juggle to demonstrate juggling for the class
 - Print *Juggling My Options Worksheet*, three per student
 - Gather juggling balls, three per student
 - Bring poster board for illustration project, one per student
 - Gather art supplies
-

Steps

1. Show PowerPoint (PPT) Slide 1. Explain to students that they will be learning how to juggle in this lesson.
2. Give each student three balls. *Optional:* Ask students to make a set of three paper balls to use for the activity.
3. Ask students to pick up their three balls, move into the open space, and stand so that they have room to swing their arms without touching another student.
4. Demonstrate juggling technique, ask a visitor or student to demonstrate, or watch a You Tube

- video on juggling.
5. Ask students to practice juggling. Continue as long as you wish. Some students may have expertise and can demonstrate to the class or assist other students in learning to juggle.
 6. Ask students to return to their seats.
 7. Discuss the juggling activity.
 8. Show PPT Slide 2. Ask students:
 - What was easy?
 - What was more difficult?
 9. Record their ideas on the board and discuss these ideas.
 10. Emphasize that students should be considering several possible occupations and several education or training options, rather than narrowing their choices to just one "Plan A."
 11. Show PPT Slide 3. This slide is blank, ask students: "How is preparing for your future a simile for juggling?" (Note: You may wish to define the word "simile.")
 12. Show PPT Slide 4 if students get stuck. Share the following examples if needed:
 - You don't want to fail any classes (drop any balls)
 - You want to keep all your options (balls) up in the air and moving in the right direction (as in juggling)
 - Having too few options (one ball) can be limiting and leave people feeling unwilling or unable to participate
 - Dropping out of school (dropping that one last ball) leaves people with even fewer options
 - Trying to cope with too many options (too many balls in the air or hands) can lead to failure
 - It is important to practice and gain experience in areas of interest (like in juggling)
 13. Remind students that they have already acquired some of the skills and knowledge they need for their futures, just as some of them had some of the motor coordination skills needed to quickly learn juggling.
 14. Ask students for examples of skills and knowledge that they presently possess, which will assist them in the future. Record their ideas on the board.
 15. Cite these examples if students do not:
 - The skills to find career information
 - Knowing how to compile a personal portfolio
 - Knowing some program of study options
 - Knowing their interests
 - Knowing some of their skills
 16. Explain that career development is a lifelong process, and high school is an important part of career development.
 17. Explain that career development contains five elements, and that they are engaging in these elements throughout their high school education.
 18. Show PPT Slide 5 to review these five areas:
 - Know Myself
 - Research Options
 - Evaluate Options
 - Set Goals
 - Make Plans
 19. Discuss how students often consider occupational possibilities when they select elective courses in high school or apply to colleges during their senior year.
 20. Ask students to identify some of the occupations and education options that interest them currently.
 21. Distribute poster board and ask students to illustrate their career options, using the juggling image, with the title "Juggling My Options."
 22. Show PPT Slide 6. Review and instruct students to list, below their illustrations, some of the important career planning activities they will need to complete in the next several years to keep their career aspirations moving forward (their balls up in the air).
 23. Ask students to share their thoughts and findings with a partner or in small groups.
 24. Explain to students that to plan well, you must know how to research career requirements and pertinent career information.
 25. Tell students that you want them to practice this skill by researching three occupations of interest and exploring the related training programs and schools.
 26. Ask students to log into CIS using their personal usernames and passwords.
 27. Demonstrate where to find the information needed in CIS Occupations, Programs of Study, and U.S. Colleges and Universities (and State Colleges if available.)
 28. Distribute the *Juggling My Options Worksheets*, three per student.

29. Review the instructions and ask students to begin the worksheet for the first occupation. Assign completion of the other two for homework.
 30. Review completed worksheets in a subsequent class. Ask students to share their worksheets in small groups, and then ask groups to report their most interesting findings to the class.
 31. Ask the class how their plans for the future have changed in response to this lesson and discuss.
-

Variations and Accommodations

- Ask students to create their own similes to illustrate or write about the process of career development or the pursuit of multiple occupational and educational options.
 - Invite a high school counselor to talk to students about career-related learning and career development processes, including career education, School-to-Work, and career guidance opportunities available to high school students.
 - Encourage the class or a group of students to become proficient jugglers and perform at a careers event or parents' evening with a career focus. Discuss with students how to present "Juggling My Career Options" and the skills required at such an event.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Juggling My Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the pertinent text boxes in the Make Plans section of Career Plan.

Materials

Computer lab with projector and CIS access

[Juggling My Options \(PPT\)](#)

[How to Juggle Instructional Note \(PDF\)](#)

[How to Juggle Instructional Note \(DOC\)](#)

[Juggling My Options Worksheet \(PDF\)](#)

[Juggling My Options Worksheet \(DOC\)](#)

[Juggling My Options Scoring Guide \(PDF\)](#)

[Juggling My Options Scoring Guide \(DOC\)](#)

Poster board and art supplies

Balls for juggling, three per student

Optional: Students can make balls from paper and tape

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Junior Year College Planning Checklist

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students begin college checklist to track college-planning activities needed in the junior year of high school.

Time: 50 minutes.

Essential Questions

- What do I need to do my junior year to stay on track for college?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Junior Year College Planning Checklist worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell college bound students that the goal of this lesson is for each of them to grasp and begin tracking needed junior-year activities.
2. Show PPT Slide 2. Ask students, "Do you use checklists now to manage your life?" Invite those who indicate that they do use checklists to share how checklists help them stay on track and feel rewarded for accomplishments.
3. Tell students that this activity will help them begin tracking steps they need to take in order to enter college successfully in two years.
4. Show PPT Slide 3. Review the checklist with students. Ask them to note activity details pertinent to themselves under each line on the worksheet.
5. Assign students to complete steps 1-4 and provide 15 minutes for students to list their uniquely specific thoughts and needs on their checklists.
6. Show PPT Slide 4. Ask students to discuss their answers to the questions on this slide, sharing their activity needs and thoughts in groups of four. (Student will gain additional ideas from listening to their peers.)

7. Ask volunteers students to share their thoughts with the full class.
 8. Show PPT Slide 5. Ask students to answer the questions in the text boxes at the end of the worksheet then transfer these to their CIS portfolios, in the Looking Deeper: Make Plans, Action Plans and Supports section of Career Plan.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - Complete worksheet outside class, allowing parent/guardian input, assistance, and support.
 - Check-in with students regarding their progress towards completing their checklists monthly throughout the junior year.
-

Assessment

Use the *Junior Year College Planning Checklist Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What are your (college) action plans for this year?** text box within the Looking Deeper: Make Plans section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[Junior Year College Planning Checklist \(PPT\)](#)

[Junior Year College Planning Checklist Scoring Guide \(PDF\)](#)

[Junior Year College Planning Checklist Scoring Guide \(DOC\)](#)

[Junior Year College Planning Checklist \(PDF\)](#)

[Junior Year College Planning Checklist \(DOC\)](#)

Keep That Job

Theme and Level

Theme: Make Plans

Level: Looking Deeper, Next Steps

At a Glance

Students learn strategies to retain employment by using and teaching one another CIS Job Success content.

Time: 50 minutes.

Essential Questions

- How will I be sure to keep a job once I get it?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Job Success Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn job retention strategies.
2. Show PPT Slide 2. Explain to students that getting a job may be easier than keeping a job. Tell students that, according to a 1984 Scholastic Magazine article entitled *Teens Get Fired More Often than Quit*, "The turnover rate for jobs usually filled by teenage workers such as in fast-food restaurants is incredibly high. In one year, for instance, four people will have held the same part-time job. Many teens quit their jobs, but three times that number are fired."
3. Tell students that there are many strategies that young people can learn to help them keep jobs, which is what this lesson will focus on.
4. Show PPT Slide 3. Divide the class into six groups, corresponding to the six sections of Job Success:
 - Good Job Habits
 - Dealing with Your Supervisor
 - Dealing with Your Coworkers

- Improving Yourself
 - Working with Your Employer
 - If You Have Problems
5. Show PPT Slide 4. Inform each group that they are to become experts on their topic, using CIS Job Success content as well as useful supplementary information.
 6. Distribute the *Job Success Worksheets*.
 7. Read the instructions. Inform students that they should use the organizer to record key points that they find in their group's research.
 8. Explain to students that they will share learning in "expert groups." Expert groups provide an opportunity for student to learn all content matter from an expert in each subject. They will all become experts on their topics then reform new groups with an expert from each topic and share what they have learned.
 9. Emphasize that it is crucial for each person in the group to become an expert on their assigned topic.
 10. Ask students to log into CIS using their personal usernames and passwords.
 11. Show them where to find Job Success then ask groups to begin conducting research.
 12. After groups complete their research, restructure the groups so that one member of each group is in each of the newly formed groups.
 13. Once students regroup, ask them to share what they learned with the rest of the group, using their worksheets or other materials they created.
 14. Show PPT Slide 5. Discuss as a class the key ideas and information they learned.
 15. Write these on the board.
-

Variations and Accommodations

- Bring in a panel people who have lost their jobs and ask them to discuss how this transpired and what they learned from the experience.
 - Students needing special assistance should be paired with a helpful group member for the activity.
-

Assessment

Use the *Job Success Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your long-range plans?** text box in the Make Plans, Action Plan and Supports section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[Job Success \(PPT\)](#)

[Job Success Worksheet \(PDF\)](#)

[Job Success Worksheet \(DOC\)](#)

[Job Success Scoring Guide \(PDF\)](#)

[Job Success Scoring Guide \(DOC\)](#)

Learning about Career Clusters

Theme and Level

Theme: Research Options

Level: Getting Started

At a Glance

Students research a career cluster, create a poster, and present what they learned to the class.

Time: 75 minutes.

Essential Questions

- What career clusters interest me?
 - What should I study in high school to pursue occupations and clusters that interest me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Career Clusters Poster Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Inform students that the goal of this lesson is for them to learn about career clusters.
2. Ask if anyone can define the term "career cluster."
3. Show PPT Slide 2. Review the CIS definition for career cluster.
4. Explain that CIS organizes occupations into groups called clusters. Clusters can help you learn more about occupations and can help you see the commonality among several occupations as well as the relationship between what you do in school and occupations that interest you.
5. Show PPT Slide 3. Ask student to think about reading maps in social studies.
6. Then ask students to name a few occupations that require map reading.
7. Show PPT Slide 4. Ask students to guess in what cluster or clusters these occupations might be found. Answer: Pilots and Truck Drivers read maps in the Transportation, Distribution, and Logistics cluster. Conservation Scientists and Foresters read maps in the Agriculture, Food, and Natural Resources cluster.

8. Show PPT Slide 5. Introduce and distribute the *Career Clusters Poster Worksheet*, explaining the instructions and your expectations for due date and presentation.
 9. Show students how to research clusters in CIS in order to identify clusters of interest and begin their projects.
 10. Use the remaining class time to begin research for this career cluster poster project.
-

Variations and Accommodations

- Complete poster in class across two periods.
 - Complete posters in pairs. Ensure one poster is created for each of the 16 career clusters.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Learning about Career Clusters Scoring Guide* to evaluate student work.

Portfolio

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

Materials

Computer lab with a projector and CIS access

[Learning about Career Clusters \(PPT\)](#)

[Career Clusters Poster Worksheet \(PDF\)](#)

[Career Clusters Poster Worksheet \(DOC\)](#)

[Learning about Career Clusters Scoring Guide \(PDF\)](#)

[Learning about Career Clusters Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students gain self knowledge and identify qualities they want to develop as they draw a life map to visualize their futures.

Time: 75 minutes.

Essential Questions

- Who am I becoming?
 - How will I get to where I want to be in life?
-

Preparation

- Reserve and enable computer projector with classroom computer
 - Establish CIS portfolios before this lesson
 - Print *Significant Life Events* and *How I Want to Be Worksheets*, one each per student
 - Gather chart paper and art supplies, such as magazines, paper, scissors, colored pens and pencils
 - *Optional:* Reserve computer lab for students to use CIS Occupations
-

Steps

1. Show PowerPoint (PPT) Slide 1. Inform students that the goal of this lesson is for them to look at who they are now and help them identify who they want to become, which are important elements of career development.
2. Explain to students that taking an inventory of your past can often increase insight into present attitudes and future goals. By reminiscing or reviewing past events, one can evaluate those events, understand patterns, and begin to determine future directions.
3. Show (PPT) Slide 2. This slide shows an sample of the *Significant Life Events Worksheet*. Explain how to complete this chart, using the sample.
4. Distribute the *Significant Life Events Worksheets*. Ask students to complete the worksheet, depicting the events through pictures, symbols, or words.

5. Ask students to form pairs and discuss their worksheets. Ask them to get each other's permission to share some of their events. Remind them to listen carefully to their partner.
 6. Ask students to share with the class something special they learned about their partner. Remind them that the information shared should be respected and treated as confidential.
 7. Explain to the class that the information that they learned about themselves could provide insights into their future career planning. Instead of thinking about "what" they want to be, their significant life events can teach them more about "who" and "how" they might want to be. Discuss these ideas.
 8. Show PPT Slide 3. Distribute the *How I Want to Be Worksheets*.
 9. Review the instructions and ask students to complete the worksheet, drawing upon what they learned from their *Significant Life Events Worksheet*.
 10. Ask students to share their responses to the second worksheet with their partner from the first activity. Remind students to listen carefully.
 11. Ask students to identify the differences between their partner's two lists and help their partner identify strategies to make the needed changes. (For example, if someone wants to become more outgoing, they might join a club or become active in sports.)
 12. Give each student a piece of chart paper and some art supplies.
 13. Ask students to spend a minute dreaming about where they will be ten years from now, based upon the personal goals they set in the *How I Want to Be Worksheet*.
 14. Show PPT Slides 4 and 5. These slides are sample life maps. Ask students to create their own and encourage them to be creative.
 15. *Optional:* Suggest that student use Occupations to assist them with their mapping assignment.
 16. Ask students to share their life maps with the class.
 17. Display life maps around the classroom and leave on display for the remainder of the term as a reminder to students of the importance of their dreams and plans.
-

Variations and Accommodations

- Students could present their life maps to younger students to affirm the importance of these life maps and goals. This could motivate the younger students to begin thinking about their own lives and goals.
 - Students could present these to parents for review and comment.
 - Students could formally review these maps at the end of the year, making modifications based upon new learning.
 - Students needing assistance with writing or drawing could alternatively produce a video, with some support.
-

Assessment

Use the *Life Map Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Classroom with computer and projector with CIS access

[Life Map \(PPT\)](#)

[Significant Life Events Worksheet \(PDF\)](#)

[Significant Life Events Worksheet \(DOC\)](#)

[How I Want to Be Worksheet \(PDF\)](#)

[How I Want to Be Worksheet \(DOC\)](#)

[Life Map Scoring Guide \(PDF\)](#)

[Life Map Scoring Guide \(DOC\)](#)

Chart paper

Art supplies, such as magazines, paper, scissors, colored pens and pencils

Optional: Computer lab

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Lifelong Learning and Change

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students compare occupations and educational requirements then interview someone working in an occupation of interest. Students also speculate about lifelong learning requirements for an occupation of interest.

Time: 100 minutes (across two days).

Essential Questions

- How are occupations that interest me similar and different?
 - What world and economic changes are likely to impact the training or skill-upgrading needed in occupations that interest me?
 - What are some lifelong learning requirements of careers that interest me?
-

Preparation

- Reserve computer lab with computer projector enabled for Day One
 - Establish CIS portfolios before this lesson
 - Read current research on lifelong learning and economic trends; search on the topics "lifelong learning" and "economic trends" to review some pertinent web sites
 - Print *Compare and Contrast* and *Lifelong Learning Interview Worksheets*, one each per student
 - Bring an orange, grapefruit, and knife to class
 - *Optional:* Contact individuals in various occupations to see if they are willing to allow students to conduct short telephone interviews
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about the importance of comparing similarities and differences when making decisions.

2. Set a grapefruit and orange on a table where all can view and ask students to identify the similarities and differences.
3. Cut each fruit into several pieces and allow students to sample these to enhance their ability to compare and contrast the two.
4. Explain that careful attention to similarities and differences is key to quality decision-making.
5. Create two columns on the board labeled "Similarities" and "Differences." Record students' ideas in the appropriate columns.
6. Show PPT Slide 2. Explain that in this activity students will compare and contrast occupations and education to learn one strategy for evaluating career options. Explain that they will also research the future education and training needed for these options.
7. Distribute the *Compare and Contrast Worksheets* and ask students to select two or more occupations of interest to compare.
8. Show PPT Slide 3. Ask students to log into CIS using their personal usernames and passwords. Explain how to complete this worksheet. Tell students to use CIS and the SKILLS assessment to gather comparative information. Tell students that they can use the Occ Select function in SKILLS to identify the detailed skill requirements of occupations, and they can use the View feature to compare one occupation to another. (Click the View icon, which looks like miniature binoculars, to produce this comparative view.)
9. Explain that they can use Occupations and Programs of Study to compare skills, knowledge, preparation, and recommended coursework for these occupations. They can use Occupation Sort to compare occupation factors.
10. Demonstrate how to use each of these sources of information.
11. Show PPT Slide 4. Ask students to discuss the results of their research in groups of three.
12. Ask the class to discuss workplace changes that they anticipate for the future (in the next five years or more) that may affect the opportunities and work life for their occupations of interest, such as technology or market demand. Also, discuss changes that may influence education requirements for occupations, such as technology or business and industry trends. Record their ideas on the board.
13. Distribute the *Life Long Learning Interview Worksheets*.
14. Inform students that they are to conduct an informational telephone interview to complete this worksheet. They should interview a person employed in one of their selected occupations.
15. Ask students to complete the telephone interview prior to Day Two.
16. Show PPT Slide 5. Encourage students to ask the interviewees about retraining, skill upgrading and changes in their industry or business.

Day 2

1. Instruct students to share the results of their telephone interviews in groups of three.
2. Ask groups to brainstorm likely skill upgrading needed amid the workplace changes discussed Day One and workplace projections noted in the interviews.
3. Ask students to forecast lifelong learning requirements for each occupation they discuss.
4. Ask each group to select a reporter to share their group's hypotheses with the class.
5. Assign students to submit a tentative one-page career plan that includes a detailed projection of future skill upgrading and training needs for one of their selected occupations. Ask students to attach their *Lifelong Learning Interview Worksheet* to this report.

Variations and Accommodations

- Students could complete a job shadow with someone who works in their chosen occupation. (This would require additional planning and travel arrangements.)
 - Select researched occupations from among those associated with a given subject area.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Lifelong Learning and Change Scoring Guide* to evaluate student work.

Portfolio

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

Materials

Computer lab with projector and CIS access for Day One

[Lifelong Learning and Change \(PPT\)](#)

[Compare and Contrast Worksheet \(PDF\)](#)

[Compare and Contrast Worksheet \(DOC\)](#)

[Lifelong Learning Interview Worksheet \(PDF\)](#)

[Lifelong Learning Interview Worksheet \(DOC\)](#)

[Lifelong Learning and Change Scoring Guide \(PDF\)](#)

[Lifelong Learning and Change Scoring Guide \(DOC\)](#)

Orange, grapefruit, and knife

***These links are not accessible in the pdf version.
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Linking Occupations and Education

Theme and Level

Theme: Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students learn about the importance of post-secondary education and how occupational choices improve with more education. Students work in groups to research and chart occupational choices available by level of education.

Time: 75 minutes.

Essential Questions

- How much education is required for occupations that interest me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Print *Education Levels Worksheet*, one per student
 - Calculate group numbers needed for Step 2 according to class size
 - Make charts with the following education level descriptors as titles:
 - A few hours to 3 months
 - 4 months to 1 year
 - 2-3 years
 - 4 years
 - 5 or more years
-

Steps

1. Show PowerPoint (PPT0 Slide 1. Explain that the goal of this lesson is for students to look at education levels and the importance of obtaining higher education to achieve life goals.
2. Ask students to form a group in the center or in an open space in the room. Tell students to imagine that the class represents all adults, age 25 and older. The following demonstrates the

levels of education attained by members of the group (assuming a class size of 35):

- No high school diploma, 13 percent (remove four students and place them in a separate group)
- High school diploma, but no post-secondary education, 31 percent (remove eleven students and place them in another separate group)
- Some college, or an Associate degree, 26 percent (remove nine students into a third group)
- Bachelor's degree, 19 percent (remove seven students)
- Professional or Master's degree, 9.5 percent (remove three students)
- Doctoral Degree or higher (remove remaining 1 student, and tell them they represent only 1/3 of a person, as only 1 percent of people have achieved this level of education)
- (Note: These numbers are from 2008.)

3. Show PPT Slide 2. Discuss the results:

- Were these statistics what students might expect?
- What surprised them about this information?
- Did they like the group they were assigned to?
- What else did they learn?

4. Show PPT Slides 3 and 4. These slides are titled Education Levels and The Numbers. Make sure that students understand the descriptors for each level.

5. Explain to students that they are going to work in education level groups to find out about the occupations available for an assigned level of education and training.

6. Show PPT Slide 5. Divide class into the following five groups, giving each group a piece of chart paper with one of the following descriptors as a header:

- A few hours to 3 months
- 4 months to 1 year
- 2-3 years
- 4 years
- 5 or more years

7. Show PPT Slides 6 and 7. Introduce the assignment:

- Ask each group to brainstorm a list of occupations associated with their assigned level of education (as reflected by the header) then record these occupations on the left side of their chart.
- Ask groups to check these occupations for level of education required, using CIS Occupations, and revise their lists as needed.
- Ask students to find other occupations related to their group's level of education by using CIS Occupation Sort and sorting according to the factor "Education and training" choosing only their assigned level of education.
- Ask groups to note the number of occupations open to them, record this on their chart and list the occupations. (For groups with a large amount of occupations on their list, ask them to select 20 from various clusters.)

8. (Note: Some occupations will appear on more than one list when there are multiple entry paths. For example, you can become a Registered Nurse with either an Associate Degree or a Bachelor's degree.)

9. Ask the groups to share their findings with the class.

10. Discuss and display the charts around the room.

11. Distribute the *Education Levels Worksheets*.

12. Show PPT Slide 8, which is a blank *Education Levels Worksheet*, and ask students to use CIS and the Internet to do the research needed to complete this worksheet individually. Encourage students to use the charts from the last activity for starter ideas.

13. Collect these when completed.

Variations and Accommodations

- Invite a panel of people with various educational backgrounds to answer questions about the advantages and disadvantages of the career path they have chosen. Students prepare questions and write a short report on what they learned from the panel, including whether they will amend their personal plans for the future based upon what they heard from these speakers. Students could invite, host, and thank the speakers.
 - Ask students to graph the information on the *Education Levels Worksheet*, using a pie, column, or divided bar graph. Ask them to comment on what the graph shows.
 - Ask students to research (or provide them with) similar educational level information for the present. Ask them to graph and comment on that information. Discuss the trends and possible reasons for them.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member.
-

Assessment

Use the *Linking Occupation and Education Scoring Guide* to evaluate student work.

Portfolio

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

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access

[Linking Occupations and Education \(PPT\)](#)

[Education Levels Worksheet \(PDF\)](#)

[Education Levels Worksheet \(DOC\)](#)

[Linking Occupations and Education Scoring Guide \(PDF\)](#)

[Linking Occupations and Education Scoring Guide \(DOC\)](#)

Chart paper

Make Education Plans

Theme and Level

Theme: Make Plans

Level: Getting Started

At a Glance

Students learn how to make high school course plans based on goals and long-term training aspirations.

Time: 50 minutes.

Essential Questions

- How do I plan to achieve my goals?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Make Education Plans Worksheet*, one per student.
 - Copies of either: 1) students' earlier completed Set Goals worksheets or 2) their Set Goals reflections from within Career Plan.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to create a course plan based upon career and life goals.
2. Show PPT Slide 2. Ask students, "Why plan your high school courses?" after allowing students time to answer this question, show the answers on this slide:
 - Choosing a course plan with academic rigor is a deciding factor in college admissions.
 - If you don't plan the correct or rigorous classes for high school, it could cost you in the long run (For example, California state colleges all require one year of fine arts for admission.)
 - You are most likely to get into your school's competitive elective classes with a plan.
 - Following and attending to your plan reinforces your success.
 - Planning is a life skill. You need to learn to plan before living on your own.
3. Show PPT Slide 3. Review the data on the slide with students. Discuss the importance of planning a successful education career. Ask students to share events or projects that they have

- planned. Ask students to share if they felt planning was key to the event's success.
4. Show PPT Slide 4. Review Worksheet 1 instructions. Display your school's graduations requirements. Have students complete Worksheet 1 as you share your school's requirements.
 5. Show PPT Slide 5. Now have students pull up their Set Goals reflections in Career Plan or pull out their Set Goals worksheets. Use this information and CIS Programs of Study information to complete the table on Worksheet 2: Preparation Requirements. Help students who need assistance thinking about important extra-curricular activities. Provide 20-25 minutes for students to complete Worksheet 2.
 6. Ask for student volunteers to share the preparation plans they made.
 7. Show PPT Slide 6. Ask students to answer the questions in the text boxes at the end of the worksheet then transfer them to their CIS portfolios, in the Getting Started: Make Plans, Make Education Plans section of Career Plan.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - Worksheet 2 could be completed as a homework assignment to save time and provide the opportunity for parent/guardian input and assistance.
 - Process student plans in pairs or in small groups rather than with the full class.
 - Post worksheet 2 plans on the wall as a reminder of success for the semester.
 - Share student plans with counselors and younger students to set a tone for planned success.
-

Assessment

Use the *Make Education Plans Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Make Plans, Make Education Plans section of Career Plan. The following sections need to be completed: **What are your education plans after high school?, What high school courses are you considering?, What high school programs are you considering?** and **What extra-curricular activities do you plan to participate in?**

Materials

Computer lab with a projector and CIS access

[Make Education Plans \(PPT\)](#)

[Make Education Plans Scoring Guide \(PDF\)](#)

[Make Education Plans Scoring Guide \(DOC\)](#)

[Make Education Plans \(PDF\)](#)

[Make Education Plans \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Making Decisions and Plans

Theme and Level

Theme: Make Plans

Level: Looking Deeper, Next Steps

At a Glance

Students make decisions and plans for their next steps.

Time: 50 minutes.

Essential Questions

- How do I make a decision and good plan for my future?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Making Career Decisions and Plans Worksheet*, one per student
 - *Optional* (for last step): Bring poster board, magazines, and illustration tools
-

Steps

1. Show PowerPoint (PPT) Slide 1. Introduce this lesson by telling students that the goal is for them to learn to make enhanced decisions and life plans.
2. Show PPT Slide 2. Introduce the eight decision-making styles:
 - Spontaneous: little deliberation, only makes choices as they surface
 - Impulsive: very reactionary process, little consideration, prone to making poor decisions
 - Procrastinating: endlessly putting off decisions, leads to many lost opportunities
 - Indecisive: decisions by default, stalls until decision made by default
 - Play it Safe: stays in own comfort zone, life is safe but boring
 - Compliant: gives own power over to authority
 - Fatalistic: no sense of control or freedom of choice, "que sera sera, whatever will be will be" attitude
 - Planful: uses a structured, deliberative and proactive approach for decision-making
3. Ask students which style typifies each of them.

4. Ask student which style they think would work best for career decision-making and planning.
 5. (Note: If they do not select planful, tell them this is the best option because it assures a logical and thoughtful process in a timely fashion, so that you don't have to rush to decide without considering all the factors.)
 6. Tell students that career decisions are life decisions, and it is very important to be thoughtful and planful about career decisions, considering all pertinent information and your feelings. This activity will allow students to practice setting career goals. Tell students that they will likely change their goals many times, but, by practicing goal-setting, they will set more thoughtful and planful goals when they are ready to set a firm goal.
 7. Show PPT Slide 3. Distribute the *Making Career Decisions and Plans Worksheets*, and introduce the planful decision-making model used in this lesson.
 8. Tell students that they will set a career goal and begin making plans for their futures in this activity. To set this career goal, they will:
 - List the three-four occupations they are seriously considering for their future in column one.
 - List the key characteristics of each occupation that appeals to them in column two. (*Optional:* Allow students to use CIS for this step.)
 - In column three write how this occupation will affect their aspired life roles (traveler, parent, etc.).
 - In column four write any other information about this occupation that is pertinent to students. (They may use CIS for this step as well.)
 - In column five describe the outlook for this occupation in the geographic areas where they are willing to live.
 - In column six rank order the occupations based on the rest of the work on the table, #1= highest.
 9. When students have completed page one of the worksheet, ask them to share their career goals and the rationale for these in groups of three.
 10. Assign page two of the worksheet, titled Planning for My Future.
 11. Ask each student to identify and write something they can do today to start themselves on the path to their future.
 12. Tell students to form pairs and identify something else, more notable, that they can each do in the next week to take them toward their goal.
 13. Assign the remainder of the worksheet as homework and discuss the results in a future class.
 14. *Optional:* Assign students to create a poster with graphics, magazine cut-outs, and other illustrations that depict the steps they need to take and the path to achieve their career goal.
-

Variations and Accommodations

- Complete the worksheet in class in a subsequent period.
 - Focus on the helpful high school courses associated with their career goals and use this information in looking at their plan details (page two of the worksheet).
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Making Career Decisions and Plans Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the pertinent text boxes in the Make Plans section of Career Plan, including the prompt: **Who will encourage and support you to achieve your goals?**

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access

[Making Decisions and Plans \(PPT\)](#)

[Making Career Decisions and Plans Worksheet \(PDF\)](#)

[Making Career Decisions and Plans Worksheet \(DOC\)](#)

[Making Decisions and Plans Scoring Guide \(PDF\)](#)

[Making Decisions and Plans Scoring Guide \(DOC\)](#)

Optional: Poster board, magazines, and illustration tools

Managing Resources

Theme and Level

Theme: Set Goals

Level: Looking Deeper, Next Steps

At a Glance

Students explore the costs of various post-secondary options and prepare a budget for living on their own. Students compare budgets (income and expenses) for at least three post-secondary options.

Time: 100 minutes (across two periods).

Essential Questions

- What are the financial costs and benefits of various post-secondary options?
 - Can I finance my goals?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Managing Resources while Going to School Worksheet*, three per student and *Managing Resources after Finishing School Worksheet*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about: 1) the costs and benefits of various post-secondary options and 2) how to manage funds to assure that they achieve their goals.
2. Introduce the concept of employment relocation. Explain that relocation is difficult for most people and it is expensive. Share this statistic: According to 2009 US Census Bureau data, 11.6 percent of families move annually for employment.
3. Divide the class into groups of four.
4. Show PPT Slide 2. Ask groups to discuss the personal and financial ramifications of moving upon a family and family members' lives for five minutes.
5. Discuss the group's findings.

6. Remind students that they are quite likely to relocate as they finish high school and begin the next phase of their lives, whether continuing education or beginning employment.
7. Ask the groups to discuss the issues facing young people who relocate, and then share the major issues they identified with the class.
8. Mention these factors if students do not: family pressures, costs, safe neighborhoods, transportation, connections to friends.
9. Demonstrate how to use CIS if students are not familiar with the system.
10. Instruct students to use CIS to identify an occupation of their choice, match the occupation to the related program of study and training, and locate three schools they are interested in that offer training for that occupation. Schools must be in three different communities, and one must be out of state.
11. Remind students that most post-secondary programs are not necessarily four-year college programs. Certificate and associate degree programs, as well as the military, specialized career schools, and apprenticeships all offer important and valuable training. Remind students to focus less on "going to college" and more on completing a post-secondary program in a field of interest to them. When students choose the occupation in which they are interested, CIS will help them determine and locate related programs.
12. Show PPT Slide 3. It contains the *Managing Resources while Going to School Worksheet*, distribute the worksheets, three per student.
13. Instruct students to compare the costs of three schools. Students should examine all of the costs of attending these schools for the number of years needed to complete the program of study.
14. Assign students to complete these three worksheets before Day Two.

Day 2

1. Review what students learned as a result of completing the worksheets assigned Day One.
2. Ask students to use Occupations to determine the wages they will earn after graduation based upon the occupation they selected when locating the schools.
3. Show PPT Slide 4. Explain how to complete the *Managing Resources after Finishing School Worksheet* then distribute it to the class.
4. Ask students to calculate their expenses and income and compare the balances with the previous worksheets. If they must take out a loan to complete their education, they need to calculate how long it will take to repay the loan, given entry-level wages and other financial needs.
5. Instruct students to write a summary report of the pros and cons of completing a post-secondary program and relocating either for school or for a job.
6. Discuss the long-term benefits of post-secondary education. Explain to students that although they might earn more money immediately by going directly to work after high school, when you distribute the cost across a life span, education pays.
7. Show PPT Slide 5, which displays US Median Weekly Earnings by Highest Level of Educational Attainment. Discuss what students learned from viewing this slide and participating in this lesson.

Variations and Accommodations

- Encourage students to be creative in this assignment, for example, draw a cartoon, write a drama, or create a video, mobile, or model to help convey their ideas.
- Using Occupation Sort, instruct students to use only the "Wages" factor, select the wage level that interests them, and uncheck all higher levels of this factor. Ask students to pick five occupations on their lists to research, then choose one occupation to base their future income on. After an occupation has been chosen, follow original directions.
- Assign students to use CIS Reality Check to see whether or not their chosen occupation will lead to an income that is compatible with their lifestyle preferences.
- Assign students to complete the *Managing Resources after Finishing School Worksheet* and their short writing assignment at home. The following day students turn in both worksheets and the writing assignment. Complete the lesson by showing the final slide and discussing it.
- Ask students to compare earnings if they go to work directly after high school to earnings if they have some post-secondary education over a 20- or 30-year timeframe. They could present their

- findings using charts, diagrams, or other creative means.
- Work one-on-one with any student needing special assistance.
-

Assessment

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

Portfolio

Students enter their reflections in the **What are your academic goals?** text box within the Set Goals section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access

[Managing Resources \(PPT\)](#)

[Managing Resources while Going to School Worksheet \(PDF\)](#)

[Managing Resources while Going to School Worksheet \(DOC\)](#)

[Managing Resources after Finishing School Worksheet \(PDF\)](#)

[Managing Resources after Finishing School Worksheet \(DOC\)](#)

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

[Managing Resources Scoring Guide \(DOC\)](#)

Managing Resources Part 2

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students use CIS Paying for School and career information to begin analyzing the financial costs and benefits of post-secondary studies.

Time: 75 minutes.

Essential Questions

- What will it take financially for me to attend post-secondary education?
 - Do the financial benefits of post-secondary education outweigh the costs?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Managing Resources Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to evaluate if the financial benefits of post-secondary education outweigh the costs
2. Show PPT Slide 2. Ask students, "If you wanted to attend a midwife training program, costing \$100,000 across three years, and you knew you would make \$80,000/year upon graduation, what considerations would be most important to you?" If students do not mention it, point out that you will be able to repay any needed college loan in a very short time with the midwife's high wages.
3. Show PPT Slide 3. Distribute the Managing Resources worksheet and direct student's attention to the first worksheet, Managing My Resources While in College.
4. Show students the CIS State Schools or National Schools information and where to find the data needed to complete column 1. Consider walking through a sample school.
5. Use some fabricated figures to complete column 2. Advise students that they may need to consult with their parents/guardians to complete column 2 or use aspired figures.
6. Provide students 20 minutes to complete as much as they can on this worksheet.

7. Show PPT Slide 4. Show students where they can retrieve occupational wage information using CIS Occupations. Also, demonstrate how to use Reality Check to glean typical expense information for their geographic area or other geographic areas in their state.
 8. Provide students 20 minutes to complete as much as they can of this worksheet.
 9. Show PPT Slide 5. Divide the class into groups of four and ask students to discuss the following questions:
 - Does it make financial sense for you to follow your education plan? Why or why not?
 - Have your plans for post-secondary education changed in response to completing this assignment? If so how?
 - How long will it take for you to pay-off your college loans?
 - How do you feel about this?
 - What other options might you explore?
 10. Provide 15 minutes for this activity.
 11. Ask for volunteers to share what they discovered and learned by completing these worksheets.
 12. Show PPT Slide 6. Ask students to post their plans for the future, based upon this lesson's learning, in the worksheet box, then summarize this in their CIS portfolios, in the Next Steps: Make Plans, Make Education Plans section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Students could complete the second columns of both worksheets at home with a parent and bring these back to class to complete the discussion items.
 - A plan for applying to several of these scholarships could be added to the assignment.
-

Assessment

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

Portfolio

Students enter their reflections about what they learned in the text box within Next Steps: Make Plans, Make Education Plans section of Career Plan. The following text box needs to be completed: **What are your education plans after high school?**

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[Managing Resources\(PPT\)](#)

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

[Managing Resources Scoring Guide \(DOC\)](#)

[Managing Resources \(PDF\)](#)

[Managing Resources \(DOC\)](#)

Math and Science Make a Difference

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students guess how much math and science are required for various occupations then research the knowledge, skills, and training required for occupations of interest.

Time: 75 minutes.

Essential Questions

- How do the math and science requirements of occupations impact my career planning?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Math and Science Make a Difference Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Explain that the goal of this lesson is to help students grasp the math and science requirements of various occupations.
2. Ask the class to share examples of ways they use math and science in everyday life (examples: making change, measuring ingredients, calculating distance or time, removing stains, managing the pH in a garden). Write these on the board.
3. Show PPT Slide 2. This slide contains this question: "How might math and science knowledge or skills affect career choice?" Record students' ideas on the board. Do not discuss at this point.
4. Show PPT Slide 3. Explain that one characteristic of occupations relates to how much math or science is required in the work. Review these points on the slide:
 - Some jobs require workers to select the correct mathematical formulas
 - Other jobs require workers to use scientific rules and methods
 - Often an occupation uses similar amounts of math and science
 - However, a few occupations are high on math or science but not both

5. Ask the class to discuss this information and share examples from their personal lives.
 6. Show PPT Slide 4. This slide is the *Math and Science Make a Difference Worksheet*. Explain to the class that they will each receive this worksheet. To complete it they will take their best guess as to whether each occupation on the list requires math and/or science a great deal, a lot, somewhat, a little, or hardly ever. Demonstrate to the students how to complete the My Guess column by using 5 for "A great deal" and 1 for "Hardly ever."
 7. Pass out the worksheets and remind students to fill in the My Guess column only.
 8. Create five columns with "5 (A great deal)," "4 (A lot)," "3 (Somewhat)," "2 (A little)," and "1 (Hardly ever)" as headings on the board. Ask the class to place each occupation in the appropriate column. Where there is disagreement, ask the class to vote.
 9. Show PPT Slide 5. It displays the answers, and highlights any discrepancies when compared with the class-generated lists. (Note: Students can list occupations with ranges more than once.)
 10. Ask the students to think about how this type of information is valuable to a high school student. Ask students to log into CIS using their personal usernames and passwords, and explain that this type of information is in CIS.
 11. Demonstrate how to find an occupation using CIS Occupations.
 12. Review with students all the topics they can explore about each occupation. Ask each student to research three occupations of interest to discover the Skills and Abilities, Knowledge, and Preparation (training) necessary to obtain entrance into that field of work. Remind them to look for indicators of math and science skill requirements.
 13. Ask students to share with the class three interesting facts they discovered while doing the research.
 14. Discuss the importance of math and science in relation to occupational choice. Point out to students that the actual amount of math and/or science used by any individual in their job can vary greatly. Refer back to the ideas aired in Step 1 and discuss how math and science proficiency can affect occupational choice.
-

Variations and Accommodations

- Students could survey family and friends to find examples of how they use math in their work (include homemakers). Make sure the students get the occupation title from the people surveyed. Students could then work in groups to devise a quiz using their survey responses. Students could share an example of a math problem from their surveys without revealing who it was from. Other students guess the occupation. Repeat until all math examples are covered. A list of the occupations surveyed could be displayed.
 - Students (or the teacher) could devise a set of problems based on the examples for the class to solve.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use *Math and Science Make a Difference 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.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access

[Math and Science Make a Difference \(PPT\)](#)

[Math and Science Make a Difference Worksheet \(PDF\)](#)

[Math and Science Make a Difference Worksheet \(DOC\)](#)

[Math and Science Make a Difference Scoring Guide \(PDF\)](#)

[Math and Science Make a Difference Scoring Guide \(DOC\)](#)

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students investigate occupational roles of men and women and identify potential reasons for the differences in occupational choice and pay equity.

Time: 100 minutes.

Essential Questions

- Why are some occupations more populated by men than women and vice versa?
 - Do the physical requirements of occupations limit my participation?
 - How can we reduce gender-linked stereotyping and discrimination in careers?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Review Bureau of Labor Statistics, U.S. Census Bureau, and other Internet sites to find current information
 - Update U.S. Census data on Slide 3 of PowerPoint presentation when available
 - Print *Women's Employment and Earning Concerns Quiz*, one per student
 - Print instructor's copy of *Women's Employment and Earning Concerns Answers*
-

Steps

1. Show PowerPoint (PPT) Slide 1. Explain that this lesson will look at differences in male and female wages and some of the lingering reasons for these differences.
2. Show PPT Slide 2. Explain to students that they will be taking the *Women's Employment and Earning Concerns Quiz*, which is ungraded.
3. Distribute the quiz sheets and ask students to make their best guesses for each of the questions.
4. Review the answers students provide. Do not give the quiz answers at this stage. Explain that the answers will be given later.

5. Ask students to reflect upon their own family experiences.
 6. Show PPT Slide 3. Ask students to graph the figures shown on the slide of workers by occupational categories. (This data is from 2010; check to see if you can update this slide if newer data becomes available.)
 7. Ask students to write two sentences about their graphs and what they show.
 8. Ask students to write two additional sentences on the differences in the occupational patterns of men and women. Tell students they are not to suggest reasons for the patterns, merely describe them.
 9. Discuss the patterns the graphs show.
 10. Ask students, individually or in pairs, to log into CIS and go to CIS Occupations. Ask them to identify and read about one occupation dominated by men (for example, most construction occupations), and one dominated by women (for example, several clerical occupations).
Optional: Assign occupations to students. Ask them to note the qualifications and physical requirements for each occupation.
 11. Ask students to share their findings with the class, particularly whether they found anything that limited participation by men or women in the occupations.
 12. Ask students to suggest other reasons for the occupational distribution patterns in their graphs.
 13. Show PPT Slide 4, which contains this statement: "Average earned income for women in the U.S. is currently about 78 percent of the average earned income for men."
 14. Ask students to suggest reasons for this. (Likely answers include "more managers are men," "women do lower level jobs," "women are not as smart or educated as men," "women mostly raise young children.") Accept and record all answers at this stage and record on the board.
 15. Show PPT Slides 5 and 6. These are the answers to the *Women's Employment and Earning Concerns Quiz*, and ask students to compare their answers. Discuss the answers.
 16. Discuss the influences on women's and men's career choices; for example, the effects of taking time out from an occupation to care for children, working part-time for some years, the pressures and long hours of sales and management jobs, and the effects on family life.
 17. Refer back to the patterns of occupational distribution for men and women graphed earlier and the reasons students suggested for women's lower average pay.
 18. Show PPT Slide 7. Ask students to write two paragraphs on the following:
 - How I would like to see the occupational distributions of men and women change when I am an adult.
 - What I can do to ensure that I have full information and full choice of occupations, regardless of gender. (This part of the activity could be a homework assignment.)
 19. Ask students to share and discuss their ideas with the class.
-

Variations and Accommodations

- Ask students to draw graphs or diagrams of the occupation distribution they would like to see when they are adults, instead of writing a paragraph.
- Ask students to survey members of their family for age, level of education, hours of paid work, and the rate of pay. Ask them to pool the factual information only, and leave out names. As a class, analyze the information and compare it with the fact sheet for the quiz or current statistical information from U.S. Department of Labor, Bureau of Labor Statistics, or U.S. Census Bureau.
- Ask students to investigate the role of paid and unpaid work in men's and women's lives, 50 years ago and today. Ask students to estimate the percentage of housework done by each member of their family.
- Discuss the term "housework" and carefully define it (consider maintenance of house, car, yard, taking children to activities, shopping, cleaning, cooking, washing). Ask students to describe in some detail the types of tasks typically involved; for example, "collect, sort and load clothes into machine, unload, dry, air, fold, sort" rather than "do the washing."
- Invite guest speakers to talk with the class about occupational opportunity; for example, men and women in nontraditional occupations.
- Work one-on-one with any student needing special assistance or pair student with a helpful partner.

Assessment

Use *Men's Work, Women's Work Scoring Guide* to evaluate student work.

Portfolio

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

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access

[Men's Work, Women's Work \(PPT\)](#)

[Women's Employment and Earning Concerns Quiz \(PDF\)](#)

[Women's Employment and Earning Concerns Quiz \(DOC\)](#)

[Women's Employment and Earning Concerns Answers \(PDF\)](#)

[Women's Employment and Earning Concerns Answers \(DOC\)](#)

[Men's Work, Women's Work Scoring Guide \(PDF\)](#)

[Men's Work, Women's Work Scoring Guide \(DOC\)](#)

My Accomplishments

Theme and Level

Theme: Know Myself

Level: Next Steps

At a Glance

Students identify their accomplishments.

Time: 50 minutes.

Essential Questions

- What are my accomplishments?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of *My Accomplishments worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify their accomplishments.
2. Show PPT Slide 2. Ask students, "What have you done in your life that feels like an accomplishment?" Encourage students to discuss their accomplishments with the full class.
3. Inform students that this lesson focuses on teaching them to recognize and discuss their accomplishments because employers and college admissions personnel value hearing about accomplishments, as accomplishments evidence skills. Also, mention that resumes often list accomplishments, because these are so important to employers.
4. Show PPT Slide 3. Explain the assignment:
 - Break into groups of four.
 - Each person shares an accomplishment and describes it.
 - Other group members note skill words as the person talks.
 - Group members then share the skill words they heard the person use in describing the accomplishment.
 - Continue this process until each person has shared one accomplishment.
5. Provide 25 minutes for this activity.

6. Show PPT Slide 4. Distribute the *My Accomplishments Worksheet* to each student. Review the worksheet instructions and assign students to complete the worksheet in the next 15 minutes.
 7. Discuss the completed worksheets, student accomplishments and questions.
 8. Tell students that this worksheet will be the foundation for the SKILLS activity, which they will complete next.
 9. Ask students to hold onto this worksheet for the SKILLS lesson and note their accomplishments in their CIS portfolios, in the Next Steps: Know Myself section of My Career Plan.
-

Variations and Accommodations

- Pair student together who need extra assistance completing the worksheet.
 - Bring in guest speakers, perhaps recent high school graduates, who can speak about their accomplishments to the class.
-

Assessment

Use the *My Accomplishments Scoring Guide* to evaluate student work.

Portfolio

Students note their accomplishments in the **What did you learn about yourself from the career assessment (Accomplishments Worksheet) you just completed?** text box within the Next Steps: Know Myself section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[My Accomplishments \(PPT\)](#)

[My Accomplishments Scoring Guide \(PDF\)](#)

[My Accomplishments Scoring Guide \(DOC\)](#)

[My Accomplishments\(PDF\)](#)

[My Accomplishments\(DOC\)](#)

My Action Plans and Supports

Theme and Level

Theme: Make Plans

Level: Getting Started

At a Glance

Students create action plans and course plans and identify obstacles and supports.

Time: 75 minutes across two days.

Essential Questions

- What do I need to do to achieve my goals?
 - What high school courses should I take?
 - What are my obstacles to success?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Print copies of students' Career Plan reflections using CIS Administration Tools:
 1. If you have not yet done so, create a CIS Group for your class of students
 2. Select Group Report under the Reports header
 3. Select your class as the group
 4. Select Career Plan for the type of report
 5. Select Detailed Report for the type
 6. Select Print for the output
 7. Cut into individual pages
 - Make copies of *Updating My Action Plans and Supports Worksheet*, one per student.
-

Steps

DAY 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to update both their course plans and action plans and update any obstacles to and supports for their success.

2. Show PPT Slide 2. Ask students, "Have you ever had to change your plans because something important happened forcing you to change?" Invite students to share their changed plans and how they managed the needed changes. Explain that plans often need to change, and thinking through the details of this helps assure that you stay on track to achieve your goals. This lesson will allow them to update earlier action plans.
 3. Show PPT Slide 3. Distribute the lesson worksheets. Tell students to log in to their My Portfolio, link to Career Plan and click Print from the menu bar to review their reflections to date.
 4. Show PPT Slide 4. Explain the instruction for completing the long-term, short-term, and experiential learning plans:
 - Review your Career Plan reflections and goals,
 - Update each of the three plan areas: long term, short term, and experiential learning plans with results and changes needed.
 - List any new obstacles and supports
 5. Provide students twenty minutes for this activity.
 6. Ask students to volunteer to share their plans.
 7. Demonstrate how to update the CIS Course Planner.
 8. Assist students in updating their course plans in the CIS Course Planner.
 9. Show PPT Slide 5. Ask students to answer the questions in the text box and the bottom of the worksheet, Page 3. Have students transfer their answers into their CIS portfolios, in the Looking Deeper: Make Plans, Action Plans and Supports section of Career Plan.
-

Variations and Accommodations

- Pair up student who need extra assistance completing these activities.
 - Course Plan could be drafted with a family member outside of class then plan drafts could be reviewed in class.
 - A school counselor could come to class and lead the course planning section of this lesson.
-

Assessment

Use the *Updating My Action Plans and Supports Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Looking Deeper: Make Plans, My Action Plans and Supports section of Career Plan. The following boxes need to be completed: **What is your action plan for this year?**, **What are your long-range plans?**, and **Who will assist you to achieve these goals?**

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

Students' Career Plan Report printouts

[Updating My Action Plans and Supports \(PPT\)](#)

[Updating My Action Plans and Supports Scoring Guide \(PDF\)](#)

[Updating My Action Plans and Supports Scoring Guide \(DOC\)](#)

[Updating My Action Plans and Supports \(PDF\)](#)

[Updating My Action Plans and Supports \(DOC\)](#)

Theme and Level

Theme: Know Myself

Level: next Steps

At a Glance

Students identify their career anchors, things that motivate them in a job.

Time: 75 minutes.

Essential Questions

- What motivates me?
 - What compels me in my work at school or on the job?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of *My Career Anchors Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify their career anchors, values that either anchor them to a task or drive them to another task or job.
2. Show PPT Slide 2. Ask students, "What motivates you?" Encourage students to discuss with the full class the things that motivate them and how these motivators impact their behavior and life choices.
3. Show PPT Slide 3. Explain that career anchors are like motivators. They are the things that people really seek in a job. Review in more detail the anchors on the slide (See worksheet for extended definitions).
4. Explain that, while at MIT, Edgar Schein identified these eight anchors, or themes, and has shown that people have strong prioritized preferences for these. For example a person with a Security/Stability anchor will seek secure and stable employment over, employment that is challenging and riskier even for much less pay. People tend to stay anchored in one area and their career will echo this in many ways.~
5. Tell students that they will learn about their career anchors in this lesson. Mention that their

- career anchors may change with growth and change as they mature.
6. Show PPT Slide 4. Distribute the lesson worksheets.
 7. Provide 15-20 minutes for this task.
 8. After students find their anchors, break them into eight groups associated with the anchors.
 9. Assign these eight groups to find occupations in CIS that might work well for people with the anchor they selected as their primary anchor.
 10. Share the occupations that each group identifies with the full class and discuss classmates' thoughts about these. (It could be that one person selects Teacher for Security/Stability and another might associate Teacher with Autonomy. Discuss this and how both could be true if the anchor that holds the person to the job differs.)
 11. Provide 15-20 minutes for this activity.
 12. Show PPT Slide 5. Ask students to answer the questions in the text boxes at the bottom of the worksheet, page 3, and transfer this learning to their CIS portfolios, in the Next Steps: Know Myself section or My Career Plan.
-

Variations and Accommodations

- Pair student together who need extra assistance completing the worksheet.
 - Bring in guest speakers motivated by each anchor and ask them to talk about how their anchors motivate them.
-

Assessment

Use the *My Career Anchors Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Know Myself section of Career Plan. The following boxes need to be completed: **What did you learn about yourself from the career assessment (Career Anchors) you just completed?** and **What occupations interest you now?**

Materials

Computer lab with a projector and CIS access

[My Career Anchors\(PPT\)](#)

[My Career Anchors Scoring Guide \(PDF\)](#)

[My Career Anchors Scoring Guide \(DOC\)](#)

[My Career Anchors\(PDF\)](#)

[My Career Anchors\(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Evaluate Options

Level: Getting Started, Looking Deeper

At a Glance

Students research their family work and career history by studying the jobs, occupations, or careers of ancestors to gain an understanding of themselves in relationship to their ancestry.

Time: 100 minutes (across two days).

Essential Questions

- How does my ancestry impact who I am becoming?
-

Preparation

- Set up computer and connect to computer projector
 - Optionally reserve computer lab with computer projector if you plan to have students use CIS to conduct research on family members' occupations
 - Establish CIS portfolios before this lesson
 - Print *Genogram Worksheet*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this activity is to help them understand how their ancestry impacts who they are becoming.
2. Explain that career genograms are drawings or other visual iconographic systems of representing occupational information in a family tree, possibly going back many generations.
3. Tell students that those who use this method to support career development believe that family history and relationships among family members may offer keys to a person's own career development. In a sense, families can be viewed as having occupations and careers. One's background may affect career choice.
4. Discuss how cultural, ethnic, and social influences affect career choices of family members and can influence student plans.

5. Show PPT Slide 2. Ask students to discuss how they think their backgrounds impacts their choices in life.
6. Show PPT Slide 3. Show students how to complete the career genogram worksheet by reviewing the sample on the slide. (Note: You could edit this slide to reflect your own family history.)
7. Show PPT Slide 4. Distribute the *Genogram Worksheets* and instruct students to complete these as homework, interviewing family members to learn the information needed.
8. Optionally, encourage students to log into CIS and use CIS Occupations to learn more about their family members' occupations.
9. Tell students to include their ancestor's name and occupation. You may also want to suggest that they add educational level, if known. (Note: For some students this will take research. Others may not be able to fill out each branch. Encourage students with non-existent relatives or gaps in their trees to use significant others in their place.)

Day 2

1. Divide class into small groups.
 2. Ask groups to share their genograms and examples of how family heritage affected career choices of family members within their own ancestry.
 3. Ask groups to share their findings with the whole class.
 4. Show PPT Slide 5. Ask the class, "How does your family and your family history influence your career planning?"
 5. Ask students to write and submit a brief paragraph addressing what they learned in this lesson about the influence of family on life choices.
-

Variations and Accommodations

- Ask students to create a project to help explain their career genogram. Projects can include oral or written reports with creative presentations such as historical photographs, drawings, videos, recordings, exhibits, or other productions.
 - Students could also share historical tools or equipment that relates to a family business or that has meaning to a family occupation or family member.
 - Instruct students to pick one or two significant occupational information facts to address from their family tree. Suggest to students that they present a "then and now" exhibit of how an industry has changed by using historical photographs and tools related to a family business along with current photographs and tools.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *My Career Genogram Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Classroom with computer and projector

[My Career Genogram \(PPT\)](#)

[GenogramWorksheet \(PDF\)](#)

[GenogramWorksheet \(DOC\)](#)

[My Career Genogram Scoring Guide \(PDF\)](#)

[My Career Genogram Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

My Career Interests

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students use the Interest Profiler to gain perspectives on their interests and occupations that use these.

Time: 50 minutes.

Essential Questions

- What are my interests?
 - What occupations use these values?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *My Work Values Worksheet*, one per student
 - Go to You Tube and search using, "What do you like to do in your free time?" Locate and bookmark three or four short videos that capture diverse activities. Make sure one video is about time wasting by teens. You will use these in step 2 of this lesson.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand their interests and occupations that use these interests.
2. Show students the You Tube clips you bookmarked.
3. Ask students what they like to do in their free time, encourage a class discussion.
4. Tell students that how they spend their free time reveals a lot about their interests, and interests are one important key to finding a satisfying career. If your job uses and develops your interests then you are likely to enjoy your work.
5. Show PPT Slide 2. Tell students that they will complete the Interest Profiler in this lesson. The Interest Profiler lists 180 interests and asks you to assess quickly whether you would like, dislike or feel unsure about your interest in doing this activity.
6. Show PPT Slide 3. Distribute the *My Career Interests Worksheet* and review the instructions.

Instruct students to:

- Log into their CIS portfolios
- Use the Interest Profiler
- Save their results
- Research resulting occupations of interest
- Post their reflections

7. Provide 20-25 minutes for this process.

8. Show PPT Slide 4. Ask students to answer the questions on the slide, repeated on the bottom of the *My Career Interests Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper : Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Lesson could be completed in Spanish to build language skills.
 - To shorten the time required, you could skip the video clips, perhaps ask students to watch some You Tube videos on this theme before class.
 - Students could discuss career interests with a parent/guardian as a lesson precursor.
 - Students could make illustrations about their interests to hang in class.
-

Assessment

Use the *My Career Interests Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Know Myself section of Career Plan. The following boxes need to be completed: ***What did you learn about yourself from the career assessment (Work Importance Locator) you used?*** and ***What occupations interest you now?***

Materials

Computer lab with a projector and CIS access
Bookmarked You Tube videos

[My Career Interests\(PPT\)](#)

[My Career Interests Scoring Guide \(PDF\)](#)

[My Career Interests Scoring Guide \(DOC\)](#)

[My Career Interests \(PDF\)](#)

[My Career Interests \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

My Financial Plan

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students draft financial plans for the future based upon financial goals and present financial situation.

Time: 50 minutes.

Essential Questions

- What are my financial plans for the future?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *My Financial Plan Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to draft a long-term financial plan for achieving their financial goals.
2. Show PPT Slide 2. Explain that education, though costly, often pays off in terms of income and employment. Draw students' attention to the unemployment rate among those with merely a high school diploma, five times higher than those with doctoral degrees. In addition, note the wages for those with doctoral degrees -- nearly three times the wages of those with a high school diploma. Over a 30-year career, that amounts to \$400,000 in today's wages.
3. Show PPT Slide 3. Break students into three groups and have them discuss the questions on the slide:
 - Does the risk of unemployment motivate you to consider more post-secondary education? Why or why not?
 - Will your career goal allow you to achieve the financial situation you want for your life? If not, what might you consider?
 - What other options for financial security might exist for you?
4. Allow ten minutes for discussion, and then ask small groups to share their thoughts with the full class.

5. Show PPT Slide 4. Distribute *My Financial Plan Worksheet* and review the instructions.
 6. Provide 15-20 minutes for students to complete the worksheet.
 7. Break students into pairs to discuss their worksheets for ten minutes.
 8. Show PPT Slide 5. Ask students to post their plans for the future based upon scholarships they discovered in the worksheet box. Next, have them summarize this information in their CIS portfolios, in the Next Steps: Make Plans, Make Financial Plans section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Students could complete this lesson while setting career goals in the Next Step-Set Goals section.
-

Assessment

Use the *My Financial Plan Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Next Steps: Make Plans, Make Financial Plans section of Career Plan. The following boxes need to be completed: **What are your financial goals?** and **What are your financial plans now?**

Materials

Computer lab with a projector and CIS access

[My Financial Plan \(PPT\)](#)

[My Financial Plan Scoring Guide \(PDF\)](#)

[My Financial Plan Scoring Guide \(DOC\)](#)

[My Financial Plan \(PDF\)](#)

[My Financial Plan \(DOC\)](#)

***These links are not accessible in the pdf version.
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My Graduation Plan

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students create a job search checklist, job search plans, and records to track job search activities.

Time: 75 minutes.

Essential Questions

- How do I stay organized amid a job search?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *My Job Search Plan Worksheet*, one per student.
 - Note: this activity is for work-bound seniors. A corresponding activity, Senior Year College Planning Checklist, is for seniors heading to the workforce instead of school
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to plan, organize and track their job-search activities.
2. Show PPT Slide 2. Ask students, "How many of you have conducted a job search?" Allow students to respond and discuss this. Note that it can be challenging to stay organized and motivated; a job search is a full-time job.
3. Tell students that this activity will help them plan a successful job search by developing a plan of action and using a checklist and record form to track needed activities.
4. Show PPT Slide 3. Distribute My Job Search Plan worksheet and review the Job Search Steps checklist on page 2 with students.
5. Ask student to complete what they can on this checklist, placing checks where appropriate.
6. Demonstrate CIS Job Search information. Show the section headers and how to peruse this information for valuable job search instruction and support. Also show students the Resume Creator section of the My Portfolio and walk students through creating or updating their resumes.

7. Provide 30 minutes for students to peruse CIS Job Search information and update their resumes if needed.
 8. Encourage students to share interesting information that they learned while reading the Job Search information.
 9. Show PPT Slide 4. Divide the class into pairs and have students work together to draft their Job Search Action Plans on page 3 of the worksheet.
 10. Ask for volunteers to share their plans.
 11. Show PPT Slide 5. Review the Job Search Record Form on page 4 of the worksheet. Discuss the importance of keeping detailed job search records for follow-up purposes. Explain that an effective job search will likely require hundreds of contacts, so having good records will help you stay organized.
 12. Instruct students to create a record for each job and informational interview that they conduct.
 13. Show PPT Slide 6. Ask students, "What do you think employers look for in a job search applicant? What sorts of things might they observe that would alienate them from an applicant? Discuss their answers and ideas for five minutes.
 14. Show PPT Slide 7. Review the Interview Evaluation Form on page 5. Explain that after each interview, job seekers should evaluate themselves on how well they performed on the items listed on this form.
 15. Show PPT Slide 8. Ask students to write a summary of their own job search action plans then transfer this to the reflection box in Next Step: Make Plans, Action Plans and Supports section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Worksheet could be completed outside class, allowing job counselors and other key people to provide input, guidance, and support.
 - Check-in with students monthly regarding their progress towards securing a job during the second semester of the senior year.
-

Assessment

Use the *My Job Search Plan Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Next Step: Make Plans, Action Plans and Supports section of Career Plan. The following box needs to be completed:
What is your action plans for this year?

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[My Job Search Plan \(PPT\)](#)

[My Job Search Plan Scoring Guide \(PDF\)](#)

[My Job Search Plan Scoring Guide \(DOC\)](#)

[My Job Search Plan \(PDF\)](#)

[My Job Search Plan \(DOC\)](#)

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students create a job search checklist, job search plans, and records to track job search activities.

Time: 75 minutes.

Essential Questions

- How do I stay organized amid a job search?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *My Job Search Plan Worksheet*, one per student.
 - Note: this activity is for work-bound seniors. A corresponding activity, Senior Year College Planning Checklist, is for seniors heading to the workforce instead of school
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to plan, organize and track their job-search activities.
2. Show PPT Slide 2. Ask students, "How many of you have conducted a job search?" Allow students to respond and discuss this. Note that it can be challenging to stay organized and motivated; a job search is a full-time job.
3. Tell students that this activity will help them plan a successful job search by developing a plan of action and using a checklist and record form to track needed activities.
4. Show PPT Slide 3. Distribute My Job Search Plan worksheet and review the Job Search Steps checklist on page 2 with students.
5. Ask student to complete what they can on this checklist, placing checks where appropriate.
6. Demonstrate CIS Job Search information. Show the section headers and how to peruse this information for valuable job search instruction and support. Also show students the Resume Creator section of the My Portfolio and walk students through creating or updating their resumes.

7. Provide 30 minutes for students to peruse CIS Job Search information and update their resumes if needed.
 8. Encourage students to share interesting information that they learned while reading the Job Search information.
 9. Show PPT Slide 4. Divide the class into pairs and have students work together to draft their Job Search Action Plans on page 3 of the worksheet.
 10. Ask for volunteers to share their plans.
 11. Show PPT Slide 5. Review the Job Search Record Form on page 4 of the worksheet. Discuss the importance of keeping detailed job search records for follow-up purposes. Explain that an effective job search will likely require hundreds of contacts, so having good records will help you stay organized.
 12. Instruct students to create a record for each job and informational interview that they conduct.
 13. Show PPT Slide 6. Ask students, "What do you think employers look for in a job search applicant? What sorts of things might they observe that would alienate them from an applicant? Discuss their answers and ideas for five minutes.
 14. Show PPT Slide 7. Review the Interview Evaluation Form on page 5. Explain that after each interview, job seekers should evaluate themselves on how well they performed on the items listed on this form.
 15. Show PPT Slide 8. Ask students to write a summary of their own job search action plans then transfer this to the reflection box in Next Step: Make Plans, Action Plans and Supports section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Worksheet could be completed outside class, allowing job counselors and other key people to provide input, guidance, and support.
 - Check-in with students monthly regarding their progress towards securing a job during the second semester of the senior year.
-

Assessment

Use the *My Job Search Plan Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Next Step: Make Plans, Action Plans and Supports section of Career Plan. The following box needs to be completed:
What is your action plans for this year?

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[My Job Search Plan \(PPT\)](#)

[My Job Search Plan Scoring Guide \(PDF\)](#)

[My Job Search Plan Scoring Guide \(DOC\)](#)

[My Job Search Plan \(PDF\)](#)

[My Job Search Plan \(DOC\)](#)

My Life Rainbow and Story

Theme and Level

Theme: Set Goals

Level: Getting Started, Looking Deeper

At a Glance

Students explore and use life roles to construct a diagram and life story based upon their aspired life roles.

Time: 100 minutes (across two days).

Essential Questions

- What roles will I play in my life and when?
-

Preparation

- Set up computer projector with classroom computer
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with Donald Super's Life Roles Rainbow by reviewing the following resources:
 - <http://faculty.tamu-commerce.edu/crrobinson/512/super.htm>
 - <http://ezinearticles.com/?Life-Span-Life-Space-Considerations-in-Career-Choice---Donald-Super&id=3109272>
 - <http://www.grinnell.edu/files/downloads/Super.pdf>
 - "Donald Super: A Personal View of the Man and His Work," by William C. Bingham, published in *International Journal for Educational and Vocational Guidance* Volume 1 Numbers 1-2, January 2001, pages 21-29
 - Print *My Life Rainbow and Story Worksheet*, one per student
 - Gather colored pens and pencils for students to use to create their rainbows
 - *Optional:* Complete the first page of *My Life Rainbow and Story Worksheet* with your own life roles and stages and make it into a PowerPoint slide to share
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to look at the many roles people play in their lives and then visualize the roles they will have in their own lives.
2. Ask students to define "role" and "life role."
3. Show PPT Slide 2. This slide contains the definitions of these two terms.
4. Ask students to list the roles people play or fulfill over their lifetimes. Encourage students to think about their family members and people they know well.
5. Write the students' suggestions on the board. Try to come up with six to eight different roles. Examples include parent, worker, citizen, student (learner), homemaker, child, leisurite. Students will use roles to create life role rainbows.
6. Show PPT Slide 3. Distribute the *My Life Rainbow and Story Worksheets*.
7. Explain Donald Super's life stage and age theory. Be sure to note that this rainbow portrays the developmental and overlapping role aspects of a person's career development.
8. Ask students to create their own rainbows, labeling each arc with one of the roles they expect to fill in the course of their lives. If there are extra arcs, students may add different roles as well.
9. Allow students to color each arc to indicate the times during their lives when they believe they will play the particular roles.
10. Discuss how roles often overlap and how having more than one role can affect you.
11. Ask students to begin page two of the worksheet, where they will draft their life stories using these roles.
12. Their stories should be roughly one page long, addressing each of the roles they identified on their rainbows.
13. Explain to students that visualizing the specifics of their future is a very good way to stay on track, recognizing good choices as they navigate through their high school years.
14. For homework, ask students to:
 - Complete the draft of their life stories
 - Share this draft and the rainbow with at least one adult or parent
 - Ask this adult how their own multiple life roles affect them and how they balance these roles
 - Take notes on this conversation and be prepared to share in a subsequent class

Day 2

1. Ask students to share their completed rainbows and draft life stories with a partner.
2. Encourage partners to give one another feedback and ideas to add more details and depth to these stories.
3. Allow time for students to revise stories and create final drafts.
4. Encourage those interested to share their life stories and rainbows.
5. Share as a class the information from parents or other adults regarding balancing their multiple life roles.
6. Hang the finished rainbows and stories around the classroom to remind students of their visions for their futures.
7. Show PPT Slide 4. Discuss techniques students might develop, even while in high school, to balance life roles and stay on track to achieve these roles and goals.

Variations and Accommodations

- Share your own Life Rainbow with students.
- Invite a panel of guests to talk about: their life roles, how these roles have changed during their lives, and how they balance their lives and roles.
- Students could add pictures from magazines or their own artwork to depict their anticipated roles and create a rainbow collage.
- Discuss with students how roles are interdependent.
- Discuss what happens when people do not fulfill their responsibilities or meet the expectations others have of them in a given role.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *My Life Rainbow and Story Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the pertinent text boxes in the Set Goals section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Classroom with computer, projector and CIS access

[My Life Rainbow and Story \(PPT\)](#)

[My Life Rainbow and Story Worksheet \(PDF\)](#)

[My Life Rainbow and Story Worksheet \(DOC\)](#)

[My Life Rainbow and Story Scoring Guide \(PDF\)](#)

[My Life Rainbow and Story Scoring Guide \(DOC\)](#)

Colored pens and pencils

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students gain perspectives on their work values and occupations that use these by playing a game and using the Work Importance Locator.

Time: 50-75 minutes.

Essential Questions

- What are my work values?
 - What occupations use these values?
-

Preparation

- Secure computer lab with PC projector and CIS access
 - Make copies of the *My Work Values Worksheet*, one per student
 - Make copies of the *Work Importance Locator Cards*, one set per each two students
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand their values as they relate to work and occupations that use these values.
2. Ask students to stand. Tell them that you are going to play a game where they must make a forced choice between two work values.
3. Show PPT Slides 2-4. Instruct students to choose one of these work values and go to the value's associated corner in the room, as indicated on the slide. After students migrate to their corners, have them discuss why they selected their choice, then show each of the next two slides and repeat this process.
4. Show PPT Slide 5. Explain that the Work Importance Locator assessment uses the same work values that the activity just used with some additional work values. To familiarize them with all of the values, they will now sort the work values cards. Divide the class into pairs and distribute the cards to these pairs of students. Instruct students to take turns sorting the cards and discussing their work values preferences.

5. Show PPT Slide 6. Show the Work Importance Locator sorting page in CIS. Demonstrate how to place the cards electronically. Distribute the *My Work Values Worksheet* and review the instructions. Instruct students to log into their CIS portfolios then use the Work Importance Locator, saving their results and their reflections.
 6. Show PPT Slide 7. Ask students to answer the questions on the slide, repeated on the bottom of the *My Work Values Worksheet*. Next have students post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Know Myself section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Lesson could be completed in Spanish to build language skills.
 - To shorten the time required, you could skip the card-sorting portion of the activity, as students learn about work values in the cursory activity.
 - Students could sort the cards as a homework activity, but you would need to make one deck of cards per student. This would provide an opportunity for parental input.
 - Students could discuss work values with a parent/guardian as a lesson precursor.
 - Students could make illustrations of their work values to hang in class.
-

Assessment

Use the *My Work Values Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections describing what they learned in the text boxes within the Getting Started: Know Myself section of Career Plan. The following boxes need to be completed: **What did you learn about yourself from the career assessment (Work Importance Locator) you used?** and **What occupations interest you now?**

Materials

Computer lab with a projector and CIS access

Work Importance Locator cards

[My Work Values\(PPT\)](#)

[My Work Values Scoring Guide \(PDF\)](#)

[My Work Values Scoring Guide \(DOC\)](#)

[Work Importance Locator Cards \(PDF\)](#)

[Work Importance Locator Cards \(DOC\)](#)

[My Work Values \(PDF\)](#)

[My Work Values \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Next Step to Education Plans

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students update career, academic and personal goals for their next steps beyond high school.

Time: 50 minutes.

Essential Questions

- What are my plans?
 - What are my obstacles and opportunities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Next Steps to Education Plans Worksheet*, one per student.
 - Copies of either: 1) earlier worksheets completed for Next Step Goals or 2) reflections in Career Plan for Next Step Goals.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that this lesson will walk them through crafting an action plan to guide them successfully through the remainder of high school and into their futures.
2. Show PPT Slide 2. Ask students, "Who has ever faced a barrier or obstacle?" Encourage students to volunteer their stories of obstacles and how they overcame these.
3. Point out to the class that individuals overcome obstacles by diligent work and planning.
4. Show PPT Slide 3. Distribute the *Next Steps to Education Plans Worksheet* and review the instructions.
5. Also using slide 3, ask students to log into their My Portfolio and link to the Career Plan Report. Ask students to review their goals and select one, ideally an education-related goal, for this activity.
6. Help students identify and list driving forces (positive forces) and barriers (restraining forces) to

achieving their goals.

7. Break students into groups of three to share their individual driving forces and barriers and identify strategies to attain their goals.
 8. Provide 10 minutes for this discussion.
 9. Assign students to write their action steps (objectives) individually. Remind students that these will be most rewarding if written using measurable terminology.
 10. Show PPT Slide 4. Review the instructions for *Worksheet 2*.
 11. Divide class into pairs and assign pairs to complete the Back Up table together, assisting and supporting one another with the listing of annual goals and objectives.
 12. Encourage students to consider and integrate employment trends, societal needs and economic conditions into their career plans
 13. Provide 15 minutes for this task.
 14. Ask volunteers to share their plans with the full class.
 15. Show PPT Slide 5. Ask students to post their plans for this year and beyond in the worksheet boxes then summarize this in their CIS portfolios, in the Next Steps: Make Plans, Make Education Plans section.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Student plans could be transformed into art projects that hang in the classroom.
 - Have students share and discuss their completed plans with younger students in the school, to help the younger students begin thinking about the importance of making their own plans for the future.
-

Assessment

Use the *Next Steps to Education Plans Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Make Plans, Make Education Plans section of Career Plan. The following boxes need to be completed: **What are your education plans after high school?**, **What high school courses are you considering for this year (and beyond if college bound)?**, **What high school programs are you considering?** and **What extracurricular activities do you plan to participate in this year?**

Materials

Computer lab with a projector and CIS access

[Next Steps to Education Plans \(PPT\)](#)

[Next Steps to Education Plans Scoring Guide \(PDF\)](#)

[Next Steps to Education Plans Scoring Guide \(DOC\)](#)

[Next Steps to Education Plans \(PDF\)](#)

[Next Steps to Education Plans \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Oak or Willow

Theme and Level

Themes: Know Myself

Levels: Getting Started, Looking Deeper, Next Steps

At a Glance

Students practice decision-making in a forced choice exercise then analyze their decision-making styles.

Time: 50 minutes.

Essential Questions

- What do I value?
 - How do I make choices and decisions?
-

Preparation

- Set up projector with classroom computer
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to become more aware of their values and how they make choices and decisions.
2. Ask students to move to an open area of the room.
3. Explain that you will be giving them a forced choice between two alternatives and that they will indicate their choice by moving to one side of the room or the other.
4. Inform students that they may not stay in the middle; they must choose the side of the room they feel is more like them.
5. As you articulate the choices, point first to one side of the room as you name the first choice, then the other side of the room as you give the second choice.
6. Show PPT Slides 2-6. Introduce the forced choices:
 - Are you more like a shopping bag or a briefcase?
 - Would you rather fix a car or race a car?
 - Would you rather lead or follow?

- Are you more like an oak or a willow tree?
 - Would you rather play poker or hearts?
 - 7. After students choose sides on a question, ask them to talk to the person next to them about why they made that choice.
 - 8. After a few minutes, stop the discussion and ask a few students on each side of the room to share their reasons.
 - 9. Repeat the five choices above, this time asking students to return to the open area where they started before posing another question and asking them to choose again.
 - 10. Ask students to return to their seats and discuss what they learned about their values and decision-making styles in small groups of four-five.
 - 11. Show PPT Slide 7. Ask for a show of hands regarding the following questions:
 - Who found it easy to quickly make a decision?
 - Who would have liked more information and time?
 - Who wanted to move to be with friends versus listen to their hearts?
 - 12. Some students realize that they need more information before they can decide, while others will be more comfortable deciding impulsively. Students sometimes say they became more aware of how important freedom or structure was to them.
 - 13. Ask students to report discussions to the whole class after seven minutes.
 - 14. Show PPT Slide 8. Discuss with the class how values and decision-making styles evolve as personal growth and development occur.
 - 15. Show PPT Slide 9. Ask students to spend ten minutes writing a paragraph titled "My Values and Decision-Making Style," describing what they learned about their values and decision-making style from this activity.
 - 16. Collect paragraphs from students.
-

Variations and Accommodations

- Use other choices for younger students (for example, "Would you rather build Lego structures or run in a race?").
 - Use one or more of the CIS Occupation Sort attributes as examples of choices one must make.
 - Organize an activity that requires students to generate more options or alternatives, increasing the complexity of decision-making (for example, ways to reduce the amount of litter around school, a shopping complex, or a town center; ways to make computers in school more accessible to students; ways to improve the school grounds).
 - Offer two solutions to a problem as starter ideas. Divide class into small groups and give each group a piece of chart paper. Tell them to choose one of the solutions or create one of their own. Ask them to list all the reasons they can think of in favor of their solution. Tell students that each group has to sell its solutions to the class. Give groups ten minutes to devise a presentation of no more than two minutes. Groups present their solutions. Ask students to vote individually for the best presentation and the best solution.
 - Discuss the effect of marketing and persuasive techniques on our decision-making processes.
 - Use the Work Importance Locator assessment so students can experience a way to prioritize one choice over another.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Oak or Willow Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself your characteristics, interests and preferences?** text box in the Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access

[Oak or Willow \(PPT\)](#)

[Oak or Willow Scoring Guide \(PDF\)](#)

[Oak or Willow Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Occupation and Preparation Research

Theme and Level

Theme: Research Options

Level: Looking Deeper

At a Glance

Students research the preparation requirements for occupations of interest.

Time: 50 minutes.

Essential Questions

- What are the preparation requirements of occupations that interest me?
-

Preparation

- Secure computer lab with computer projector enabled
 - Make copies of the *Occupation and Preparation Research* worksheet, one per student
 -
-

Steps

1. Show PowerPoint Slide 1. Tell students that the goal of this lesson is to familiarize them with the preparation requirements of occupations of interest.
2. Ask students, "Have you ever had a hard time making a decision? If so, what made it hard?" (If no one mentions the following, be sure to note that decisions complicate when numerous variables exist to sort through, such as in selecting a career or occupation.)
3. Tell students that this lesson will involve looking at six occupations they might consider in a table that explores these occupations' characteristics and preparation requirements. Upon completion of this activity, students will be able to compare graphically the occupations on key factors.
4. Show Slide 2. Distribute the *Occupation and Preparation Research* worksheet and review the instructions. Instruct students to read and review the occupational information before noting key factors on their tables. Demonstrate the Compare feature in CIS Occupations.
5. Provide 30 minutes for this process.
6. Show Slide 3. Discuss student findings.
 - What surprised you?

- What did you learn about how to prepare for these occupations?
 - What new high school courses might you consider taking?
 - What did you learn about yourself?
7. Show Slide 4. Ask students to answer the questions on the slide, repeated on the bottom of the *Occupation and Preparation Research* worksheet, and post meaningful reflections about what they learned about themselves in their CIS portfolios, in the Looking Deeper Research Options section.
-

Variations and Accommodations

Students needing special assistance should be partnered with a helpful class member for this activity. To shorten the time required, you could assign students to complete the worksheet as a homework assignment. Students could make illustrations about these six occupations and their key characteristics to hang in the classroom.

Assessment

Use the *Occupation and Preparation Research* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the **Looking Deeper: Research Options** section of **Career Plan**. The following boxes need to be completed: **What are the preparation requirements of occupations that interest you?** and **What occupations interest you now?**

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector
[Occupation Preparation and Research \(PPT\)](#)
[Occupation Preparation and Research Scoring Guide \(PDF\)](#)
[Occupation Preparation and Research Scoring Guide \(DOC\)](#)
[Occupation Preparation and Research \(PDF\)](#)
[Occupation Preparation and Research \(DOC\)](#)

Theme and Level

Theme: Research Options

Level: Getting Started

At a Glance

Students become familiar with CIS Occupations content, then research and compare occupations of interest.

Time: 75 minutes.

Essential Questions

- What occupations interest me?
 - How do I evaluate occupations of interest to me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with Occupations
 - Print *Occupational Odyssey* and *Top Four Analysis Worksheets*, one each per student
-

Steps

1. Show PowerPoint (PPT) Slide 1 and introduce the essential questions of this lesson, displayed above.
2. Demonstrate to students how Occupations content is organized by cluster or title and the types of information that can be found in the different topics.
3. Show PPT Slide 2, which contains the introduction to Gina's Job Search. Review the scenario with the class.
4. Divide the class into pairs.
5. Show PPT Slide 3. Using Occupations, guide students through answering the question on this slide so that they understand how and why you might use the CIS content.
6. Show PPT Slides 4-8 and ask pairs to race to find the answers, one at a time, using CIS.
7. Once students find the answers, show the directions to finding the answers at the bottom of each slide for the benefit of those students who could not locate the answers.

8. Distribute the *Occupational Odyssey Worksheet*. Ask students to choose ten occupations of interest to research using CIS and this worksheet. Students could include occupations saved in their CIS Favorites from earlier research or exploration.
 9. Show PPT Slide 9. Review the sample table on this slide. Explain to students that their next assignment is to identify four of the ten occupations from their *Occupational Odyssey Worksheet* to research further.
 10. Distribute the *Top Four Analysis Worksheet*.
 11. Tell students to look up an occupation in CIS.
 12. Ask them to identify eight CIS topics of interest and write these in the Factors to Compare column. (Note: For sites using Junior, use the eight topics available.)
 13. Provide time for students to complete these tables.
 14. Lead a class discussion about:
 - What students learned from researching the occupations
 - What they discovered that was unexpected
 - The importance of being fully informed when making choices
-

Variations and Accommodations

- Students could complete these worksheets as a homework assignment. The *Occupational Odyssey Worksheet* could be pre-filled with occupational titles associated with a given subject area for example, fine arts occupations for an art class. This could foster students learning more about the occupations associated with academic subject areas.
 - Work one-on-one with any student needing special assistance, or allow them to complete the worksheets with their partner from earlier in the lesson.
-

Assessment

Use the *Occupational Odyssey 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 projector with CIS access
[Occupational Odyssey \(PPT\)](#)
[Occupational Odyssey Worksheet \(PDF\)](#)
[Occupational Odyssey Worksheet \(DOC\)](#)
[Top Four Analysis Worksheet \(PDF\)](#)
[Top Four Analysis Worksheet \(DOC\)](#)
[Occupational Odyssey Scoring Guide \(PDF\)](#)
[Occupational Odyssey Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Make Plans

Levels: Looking Deeper, Next Steps

At a Glance

Students use CIS Financial Aid Sort, Paying for School, and the Create Resume feature and apply information-seeking and decision-making skills while writing a scholarship essay and creating a resume.

Time: 100 minutes.

Essential Questions

- How will I pay for college?
 - Why am I a good candidate for scholarships?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with Financial Aid Sort, Paying for School, and the Create Resume feature in particular to learn how to create and save various resume types
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about how to pay for college.
2. Divide the class into five groups and ask each group to identify a recorder and a reporter.
3. Show (PPT) Slide 2. Ask students to log into CIS using their personal usernames and passwords, and direct each group to research one of these five financial aid resources using CIS Paying for School and the Internet. Show students where to find the Paying for School file.
4. Give groups ten minutes to do their research.
5. Ask reporters to share what their group learned and show the class where their topic is addressed in Paying for School.
6. Ask students to brainstorm some characteristics a student might need to have in order to receive a scholarship. Write these on the board and then show Slide PPT 3.

7. Show (PPT) Slide 3. Demonstrate the Financial Aid Sort and allow time for students to use this scholarship sorting tool and save their results in their portfolios using the Save button.
 8. Assign students to write a one-page essay entitled "Why I am a Good Candidate for Scholarships" to practice the style of writing used in scholarship applications.
 9. Show PPT Slide 4. Review and discuss the key scholarship application elements. Open Paying for School, select "How do I apply for financial aid", and then select "How to apply" for more information.
 10. Show PPT Slide 5. Discuss the steps for applying for scholarships.
 11. Demonstrate the Create Resume feature.
 12. Assign students to begin drafting their resumes and identifying teachers, coaches and others who might be willing and able to write strong reference letters.
 13. Encourage students to begin seriously searching for and applying for scholarships *before* their senior year, as senior year will be quite busy with college applications and other activities.
 14. Collect essays and draft resumes in subsequent class.
-

Variations and Accommodations

- Assign small groups of students to read, master, and then introduce to their classmates each of the topic headers in Paying for School.
 - Direct students to form pairs and assist one another in completing the Financial Aid Sort. This could provide encouragement to those who underestimate themselves.
 - Students could assist one another in writing and editing an actual scholarship essay for practice.
 - Work on-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Paying for School Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your educational plans after high school?** text box in the Make Plans, Education Plans section of Career Plan.

Materials

Computer lab with a projector and CIS access
[Paying for School Presentation \(PPT\)](#)
[Paying for School Scoring Guide \(PDF\)](#)
[Paying for School Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Make Plans

Levels: Getting Started

At a Glance

Students learn about experiential learning and then apply what they have learned about themselves to plan for a class experiential learning activity.

Time: 100 minutes (plus time for a business site visit or industry tour, across three days.)

Essential Questions

- How could an experiential learning activity benefit me?
-

Preparation

- Contact local businesses, the chamber of commerce, local non-profits, and governmental agencies to see which ones would be willing to hosting a business or industry tour for the class
 - Plan transportation to and from business site visit or industry tour and obtain necessary permission
 - Request brochures for students to view
 - Set up classroom computer with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation
 - Collect at least three community telephone books with yellow pages for your town or city
 - Print *Planning an Experiential Learning Activity Worksheet*, two per group
 - Print *Examples of Experiential Learning Handout* and *What Could You Plan for You Worksheet*, one each per student
 - *Optional:* Reserve computer lab for Day Two if you would like students to review items saved in their portfolios
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is to provide them with the time and resources to help them plan for their own experiential learning event.
2. Tell them that this lesson will put them in the driver's seat and that they will be able to plan the kind of experiential learning activity that will be meaningful to them.
3. Show PPT Slide 2. Read the definition of experiential learning. Explain that these types of experiences can help them connect their coursework in school to real world applications. These activities allow them to practice skills as well as learn new skills, and provide an opportunity for them to explore education and career options first hand. Introduce the three broad types of experiential learning: short-term, community-based, and school-based.
4. Show PPT Slide 3. Organize the class into three groups. Explain to students that the first group will look closely at the short-term activities, the second group will look closely at the community-based activities, and the third group will look closely at the school-based activities.
5. Tell each group to discuss the terms under their assigned category. Instruct groups to write a definition for each of the two activity terms under their category. The definitions should include what they think students would learn from participating in the activities.
6. Distribute the *Examples of Experiential Learning Handout* and review the definitions. Ask if the students were surprised by the definitions and discuss any differences between the definition on the paper and the definition that the groups created.
7. Show PPT Slide 4. Explain to students that they are to work as a group to plan an experiential learning activity for Istvan. Ask students to select one of the two activities under their assigned category.
8. Read Istvan's story on Slide 4 and distribute *Planning an Experiential Learning Activity Worksheet* (one copy per group).
9. Distribute telephone books and any other resource materials you have collected. Instruct students to work with their group to complete the worksheet.
10. When students have completed their worksheets, ask each group to share the activity they planned.
11. Ask if students were surprised by how easy or difficult it was to plan an activity for Istvan. Encourage them to discuss any challenges they encountered and how they resolved them.
12. Show PPT Slide 5. Read Pilar's story and distribute another copy of the *Planning an Experiential Learning Activity Worksheet* to each group.
13. When students have completed their worksheets, ask each group to share the activity they planned.
14. Ask if planning an activity for Pilar was easier than planning an activity for Istvan.
15. Ask students to discuss any challenges or surprises they encountered while planning Pilar's activity.
16. Show PPT Slide 6. Explain that there are many additional types of experiential learning activities in addition to the ones that they learned about today. Introduce the business site visit or industry tour activity and read the definition. Explain to students that they will now plan this type of experiential learning activity for their class.
17. Show PPT Slide 7. Explain that students first need to identify their skills and interests. Distribute the *What Could You Plan for You? Worksheet* and instruct students to complete step one of the worksheet as a homework assignment.
18. Collect student worksheets and combine them into one comprehensive list.
19. Before Day Two, compile students' reported talents, skills, and interests from the worksheets and tally the number of students that identified specific talents, interests and skills. Do not include student names on this list.

Day 2

1. Post or distribute the comprehensive list of the students' interests and skills.
2. Ask students to discuss the list, note any commonalities and recognize unique skills and interests.
3. Show PPT Slide 7 again. Explain to students that they are now ready to take the final three steps and plan their business site visit or industry tour.
4. Decide how you would like the decision to be made as to which business to visit and share your decision with the students.
5. Tell students the names of the businesses that will host them. Post or distribute the brochures from hosting businesses. *Optional:* Use the computer projector to display the businesses' websites.
6. Ask students to discuss:
 - The occupations likely to be observed at the businesses

- The interests and skills of the people that work in that business
 - The connections between what they are learning about the business and the comprehensive list of their skills and interests (from the list you created)
7. Return their *What Could You Plan for You? Worksheets* to the students and tell them they will now finish the worksheet.
 8. Instruct students to think about the business they will visit and identify how the experience will help them.
 9. Ask students to share their answers.
 10. Instruct students to think about the kinds of questions they could ask, which will elicit the kinds of answers that would be useful to them. Tell students to write down their top three questions.
 11. Ask students to discuss their questions.
 12. Ask students if one question should be to identify who at that business might have more information or be able to support them if they were interested in that occupation or industry.
 13. Collect student questions, and combine and synthesize as appropriate.
 14. Select the top 10-15 questions that would be most useful to the class.
 15. Print the list of questions for students to take with them on the business site visit or industry tour.

Day 3

1. Coordinate all permissions and transportation necessary to go to the industry tour.
2. When students return, discuss what they have learned.
3. Ask students to send a thank you note.

Variations and Accommodations

Invite people with varying backgrounds to speak about their career paths
 Work one-on-one with any student needing special assistance or pair student with a helpful partner.

Assessment

Use the *Planning My Experience Scoring Guide* to evaluate student work.

Portfolio

Students enter reflections about what they learned in this activity in the **What other plans for experiential learning do you have?** and any other appropriate text boxes in the Make Plans section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Classroom with computer, projector and CIS access

[Planning My Experience \(PPT\)](#)

[Examples of Experiential Learning Handout \(PDF\)](#)

[Examples of Experiential Learning Handout \(DOC\)](#)

[What Could You Plan for You Worksheet \(PDF\)](#)

[What Could You Plan for You Worksheet \(DOC\)](#)

[Planning an Experiential Learning Activity Worksheet \(PDF\)](#)

[Planning an Experiential Learning Activity Worksheet \(DOC\)](#)

[Planning My Experience Scoring Guide \(PDF\)](#)

[Planning My Experience Scoring Guide \(DOC\)](#)

At least three telephone books for your town or city

Brochures for local businesses, the chamber of commerce, local non-profits, and governmental agencies

Optional: Computer lab for Day Two

Theme and Level

Theme: Make Plans

Level: Getting Started

At a Glance

Students learn the rudiments of planning and anticipating their needs by planning a trip to another country.

Time: approx. 100 minutes, though time may vary (across two days).

Essential Questions

- What do I need to plan to assure I can achieve my goals?
-

Preparation

- Reserve computer lab with computer projector for Day One
 - Set up computer projector with classroom computer for Day Two
 - Establish CIS portfolios before this lesson
 - Select a country that students will pretend to visit (you might select a country that is politically heated at present, to enhance preparation requirements)
 - Edit Slide 3 of the PowerPoint presentation to include your selected timeframe, presentation requirements and resources for this project
 - Gather airline timetables, travel guides, atlases, gazetteers, and encyclopedias
 - (Note: The time needed for this activity can vary; to save time, assemble and make resources available for students in the classroom, library, or computer lab; assign one student the task of obtaining air travel information; allow only a few students to use the Internet, etc.)
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this activity is to develop life-planning skills, and that they will do this by planning an imaginary trip.
2. Ask students to imagine that they have been chosen to join a small group of ten students to visit the country you select.

3. Divide the class into groups of three or four. Tell these groups that they will be planning and organizing most of this international trip.
4. Show PPT Slide 2 and review with students the key planning instructions for their groups:
 - Students are to plan the group's one-month visit, during which time each student will live with two different families who live in different cities/towns in the host country
 - Basic expenses for travel and accommodation will be paid
 - Their group's task is to plan the trip from home in the U.S. and back.
 - They are to investigate all that has to be planned to organize the trip
 - They are to divide up the tasks of research and planning between group members
 - Key issues and tasks should be recorded
5. Show PPT Slide 3. Share the timeframes, presentation requirements, and suggest useful resources.

Day 2

1. Upon completion of the assignment, ask groups to share their plans with the whole class.
 2. Discuss similarities and differences.
 3. Ask each group to note any aspects that they omitted in their planning (for example, passports, language issues, vaccinations, budgeting).
 4. Record the items students mention on the board.
 5. Discuss the importance of life planning, especially when the plans involve significant investments of time, money, and effort.
 6. Correlate the items listed on the board to the items needed for life planning. For example, a "passport" could correlate to planning documents such as a driver's license or transcript.
 7. Show PPT Slide 4. Remind students that they will be engaging in several planning activities during the next several years of school. Ask students to identify the resources they would need for making educational and vocational plans after high school. Ask students to describe how they would go about assembling these resources, documents, and support materials.
 8. Draw parallels between these planning needs when: making educational plans for after high school, high school course planning, occupational planning, extra-curricular activity planning, and experiential learning planning. Ask students to identify the planning needs for several of these activities.
 9. Show PPT Slide 5, which is the assignment: select one of these major planning areas on Slide 4 and create a list of all the documents and resources they need to make a good plan for their selected activity.
-

Variations and Accommodations

- Invite someone from the travel industry to hear the students' plans and comment on the trip-planning checklist, and to offer insights about their own work.
 - You could spend an additional class period really researching the country and tourist opportunities.
 - Invite a high school counselor to talk with students about planning ahead for high school and beyond.
 - Invite a foreign exchange student to share their experiences with the class.
 - Ask students to make a plan for a chosen occupation. Instruct them to identify related high school courses, describe an appropriate training program, research and pick a college/technical school that offers the program, and map out a career path including employers and brief job descriptions.
 - Students needing special assistance should be paired with a helpful group member for the activity.
-

Assessment

Use the *Planning My Future Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the pertinent text boxes in the Make Plans section of Career Plan.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access for Day One

Classroom with computer and projector with CIS access for Day Two

[Planning My Future \(PPT\)](#)

[Planning My Future Scoring Guide \(PDF\)](#)

[Planning My Future Scoring Guide \(DOC\)](#)

Airline timetables, travel guides, atlases, gazetteers, and encyclopedias

Planning My High School Career

Theme and Level

Theme: Make Plans

Levels: Getting Started

At a Glance

Students use CIS Course Planner to plan high school courses.

Time: 75 minutes.

Essential Questions

- What classes should I take in high school?
 - How do my high school courses direct me toward my goals?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Obtain several copies of your high school's course catalog
 - Print *Planning My High School Career Worksheet*, one per student
 - Note: Students will need to have completed and saved at least one career assessment and one or more occupations or programs of interest to complete this lesson
 - *Optional:* Create a link to your school's course catalog using Site Option in CIS Administration Tools and/or upload your courses using Upload Courses in CIS Administration Tools
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that they will take charge of their futures by selecting their high school classes in this lesson. Explain that planning your coursework puts you in the driver's seat of your future.
2. Ask students if they have ever chosen a class, a camp, or an extra-curricular activity in or outside school. Ask them how they appreciated having a voice in that process. Discuss.
3. Ask students to discuss for two minutes, in groups of three, what activities in their lives they have planned (parties, sleepovers, trips, etc.).
4. Ask groups to share their discussions with the class.

5. Ask the class to discuss why some students might enjoy activities that they have planned more than activities that others have planned for them.
 6. Explain that planning high school courses is a mix of choosing their own courses and required courses (graduation requirements).
 7. Explain that course selection is one of the most important decisions they will make while in high school; by carefully planning and selecting courses, they will move along the path to a college or work training program and ultimately the career of their choice.
 8. Show PPT Slide 2. Explain to students that high school course selection should be based upon interests and goals. High school is a time to explore your interests both in and outside the classroom. Taking courses that interest you is an excellent way to test your interests.
 9. Show PPT Slide 3. Distribute the *Planning My High School Career Worksheet*.
 10. Review the worksheet instructions step by step.
 11. Explain that this worksheet will help them review the assessments and sorts they have saved in CIS and research the course requirements of the occupations they noted in their saved reflections. They will also research the course requirements of their favorite occupations, clusters and programs of study. Explain that they will use this information to select courses that address their interests.
 12. Tell students to use the worksheets to organize their research.
 13. Ask students to log into CIS using their personal usernames and passwords.
 14. Demonstrate for students where they can go in CIS to find:
 - Their interests (see saved assessments, Favorites, and activities saved in Resume Creator)
 - Occupation Clusters
 - Occupations (Helpful high school courses)
 - Programs of Study (Program admission)
 - Schools (Admissions), if they have specific postsecondary schools in mind
 15. Explain that they will also review some recommended course plans. Show them where to go to view these:
 - In the Course Planner, select Recommended Course Plans, then select Career Cluster Plans of Study - if your school does not implement these you can find them at <http://www.careerclusters.org/>
 - *Optional:* Link to or review your school and state graduation requirements; alternatively, you could post these on a PowerPoint slide
 - *Optional:* Link to or read about school or regional CTE program offerings
 16. Show PPT Slide 4. Demonstrate how to complete the course planner for ninth grade using the projector.
 17. Answer any questions.
 18. Assign students to begin drafting their own course plans.
 19. Remind students to save their work by clicking Save after they complete each grade level entry.
 20. Ask students if and how their feelings about upcoming coursework have changed since making these high school course plans.
-

Variations and Accommodations

- This activity could be completed one-on-one with students in counseling or in guide or advisory classes.
 - Invite senior students or parents to assist individual students with course planning and selection.
 - Senior students could come to class and share their own experiences course planning or experiences not planning.
 - Admissions counselors could visit to talk about the admission requirements at their school and their experiences with students who are not college ready upon admission.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
 - If using this lesson with CIS Junior, skip the Program of Study and School columns on the worksheet or link to CIS for this information.
-

Assessment

Use the *Planning My High School Career Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following text boxes in the Make Plans section of Career Plan:

- *What high school courses are you considering?*
 - *What are your educational goals after high school?*
-

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[Planning My High School Career \(PPT\)](#)

[Planning My High School Career Worksheet \(PDF\)](#)

[Planning My High School Career Worksheet \(DOC\)](#)

[Planning My High School Career Scoring Guide \(PDF\)](#)

[Planning My High School Career Scoring Guide \(DOC\)](#)

Practicing Positive Interaction

Theme and Level

Theme: Know Myself

Level: Looking Deeper, Next Steps

At a Glance

Students practice workplace conflict resolution skills and provide feedback to other groups regarding their conflict resolution role-plays.

Time: 125 minutes (across three days).

Essential Questions

- What can I do to help resolve conflicts in a positive way?
-

Preparation

- Reserve computer lab with computer projector for Day One
 - Set up computer projector with classroom computer for Days Two and Three
 - Ensure classroom and lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Print *Four Situations Handout*, enough for one situation for each group of four
 - Print *Observation Comments Worksheets*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Introduce the activity by stating that the class is going to practice and develop conflict resolution skills. Explain that they will be role-playing a workplace conflict situation.
2. Divide the class into groups of four. Give each group a situation from the *Four Situations Handout*.
3. Show PPT Slide 2. Instruct the groups that they are to begin with the basic situation and add more details, so that others can understand and reenact it.
4. Instruct students to select a specific occupational setting for this conflict; i.e., a bank, a welding

shop, a business office, a medical laboratory, etc.

5. Allow ten minutes for students to develop a scenario then facilitate exchange of scenarios, so that each group has a new scenario to use for the activity.
6. Show PPT Slide 3. It displays the Rules for Positive Interaction. Review these rules with the class, answering any questions.
7. Explain that students will observe and comment on each other's presentations.
8. Allow the remainder of the class period for the groups to plan and prepare for their conflict resolution role-plays.
9. Encourage groups to learn more about the occupations in their scenarios and the work settings for these occupations by logging into CIS and using CIS Occupations, so their role-plays will be more credible.

Day 2 and 3

1. Distribute the *Observation Comments Worksheets* to students.
 2. Instruct students to take turns presenting and observing one another's role-plays, then noting positive comments and observations on the worksheet.
 3. Request that students use the Rules for Positive Interaction as they make comments on each other's role-plays.
 4. Discuss each role-play upon its conclusion with the whole class.
 5. Show PPT Slide 4. Ask how similar situations might be resolved differently, given different settings or interpersonal dynamics.
 6. Collect the *Observation Comments Worksheets* to verify student participation.
-

Variations and Accommodations

- Videotape the role-plays then play back before feedback sessions. Allowing students to view themselves in a role-play promotes better awareness of behavior and enhanced receptivity to other's feedback.
 - Pair students needing special assistance with a helpful group member for the activity.
-

Assessment

Use the *Practicing Positive Interaction Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself your characteristics, interests, and preferences?** text box in the Know Myself section of Career Plan.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access for Day One
Classroom with computer, projector and CIS access for Days Two and Three

[Practicing Positive Interaction \(PPT\)](#)
[Four Situations Handout \(PDF\)](#)
[Four Situations Handout \(DOC\)](#)
[Observation Comments Worksheet \(PDF\)](#)
[Observation Comments Worksheet \(DOC\)](#)
[Practicing Positive Interaction Scoring Guide \(PDF\)](#)
[Practicing Positive Interaction Scoring Guide \(DOC\)](#)

Presenting Yourself in Person

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper, Next Steps

At a Glance

Students work in groups to conduct and record mock interviews using a video recorder. Review and evaluate interviews in class to support learning.

Time: 200 minutes (across four days).

Essential Questions

- What constitutes effective interviewing skills?
 - What skills do I need to acquire to interview successfully?
-

Preparation

- Reserve computer lab with computer projector enabled for Day One
 - Set up computer projector with classroom computer for Days Two-Four
 - Reserve digital video camera or video camera/recorder and television
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with CIS Job Search and Keep That Job content related to interviewing and job retention, particularly the Sample Interview Questions (and answer suggestions), found in Job Search Step 8: Prepare and Practice Interviews
 - Print *Interview Evaluation Worksheet*, several per student
 - Print *Sample Interview Questions Worksheet*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to develop and practice job-interviewing skills. Inform students that interviewing is an important skill that they will use throughout their lives whether it is for a job, school admission, or scholarship.
2. Tell students that practicing and receiving video-recorded feedback is the best way to build

positive interview behaviors. Therefore, all practice interviews in this lesson will be recorded and reviewed using video equipment.

3. Divide the class into groups of three.
4. Show key content from Job Search and Keep That Job on the projector to review effective job interviewing and retention information.
5. Show PPT Slide 2. Assign each group one of the topics under Job Search Step 8: Prepare and Practice Interviews (omit Sample Interview Questions). Groups will work together for 15 minutes to compile a list of key points in their particular topic. When all groups are finished, lead a discussion with the entire class on each group's findings.
6. Distribute the *Interview Evaluation Worksheets* and discuss key points.
7. Discuss interviewing basics and the best ways to answer questions. Use the Job Search Step 8: Prepare and Practice Interviews Sample Interview Questions topic and the Troublesome Questions subsection to help lead this discussion.
8. At the end of the class period, distribute the *Sample Interview Questions Worksheets*. (Note: This worksheet contains some illegal questions. Student should identify strategies for approaching these questions, as employers may still ask these questions of teens.)
9. Assign students to answer the questions before the next class period. Students will use the worksheets as a reference for their role-play, whether they are acting as the applicant or the interviewer.
10. Remind students that they can find useful information for preparing for their interviews in Prepare and Practice Interviews, under Sample Interview Questions.

Day 2

1. Show PPT Slide 3. Distribute several *Interview Evaluation Worksheets* to each group and review how to complete them.
2. Assign roles within the groups: interviewer, applicant, and observer/recorder.
3. Remind groups that they are to rotate roles (giving everyone a chance to practice each role), that the observer/recorder will use the video camera to record the interview, and that interviews should last five minutes.
4. Show PPT Slide 4. Review the Rules for Positive Feedback. Emphasize that feedback should focus on the positive attributes of the applicant, using the *Interview Evaluation Worksheet*.
5. An evaluation must be filled out for each applicant. Therefore, each student will fill out multiple evaluations.

Days 3 and 4

1. Complete any unfinished interviews.
2. Groups observe one another's video-recorded interviews, giving positive feedback to applicants.
3. Students complete and submit *Sample Interview Questions Worksheets*, *Interview Evaluations Worksheets*, and the tape of mock interviews.
4. Lead the class in a discussion on the areas addressed on the *Interview Evaluation Worksheets*.
5. Show PPT Slide 5. Address the following questions:
 - Are these questions important for measuring a job applicant?
 - Why?
 - If not, what areas should be included?
 - Are these skills important for maintaining a job?
 - Why?
 - What other skills are important for keeping a job?
 - Why?

Variations and Accommodations

- Invite adults from the community to conduct mock interviews following this activity.
- Invite older students who have served in the workforce to observe and provide feedback.
- Students needing special assistance should be paired with a helpful group member for the activity.

Assessment

Use the *Presenting Yourself in Person Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access for Day One
Classroom with computer, projector and CIS access for Days Two-Four
Digital video camera or video camera/recorder and television
[Presenting Yourself in Person \(PPT\)](#)
[Sample Interview Questions Worksheet \(PDF\)](#)
[Sample Interview Questions Worksheet \(DOC\)](#)
[Interview Evaluation Worksheet \(PDF\)](#)
[Interview Evaluation Worksheet \(DOC\)](#)
[Presenting Yourself in Person Scoring Guide \(PDF\)](#)
[Presenting Yourself in Person Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Presenting Yourself on Paper

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper, Next Steps

At a Glance

Students learn the benefits of various resume formats then develop their personal resumes and job application data sheets.

Time: 150 minutes (across three days).

Essential Questions

- How do I present myself best in resumes and job applications?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with the different types of resumes; see CIS Job Search Step 7: Create Resumes and Cover Letters
 - Review Job Search Step 3: Collect Information
 - Print *Guidelines for Writing Resumes Handout*, one per student
 - Gather newspaper classified ads and job announcements from local or state employment department offices or the Internet
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to teach them how to make a good first impression on paper in their job search.
2. Show PPT Slide 2. Review the following points: 1) Many times an application or resume is the first thing about you that an employer sees, 2) Representing yourself well on paper in your application and resume is critical for this reason, 3) A person must know the skills that employers value most and be able to demonstrate this knowledge in the proper written form.

3. Divide the class into groups of two-three.
4. Distribute newspaper classified job announcements, employment job postings from businesses or government organizations, or allow the groups to search the Internet for position openings. (Students can use the CIS Occupations link to JOBcentral found under Related Information as one method of finding job openings on the Web.)
5. Ask each group to pick a job or an occupation from the job announcements to research.
6. Introduce CIS Occupations. Show students where the Knowledge and Skills and abilities are listed for each occupation.
7. Ask students to list the knowledge, skills, and abilities required for the occupation using the Occupations information and the job announcement.
8. Introduce CIS Job Search.
9. Show PPT Slide 3. Ask students to log into CIS using their personal usernames and passwords.
10. Direct students to the Resume Creator section of their portfolio. Instruct students to complete the entire Resume Creator section. Then select Format and Create Resume under Create Resume. Ask students to select "Build Your Own", check "Include Dates in Resume," select "List References," then click "Next". Leave all sections checked to include but do no other formatting at this time.
11. Ask students to save their work as "Job Application Data Sheet."
12. Print either the RTF, TXT, or PDF file, and click "Create Resume." This produces an unformatted job application data sheet, not a well-formatted resume.
13. Instruct students to keep this data current and bring it with them for reference when completing job applications.
14. Tell students that, when looking or applying for a job, it is important to keep in mind the difference between where people look for work versus where employers look for applicants. Show PPT Slide 4. Lead a short discussion with the class on the differences between the two pyramids and how these different approaches might hinder or help a job search.
15. For those students who did not finish the Job Application Data Sheets, assign it as homework before Day Two.

Day 2

1. Review completed Job Application Data Sheets.
2. Ask groups to edit one another's work.
3. Distribute and review the *Guidelines for Writing Resumes Handout*.
4. Review the fundamentals of resume writing.
5. Show PPT Slide 5. Lead a discussion about the pros and cons of each resume type. (Note: There are many types of resumes. This lesson focuses on the most widely used varieties.)
6. Show PPT Slides 6-9. Demonstrate the four sample resume types: Chronological, Functional, Combination, and Target. Students can find ten samples of resume styles in Job Search Step 7: Create Resumes and Cover Letters.
7. Instruct students to choose an occupation for which they currently have the skills, experience, or education in order to write a resume.
8. Encourage students to use CIS to look up skills for the occupation.
9. Ask students to begin drafting a resume using the *Guidelines for Writing Resumes Handout* for reference and the Create Resume feature found within their portfolio.
10. Ask students to save their work at the end of the class.

Day 3

1. Ask students to complete resumes.
 2. Divide class into small groups to review, edit, and print and save final versions.
 3. Students submit resumes for teacher review.
-

Variations and Accommodations

- Teach the entire lesson on writing a resume.
 - Allow students to work together in teams for the entire process, so that students can support those with difficulty in writing.
 - Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.
-

Assessment

Use the *Presenting Yourself on Paper Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access
[Presenting Yourself on Paper \(PPT\)](#)
[Guidelines for Writing Resumes Handout \(PDF\)](#)
[Guidelines for Writing Resumes Handout \(DOC\)](#)
[Presenting Yourself on Paper Scoring Guide \(PDF\)](#)
[Presenting Yourself on Paper Scoring Guide \(DOC\)](#)
Newspaper classified advertisements, job announcements

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Profile of My Interests

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students use the Interest Profiler assessment to identify occupations associated with their Holland Personality Type and interests.

Time: 50 minutes.

Essential Questions

- What occupations match my interests and personality?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with Interest Profiler
 - Print *Profile of My Interests Worksheet* and *Holland Types Explained Handout*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them identify occupations that match their interests and personality type.
2. Show PPT Slide 2. Distribute *Profile of My Interests Worksheets* and ask students to complete the first section, listing their dream career or careers.
3. Show PPT Slide 3. Introduce the Interest Profiler assessment by explaining that it can help identify interests and match interests with a wide variety of careers. Note that the Interest Profiler does not tell you what you should be; rather it organizes your interests into six broad categories of work.
4. Show PPT Slide 4, which is a sample results page from the Interest Profiler. Explain this page to students. Point out that these six types are Holland Personality Types, and that students will learn more about these later in the lesson.
5. Ask students to log into CIS using their personal usernames and passwords.
6. Show students where to find the Interest Profiler and direct them to click on it, leading them to

the introductory screen.

7. Tell students that they will be presented with 180 interest questions about activities related to various careers. For each activity, they should choose the response that indicates if they would like or dislike the activity.
 8. Tell them not to worry if some of the activities are unfamiliar or require training that they do not have.
 9. Ask them to disregard salary, status, or training; rather, keep in mind that all occupations and careers have dignity, offer varying wage ranges, and are open to everyone.
 10. Instruct students who have completed the Interest Profiler to save their results in their portfolio by clicking the Save button, and then use CIS Occupations to learn more about occupations that are listed under their high interest areas.
 11. Once all students have completed the assessment, ask them to consider their assessment results by returning to the worksheet.
 12. Show PPT Slide 5. Distribute the *Holland Types Explained Handout* and review it with the students.
 13. Instruct students to review the occupation lists that appear when they click on each Holland Personality Type. Explain the Holland Typology. Ask students to identify up to three occupations in each Holland area and note why these occupations appeal to them.
 14. Ask students to note if any of their dream occupations at the top of the worksheet surfaced in this assessment. If not, ask them to speculate about why this might have occurred.
-

Variations and Accommodations

- Students could research dream occupations before completing the Interest Profiler.
 - Student needing special assistance should be paired with a helpful class member for the activity.
-

Assessment

Use the *Profile of My Interests Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box within the Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access

[Profile of My Interests \(PPT\)](#)

[Profile of My Interests Worksheet \(PDF\)](#)

[Profile of My Interests Worksheet \(DOC\)](#)

[Holland Types Explained Handout \(PDF\)](#)

[Holland Types Explained Handout \(DOC\)](#)

[Profile of My Interests Scoring Guide \(PDF\)](#)

***These links are not accessible in the pdf version.

They can be found by logging into the MCIS System.

[Profile of My Interests Scoring Guide \(DOC\)](#)

Profile of My Work Values

Theme and Level

Theme: Know Myself

Level: Looking Deeper, Next Steps

At a Glance

Students use the Work Importance Locator assessment to learn more about their values and occupations associated with these values.

Time: 50 minutes.

Essential Questions

- What are my work values?
 - What occupations match my values and needs?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Review the Work Importance Locator Counselor's Guide, found in Tools for Educators under Guides and Instructional Notes
 - Print *My Work Values Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Ask students, "What do you value?" Listen to their replies.
2. Tell students that the goal of this lesson is for them to understand the link between work values and job satisfaction.
3. Show PPT Slide 2. Tell students that in regards to work, people are more likely to:
 - Be satisfied by jobs that meet their needs
 - Perform better if they have the abilities necessary to do the job
 - Perform better if satisfied
 - Be more satisfied the better they perform
 - Stay on the job longer if they are satisfied and performing well
4. Explain that finding occupations that meet one's needs is important, and that this lesson will help

them identify jobs that meet some of their needs and values.

5. Show PPT Slide 3. Explain that this lesson is based on Dawis and Lofquist's (1984) Theory of Work Adjustment. The theory explains the interaction between individuals and work environments. This interaction is made up of an initial "fit" between individuals and their work environment, as well as the ongoing adjustments made by both the individuals and the work environment.
 6. Show PPT Slide 4. Say, "In other words, people with certain values and needs are best suited for jobs that have requirements that correspond with those characteristics."
 7. Show PPT Slide 5. The slide displays the six value words below:
 - Achievement
 - Relationships
 - Independence
 - Support
 - Recognition
 - Working Conditions
 8. Distribute the *My Work Values Worksheets* and ask students to prioritize these values for themselves using page 1 of the worksheet.
 9. Ask students to form pairs and share their selections and rationale for each selection.
 10. Ask students to complete page 2, explaining that this activity will help them quickly complete the Work Importance Locator assessment, which they will do next.
 11. Ask students to log into CIS using their personal usernames and passwords, and direct them to the Work Importance Locator.
 12. Inform students that in this career assessment they will be ranking different aspects of work-related needs in order to learn about their work values and what is important to them in a job. Instruct them to review the worksheet they just completed to more expediently sort the cards on the computer. Demonstrate card placement using the projector.
 13. Tell students that this assessment will produce six work value scores and will show occupations that correspond to these values.
 14. Explain that they will be able to compare their results to the pyramid on the worksheet activity and view occupations to explore that they feel may lead to satisfying occupations and careers.
 15. Instruct students to begin, and, when finished, to research occupations that surface in their results.
 16. Ask students to save their results into their portfolios using the Save button.
 17. Discuss the following questions:
 - Did you get the same values that you prioritized on your pyramid?
 - Why might that have changed? (See the Work Importance Locator Counselor's Guide, page 21, to learn how each need is coded to values.)
 - Did you find it easier to prioritize your values (worksheet page 1) or your needs (worksheet page 2)?
 - How are values and needs related?
 - How are values and needs and academic success related?
 18. Ask students to answer the questions at the bottom of page 2 of the worksheet.
-

Variations and Accommodations

- Begin with the Work Importance Locator then administer the worksheet discussed above.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
 - Set up the card sort for the Work Importance Locator for students needing special assistance, using the Work Importance Locator Cards, found in Tools for Counselors and Teachers under Classroom Activities.
-

Assessment

Use the *Prospective Hindsight Scoring Guide* to evaluate student work.

Portfolio

Use the *Profile of My Work Values Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box in the Know Myself section of Career Plan.

Materials

Computer lab with a projector

[Profile of My Work Values Presentation \(PPT\)](#)

[My Work Values Worksheet \(PDF\)](#)

[My Work Values Worksheet \(DOC\)](#)

[Profile of My Work Values Scoring guide \(PDF\)](#)

[Profile of My Work Values Scoring guide \(DOC\)](#)

***These links are not accessible in the pdf version.
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Theme and Level

Theme: Evaluate Options

Levels: Looking Deeper, Next Steps

At a Glance

Students use forecasting and hindsight to develop possibilities for their future. Students learn about climate change.

Time: 50 minutes.

Essential Questions

- How can hindsight help me plan my future?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Prospective Hindsight Worksheet 1* and *Prospective Hindsight Worksheet 2*, one each
 - Review this new article: [National Geographic web page](#) to provide students with information for the first activity
 - *Optional:* Review *Decision Traps*, by J.E. Russo & J.H. Shoemaker
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn how to use prospective hindsight to help them plan their futures.
2. Define "prospective hindsight:" Prospective hindsight involves generating an explanation for a future event as if it had already happened; i.e., one envisions going forward in time, and then looking back.
3. Divide the class into two large groups.
4. Show PPT Slide 2. Give one group the *Prospective Hindsight Worksheet 1*, and the other group the *Prospective Hindsight Worksheet 2*.
5. Allow students to work for twenty minutes, using Internet resources if desired.
6. Ask groups to share their results. Examine how answers, perspectives, and approaches differ between the groups.

7. Show PPT Slide 3. Use these results to address the following questions:
 - Why might it be easier to use hindsight to generate more options?
 - Did the prospective hindsight group (*Worksheet 2*) have different results than the forecast group (*Worksheet 1*)?
 - What were the options generated by the forecast group?
 - Why are options for answering the question on *Worksheet 2* different from those for *Worksheet 1*?
 8. Show PPT Slide 4. Explain and discuss how "mental time travel" is a powerful tool for gaining insight into the myriad of variables and choices that can produce both success and failure.
 9. Ask students if their daydreams (which are projective imaginations of the future) have ever assisted them with stressful upcoming events.
 10. Explain that *Worksheet 2* uses prospective hindsight to identify creative possibilities. Though folks typically think of hindsight as a negative phenomenon that obstructs learning, it can be turned into an advantage when contemplating the future.
 11. Show PPT Slide 5 and inform students that research suggests that the ability to explain events so easily in hindsight can be harnessed to constructively anticipate greater possibilities for the future.
 12. Show PPT Slide 6. Assign a written report for homework. Ask students to imagine that they are ten years older and entering their ideal occupation. They are to list all the reasons that they were successful in landing this occupation.
 13. Show PPT Slide 7. Ask students, "What did you learn about how you make decisions?"
-

Variations and Accommodations

- Ask students to cite other examples of changes with which they are familiar.
 - Discuss climate change more in depth in science classes.
 - Students needing special assistance should be paired with a helpful group member for the activity.
-

Assessment

Use the *Prospective Hindsight Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access

[Prospective Hindsight \(PPT\)](#)

[Prospective Hindsight Worksheet 1 \(PDF\)](#)

[Prospective Hindsight Worksheet 1 \(DOC\)](#)

[Prospective Hindsight Worksheet 2 \(PDF\)](#)

[Prospective Hindsight Worksheet 2 \(DOC\)](#)

[Prospective Hindsight Scoring Guide \(PDF\)](#)

[Prospective Hindsight Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Pyramid of Needs

Theme and Level

Theme: Set Goals

Level: Getting Started, Looking Deeper

At a Glance

Students learn about and discuss Maslow's concepts of wants and needs then apply these to their own lives.

Time: 50 minutes.

Essential Questions

- Where am I on Maslow's hierarchy of needs?
 - What personal goals do I have to help me move forward in my life?
-

Preparation

- Set up computer projector and audio system with classroom computer
 - Establish CIS portfolios before this lesson
 - Review Maslow's hierarchy of needs theory; see this Internet site: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/maslow.htm>
 - Print *Maslow's Hierarchy Worksheet*, one per student
 - Obtain a sound recording of the Rolling Stones' *"You Can't Always Get What You Want"* you can show a video of the Rolling Stones performing this song on several You Tube pages or find other peoples' recordings of this song on You Tube as well
 - (Note: Youtube may not be available in all schools)
-

Steps

1. Show PowerPoint (PPT) Slide 1 and introduce the goal of this lesson, which is to learn about personal wants and needs and apply these to goal setting.
2. Show PPT Slide 2. Click the title on this slide, and it will play the song, *"You Can't Always Get What You Want."* Ask students to consider the statement: "You can't always get what you want, but if you try sometimes you just might find, you get what you need."
3. Facilitate a discussion about what the statement means, and record students' answers.
4. Show PPT Slide 3, which is Maslow's Hierarchy. Explain to students that Dr. Abraham Maslow

was a noted authority who studied human behavior. Tell them that according to Maslow's theory, people begin at the bottom of the ladder and move up step by step as their needs are met. Answer any questions.

5. Describe the theory that individuals can slide down a level or two due to changing circumstances in their lives. Ask for discussion about what some of these circumstances might be. If students do not bring it up, be sure to mention such things such as starting college, beginning a career, and having a family.
 6. Mention the idea that individuals who reach the top may set new priorities and goals and consequently move back a number of steps. Discuss this idea.
 7. Ask students to consider where they are, individually, in the hierarchy. Tell them to think about why they place themselves where they do.
 8. Ask for volunteers to share their thoughts.
 9. Show PPT Slide 4. Tell students that you can portray Maslow's theory in various ways.
 10. Show PPT Slide 5. Assign students to create their own hierarchy of needs with a visual representation that is meaningful to them. Tell students that this assignment requires them to identify what they can do right now to progress up the hierarchy, and to identify goals that will help them move forward at various stages of their lives.
 11. Distribute the *Maslow's Hierarchy Worksheets* for students to use as a reference as they create their own structure.
-

Variations and Accommodations

- Assign students to work in groups to discuss the hierarchy and develop their structure.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Pyramid of Needs Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your personal goals?** text box within the Set Goals section of Career Plan.

Materials

Classroom with computer, projector, CIS access and audio system

[Pyramid of Needs \(PPT\)](#)

[Maslow's Hierarchy Worksheet \(PDF\)](#)

[Maslow's Hierarchy Worksheet \(DOC\)](#)

[Pyramid of Needs Scoring Guide \(PDF\)](#)

[Pyramid of Needs Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Rainbow of Roles

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students learn about life roles and the factors that affect these by conducting interviews, using CIS, and completing an informal assessment of activities.

Time: 100 minutes (across two days).

Essential Questions

- How do life roles affect careers?
 - How do my lifestyle and my life roles impact my career and life development?
-

Preparation

- Set up computer projector with classroom computer for Day One
 - Reserve computer lab with computer projector enabled for Day Two
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with Donald Super's Life Span, Life Space Approach by reviewing the following resources:
 - <http://faculty.tamu-commerce.edu/crrobinson/512/super.htm>
 - <http://ezinearticles.com/?Life-Span-Life-Space-Considerations-in-Career-Choice---Donald-Super&id=3109272>
 - <http://www.grinnell.edu/files/downloads/Super.pdf>
 - "Donald Super: A Personal View of the Man and His Work," by William C. Bingham, published in *International Journal for Educational and Vocational Guidance* Volume 1 Numbers 1-2, January 2001, pages 21-29
 - Print *Typical Day* and *Life Roles Worksheets*, one each per student
-

Steps

Day 1

1. Show Powerpoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn

- more about life cycles and roles and the impact of life roles upon career development.
2. Show PPT Slide 2. Introduce Donald Super's Life Rainbow showing his concepts of life stages to the class.
 3. Discuss each of the life and age stages of this rainbow along with the roles people serve within these stages.
 4. Discuss how lifestyle factors affect career maturity and changes in a person's life. For example, if you chose to marry and have children in your early 20's, your life will be quite different than if you deferred these choices until your mid-30's. You will likely behave more maturely because of the life responsibilities you assumed earlier. You might also appear less carefree and likely have less discretionary money in your 20's.
 5. Divide the class into six groups, one for each life role: child, student, leisurite, citizen, worker, and homemaker/parent. (Other life roles you can include are spouse and pensioner.)
 6. Show PPT Slide 3. Ask each group to discuss the following question and then collaborate to formulate conclusions to present to the class:
 - What ages on the rainbow should be associated with your assigned role, from your group's perspective?
 - Why?
 7. For example, the group assigned the child role might say, "The age span for the child life role is three to 15 and 65 to 75. Being playful and silly are typical attributes of those ages. They are associated with youth and also of retired people who begin to play and take advantage of their newly found free time to enjoy new activities."
 8. Ask each group to select a presenter to share the group's conclusions and a recorder to note group members' comments and conclusions.
 9. Show PPT Slide 4. Ask how the roles of homemaker, sales representative, and student have differing impacts on families.
 10. Show PPT Slide 5. This is the overview of the occupation Sales Representatives. Ask the class to imagine and discuss a typical day in the life of a Sales Representative. Then consider a typical day in the life of a homemaker and a student.
 11. Show PPT Slide 6. Distribute the *Typical Day Worksheets*, assign students to interview an adult of their choosing, and complete this worksheet prior to the next class.
 12. Inform students that worksheet information will be shared.

Day 2

1. Ask students to form groups of three and share the information they learned from the people they interviewed while completing the *Typical Day Worksheets*.
2. Ask groups to imagine that the people they interviewed comprise a family.
3. Show PPT Slide 7. Assign groups to answer these questions:
 - How is this family unique due to members' occupational demands and life patterns?
 - What factors of these family members may impact their lifestyles as a family (e.g., socioeconomic status, culture, values, job hours, occupational choices, work habits)?
 - How does work contribute to a balanced and productive life for your group's family members?
4. Groups may find it helpful to use CIS Occupations to help answer questions.
5. Ask groups to share their conclusions with the class in a three-minute report that includes a summary and explanation of their thoughts.
6. Ask for a student volunteer to be a recorder and note the conclusions and group member's contributions.
7. Show PPT Slide 8. Distribute the *Life Roles Worksheet* and go through the instructions by reading the instructions that follow:
 - List fifteen things you most enjoy doing in column 1.
 - In column 2, note if the activity involves people (P), information (I), or things (T).
 - In column 3, note if the activity costs over \$5 to do (\$).
 - In column 4, note if the activity would appear on either or both of your parents' lists (M, F, or B).
 - In column 5, note if the activity would have been on your list three years ago (3).
 - In column 6, note how frequently you have done the activity within the past month (1-1,000).
 - In column 7, note if you usually have done the activity indoors, outdoors or both (I, O or B).
 - In column 8, rank order the activities (1=favorite, 15=least).
8. Upon completion, ask students to draw conclusions about their life roles and interests from

completing this worksheet and the earlier activities in this lesson. They can record what they learned on the bottom of the worksheet and in their portfolios as indicated below.

Variations and Accommodations

- Students could report the results of interviews individually to the whole class.
 - Given an additional class period, students could develop skits depicting their simulated families that address life role complexities within these families.
 - Assign students to work in teams to complete the *Typical Day Worksheets* to assist any special needs student who might have difficulty conducting or recording this interview alone.
-

Assessment

Use the *Rainbow of Roles Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Classroom with computer, projector and CIS access for Day One

Computer lab with projector and CIS access for Day Two

[Rainbow of Roles \(PPT\)](#)

[Typical Day Worksheet \(PDF\)](#)

[Typical Day Worksheet \(DOC\)](#)

[Life Roles Worksheet \(PDF\)](#)

[Life Roles Worksheet \(DOC\)](#)

[Rainbow of Roles Scoring Guide \(PDF\)](#)

[Rainbow of Roles Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
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Relating Education to Careers

Theme and Level

Theme: Evaluate Options

Level: Getting Started, Looking Deeper

At a Glance

Students research preparation requirements, including high school courses, for five occupations of interest identified within the SKILLS assessment. Student diagram the relationships between school classes and career preparation.

Time: 75 minutes (across two days).

Essential Questions

- What do I need to do to prepare for occupations that interest me?
 - What high school courses should I consider?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Relating Education to Careers Worksheet*, one per student
 - (Note: Students must complete SKILLS prior to this activity)
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is to learn more about the relationship between school classes and careers of interest.
2. Ask students to review their SKILLS results and select five occupations from their SKILLS *Top 30 Occupations lists that they would like to evaluate further.
3. Show PPT Slide 2. Distribute the *Relating Education to Careers Worksheets*.
4. Tell students to list these five occupations in the five cells under the first column, entitled Occupations.
5. Explain that they will research these five occupations using CIS; they will record information

about the skills and abilities, knowledge, and preparation on these worksheets. They will make a special note of high school classes recommended as preparation for each occupation.

6. Show students how to use CIS to conduct this research. Demonstrate how they can begin with Occupations from the link on the home page or within SKILLS. Demonstrate where the Skills and abilities, Knowledge, and Preparation information is within the Occupations files.
7. Decide upon the timeframe for worksheet completion and provide options for completion outside class (i.e., computer labs, library, or at home).
8. Show PPT Slide 3. Assign students to prepare a diagram or chart illustrating how their high school classes contribute to the preparation requirements of each of these five occupations. Ask students to include completed, desired, or planned classes. Instruct them to create a written or oral explanation of these diagrams or charts.
9. Allow time for completion of this assignment.

Day 2

1. Review the completed worksheets with students and answer any questions.
 2. Post completed diagrams around the room.
 3. Allow time for students to discuss and explain their work to one another.
 4. Show PPT Slide 4. Lead a discussion about what students discovered regarding the relationships between school subjects and occupational preparation requirements and needs.
-

Variations and Accommodations

- Scan diagrams and upload to students' portfolios in the Stored Files and Links section for guidance planning purposes.
 - Allow students to present worksheet and other report information orally.
 - Use this lesson in any subject area to look at the relevance of classes in the subject to student career goals, or use five occupations that are commonly associated with the subject and do the research on these occupations.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Relating Education to Careers Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access

Students' SKILLS *Top 30 Occupations information or printouts

[Relating Education to Careers \(PPT\)](#)

[Relating Education to Careers Worksheet \(PDF\)](#)

[Relating Education to Careers Worksheet \(DOC\)](#)

[Relating Education to Careers Scoring Guide \(PDF\)](#)

[Relating Education to Careers Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Selecting a College

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students use CIS Undergraduate School Sort to create a list of post-secondary school options and CIS U.S. Colleges & Universities to research those options. Students develop and use a decision-making grid for selecting post-secondary schools.

Time: 75 minutes.

Essential Questions

- What's important to me in a post-secondary institution?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with Undergraduate School Sort and U.S. Colleges & Universities
 - Print *School Decision Making Grid Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Explain that the goal of this lesson is for students to learn to identify factors of importance in post-secondary schools.
2. Ask students to share their concerns and thoughts about selecting a post-secondary school.
3. Show PPT Slide 2. Volunteer exemplary issues that do not surface in the student discussion.
4. Ask students to draft a list of issues that they might want to consider as they look at school options.
5. Ask students to log into CIS using their personal usernames and passwords. Direct them to U.S. Colleges & Universities, and ask them to select Undergraduate School Sort on the right.
6. Show PPT Slide 3. Explain to students that this navigation bar will be at the top of each page, and that they can follow it in order, or select criteria in order of what is most important to them. Explain that these selection criteria provide important factors to consider.
7. Show PPT Slide 4. Demonstrate how Undergraduate School Sort works, and how to answer the

questions.

8. Ask students to use Undergraduate School Sort either during the class period or on their own to create a list of schools that may interest them.
 9. Remind students to save results in their portfolios using the Save button.
 10. Ask students to reflect upon the various school selection factors that they reviewed in this lesson, then ask them to create a list of their most important criteria for evaluating and selecting schools. (These lists might include some of the same criteria used in Undergraduate School Sort, but students should be encouraged to think about some of the other issues that are important to them, such as those discussed earlier in the lesson. Refer to the list of issues developed above.) Suggest that they review their final list with their parents.
 11. Show PPT Slide 5, which is the sample *School Decision Making Grid Worksheet*. Distribute the worksheets to students.
 12. Tell students that they are to create their own decision-making grids using these worksheets or spreadsheet software. Explain how they will place their own criteria in the left column of the grid and up to six schools that they are considering in the rows across the top. Ask them to create their own rating scale range for evaluating each school against their criteria. Show the method used on the sample (Slide 5) as one idea.
 13. Ask students to select a minimum of four schools from their Undergraduate School Sort list as the basis for additional research and comparison.
 14. Instruct students to research these schools using U.S. Colleges & Universities and the Internet to locate information related to their individual rating criteria.
 15. After students complete this assignment, provide time to share what they learned about the schools they compared. Use Slide 6 to prompt discussion:
 - How did the rating process change how they felt about these schools?
 - What did they learn about what factors are important to them?
 - How might the outcome have changed if they had assigned some factors more weight than others?
 - Did this prompt them to consider other criteria?
 16. Encourage students to explore additional schools that meet their personal criteria.
 17. Remind students to reevaluate their criteria as they gather and review school application information, attend college fairs, talk to college representatives, and visit campuses.
 18. Suggest that, over the next year or so, their expectations and needs will become clearer, and they will become better able to decide where to apply and where to attend school.
 19. Ask students to share and discuss their completed worksheets and secondary school options with parents then return the signed worksheet to class.
-

Variations and Accommodations

- Ask students to create a bulletin board display of their research and rating results to share with others in the school.
 - Students could work together in small groups to create the rating method.
 - Students with visual disabilities could produce the table orally.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Selecting a College Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access

[Selecting a College \(PPT\)](#)

[School Decision Making Grid Worksheet \(PDF\)](#)

[School Decision Making Grid Worksheet \(DOC\)](#)

[Selecting a College Scoring Guide \(PDF\)](#)

[Selecting a College Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Senior Year College Planning Checklist

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students create college checklist to track college-planning activities needed in the senior year of high school.

Time: 50 minutes.

Essential Questions

- What do I need to do my senior year to stay on track for college?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Senior Year College Planning Checklist Worksheet*, one per student.
 - Note: this activity is only for college-bound seniors. A corresponding activity, My Job Search Plan, is for seniors heading to the workforce instead of school
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell college bound students that the goal of this lesson is for each of them to plan and track needed senior-year activities.
2. Show PPT Slide 2. Ask students, "Do you think you might have senioritis? Senioritis is the state of slacking that attacks many seniors like a sickness." Allow students to respond and discuss this.
3. Inform students that, contrary to popular beliefs, college admission personnel do care about senior grades; offers of admission can be and are withdrawn when students do not perform as expected. One way to help with senioritis is to stay focused on your goals.
4. Tell students that this activity will help them focus on their goals by using a checklist to stay on track with all needed activity.
5. Show PPT Slide 3. Distribute the *Senior Year College Planning Checklist* and review this checklist with students.

6. Ask students to complete what they can of the worksheet and note their own unique activity details under the Calendar on page 1 of the worksheet.
 7. Instruct students to hang this checklist in their locker or by the desk where they work at home. They need to see it often as a reminder of needed action.
 8. Break students into groups of three and have them discuss their plans for preparing for college this school year.
 9. Show PPT Slide 4. Ask students to answer the question in the text box at the end of the worksheet then transfer this answer to their CIS portfolios, in the Next Steps: Make Plans, Action Plans and Supports section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Worksheet could be completed outside class, allowing parent/guardian input, assistance, and support.
 - Check-in with students regarding their progress towards completing their checklists monthly throughout the senior year.
-

Assessment

Use the *Senior Year College Planning Checklist Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Next Steps: Make Plans section of Career Plan. The following box needs to be completed: **What are your (college) action plans for this year?**

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[Senior Year College Planning Checklist\(PPT\)](#)

[Senior Year College Planning Checklist Scoring Guide \(PDF\)](#)

[Senior Year College Planning Checklist Scoring Guide \(DOC\)](#)

[Senior Year College Planning Checklist\(PDF\)](#)

[Senior Year College Planning Checklist\(DOC\)](#)

Theme and Level

Theme: Set Goals

Level: Getting Started

At a Glance

Students learn how to set career, academic and personal goals.

Time: 50 minutes.

Essential Questions

- What are my goals?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Set Goals Worksheet*, one per student
 - Copies of either: 1) earlier worksheets completed for Research Options and Evaluate Options or 2) reflections in Career Plan for Researching My Options and Evaluating My Options.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn how to set good personal, academic and career goals.
2. Show PPT Slide 2. Ask students, "What is a goal?" Give students ample chances to answer then share the second half of the slide, the answer: The result or achievement toward which you direct effort; aim; end.
3. Ask for a show of hands of those students who have set goals. Then of those, ask for those who achieved the goals they set to keep their hands raised. From among these, ask how setting goals helped them achieve goals.
4. Show PPT Slide 3. Share Bo Bennett and Clyde Drexler quotes. Tell students that these individuals achieved their dreams because they had goals.
5. Ask students if they know others who set and achieved goals. Allow students to share these stories.
6. Show PPT Slide 4. Distribute the worksheet. Discuss SMART goals using the worksheet to review the acronym.

7. Review the instructions for all steps. Show students how to set a sample goal. Provide 20 minutes for students to complete the worksheet.
 8. Ask for student volunteers to share the goals they wrote. Have classmates provide encouraging and supportive feedback related to these goals.
 9. Show PPT Slide 5. Ask students to transfer the answers they wrote in the worksheet's boxes to their CIS portfolios, in the Getting Started: Set Goals section.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - Complete worksheet as a homework assignment to save time and provide the opportunity for parent/guardian input and assistance.
 - Process student learning in pairs or in small groups rather than with the full class.
 - Write goals on the wall as a reminder for the semester.
 - Share goals with other staff and counselors.
-

Assessment

Use the *Set Goals Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Set Goals section of Career Plan. Complete the following boxes: What are your personal goals?, What are your academic goals?, What are your career goals? and **What are your plans for enrichment and improvement this year?**

Materials

Computer lab with a projector and CIS access

[Set Goals \(PPT\)](#)
[Set Goals Scoring Guide \(PDF\)](#)
[Set Goals Scoring Guide \(DOC\)](#)
[Set Goals \(PDF\)](#)
[Set Goals \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students play the SKILLS Bingo game to identify skills used in different activities.

Time: 50 minutes.

Essential Questions

- What skills have I developed amid my activities and accomplishments?
-

Preparation

- Set up computer projector with classroom computer
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation to familiarize yourself with game rules
 - Print *SKILLS Bingo Card* (with *Activities/Accomplishment Playsheet* on the back) and *SKILLS Worksheet* (go to SKILLS and select "Print SKILLS Worksheet"), one each per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Explain that the goal of this activity is to help students learn more about the skills that they have developed in their activities and accomplishments to date.
2. Show PPT Slide 2. Review Bingo rules:
 - Instructor says, "Go"
 - Students race to find others who can sign each block
 - When students complete a line of boxes (horizontally, vertically, or diagonally), they yell "Bingo"
 - (Note: Everyone gets the "free" box in the center; only one signature per person is allowed on each bingo card)
3. Distribute the *SKILLS Bingo Cards*.
4. Say "Go," and allow students to ask one another for signatures until one student completes a vertical, horizontal, or diagonal line and wins.
5. The first person to yell "Bingo" wins a prize.

6. Present a prize to winner.
 7. Repeat the process, if time permits.
 8. Show PPT Slide 3. Provide the definition of a skill: "A goal-directed behavior that has been or can be learned or strengthened through practice." Emphasize that skills can be learned with practice.
 9. Show PPT Slide 4. Ask students, "What skills were involved in playing this game?" Record their responses on the board.
 10. Direct students' attention to the *Activities/Accomplishments Playsheet* on the back of the *SKILLS Bingo Card*.
 11. Show PPT Slide 5. Select an example accomplishment and ask students to assist you in listing the skills likely used when completing this activity.
 12. Divide the class into groups of three and ask them to identify the skills used to complete three-four of the activities on their worksheets. (Hopefully, each student has completed at least one of these activities and can offer knowledgeable insights to the activity process.) Distribute the *SKILLS Worksheets*, and ask students to refer to this worksheet for skill words.
 13. Upon completion, ask a few students to share their *Activities/Accomplishments Playsheet* skills list with the class.
 14. Show PPT Slide 6. Discuss what students learned about skills, each other, and themselves.
 15. Using the *SKILLS Worksheet*, ask students to identify at least 20 skills they each possess based upon their *Activities/Accomplishments Playsheet*.
 16. Assign students to complete the worksheet as a homework assignment.
 17. *Optional:* Watch the SKILLS tutorial video found in Tools for Users under Quick Starts and Tutorials, Assessment Tools Tutorials. Explain that, during the next few class sessions, students will complete the SKILLS assessment. They will identify skills they enjoy using then use SKILLS to create a list of occupations that use these skills.
-

Variations and Accommodations

- Proceed with the five-step process outlined on the *SKILLS Worksheet*.
 - Ask students to describe their accomplishments orally to peers in small groups and peers will record skills heard in oral descriptions.
 - Vary items on the Bingo card to introduce other topics, such as work experience or transition issues.
 - Instruct students to develop their own Bingo cards based upon their own activities and accomplishments before proceeding with SKILLS.
 - Students needing special assistance should be paired with a helpful partner for the activity.
-

Assessment

Use the *SKILLS Bingo Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests, and preferences?** text box in the Know Myself section of Career Plan.

Materials

Classroom with computer, projector and CIS access

[SKILLS Bingo \(PPT\)](#)

[SKILLS Bingo Card \(PDF\)](#)

[SKILLS Bingo Card \(DOC\)](#)

[SKILLS Bingo Scoring Guide \(PDF\)](#)

[SKILLS Bingo Scoring Guide \(DOC\)](#)

Prizes for students

Optional: SKILLS tutorial video

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

SKILLS Card Sort

Theme and Level

Theme: Know Myself, Research Options

Level: Looking Deeper

At a Glance

Students complete the SKILLS Card Sort then enter their results into the SKILLS assessment. They print copies of their results.

Time: 75 minutes.

Essential Questions

- What are my accomplishments and skills?
 - How do my skills preferences relate to occupational possibilities?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Review Setting the Stage for Using Formal Career Assessment Instruments and Presenting SKILLS to Students (found in Tools for Counselors and Teachers under Guides and Instructional Notes)
 - Print the SKILLS Quick Start and Interpreting SKILLS Results (found in Tools for Users under Quick Starts and Tutorials and Support Materials, respectively), one each per student
 - Print SKILLS cards (found in Tools for Users under Support Materials), one set per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is to identify skill preferences and relate these to occupations that use these skills using an assessment called SKILLS. SKILLS uses the skills you find satisfying to identify occupations that might interest you. When your job requires skills you enjoy using, you are more likely to be successful and happy. Learning about your skills, and how your preferred skills compare to those required by occupations, are important aspects of your career decision-making process.
2. Ask students, "What is a skill?" Allow them to give several definitions.
3. Show PPT Slide 2. It defines skills as goal-oriented behaviors that can be strengthened through

practice.

4. Show PPT Slide 3. Explain the three major kinds of skills:
 - Self-Management Skills are the foundations for all positive work habits. They are also the skills most valued by employers.
 - Functional Skills are skills that can transfer from one occupation to another.
 - Specific Content Skills do not always transfer from one occupation to another; they may be unique to a particular job.
 5. Name some sample skills and ask students to identify what types of skills these are. For example:
 - Dependability = self-management
 - Keyboarding = functional
 - Using Panopto software = job specific
 6. Inform students that people whose jobs require them to use skills they enjoy are more likely to be satisfied and successful.
 7. Ask students to think about their accomplishments or things they have done that they feel good about a sport in which they excelled, a project they completed, a picture they drew, a paid or volunteer job they held.
 8. Ask students to write these on a piece of paper and share their list with a classmate.
 9. Instruct students to keep the accomplishment list visible and at the top of their desks as they use SKILLS; this list may prove helpful to them as they evaluate the skill words.
 10. Show PPT Slide 4. Review the instructions for completing the SKILLS card sort.
 11. Tell students that, as they read each SKILLS card, they should also look at their accomplishment lists and reflect upon their use of this skill in the past. This should help them identify how satisfying the use of this skill was in earlier experiences.
 12. Show students a sample result. Demonstrate the Rate Skills feature and how to view the results by clicking on Summary, Holland Code, Occupational Clusters, *Top 30 Occupations, etc.
 13. Allow roughly 15 minutes for the card sort activity, assisting any students that need help.
 14. When all students have completed the card sort, ask students to log into CIS using their personal usernames and passwords.
 15. Using the projector, show students where they can find SKILLS on their CIS homepage.
 16. Distribute the SKILLS Quick Start and instruct students to begin reading and following these instructions at Step 4.
 17. Instruct students to type their preferred skills into SKILLS.
 18. Answer any questions.
 19. After students complete the skill entry process, instruct them to click Rate Skills and review their ratings under the Holland Code, Occupational Clusters, and *Top 30 Occupations headings.
 20. Remind students to use the View function (click the View icon, which looks like miniature binoculars, next to the occupation in the *Top 30 Occupations screen) to compare the SKILLS coding for any occupation and their own skill preferences.
 21. Instruct students to print their SKILLS results, take the printout home, and review it with a parent or guardian.
 22. Tell students to save their results and thoughts about these SKILLS results by clicking the Save button.
 23. Ask students to write in the reflection box the names of three occupations and two clusters of interest that surfaced while using SKILLS.
 24. Ask students to enter any additional career-related learning acquired from SKILLS.
 25. Show PPT Slide 5. Instruct class to break into pairs to discuss and share the results.
 26. Answer any questions.
-

Variations and Accommodations

- Conduct the SKILLS Bingo prior to this activity.
- Use the SKILLS worksheet (found in Tools for Users under Support Materials), as a homework assignment, instead of the cards.
- Invite other staff or community members to come to class and discuss the skills they enjoy using in their work.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *SKILLS Card Sort Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What did you learn about yourself from the career assessments you used?** text box in Know Myself
 - **What occupations interest you now?** text box in Research Options
-

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access
Setting the Stage for Using Formal Career Assessment Instruments
Presenting SKILLS to Students
SKILLS Quick Start
Interpreting SKILLS Results
SKILLS Cards
[SKILLS Card Sort \(PPT\)](#)
[SKILLS Card Sort Scoring Guide \(PDF\)](#)
[SKILLS Card Sort Scoring Guide \(DOC\)](#)

SKILLS, Courses and Occupations

Theme and Level

Theme: Know Myself, Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students identify individual skills that can be strengthened through training, coursework, and practice. They learn about occupations that use skills that interest them.

Time: 150 minutes (across three days).

Essential Questions

- What are my achievements and accomplishments?
 - What skills have I used in these accomplishments?
 - What coursework will strengthen my skills?
 - What occupations use the skills I prefer?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Review Presenting SKILLS to Students, found in Tools for Counselors and Teachers under Guides and Instructional Notes
 - Print *Skills, Courses and Occupations Worksheet*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them learn more about the accomplishments and skills they possess and for them to learn about occupations that use these skills and coursework that will develop these skills.
2. Show PPT Slide 2. Introduce the concept of skills by providing the definition: "Skills are goal-oriented behaviors which have been or can be strengthened through practice."
3. Show PPT Slide 3. Discuss the Skills Pyramid and these three categories of skills:

- Self-management skills are the skills employers value most and have difficulty developing in an employee if they do not come with these basic skills dependability, tenacity, etc.
 - Functional skills are transferable skills. They transfer from one job to another. Good communication skills, for example, are required in many jobs.
 - Specific content skills are directly tied to a specific job. Using Panopto software, for example, is a job-specific skill.
4. Ask students to name skills needed in school. Lead a discussion of how these skills compare to those needed in the workplace.
 5. Explain that people are more likely to enjoy their jobs and be successful in them when their work requires skills they enjoy using.
 6. Show PPT Slide 4. Introduce the SKILLS assessment by showing and explaining the *SKILLS Worksheet*.
 7. Tell students that SKILLS will help them relate activities they enjoy to occupations that use those skills.
 8. Show PPT Slide 5. Instruct students to make a list of their achievements or accomplishments. Tell them that these can be from any aspect and time of their lives.
 9. After allowing approximately ten minutes for individual work, direct the class to form groups of three-four. Ask the groups to share their lists and help one another add accomplishments by pointing out positive activities they have noticed one another performing.
 10. Instruct students to talk to friends and family members about their accomplishments before the next class, so that they can add activities to their lists.
 11. Remind students to bring their finished list to the next class, as this list will be used for an activity.

Day 2

1. Ask students to refer to their lists of achievements as you distribute the *SKILLS Worksheets*. Explain that they are now to select three-five of their achievements and write them on the worksheet. Indicate the correct place on the worksheets to do this.
2. Review the *SKILLS Worksheet* instructions with students.
3. Show PPT Slide 4 again, or display a sample of a completed worksheet that you have created.
4. Answer questions then direct students to complete the worksheets.
5. If necessary, tell students to take the worksheets home to finish. Ask them to bring completed worksheets to the next class meeting.

Day 3

1. Demonstrate how to use SKILLS. Show students how the numbered skills can be placed in one of the three categories.
2. Demonstrate the Rate Skills feature and how to view the results by clicking on Summary, Holland Code, *Top 30 Occupations, etc.
3. Show how it is possible to link directly to an occupation in CIS Occupations.
4. Inform students that they will now enter their own skills and obtain their own results from this assessment.
5. Ask students to log into CIS using their personal usernames and passwords.
6. Allow students to enter their skills information into the SKILLS assessment. Assist them in obtaining and printing their results. Remind students to save their results in their portfolios using the Save button.
7. Divide students into the same groups as the first session. Instruct them to discuss and compare their results. Answer questions.
8. Show PPT Slide 6. Distribute the *Skills, Courses and Occupations Worksheets*.
9. Direct students to complete the worksheets using the information they obtained from SKILLS. Advise them to return to SKILLS or use other CIS components to locate any information that they need to complete the worksheet.
10. As a class, discuss the occupations, skill requirements and courses that help develop skills needed for occupations in which they are interested.
11. Ask students to share what they learned while completing this worksheet and lesson.

Variations and Accommodations

- Use this activity prior to developing a four-year educational plan.
 - Use the SKILLS Sorting Cards (found in Tools for Users under Support Materials) in lieu of the worksheet. Require students to write the achievement list, place this list at the top of their workspaces, and review it as they sort the cards.
 - Change the courses column to a Programs of Study column for older students.
 - Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.
-

Assessment

Use the *SKILLS, Courses and Occupations Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What did you learn about yourself from the career assessments you used?** text box in Know Myself
 - **What occupations interest you now?** text box in Research Options
-

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access

[SKILLS, Courses and Occupations \(PPT\)](#)

[Skills, Courses and Occupations Worksheet \(PDF\)](#)

[Skills, Courses and Occupations Worksheet \(DOC\)](#)

[SKILLS, Courses and Occupations Scoring Guide \(PDF\)](#)

[SKILLS, Courses and Occupations Scoring Guide \(DOC\)](#)

Startling Statements

Theme and Level

Theme: Know Myself

Levels: Next Steps

At a Glance

Students review startling facts about workplace gender issues affecting both men and women while playing a game, then they explore the cultural and economic factors that influence career planning for men and women.

Time: 50 minutes.

Essential Questions

- How are the career patterns of men and women changing in society?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with CIS Occupations
 - Review Internet resources about the career patterns of men and women:
 - <http://www.dol.gov/wb/stats/main.htm>
 - <http://www.boysproject.net/>
 - Print *Startling Statements Worksheet* and cut into strips, one statement/question per strip, enough copies for one statement per student
-

Steps

1. Tape one question from the *Startling Statements Worksheet* on each student's back as the student enters the classroom.
2. Instruct students not to look at the paper on their backs; they are not supposed to know the question. Several students will have the same question.
3. After all students are in the classroom, show PowerPoint Slide 1. Tell them that the goal of this lesson is for them to understand better the changing career patterns of men and women.
4. Ask the students to walk around, read the questions, and answer the questions on one another's backs. They must not inform one another of the questions, but simply provide one another with

best guess answers.

5. Students must collect and record six answers to the questions on their backs in five minutes.
 6. Ask students to take their seats. Read the seven questions and have them guess which question they had.
 7. Show Slides 2-8. Go through the answers for each of the questions. Discuss what these Startling Statements tell them.
 8. Ask students to brainstorm a list of the factors in our culture that have influenced the career patterns of men and women. Some examples include:
 - Economics: Two income families and single parent households need a sustainable income
 - Changing family values: It is acceptable for women to be employed and men to care for children
 - Educational attainment: More women are graduating from college and entering nontraditional programs of study
 9. Divide the class into groups of three. Ask groups to compare the wage information among traditional male and female occupations using CIS Occupations. Assign each group to make a graph, chart or poster of their findings. Display groups' findings on a class or school bulletin board.
-

Variations and Accommodations

- Ask students to use the resources cited in the PowerPoint presentation and other Internet sites to research startling statements for specific populations, such as an age-specific group or a specific racial group, and focus the lesson on the changes in the career patterns for these groups.
 - Ask students to interview someone they know who works in a nontraditional occupation and write reports of their findings. You may need to help students identify these people in your community. They could also identify someone using the Internet and conduct an interview using e-mail.
 - Use CIS Reality Check to explore lifestyle preferences of males and females that impact the cost of living.
 - Students needing special assistance should be paired with a helpful group member for the second activity.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the Startling Statements Scoring Guide to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests, and preferences?** text box in the Know Myself section of Career Plan.

Materials

Computer lab with projector

[Startling Statements \(PPT\)](#)

[Startling Statements Worksheet \(PDF\)](#)

[Startling Statements Worksheet \(DOC\)](#)

[Startling Statements Scoring Guide \(PDF\)](#)

[Startling Statements Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Set Goals

Levels: Getting Started

At a Glance

Students review career paths of others and establish their own tentative educational and career paths.

Time: 100 minutes (across two days).

Essential Questions

- Which steps do I want to take now to help me with my career path?
-

Preparation

- Set up computer projector with classroom computer
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation
 - Print *Steps on a Path Worksheet*, two per student
 - *Optional:* Ask the careers teacher for assistance with interviews for Step 11 in Day One
 - *Optional:* Create a slide with your own personal career history for Step 1 in Day One
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students the goal of the lesson is to consider career paths and all the alternate steps people take to use their skills, talents, and to meet their needs. Explain to students that people's occupational paths often change over time and that they will begin writing down their own career path in this lesson. *Optional:* Share with the class your personal career history.
2. Show PPT Slides 2-6. Discuss the term "career path." Point out that a career includes a person's education and training, as well as all work experience, whether it's paid or unpaid (e.g., job shadowing, internships, volunteer work).
3. Ask the students to help you identify the steps and stages of the career path shared in the PowerPoint.

4. Show PPT Slide 7. Ask students to think of what Don's next future step might be.
5. After they have shared five or six ideas, ask them to think about why a person might change their career and alter their career path. Discuss.
6. Show PPT Slide 8. Although Don took followed a planful sequence, there were alternate steps he could have taken.
7. Show PPT Slide 9, which portrays the career path of an architect. Read Steps 1-6. Discuss alternative paths by asking the class to give examples of someone they know or have heard of who did not follow a traditional path (was educated or trained for something different than the job they have now, their career was interrupted, or they had an unusual sequence of jobs).
8. Show PPT Slide 10. Point out the Alternative Paths listed at the side of the slide. Discuss the importance of possessing a backup or alternative plan and how many people have had to overcome disabilities, setbacks, and significant life changes throughout their careers. If your community has had recent layoffs, this could be an appropriate topic to discuss.
9. Show PPT Slide 11. Introduce the homework assignment.
10. Distribute one copy of the *Steps on a Path Worksheet* to each student. Let the students know that either they can use this handout, or they can choose another format to outline the steps for this assignment.
11. As a homework assignment, ask students to talk with an adult in their family, a neighbor, or someone who works at the school about their careers. The Real World Interviews in CIS are another option. Ask students to record the steps taken for the career path they are learning about. Remind students that there are many ways to represent a career path. Some alternatives could be a maze, spiral, route map, and they could include pictures, awards, mementos, etc.

Day 2

1. Allocate time for students to share their findings or ask students to display their work on a bulletin board.
2. Ask students if they feel they have taken any steps in their own career path. Their answers should include activities, academics, and other experiences (e.g. hobbies, school subjects they are especially good at, special talents, skills and abilities they have used, special projects they are proud of, awards and recognitions, work experience, extracurricular activities).
3. Let students know that their unique talents and interests can be uncovered by exploring and thinking about their "good times," their "proud moments," and how they like to spend their free time. Ask: "How does knowing who you are and what you are good at help you think about your high school career and your future?"
4. Distribute another copy of the *Steps on a Path Worksheet* to each student.
5. Let the class know that it is important for them to be aware of the steps and choices they make now and in high school. Ask them to complete at least three steps on their worksheets.
6. Ask students to imagine their future based on the steps they have recorded so far.
7. Show PPT Slide 12. Tell the students to complete the rest of their career path by predicting their own future. Point out that at the bottom of the worksheet they need to list two alternatives paths plus identify their next step.
8. Explain that their next step needs to be a goal that can be accomplished within the next year.

Variations and Accommodations

- Invite a panel with varying backgrounds to speak about their career paths.
 - From the survey above, identify any common features of speakers' career journeys, any important influences and important times for key decisions.
 - Read Robert Frost's poem "The Road Not Taken" to the class and discuss the influence of both planned and spontaneous decisions on our lives and the implications of the choices we make.
-

Assessment

Use the *Steps on a Path scoring guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following text boxes in the Set Goals section of Career Plan:

- **What are your academic goals?**
 - **What are your career goals?**
-

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Classroom with computer, projector and CIS access

[Steps on a Path \(PPT\)](#)

[Steps on a Path Worksheet \(PDF\)](#)

[Steps on a Path Worksheet \(DOC\)](#)

[Steps on a Path Scoring Guide \(PDF\)](#)

[Steps on a Path Scoring Guide \(DOC\)](#)

Optional: Real World Interviews from CIS, one per student

Stereotypes

Theme and Level

Theme: Research Options

Levels: Getting Started, Looking Deeper

At a Glance

Students expand awareness of occupational opportunity by examining cultural bias related to workplace roles and skill development; students then review nontraditional occupations or accommodations for people with disabilities, through a discussion with guest speakers.

Time: 150 minutes (across three days).

Essential Questions

- What occupations are appropriate for me?
-

Preparation

- Arrange for at least three nontraditional workers and/or workers with disabilities to visit the class on Day Three
 - Set up computer projector with classroom computer
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation
 - Find or review advertisements that challenge or reinforce cultural bias; many examples can be found on youtube.com, such as:
 - <http://www.youtube.com/watch?v=ffrq6cUoE5A>
 - <http://www.youtube.com/watch?v=gT9-VNOTJa4>
 - <http://www.youtube.com/watch?v=qVgHrV9H-8k>
 - <http://www.youtube.com/watch?v=8jDH42G5-Bo>
 - Be sure to preview videos before showing these to the class: the second video above contains the words "damn" and "hell;" the third show traditional female roles, and the fourth shows traditional male roles
 - *Optional:* Reserve computer lab for Day Two for students to use Internet
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to become more familiar with stereotypes in the workplace.
2. Ask the students to take out a piece of paper and instruct them to make three columns.
3. Tell students you will show them three short advertisements or programs.
4. In the first column, ask students to write down the stereotypes associated with women in the workplace.
5. In the second column, ask them to write down the stereotypes associated with men in the workplace.
6. In the third column, ask students to write down stereotypes associated with people with disabilities in the workplace. Explain that disabilities can be physical, such as hearing loss, or mental, such as depression.
7. Show the videos.
8. Ask students to add additional stereotypes beyond those discussed or demonstrated in the videos to their columns. If students are unsure, suggest a common stereotype, such as women are emotional or that they can empathize with people better than men. Encourage students to capture positive stereotypes as well as negative.
9. Ask students to share their responses, and record these on the board.
10. Discuss the definition of cultural bias and stereotypes.
11. Show PPT Slide 2. Ask each of the following questions and discuss student answers:
 - Are stereotypes accurate?
 - Who creates stereotypes?
 - How do people find out about stereotypes?
 - Why are stereotypes created?
12. Explain to students that this activity will offer them the opportunity to consider how stereotypes and cultural bias influence the workplace and occupational choice.
13. Ask students to form pairs, male and female.
14. Show PPT Slide 3. Ask students to role-play the scenario.
15. Show PPT Slide 4. Repeat the process with the job roles reversed.
16. Lead a class discussion about any surprises or differences in opinion the students had on what should happen in the scenario.
17. Show PPT Slide 5. Ask students to role-play the scenario.
18. Show PPT Slide 6. Repeat the process with the job roles reversed.
19. Lead a class discussion about any surprises or differences in opinion the students had on what should happen in the scenario.
20. Show PPT Slide 7. Ask students to role-play the scenario.
21. Show PPT Slide 8. Repeat the process with the job roles reversed.
22. Lead a class discussion about any surprises or differences of opinion the students had on what should happen in the scenario.
23. Ask students to brainstorm other workplace stereotypes.

Day 2

1. Divide the class into two groups, males and females.
2. Ask the groups to imagine that they are on a survival television show with only their male or female group members on two identical islands.
3. Show PPT Slide 9. Answer these questions:
 - What things will you need to know how to do to survive on your island?
 - Which of these things do you already know?
 - How did you learn these things?
 - Of the things you need to learn, which will be the easiest? The hardest? Why?
4. Discuss the results. Remind students that it is useful for both males and females to have nontraditional skills.
5. Explain to students that the U.S. Department of Labor defines nontraditional occupations as occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation. For example, few men are preschool teachers or social workers and few women are hospital administrators or welders.
6. Ask students to brainstorm nontraditional occupations for each gender. Record their ideas on the board.
7. Ask students, "Are there common characteristics among the gender-specific occupations

(low-paying wages, physically demanding, etc.)? Next ask students, "If so, how might these characteristics relate to the development of cultural bias or stereotyping?"

8. *Optional:* To investigate non-traditional occupations, direct students to: <http://stats.bls.gov/cps/wlf-databook2009.htm>
9. Ask students to make a list of questions they would ask a person employed in a nontraditional occupation.
10. Explain that on Day Three they will have an opportunity to meet people working in nontraditional jobs or working with disabilities and they will ask the questions developed today.

Day 3

1. Three nontraditional workers and/or workers with disabilities talk about their occupations and answer questions.
 2. Students ask guest speakers the questions they developed on Day Two.
 3. Assign students to prepare a short report on at least one nontraditional occupation or one accommodation for people with disabilities of interest to them, including an analysis of its advantages and disadvantages. Encourage students to use CIS in preparing their reports. For students researching accommodations, recommend that they supplement CIS information with information from the Job Accommodation Network: <http://askjan.org/index.html>
-

Variations and Accommodations

- Ask students to consider the ways in which the school structure or enrollment in specific courses (career and technical courses, for example) or images in school (a person in a dress on the sign for the girl's restroom) could reinforce cultural bias.
 - Focus the activity on different types of disabilities. In addition to identifying the stereotypes of specific disabilities, ask students to identify the unique strengths connected to a disability. Invite human resource representatives and workers to talk about common accommodations and benefits that come from employing people with disabilities in particular occupations.
 - Ask students to find and analyze additional advertisements that reinforce or challenge stereotypes and cultural bias. Advertisements could come from magazines, the internet, television, and radio. Tell students to find and present an analysis of the advertisement in small groups or write individual paragraphs analyzing the biases present.
 - Students with disabilities could review potential accommodations and then role-play how they would talk about them with a supervisor or in a job interview.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member.
-

Assessment

Use the *Stereotypes Scoring Guide* to evaluate student work.

Portfolio

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

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Classroom with computer, projector and CIS access

[Stereotypes \(PPT\)](#)

[Stereotypes Scoring Guide \(PDF\)](#)

[Stereotypes Scoring Guide \(DOC\)](#)

Videos of advertisements that challenge or reinforce cultural bias

Optional: Computer lab for Day Two

Television Jobs

Theme and Level

Theme: Research My Options

Levels: Looking Deeper

At a Glance

Students consider the jobs portrayed on television shows and then use CIS Occupations to evaluate the accuracy of the TV show portrayal. Students write a brief paper comparing and contrasting the information obtained from different sources.

Time: 100 minutes (across two days).

Essential Questions

- How does the source of information influence my view of occupations?
-

Preparation

- Set up computer projector with classroom computer for Day One
 - Reserve computer lab with computer projector enabled for Day Two
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with topics under an Occupations profile (as a guide, use CIS Topics column on page two of *Television Jobs Worksheet*)
 - Print *Television Jobs Worksheet*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that they will look at jobs portrayed in their favorite television shows. Explain that if students do not watch television, they can look at jobs described in books. *Optional:* Students could use employed characters from computer games.
2. Show PPT Slide 2. Tell students to brainstorm all the different jobs they see on television. Tell them that the jobs can be "real" jobs as seen through reality TV shows or they can be "fake" jobs portrayed through dramas and comedies. Record the job titles on the board.
3. Tell students that television is used for entertainment and to convince people to purchase things through advertisements.

4. Show PPT Slide 3. Tell students that this peach has been tampered with to make it look more appetizing for the picture. Ask students to guess what happened to the peach. Tell students athlete's foot powder is often used because it makes the peach look fuzzier.
5. Show PPT Slide 4. Ask students to guess what was used to make the hamburger look more appetizing. Tell students that many commercials and pictures use Vaseline to make the meat look juicy.
6. Explain to students that, just like food advertisements, television shows often modify a job to fit the story they are telling or the character they are describing.
7. Choose one or two television jobs from the list created earlier to discuss.
8. Show PPT Slides 5 and 6. Ask students to brainstorm the ways in which jobs might be modified in order to make the show more entertaining. Using the characters working the television jobs selected, ask students to answer some of these questions shown on the slide:
 - Why do you think the character does the job? (What do they like about the work?)
 - Where does the character spend most of their time? (In the office, at home?)
 - What activities does the character do on a regular basis to get the job done?
 - What tasks does the character do on a regular basis to get the job done?
 - What tools and other resources does this person use to get the job done?
 - What do you think the character needs to know in order to do the job?
 - What type of physical demands does the job require?
 - What type of relationships does the character have with other people?
 - How much time does the person spend with other people to get the job done?
 - How is this character's job performance evaluated?
 - How much time does the character spend communicating and managing?
 - Does the person spend much time preparing, reporting, or doing paperwork?
 - What did this character do to qualify for this job (what training did they have)?
 - What professional organizations do you think this person belongs to?
 - What type of language is used on this show and in the job? Aggressive, passive, nice, happy, joyful, serious, sad, big vocabulary, simple words?
 - What kind of food does the person eat? Do they ever eat vegetables?
 - What are the races of the people are on the show and what jobs do they do?
 - What are the genders of the people on the show and what jobs do they do?
9. Discuss aspects of some of the other jobs portrayed on television.
10. Show PPT Slide 7. Ask students:
 - Could you base a career decision on what you've seen?
 - What information does television give about other life roles?
 - What information do you think television might exaggerate about a job to make the show more entertaining?
 - Why do television shows focus on certain types of occupations?
11. Distribute the *Television Jobs Worksheets*.
12. Ask each student to select an occupation based on a character from television or a book. They can select from the list the class created or choose a personal favorite.
13. Tell students to complete the left side of page one of the worksheet based on what they have learned from watching their character "at work" on television. *Optional:* Make this a homework assignment to allow time for students to observe their characters.
14. Remind students to bring their completed *Television Jobs Worksheet* to the next class period.

Day 2

1. Tell students that they will research their television character's occupation using CIS Occupations, Military Employment, or other resources. Display the Occupations profile for a selected occupation. Demonstrate how to use the Search function to search for occupations using a keyword search.
2. Demonstrate how to access the topics to find more information under an Occupations profile.
3. Tell students to complete page two. If necessary, assist students in identifying an occupation comparable to that of their television character.
4. Assign students to write a brief paper comparing and contrasting job information obtained from television portrayals to accurate career information data. Require students to include at least one other source of information they could access for details about this occupation (source could be from the References topic under their occupations).

Variations and Accommodations

- Discuss gender, cultural, and ethnic stereotypes as presented on television in jobs or other situations.
 - Ask students to choose two additional resources to research the occupation; resources could come from the References topic under Occupations or another source, such as an informational interview. Ask students to compare the four resources and consider their strengths and limitations.
 - Work with English/language arts teachers to select jobs described in the books or stories assigned for students in your class. Assign students to analyze and compare the way in which a job in the English/language arts assignment compares to information in Occupations.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Television Jobs Scoring Guide* to evaluate student work.

Portfolio

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

Materials

Classroom with computer, projector and CIS access for Day One

Computer lab with projector and CIS access for Day Two

[Television Jobs \(PPT\)](#)

[Television Jobs Worksheet \(PDF\)](#)

[Television Jobs Worksheet \(DOC\)](#)

[Television Jobs Scoring Guide \(PDF\)](#)

[Television Jobs Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
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Theme and Level

Theme: Know Myself

Levels: Looking Deeper

At a Glance

Students learn about themselves as they identify patterns within their favorite activities, discuss how those patterns could represent values, and then consider how these activity patterns might influence their future work.

Time: 50 minutes.

Essential Questions

- How might my interests and values influence my future work?
-

Preparation

- Set up compute projector with classroom computer
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation
 - Print *Ten Things I Love to Do Worksheet*, one per student
 - *Optional:* Set up eight physical stations around the room, one for each characteristic: Alone, with People, Family, Money, More Education, No more Education, Indoors, Outdoors; create a sign for each station
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this activity is for them to learn about how their interests and values could affect their futures.
2. Show PPT Slide 2. Distribute the *Ten Things I Love to Do Worksheets* and ask students to list ten things they love to do. Tell students that the activities could be from school, outside of school, activities they only get to do sometimes (i.e., swim in the summer), or activities that they have not done for a long time, but really enjoyed (i.e., listening to their grandfather tell stories).

3. Tell students that they will fill in the other blank columns by considering characteristics of their activities.
 4. Show PPT Slide 3. Under the column headed Alone/with People, tell students to place an "A" for Alone next to the activities they do alone or a "P" for with People next to the activities that they do with other people. Instruct students to do this for all 10 activities.
 5. Show PPT Slide 4. Under the column headed Family, tell students to put a checkmark next to all the activities that an adult in their family also does. This could be a parent, guardian, uncle, aunt, or grandparent. Tell them to leave the space blank if no adult in their family does this activity. Instruct students to do this for all 10 activities.
 6. Show PPT Slide 5. Under the column headed Money, tell students to place a dollar sign (\$) next to all the activities that cost more than \$25 to do.
 7. Show PPT Slide 6. Under the column headed More Education, tell students to indicate whether they would enjoy this activity even more if they had more coaching, training, or education by writing "Y" for Yes or "N" for No. Tell students to leave it blank if they are unsure.
 8. Show PPT Slide 7. Under the column headed Indoors/Outdoors, tell students to indicate if they would prefer to do the activity indoors or outdoors by writing "I" for Indoors or "O" for Outdoors. Tell students to leave it blank if they are unsure.
 9. Show PPT Slide 8. Instruct students to total their columns. In columns with two possible totals, such as Alone/with People, there are two total spaces. Instruct students to tally each possible answer and place it in the appropriate space.
 10. Show PPT Slide 9. Ask students if they see any patterns in their scores. Tell students to circle the three characteristics that received the highest scores.
 11. Show PPT Slide 10. Tell students that they may be able to see different patterns by identifying their favorite favorites. Tell students to identify their three favorite activities from the list of ten.
 12. Show PPT Slide 11. Ask students to look at their three favorite activities. Tell them to think about whether their three favorite activities use all of the characteristics that received their high scores. Remind students that their opinions are very important. Ask students if, in their opinion, they have circled the most important characteristics on their worksheets. Tell students they can circle a fourth characteristic and/or change the characteristics they have circled as important.
 13. Show PPT Slide 12. Instruct students to break into small groups, organized by these characteristics. Using the eight designated areas around the room (either by signage created earlier or by verbal direction), tell students to choose one of the characteristics important to them and go to that area of the room.
 14. Show PPT Slide 13. Instruct students to discuss the answers to these questions:
 - What does this characteristic mean to you?
 - What work values could it suggest?
 - What type of work do you think people who value this characteristic would be likely to do?
 - How could this characteristic influence the way in which people complete their work tasks?
 15. Allow time to discuss.
 16. Tell students to choose another characteristic that is important to them and go to that area of the room. Students should move individually, not in pairs or small groups. Instruct the new groups to answer the questions from Slide 13.
 17. *Optional:* Allow students to form a third group to discuss a third characteristic they find important.
 18. Ask students to return to their seats.
 19. Discuss values and discuss how values influence choices. Discuss how family influences diminish as we age, and how we may become more tolerant of differences in values.
 20. Show PPT Slide 14. Tell students that there are many other ways to characterize activities. Lead a classroom discussion on other ways to characterize activities. Explore with the class how that alternative characterization might reflect values and influences the type of work people do.
 21. Instruct students to complete their worksheets in the remaining classroom time or as homework.
-

Variations and Accommodations

- Ask students to use CIS Occupations and the search function to search for occupations that use the words that describe important characteristics. Tell students to write a small paragraph on how that characteristic is described in the occupation.
 - Ask students to select factors that represent their values in CIS Occupation Sort to find occupations to explore.
 - Use only a few columns for students needing special assistance, or work with them one-on-one.
-

Assessment

Use the *Ten Things I Love to Do Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests, and preferences?** and any other appropriate text boxes in the Know Myself section of Career Plan.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Classroom with computer, projector and CIS access

[Ten Things I Love to Do \(PPT\)](#)

[Ten Things I Love to Do Worksheet \(PDF\)](#)

[Ten Things I Love to Do Worksheet \(DOC\)](#)

[Ten Things I Love to Do Scoring Guide \(PDF\)](#)

[Ten Things I Love to Do Scoring Guide \(DOC\)](#)

Test Preparation and Practice

Theme and Level

Theme: Know Myself

Level: Looking Deeper, Next Steps

At a Glance

Students practice aptitude or ability test-taking using either the PSAT, SAT, ASVAB, or Civil Service practice tests.

Time: Varies depending upon test selected; some take 3 hours.

Essential Questions

- What are my strengths and weaknesses at this point in time?
 - Where do I need to focus additional study time to perform well on these tests?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Arrange with counselors to meet with students following test administration to facilitate interpretation
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with the practice tests available in portfolios
 - Decide whether to require students to complete tests on their own time or allocate additional class time for completion
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to enhance their test-taking skills.
2. Tell students that you are going to ask them to demonstrate their post high school plans with a show of hands.
3. Show PPT Slide 2. First ask those planning to attend a college or community college to raise their hands, and then ask those planning to enroll in a branch of the military to raise their hands. Next ask those planning to go directly into the workforce to raise their hands. Finally, ask if there are others with unique plans to raise their hands and tell what these plans are.

4. Show PPT Slide 3. Explain to students that:
 - Most colleges, the military, and many employers use entrance or hiring exams to help them select candidates or to assess applicants on a level playing field.
 - Resources such as books, online study guides, and preparation classes can help you prepare for college entrance exams, the ASVAB, or civil service tests.
 - Going into the test already familiar with the look, layout and flow of the test can be advantageous, and practice can help you develop test-taking skills.
 - Taking practice tests can help you identify areas of weakness, so that you can work on building these areas before taking the formal exam.
 - There are practice tests for the PSAT, SAT, ACT, ASVAB, AP tests, and several Civil Service exams, and in this lesson you will be taking the practice test most targeted to your goals (college, military, or civil service employment).
 5. Tell students the length of the test they will be taking. The tests differ in length. (Check the Overview and Tests section of the test your students will take for this information.)
 6. Inform students that test completion will require more time than a single class period. If students will be completing tests on their own, explain your expectations and provide deadlines for completion.
 7. Show students how to stop, save, and restore their tests:
 - Save and End Section: Clicking this button finalizes your selections for that section. You will be brought back to the "Review" screen for this section.
 - Pause: Clicking this button pauses the section.
 - Save and Exit: Clicking this button allows you to exit the section and resume at a later time. It saves your answers to that point and notes the time remaining so that you may pick up right where you left off.
 - Cancel and Exit: Clicking this button allows you to exit the section and deletes all of your answers.
 8. Show PPT Slide 4. Inform students that, unlike other career assessments, the formal tests associated with these practice tests are used by others to predict their success and screen them; however, their scores on the practice tests will not be graded and will only be used by the students for their own edification. Also inform students that, although the tests are not timed, some measure time taken to complete the test and/or have time limits for each item.
 9. Ask if students have questions and answer them.
 10. Ask students to log into CIS using their personal usernames and passwords.
 11. Direct students to their portfolios, where they can find the test most suited to their goals.
 12. Begin testing.
 13. Invite counselors into the class after all tests are completed for interpretation.
 14. Ask counselors to meet with small groups of students who completed the same test or with individual students to discuss what they learned from taking their respective tests. Include in this discussion:
 - What surprised you about your results?
 - What do you want or need to work on before taking the actual test?
 - Would taking another practice test benefit you?
 - What did you learn about your abilities, strengths, skills and talents?
 - What did you learn about taking computerized tests?
 15. Inform students that each practice test can be taken three times.
 16. Show PPT Slide 5. Encourage students to explore CIS:
 - In Occupations: read the Helpful high school courses, Knowledge, and Skills and abilities sections for occupations of interest to observe the occupation's requirements, and to compare these requirements to their performance in these areas as evidenced in the practice tests.
 - In Programs of Study: read the Typical course work content to observe the coursework expected in post-secondary studies.
-

Variations and Accommodations

- Ask all students to take one practice test (the ASVAB, for example), and conduct a group interpretation. Then encourage students to take another practice test related to their goals independently.
 - Students needing special assistance should be paired with a special education assistant during the assessment.
-

Assessment

Use the *Test Preparation and Practice Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box within the Know Myself section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
[Test Preparation and Practice \(PPT\)](#)
[Test Preparation and Practice Scoring Guide \(PDF\)](#)
[Test Preparation and Practice Scoring Guide \(DOC\)](#)

Theme and Level

Theme: Evaluate Options

Level: Getting Started

At a Glance

Students compare and evaluate occupations, identifying factors and core values that are important to them.

Time: 75 minutes.

Essential Questions

- Which of my core values do I evidence in the occupations that appeal to me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *The 5 Whys Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Introduce this lesson by telling students that the goals of this lesson are for them to identify occupational characteristics that make certain occupations appealing to them, and to help them understand the values they hold and why they are attracted to certain occupational characteristics.
2. Show PPT Slide 2. Read the quote on the slide by Edward Hodnett, a 17th century illustrator, author, philosopher, and poet: "If you don't ask the right questions, you don't get the right answers."
3. Ask the class to discuss what this quote means to them. Mention the following points if students do not mention them: asking several questions may be necessary to solve problems and asking the *right* questions often leads to *better* answers.
4. Tell students that factors that might seem trivial in a decision might be of the utmost importance. Explain that this activity will look at the factors that matter to them individually when comparing occupations and identify why these factors are important to the students.
5. Explain that this lesson will use an abbreviated version of a famous problem-solving process

called "The 5 Whys."

6. Show PPT Slide 3, and introduce the 5 Whys.
 7. Show PPT Slide 4. Demonstrate the 5 Whys. Be sure to note how the 5th "Why" really gets at the root concern in this example. Point out to students that each time the person asks why, they get at deeper, more pertinent information.
 8. Divide the class into pairs and ask them to create scenarios using the 5 Whys process.
 9. Ask for volunteers to share their examples with the class.
 10. Show PPT Slide 5. Provide an overview of how students will use an abbreviated version of the 5 Whys process in this lesson to identify key occupational factors and the values associated with these factors. They will:
 - Identify and compare four occupations of interest
 - Identify common factors of interest in these occupations
 - Identify why these factors are important to them
 - Identify why they feel this way
 - Identify core values that they reveal by their self-questioning
 11. Show PPT Slides 6 and 7. Distribute *The 5 Whys Worksheet* and review the instructions. Show students how to use the Compare feature in CIS. Discuss each step and answer any questions associated with each step of the assignment.
 12. Use the remainder of class time for students to use CIS to conduct the research piece for Step 1 on their worksheets.
 13. Walk around and assist students with this assignment.
 14. Assign worksheet completion as homework.
 15. Ask students to discuss this assignment with a parent or an adult, sharing any learning about preferred occupational factors and the values behind those preferences.
 16. In a subsequent class discuss what students learned in this activity.
-

Variations and Accommodations

- Complete worksheet in subsequent class period.
 - For the factors, use only the Preparation information and the Helpful high school courses associated with each CIS occupation and use this information for worksheet completion. This will allow students to evaluate preparation differences and requirements of occupations of interest.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use *The 5 Whys Scoring Guide* to evaluate student work.

Portfolio

Students enter reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access

[The 5 Whys \(PPT\)](#)

[The 5 Whys Worksheet \(PDF\)](#)

[The 5 Whys Worksheet \(DOC\)](#)

[The 5 Whys Scoring Guide \(PDF\)](#)

[The 5 Whys Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.

They can be found by logging into the MCIS System.

The Bobilator

Theme and Level

Theme: Research Options

Level: Getting Started

At a Glance

Students select an occupation based on seven occupational characteristics and identify what information is important to them in selecting an occupation.

Time: 50 minutes.

Essential Questions

- What attributes are most important to me in choosing an occupation?
-

Preparation

- Set up projector with classroom computer
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation and use your local CIS to update Slides 5-8 as needed to reflect current conditions (these slides reflect 2010-2011 national information)
 - Print *Bobilator Decision Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to begin to identify the attributes that are most important to them in choosing an occupation
2. Ask students, "What does an occupation title tell you about the occupation?" List students' responses on the board.
3. Show PPT Slide 2. Introduce The Bobilator. Tell students that they will be doing an activity in which they will see a list of ten occupations disguised with fictitious titles.
4. Show PPT Slide 3. Distribute *Bobilator Decision Worksheets*.
5. Instruct students to complete Step 1 (the first numbered column) of the *Bobilator Decision Worksheet* individually, ranking their choices from 1-10 on the basis of which occupation titles seem most interesting to least interesting or most attractive to least attractive (1 = high).
6. Discuss their choices by asking students:
 - Would you feel comfortable or fearful about starting work tomorrow in your first choice

- occupation? (Help students distinguish between facts and assumptions.)
 - What else would you want to know?
 - 7. Write students' responses and ideas on the board.
 - 8. Explain that additional facts about each occupation are available and will be presented.
 - 9. Show PPT Slide 4. Reveal the next piece of information. Explain that occupations are grouped in clusters that have to do with common duties and skill sets. Ask students to review the cluster information and re-rank their choices in column 2.
 - 10. Continue with the PowerPoint Presentation, Slides 5-9, for columns 3-7. When students have completed column 7, discuss the rankings:
 - Did your first choice change from step one?
 - What information influenced you to change your ranking or to keep the same ranking?
 - 11. Ask students to raise their hands to indicate which occupation is the most appealing to them as you read aloud the list one by one.
 - 12. Ask students to guess what the real occupations disguised in this activity are.
 - 13. Show students Slide 10 with the titles of the ten occupations.
 - 14. Ask students to reflect aloud on their own decision-making process using these prompts:
 - Which piece of information was most useful to you in evaluating occupations?
 - How were the fictitious titles in the activity related to the real job titles?
 - How does the saying "Information is power" relate to this activity?
-

Variations and Accommodations

- Change fictitious titles and real job titles to reflect occupations related to specific curriculum areas, or confine occupations to those requiring shorter-term preparation for special education students.
 - Select occupations of common interest to your students and create your own fictitious names.
 - Students needing special assistance should be paired with a helpful partner for the activity
-

Assessment

Use The Bobilator Scoring Guide to evaluate student work.

Portfolio

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

Materials

Computer lab with a projector and CIS access

[The Bobilator \(PPT\)](#)

[Bobilator Decision Worksheet \(PDF\)](#)

[Bobilator Decision Worksheet \(DOC\)](#)

[The Bobilator Scoring Guide \(PDF\)](#)

[The Bobilator Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

The Tale of O

Theme and Level

Theme: Know Myself, Make Plans

Levels: Getting Started

At a Glance

Students define different types of diversity, identify situations in which people are not members of a majority group, and create their own PowerPoint presentation that describes those situations.

Time: 50 minutes.

Essential Questions

- How are people treated differently?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - *Optional:* Gather a list of resources for research into various minority groups (race, gender, urban/rural, physical or mental disability, economic status, number of parents, sick/healthy, divorce, second language English speaker, culture, etc.)
 - (Note: Counselors, local Vocational Rehabilitation, and community organizations may be able to assist with information and resources about disabilities)
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to promote respect for diversity.
2. Slow PPT Slides 2-7. Read the text, without any discussion.
3. Ask students to write down what they thought the Os and Xs represent. (Likely suggestions are racial, ethnic, cultural, linguistic, gender, or age differences; different levels of education, ability, or health; or someone starting at a new school or place of work.)
4. Ask students to share their ideas and discuss.
5. Ask students to identify other situations where someone can experience feeling different. Record their ideas on the board.
6. Explain to students that they are to work in pairs and choose one situation where people can feel

different. They should not share their choice with other students.

7. Assign students to devise two to five more situations, similar to those in The Tale of O series, to represent further experiences the individuals who are not members of the majority group might have. For example, if O is disabled, the Xs could be shown playing sports with O on the sidelines; if O is a woman, the Xs (men) could be shown playing a game of golf together.
 8. Explain to students that these new situations will be put onto PowerPoint slides or overheads and shown to the rest of the class for them to guess which groups are being portrayed.
 9. Show the situations to the class one at a time.
 10. Ask for suggestions about the minority group depicted and the reasons for that choice. Discuss.
 11. Using pairs of small groups, ask students to investigate some of the issues raised (for example, use of language, income levels, who exercises power in society, access to education, employment, social mores) for one of the following minority groups: races (Hispanic, Black, Native American, Hmong, etc.), new immigrants, people with disabilities (physical and mental) or a severe illness, rural/urban, level of education, family type. Tell students that they will report their findings back to the class.
 12. Invite a counselor or administrator to view the students' Tale of O scenarios and hear the groups' reports on one minority group when they present to the class.
 13. Ask a counselor or administrator to talk with the class about school policies and programs designed to protect the rights of minority groups and enhance mutual understanding between different groups in the school.
-

Variations and Accommodations

- For classrooms with more diversity, ask students to identify the skills and knowledge they learn through being part of a minority group (these could be language skills, perceptions skills, multi-cultural skills, etc.)
 - Invite representatives from different groups to talk with the class.
 - Work with the class to compile a longer Tale of O presentation using ideas generated by students. Arrange to show it to another class with students facilitating the discussion afterwards.
 - Ask each student to create multiple depictions of their own versions of The Tale of O.
 - Extend the activity by leading a class discussion during the student reports to describe the actions that people in the majority and minority groups could take to alleviate any feelings of discomfort in a situation.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use *The Tale of O Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What do you know about yourself - your characteristics, interests, and preferences?** text box in Know Myself
- **Who will encourage and support you to achieve your goals?** text box in Make Plans, Action Plan and Supports

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access

[The Tale of O \(PPT\)](#)

[The Tale of O Scoring Guide \(PDF\)](#)

[The Tale of O Scoring Guide \(DOC\)](#)

Optional: Resources for research into various minority groups

Theme and Level

Theme: Know Myself

Levels: Getting Started

At a Glance

Students learn more about themselves by completing a worksheet about their interests, strengths, skills, and dreams, and then create a poster reflecting these to share with their classmates.

Time: 50 minutes.

Essential Questions

- What are my interests, strengths, and skills?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Decide if class will complete the first part of the worksheet together using Slides 3-8 or work independently the whole time
 - Print the *Thinking about Me Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to think about something very important something that will affect them their entire lives.
2. Show Slide 2. Tell students today's lesson is all about them. Explain that being able to name the things they are good at, the things they enjoy, and the things that make them unique will help them make decisions now and in their futures. Explain that self-knowledge is the basis for all other work toward future goals.
3. Distribute the *Thinking about Me Worksheet*. Tell students that they will complete the worksheet today in class. Remind them to answer as completely and honestly as possible.
4. Show Slides 3-8. Students will complete the first part of the worksheet using the slides; then ask them to complete the rest of the worksheet independently. If you are not using the slideshow, tell students to complete the worksheet independently.
5. Lead a class discussion about how everyone is different, how some of these characteristics will

change, and how they can influence future career and life style choice.

6. Ask students to log into CIS and use the Search function to find occupations that relate to their strengths, talents, and interests noted on the worksheet.
 7. Assign students to create a poster that reflects who they are (their interests, strengths, and preferences) as homework. Encourage students to be creative and include ideas of occupations that might allow them to use their interests, strengths, and preferences.
 8. Display posters around the room.
-

Variations and Accommodations

- Tell students not to put their names on the posters. On a subsequent day, display the posters around the room. Label them with numbers or letters. Students look at the posters and identify their classmates by recording their name on a list of numbers or letters corresponding to the posters.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Thinking about Me Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests, and preferences?** text box in the Know Myself section of Career Plan.

Materials

Computer lab with projector and CIS access

[Thinking about Me \(PPT\)](#)

[Thinking about Me Worksheet \(PDF\)](#)

[Thinking about Me Worksheet \(DOC\)](#)

[Thinking about Me Scoring Guide \(PDF\)](#)

[Thinking about Me Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Evaluate Options

Levels: Getting Started

At a Glance

Students practice decision-making to become more cognizant of the daily decisions they make and evaluate important factors in good decision-making.

Time: 50 minutes.

Essential Questions

- What is important to me in making decisions?
-

Preparation

- Set up classroom computer with computer projector enabled
 - Ensure classroom has adequate space for activity
 - Establish CIS portfolios before this lesson
 - Prepare five everyday choices for activity in step 1
 - Make destination signs
-

Steps

1. Show PowerPoint (PPT) Slide 1. Ask students to have a piece of paper and pen or pencil ready. Without any explanation, ask them to choose one of the two options you give and write down their choice. Give students five choices about everyday activities, foods, or sports stars; for example, "You can choose where to buy tonight's meal: McDonalds or KFC." "You have to vote for Sports Star of the Year: _____ or _____"(choose two popular sports stars). Give the choices quickly, with no time for deliberation or discussion.
2. Ask students to put their pens down. Read the choices again, one at a time, and ask students to raise their hands when you read the option they chose.
3. Ask students to individually think about the reasons for their choices and record their reasons on their answer lists.
4. Ask students to share some of their choices and reasons. Record them on the board. (Likely reasons will include past experience, personal preference, family tradition, amount of knowledge,

advertising, or seen on TV.)

5. Ask students to individually list the decisions they have already made today and why they made them. Examples might include: clothes, food, degree of attention in class.
 6. Discuss some of these choices and reasons. Point out to students that they are constantly making decisions without anyone verbalizing the options for them.
 7. Ask students to stand and move into a clear space in the room. Post the three destination signs in different parts of the room.
 8. Explain that students will now be able to choose a vacation to take.
 9. Show PPT Slide 2. Read the titles of the three destinations. Ask students to move to the sign with the destination of their choice. Do not discuss these choices.
 10. Show PPT Slide 3. Tell students that this is a new factor and that the new information may influence their decision. Ask students to move to the sign with the destination of their choice. Students may choose to stay where they are or change to another destination.
 11. Show PPT Slides 4-7. Repeat the process, one choice at a time.
 12. At the end of the activity review what happened and encourage a discussion. Questions to focus the discussion can include: "Who changed, when, and why?"; "Who did not change, and why?"
 13. Discuss the process with the students and emphasize that with more information we can feel more confident about our choices. More information may lead us to change our options and preferences.
 14. Discuss with students the implications of what they have learned in this activity upon major decision-making (for example: whether to go to college, which occupations they choose, deciding if and who to marry, where to travel). Ask students whether they would like to make these major life decisions with limited information like they did in step 1.
 15. As a homework assignment, ask students to write a paragraph entitled "Decisions!" on what they have learned about decision-making. This paragraph should include the factors that will be important for them to know about before making their career choices. Ask students to identify two important decisions they will make in the next two years (choosing high school classes or activities, choosing training or college after high school, choosing a part time job, etc.).
-

Variations and Accommodations

- For students needing a more immediate application, ask them to brainstorm the important decisions they will make in the next month. For their homework assignment, ask students to choose one decision and identify some of the factors that will be important for them to know about.
 - Replace the vacation destinations with three imaginary occupations and use criteria such as rate of pay, amount of vacation leave, amount of travel in the occupation, amount of education and training required. Use CIS Occupations to obtain this information.
 - Extend the activity by organizing students into groups according to important decisions they identified in their paragraphs. Ask students to create worksheets or PowerPoint slides that identify five factors important in making those decisions. Ask students to present the factors to the rest of the class.
-

Assessment

Use the *This or That? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Classroom with computer, projector and CIS access

[This or That? \(PPT\)](#)

[This or That? Scoring Guide \(PDF\)](#)

[This or That? Scoring Guide \(DOC\)](#)

Destinations signs

Tracking My Activities

Theme and Level

Theme: Make Plans

Level: Getting Started, Looking Deeper, Next Steps

At a Glance

Students learn why and how to document and track extracurricular activities.

Time: 50 minutes.

Essential Questions

- What extracurricular activities do I plan to participate in?
 - What can I achieve from these activities?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Activity Worksheet*, one per student
 - *Optional:* Assemble activity resources, such as your school's activity guide or community guides for mentoring, volunteering, etc., depending on the academic level of the students
-

Steps

1. Show PowerPoint (PPT) Slide 1. Introduce this lesson by telling students that the goal of this lesson is for students to learn to plan and document their extracurricular activities. Just as in academic and career areas, you are more likely to achieve goals within extracurricular activities with plans and reflections.
2. Show PPT Slide 2. Explain that documentation of high school activities will also prove useful in writing a resume, interviewing for jobs and internships, and applying for college and scholarships. Most college and scholarship applications require this sort of documentation.
3. Ask if anyone can give examples of their own extracurricular activities. Encourage students to share creative experiences, as these will help other students realize that some of their own experiences are indeed meaningful activities to document. (Selling garden produce at a roadside stand dressed as a scarecrow, for example.)
4. Show PPT Slide 3. Distribute the *Activity Worksheets*.

5. Define each of the worksheet categories, asking students to provide examples of each one. Provide examples if students cannot.
 6. Ask students to complete their worksheets.
 7. Students who have already begun this worksheet in a previous year can update the worksheet as well as verify information entered earlier.
 8. Upon conclusion, review and sign each worksheet.
 9. Instruct students to scan and save this worksheet on a computer, then ask students to upload this worksheet to their CIS portfolios, using the Stored Files and Links section.
 10. Demonstrate the process of scanning a file, finding Stored Files and Links, then clicking add a file to upload the worksheet.
 11. Encourage students to update any accomplishments or work history in the Education and/or Work history sections of Resume Creator.
-

Variations and Accommodations

- Assign uncompleted work as homework.
 - Divide class into teams to complete this activity, encouraging students to assist one another in remembering activities from each others' pasts.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the Tracking My Activities Scoring *Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the appropriate text boxes in the Make Plans section of Career Plan. Students also update any accomplishments or work history in the Education and/or Work history sections of Resume Creator.

Materials

Computer lab with a projector and CIS access

[Tracking My Activities \(PPT\)](#)

[Activity Worksheet \(PDF\)](#)

[Activity Worksheet \(DOC\)](#)

[Tracking My Activities Scoring Guide \(PDF\)](#)

[Tracking My Activities Scoring Guide \(DOC\)](#)

Optional: Activity resources, such as your school's activity guide or community guides for mentoring, volunteering, etc.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Update Education Plans

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students update high school education and course plans created earlier using updated goals and training aspirations.

Time: 75 minutes.

Essential Questions

- Have my goals changed?
 - How do I plan to achieve my updated goals?
 - How am I progressing in my goals and plans?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Update Education Plans Worksheet*, one per student.
 - Copies of either: students' earlier completed *Set Goals and make Education Plans worksheets* or their Set Goals and make Education Plans reflections from within Career Plan.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to update their education and course plan based upon updates to their career and life goals.
2. Show PPT Slide 2. Ask students, "How have you changed in the past year or so?" and encourage class discussion. Ask student, "How have these changes impacted your goals?"
3. Remind students that goals change over time and so plans made earlier will also need to change. This lesson will allow you to update your education plans based on your own growth and change.
4. Show PPT Slide 3. Review the data on the slide with students. Discuss the importance of planning a career that involves thoughtful education plans and lifelong education.
5. Show PPT Slide 4. Review Worksheet 1 instructions. Display your school's graduations requirements. Have students complete worksheet 1 as you share your school's requirements.

6. Show PPT Slide 5. Show worksheet 2. Review the instructions with students.
 7. Provide 20-25 minutes for students to complete both worksheets.
 8. Ask for student volunteers to share the changed plans they made.
 9. Ask students to log in to CIS using their My Portfolio user names and passwords. Ask them to open their course planners and updates these with the information they provided in these worksheets.
 10. Show PPT Slide 6. Ask students to answer the questions in the text boxes at the end of the worksheet page 2-3 then transfer these to their CIS portfolios, in the Looking Deeper: Make Plans, Update Education Plans section of Career Plan.
-

Variations and Accommodations

- - Partner students needing special assistance with a helpful class member for this activity.
 - Complete worksheets as a homework assignment to save time and provide the opportunity for parent/guardian input and assistance.
 - Process student plans in pairs or in small groups rather than with the full class.
 - Have students share their updated plans with younger students to inspire the younger students to think about plans and how these change. This will also build the pride older students take in their plans.
-

Assessment

Use the *Update Education Plans Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Looking Deeper: Make Plans section of Career Plan. The following boxes need to be completed: **What are your education plans after high school?, What high school courses are you considering?, What high school programs are you considering?** and **What extra-curricular activities do you plan to participate in?**

Materials

Computer lab with a projector and **CIS** access
[Update Education Plans\(PPT\)](#)
[Update Education Plans Scoring Guide \(PDF\)](#)
[Update Education Plans Scoring Guide \(DOC\)](#)
[Update Education Plans \(PDF\)](#)
[Update Education Plans \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Updating My Action Plans and Supports

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students update action plans and course plans and identify obstacles and supports.

Time: 50 minutes.

Essential Questions

- What do I need to do now to achieve my goals?
 - What new high school courses should I plan to take?
 - What are my obstacles to success?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Print copies of students' career plan reflections using CIS Administration Tools:
 1. If you have not yet done so, create a CIS Group for your class of students
 2. Select Group Report under the Reports header
 3. Select your class as the Group
 4. Select Career Plan for the type of report
 5. Select Detailed Report for the type
 6. Select Print for the output
 7. Cut into individual pages
 - Note: students could print these career plans themselves in class. This will take 10-15 minutes of class time.
 - Make copies of *Updating My Action Plans and Supports Worksheet*, one per student.
-

Steps

DAY 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to

update both their course plans and action plans and update any obstacles to and supports for their success.

2. Show PPT Slide 2. Ask students, "Have you ever had to change your plans because something important happened forcing you to change?" Invite students to share their changed plans and how they managed the needed changes.
 3. Explain that plans often need to change, and thinking through the details of this helps assure that you stay on track to achieve your goals. This lesson will allow them to update earlier action plans.
 4. Show PPT Slide 3. Distribute the lesson worksheets.
 5. Tell students to log in to their My Portfolio, link to Career Plan and click Print from the Menu Bar to review their reflections to date.
 6. Show PPT Slide 4. Review the instruction for completing the long-term, short-term, and experiential learning plans:
 - Review your Career Plan reflections and goals.
 - Update each of the three plan areas: long term, short term, and experiential learning plans with results and changes needed.
 - List any new obstacles and supports.
 7. Provide students twenty minutes for this activity.
 8. Ask students to volunteer to share their plans.
 9. Demonstrate how to update the CIS Course Planner.
 10. Assist students in updating their course plans in the CIS Course Planner.
 11. Show PPT Slide 5. Ask students to summarize their changed plans in the text box at the bottom of page 3, then transfer this learning to their CIS portfolios, in the Looking Deeper: Make Plans, Action Plans and Supports section of Career Plan.
-

Variations and Accommodations

- Pair students who need extra assistance completing these activities.
 - Draft Course Plan with a family member outside of class then review plan drafts in class.
 - A school counselor could come to class and lead the course planning section of this lesson.
-

Assessment

Use the *Updating My Action Plans and Supports Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Looking Deeper: Make Plans, My Action Plans and Supports section of Career Plan.

The following box needs to be completed: **What is your action plan for this year?**

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access

Students' Career Plan Report printouts

[Updating My Action Plans and Supports \(PPT\)](#)

[Updating My Action Plans and Supports Scoring Guide \(PDF\)](#)

[Updating My Action Plans and Supports Scoring Guide \(DOC\)](#)

[Updating My Action Plans and Supports \(PDF\)](#)

[Updating My Action Plans and Supports \(DOC\)](#)

Using Career Assessment Results to Set Goals

Theme and Level

Theme: Research Options, Evaluate Options, Set Goals

Level: Getting Started, Looking Deeper

At a Glance

Students view the Combined Report of Occupations (based upon assessments they have completed), analyze results, and research occupations of interest. Students also set academic and career goals based upon this activity.

Time: 75 minutes.

Essential Questions

- What occupations recur in my assessment results?
 - Of these, which interest me the most and why?
 - What are my goals?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Familiarize yourself with the Combined Report of Assessments, found in the My Reports section of the CIS portfolio
 - Print *Setting Goals Based upon My Assessment Results Worksheet*, one per student
 - Ensure that you have stored several assessment results in a sample portfolio, so that you can demonstrate a good Combined Report of Assessments
 - (Note: Prior to this lesson, students must have established portfolios and saved some assessments in their portfolios)
-

Steps

1. Show PowerPoint (PPT) Slide 1. Ask students, "How do you set good goals?" Write their ideas on the board. Tell students that the goal of this lesson is to teach them how to set goals based upon information and analysis.
2. Tell students that writing effective goals challenges most people. You need to consider what you want to accomplish, obstacles that could prevent you from achieving your goal, and your resources.
3. Show PPT Slides 2-5. Introduce the five steps to good goal setting that will be used in the activity and distribute the *Setting Goals Based upon My Assessment Results Worksheets*.
4. Inform students that they will be using the five step model, their own ideas about goal setting, and information from their assessment results to complete this activity.
5. Ask students to log into CIS using their personal usernames and passwords, and direct them to the My Reports section of their portfolios.
6. Demonstrate how to view and interpret the Combined Report of Assessments using Slides 3-5 then show students how to retrieve and print their own reports.
7. Show PPT Slide 6, which is a copy of the worksheet, and give them the instructions.
 - Ask students to review their Combined Reports of Assessments and identify three occupations of interest from their list of occupations on multiple lists or from their Favorites and write these on the worksheet where indicated, in the chevrons.
 - Research key information about the requirements of these occupations and write this

information in the boxes to the right of the chevrons with any of their own thoughts about these occupations as well.

- Analyze what they have learned from this research and set a personal, academic or career goal in the box where indicated. Encourage students to use the ideas they suggested in Step 1 to help set good goals.
- Identify obstacles to achieving this goal and resources to support them, and write these where directed on the worksheet.
- Identify how their resources might help them overcome any obstacles. Indicate this with an arrow from the resource to the obstacle.
- Revise the goal as needed and re-write the goal in the box at the bottom of the worksheet.

8. Ask students to discuss their reflections.

9. Ask students to discuss their worksheet with a parent, get a parent signature on the worksheet, and prepare to share the family discussion in a subsequent class period.

Variations and Accommodations

- Require that students focus on one type of goal: career, personal or academic.
 - Assign worksheet as homework to shorten class time needed.
 - Students could work in pairs for the entire activity.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner for the activity.
-

Assessment

Use the *Using Career Assessment Results to Set Goals Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What are the preparation requirements for the occupations that interest you?** text box in Research Options
 - **What did you learn about how you set goals and make decisions from the career work you completed?** text box in Evaluate Options
 - **Write the goal that you set on the worksheet in the appropriate text box (personal, academic, or career goal)** in Set Goals
-

Materials

Computer lab with a projector and CIS access

[Using Career Assessment Results to Set Goals \(PPT\)](#)

[Setting Goals Based upon My Assessment Results Worksheet \(PDF\)](#)

[Setting Goals Based upon My Assessment Results Worksheet \(DOC\)](#)

[Using Career Assessment Results to Set Goals Scoring Guide \(PDF\)](#)

[Using Career Assessment Results to Set Goals Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Using CIS with The ASVAB Career Exploration Program

Theme and Level

Theme: Evaluate Options

Levels: Next Steps

At a Glance

Students use CIS Assessment Link to identify and research occupations corresponding to their ASVAB Career Exploration Program outcomes.

Time: 50 minutes (Note: ASVAB test administration, which must precede this activity, takes approximately 3.5 hours; ASVAB interpretation takes approximately 45-55 minutes).

Essential Questions

- How are my ASVAB results related to occupations of interest to me?
-

Preparation

- Arrange for the Military Entrance Processing Station representative to administer and interpret the ASVAB
 - Reserve computer lab with projector
 - Establish CIS Portfolios
 - Read the Assessment Link Tutorial, found in Information Files under CIS Resources, and then choose Assessment Link
 - Review PowerPoint presentation
 - Print *Occupation Characteristics* worksheets, one per student
 - *Optional:* Read Setting the Stage for Using Formal Career Assessment Instruments, found in Tools for Counselors and Teachers under Guides and Instructional Notes
 - *Optional:* Read the ASVAB Counselor Manual or watch the online tutorials, both available on the ASVAB Website, and/or help the MEPS representative with the interpretation portion of the assessment
-

Steps

1. Show PowerPoint Slide 1. Tell students that the goal of this lesson is to help them identify occupations that correspond with their ASVAB results.
2. Show Slide 2. Explain that the ASVAB can be used to identify both military and non-military occupations. In this activity, they will link their ASVAB results to occupations in CIS, research three occupations and possibly save occupations to their portfolios.
3. Show Slide 3. They will also be able to see the relative importance of Verbal, Math, Science and Technical aptitudes for success in each occupation. Students need a completed OCCU-Find in order to use their ASVAB information with CIS. All of the nearly 500 OCCU-Find occupations can be found in CIS.
4. Show Slide 4. Explain to students that the ASVAB results come with Exploring Careers: The ASVAB Career Exploration Guide. This Guide contains a section called the OCCU-Find. By completing the OCCU-Find, students can identify occupations that are related to their interests.
5. Distribute the OCCU-Find to students. Ask students to complete the OCCU-find and review their results.
6. Explain to students that there are three parts to completing a career assessment: taking the assessment, scoring and interpreting the results, and then connecting the results to occupations. In this activity, students will be doing the third step, connecting the results to occupations, using CIS.
7. Show Slide 5. Introduce the hallmarks of CIS information. Lead a class discussion about how to evaluate career information and why it is important to have information that is accurate, current, relevant, specific, understandable, unbiased, comparable and comprehensive. (To prompt additional discussion, ask what could happen if people do not have information with those qualities.) Record and discuss student answers.
8. Show Slide 6. Ask students to log into CIS using their Portfolio usernames and passwords. Instruct them to open Assessment Link and then select the Armed Services Vocational Aptitude Battery (ASVAB).
9. Show Slide 7. Tell students there are six groups (also called the Holland Codes), which correspond to six broad characteristics of personalities and work. Go through the brief descriptions on the slide with students and answer any questions.
10. Show Slide 8. Show students where the list of personality categories is located and use the slide to show the result of choosing the "Realistic" category. Instruct students to click on the title of one group they want to know more about. Tell students to read through the list of occupations organized under that group. Tell them to choose one occupation they want to know more about either because they think they may like the occupation or because it is unfamiliar.
11. Show Slide 9. Instruct students to click on the title of an occupation. The title links to the CIS occupation. It is possible there will be two occupations listed. (If the occupation selected by students does not link to a CIS occupation, show Slide 9).
12. Distribute the *Occupation Characteristics* worksheets.
13. Show Slide 10. This slide shows the Occupation Profile which is the page opened when students click on the occupation title. This page will provide them with all the information they need to complete the worksheet. Tell students to use Assessment Link to find three interesting CIS occupations that correspond to those in their ASVAB profiles. Tell them to complete the *Occupation Characteristics* worksheet by researching the tasks and work activities, working conditions, skills and abilities, and preparation needed. Advise them that they can use CIS Occupations, Military Employment, (Slide 11) or other sources (selected by you) to obtain information. Show students how to save Assessment Link and any favored occupations in their portfolios using the Save button.

Variations and Accommodations

- Extend the activity by instructing students to write a paragraph that describes the shared work activities, physical demands, and skills necessary for all three occupations. Instruct students to evaluate how much they would enjoy using those skills, engaging in those work activities, or experiencing that level of physical demand, as well as how they could practice these while they are in high school.
- Once students complete the *Occupation Characteristics* worksheet, instruct them to use CIS to connect the occupation they like best with programs of study and the state and national schools

they could attend. For military trainings and institutions, instruct students to read About the military information in the Military Employment component.

- Assign students to work in pairs to look up three occupations to assist any students with special needs. Instruct students to take turns navigating in CIS.
-

Assessment

Use the *Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of My Career Plan.

Materials

Computer lab with projector and CIS access

[Using CIS with the ASVAB \(PPT\)](#)

[Occupation Characteristics Worksheet \(PDF\)](#)

[Occupation Characteristics Worksheet \(DOCX\)](#)

[Scoring Guide \(XLSX\)](#)

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

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Using CIS with COPS

Theme and Level

Theme: Evaluate Options

Levels: Looking Deeper, Next Steps

At a Glance

Students use CIS Assessment Link to identify and research occupations that correspond to their Career Occupational Preference System (COPS) profiles.

Time: 50 minutes (Note: Test administration, which must precede this activity, takes 30 minutes; scoring and interpretation take additional time).

Essential Questions

- How do my COPS results relate to occupations in CIS?
-

Preparation

- Arrange to administer and interpret COPS
 - Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Read the Assessment Link Instructor Note, found in Tools for Counselors and Teachers under Guides and Instructional Notes
 - Review PowerPoint presentation
 - Print *Occupation Characteristics Worksheets*, one per student
 - *Optional:* Read Setting the Stage for Using Formal Career Assessment Instruments, found in Tools for Counselors and Teachers under Guides and Instructional Notes
 - *Optional:* Read the COPS Comprehensive Career Guidebook and Leaders Guide, available from the test publisher
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to relate their COPS results to occupations and information in CIS. Explain that results of the COPS can be used to

- identify occupations to explore. In this activity, they will link their COPS results to occupations in CIS, research a few occupations and possibly save occupations to their portfolios.
2. Show PPT Slide 2. Distribute the completed COPS Profile to students. Ask students to review their results.
 3. Explain to students that there are three parts to completing a career assessment: taking the assessment, scoring and interpreting the results, and then connecting the results to occupations. In this activity, students will explore the results using CIS.
 4. Show PPT Slide 3. Introduce the hallmarks of CIS information. Lead a class discussion about how to evaluate career information and why it is important to have information that is accurate, current, relevant, specific, understandable, unbiased, comparable and comprehensive. (To encourage additional discussion, ask what could happen if people do not have information with those qualities.) Record and discuss student answers.
 5. Show PPT Slide 4. Ask students to log into CIS using their personal usernames and passwords. Instruct students to open Assessment Link and then select the Career Occupational Preference System (COPS). (Note: This activity will work with both COPS forms; however, form P works best with college students and adults.)
 6. Show PPT Slide 5. Tell students they will explore by career clusters. Explain that clusters are like job families, and all occupations organized into a cluster have characteristics in common. Instruct students to select the Career Clusters link.
 7. Show PPT Slide 6. Instruct students to review the titles of the clusters. There are 16 clusters. Tell students to click on the title of a cluster they want to know more about.
 8. Show PPT Slide 7. Explain that all CIS occupations that are part of that cluster will display. Tell students to read the list. Tell them to choose one occupation they want to know more about either because they think they may like the occupation or because they want to know more about it. Instruct students to click on the title of the occupation.
 9. Show PPT Slide 8. This slide shows an example of what the screen should display after clicking on an occupation title. Explain that students can read more about the occupation they selected by using the menu of topics.
 10. Distribute the *Occupation Characteristics Worksheets*.
 11. Tell students to use Assessment Link to find three interesting CIS occupations that correspond to those in their COPS profiles. Tell them complete the *Occupation Characteristics Worksheet* by researching the tasks and work activities, working conditions, skills and abilities, and preparation needed. Advise them that they can use CIS Occupations, Military Employment, or other sources (selected by you) to obtain information.
 12. *Optional*: Demonstrate how students can quickly return to Assessment Link after viewing an Occupation through the Menu button. Show students how to save Assessment Link and any favored occupations in their portfolios using the Save button.
-

Variations and Accommodations

- Extend the activity by having students complete the CAPS, the ability test in the COPS system. Instruct students to compare the Skills and abilities information in Occupations to their CAPS results. Ask students to evaluate how their abilities compare to those required by occupations of interest.
 - Ask students to write a paragraph describing how they will use their assessment results to help them prepare to succeed. Provide guidance as needed.
 - Once students complete the *Occupation Characteristics Worksheet*, instruct them to use CIS to connect the occupation they like best with programs of study options, and the state and national schools they could attend.
 - Assign students to work in pairs to look up three occupations to assist any students with special needs. Instruct students to take turns navigating in CIS.
-

Assessment

Use the *Using CIS with COPS Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access
[Using CIS with COPS \(PPT\)](#)
[Occupation Characteristics Worksheet \(PDF\)](#)
[Occupation Characteristics Worksheet \(DOC\)](#)
[Using CIS with COPS Scoring Guide \(PDF\)](#)
[Using CIS with COPS Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Using CIS with the Self-Directed Search

Theme and Level

Theme: Evaluate Options

Levels: Looking Deeper, Next Steps

At a Glance

Students use CIS Assessment Link to identify and research occupations corresponding to their Self-Directed Search (SDS) outcomes and learn how their traits and personalities can be useful in different occupations.

Time: 75 minutes (Note: Test administration, which must precede this activity, takes approximately 45 minutes; scoring takes approximately 10 minutes).

Essential Questions

- What occupations correspond to my SDS personality type?
-

Preparation

- Order Self-Directed Search workbooks and administration materials from Psychological Assessment Resources, Inc. and administer the assessment
 - Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Read the Assessment Link Overview, found in Assessment Link under Self-Directed Search (SDS)
 - Review PowerPoint presentation
 - Print *Occupation Characteristics Worksheet*, one per student
 - *Optional:* Familiarize yourself with SDS by reviewing the technical manual, and/or visiting: <http://www.self-directed-search.com/>
 - *Optional:* Read Setting the Stage for Using Formal Career Assessment Instruments, found in Tools for Counselors and Teachers under Guides and Instructional Notes
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this activity is help them learn about occupations that correspond with their Holland Personality Types. Explain that they can

use the results of the Self-Directed Search (SDS) to help identify occupations to explore. In this activity, they will link their SDS results to CIS occupations, research a few occupations and possibly save occupations to their portfolios. They will also work together to think about how their SDS results could identify strengths that can help them succeed in school and in their careers when they are adults.

2. Show PPT Slide 2. Distribute the SDS results to students.
3. Explain to students that there are three parts to completing a career assessment: taking the assessment, scoring and interpreting the results, and then connecting the results to occupations. In this activity, students will explore the results using CIS.
4. Show PPT Slide 3. Introduce the hallmarks of CIS information. Lead a class discussion about how to evaluate career information and why it is important to have information that is accurate, current, relevant, specific, understandable, unbiased, comparable and comprehensive. (To prompt additional discussion, ask what could happen if people do not have information with those qualities.)
5. Record and discuss student answers.
6. Show PPT Slide 4. Instruct students to review their SDS results. Explain that John Holland was a respected career psychologist. He reported that there are six basic personality types. Work environments have personalities just like people do, so once students know their own personality types, they can find compatible occupations. The types are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Together, they are called the RIASEC personality types.
7. Show PPT Slide 5. Explain that the SDS is a way to explore possible future careers using the six personality types. When exploring careers using SDS, people combine their top three personality types. When combined, the three types form a triangle.
8. Show PPT Slide 6. This is an example of the triangle created by the codes Realistic, Enterprising, and Social. All occupations that fall into that triangle are good occupations to explore if a person has high RES scores. Explain to students that the letters "R," "E," and "S" can be combined in six different ways, which will be important later.
9. Show PPT Slide 7, which is an example of the triangle created by the codes Investigative, Artistic, and Social. All of the occupations that fall into that triangle are good occupations to explore if a person has high IAS scores.
10. Show PPT Slide 8. Instruct students to write down or circle their top three scoring types. These three types make their Holland Code. Instruct students to log into CIS, open Assessment Link, and then select the Self-Directed Search (SDS).
11. Show PPT Slide 9. Tell students they will use their code to link to CIS Occupations. Instruct students to click on the name of one of the types they want to know more about.
12. Show PPT Slide 10. This slide demonstrates the Artistic type. Explain to students that they can combine their three types in different orders. Instruct students to find the folders that apply to them.
13. Show PPT Slide 11. Tell students to click on one of their folders. The folder will open up to display the occupations that closely relate to the code as it is organized.
14. Show PPT Slide 12. Tell students to navigate through Assessment Link for SDS and review all their high scoring types. There will be a total of six folders that they will need to open to read all the occupations that relate to their Holland Codes.
15. Show PPT Slide 13. Instruct students to click on the title of an occupation that interests them. Students will be able to read details about the occupation.
16. Tell students to use Assessment Link to locate and select three occupations that relate to their Holland Code. Tell them that they will be reporting on four aspects of each occupation: work activities, physical demands, skills and abilities, and preparation needed. Advise them that they can use Occupations, Military Employment, or other sources (selected by you) to obtain information.
17. Distribute the *Occupation Characteristics Worksheets*, or assign them as homework.
18. *Optional:* Demonstrate how students can quickly return to Assessment Link after viewing an Occupation through the Menu button. Show students how to save Assessment Link and any favored occupations in their portfolios using the Save button.
19. After students complete the worksheet, group them by their highest score or the first letter type.
20. Show PPT Slides 14-19. Lead a class discussion about each of the letter types. Encourage students to discuss the strengths of each type.
21. Show PPT Slide 20. Explain that the types are organized using a hexagon because there is a strong mathematical relationship among the types and because the types nearest one another are most similar. Enterprising and Social are "people" types; Realistic and Conventional are "things" types; Investigative and Artistic are "ideas" types of personalities and work environments. The smaller the triangle formed by one's type, the easier it is to identify a

satisfying career goal.

22. Show PPT Slide 21. Ask groups to discuss their highest scoring type for ten minutes. Instruct students to refer to their SDS report for additional information to help them answer the following questions:
 - What would the work or school environment that corresponds to this type look like?
 - What occupations relate closely to this type?
 - What are some characteristics of this type?
 - How is this type likely to approach career development?
 23. Instruct each group to select a speaker to share their findings with class.
 24. Write the groups' results on the board.
-

Variations and Accommodations

- Copy and paste from the slideshow to create a worksheet with the descriptions of all six types. Give the worksheet to students prior to administering SDS. Instruct students to read the six descriptions and choose the three types that best seem to match their personalities. Administer, score, and distribute the SDS results. Lead a class discussion about how the worksheet they completed compares to their SDS results.
 - After groups give their presentation, ask each group to create a collage that includes pictures of occupations, work environments, and characteristics of their types. Students could post collages for others in school to see and learn more about personality typing and occupational attributes. An exhibit case, library or hall bulletin board could provide public viewing of the information so as to increase student interest and discussions.
 - Once students complete the *Occupation Characteristics Worksheet*, instruct them to use CIS to connect the occupation they like best with programs of study options and with the state and national schools they could attend.
 - Assign students to work in pairs to look up three occupations to assist any students with special needs. Instruct students to take turns navigating in CIS.
-

Assessment

Use the *Using CIS with SDS Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access

[Using CIS with SDS \(PPT\)](#)

[Occupation Characteristics Worksheet \(PDF\)](#)

[Occupation Characteristics Worksheet \(DOC\)](#)

[Using CIS with SDS Scoring Guide \(PDF\)](#)

[Using CIS with SDS Scoring Guide \(DOC\)](#)

Vulcan Space Settlers

Theme and Level

Theme: Evaluate Options

Levels: Looking Deeper

At a Glance

Students identify occupations critical to community life, as well as the skills, knowledge areas, and abilities necessary for a community to flourish; students identify school, home, and leisure activities that offer the opportunities to learn aspects of these skills, knowledge areas, and abilities.

Time: 75 minutes.

Essential Questions

- What occupations are important to a community?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Vulcan Space Settlers Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Inform students that the goal of this lesson is to help them understand the array of occupations that are important to a community.
2. Divide the class into small groups. Turn down the lights, and tell students that an Earth outpost is going to be created, and their help is needed.
3. Show PPT Slide 2. Read the situation. "Imagine that ten people are going to establish a community on Vulcan, in the year 2200. Vulcan is a planet orbiting around our nearest star, 51 Pegasi. Vulcan is very similar to earth. There is nothing there now except some deserted buildings that could be used for temporary living quarters. There is potential wealth in natural resources for recreation, tourism, and agriculture. No additional information is available."
4. Show PPT Slide 3. Tell students that the settlers are going to be selected by a committee. The committee's task is to identify the occupations necessary for a community to survive and the skills, abilities, and knowledge that the settlers must have.
5. Show PPT Slide 4. Tell students that they have been chosen to be the selection committee.

6. Distribute the *Vulcan Space Settlers Worksheets*.
 7. In their groups, ask students to establish an identity for the settlers by giving their group a name or logo and designing a flag on paper. They can display this flag close to their work area. Set a time limit for this part of the activity of five-ten minutes.
 8. Show PPT Slide 5. Ask each group to identify the ten occupations that will be most important for the community. Students will need to use CIS to research these occupations. Instruct students to record the occupations on their committee worksheet.
 9. Ask each student to list the knowledge areas, skills, and abilities they think are most important for the settlers to possess.
 10. Ask each group to share their group name, flag, selected occupations, critical knowledge areas, skills, and abilities with the class.
 11. Follow with a class discussion on how closely the knowledge areas, skills, and abilities match the occupations. The discussion should also focus on why the occupations and attributes were selected.
 12. Within their small groups, ask students to identify, record, and discuss the school, home, work, and leisure activities that can help people develop the skills required for a successful, harmonious community.
 13. Share the findings from the small groups with the class.
 14. Show PPT Slide 6. Review the homework assignment: students are to complete the worksheet by writing a paragraph on their rationale for the choices their group made and how those choices will impact the community and settlement plan.
-

Variations and Accommodations

- Ask students to select an occupation (free choice). Explain that a community will be formed from their choices of occupations and list all occupations on the board. Ask students to evaluate the list on the board and prioritize the importance of each occupation. Students then research each occupation to see how it may fit into a functional community and re-prioritize the list. Identify community needs not being met and what occupations will meet them:
 - What required occupations are missing?
 - What occupations are less needed?
 - For example, if there are too many of one occupation, discuss what might happen to the economy of the community. Students who need to change may select another occupation to fit the community's needs. Ask students to create a collage to portray their community.
 - Work with the science teacher to identify the living conditions (water, gravity, minerals, etc.) on planets in our solar system. Ask students to discuss the tools used by people in the occupations they selected, then discuss the modifications that might need to be made to those tools so that the tools perform as needed in the new environment (for example, construction tools that rely on gravity). Ask students to consider how common tools may change in the future because of new discoveries.
 - Assign students to complete the worksheet in their groups or through class discussion to assist any students with special needs.
-

Assessment

Use the *Vulcan Space Settlers Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access

[Vulcan Space Settlers \(PPT\)](#)

[Vulcan Space Settlers Worksheet \(PDF\)](#)

[Vulcan Space Settlers Worksheet \(DOC\)](#)

[Vulcan Space Settlers Scoring Guide \(PDF\)](#)

[Vulcan Space Settlers Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
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What Do I Want in an Occupation

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students use CIS Occupation Sort to determine which occupation factors, or characteristics, are important to them and to see how occupational attributes influence occupational preferences.

Time: 100 minutes.

Essential Questions

- What occupational attributes are most important to me?
 - What do I really want in an occupation?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with Occupation Sort
 - Print *What Do I Want in an Occupation? Worksheet*, one per student
 - Gather multiple colors of highlighters for students to use
 - *Optional:* Print *Occupation Sort Worksheet*, found in Tools for Users under Support Materials, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help students identify what factors are important to them in an occupation.
2. Show PPT Slide 2. Ask the group to list the characteristics of an ideal job. Record their responses on the board.
3. Show PPT Slide 3. Lead a discussion regarding factors that affect perceptions of what is ideal, such as personal experiences, preferences, gender, and cultural considerations.
4. Encourage students to focus on their own experiences, what they have done, what they enjoy doing, and what they like and do well.

5. Distribute the *What Do I Want in an Occupation? Worksheets*. Ask students to complete Part 1 individually, either in class or as homework.
 6. Show PPT Slide 4. Introduce the concept of occupational characteristics, or factors, by showing the Occupation Sort introductory screen with the 28 factors. (Go to Occupation Sort then click on Select Factors.)
 7. Show PPT Slide 5. Encourage students to try to answer these questions, then, provide them with the answers given in parentheses.
 - What is an occupational factor? (A measurable characteristic of an occupation)
 - Who determines that an occupation has a given factor? (Occupational analysts and labor market economists)
 - What are levels or degrees of a factor? (The level of a factor or trait associated with a given occupation)
 - Why are factors important? (They tell us what skills, abilities, and traits are required day in and out for an occupation)
 8. Show PPT Slide 6. Use some of the items in Occupation Sort to review the characteristics of a sample occupation. Explain to students that these characteristics often relate to abilities, and abilities can be learned.
 9. After explaining CIS Occupation Sort, ask students to log into CIS and allow them to have adequate time to use the tool and obtain a printed occupation list. Remind students to save their results in their portfolios using the Save button.
 10. Assign Part 2 of the worksheet, so students can compare what they want to the occupation's characteristics. Ask that they analyze differences and similarities between their ideal and the occupation's characteristics.
 11. Assign the chart in Part 3 at the top of the worksheet. Next ask students to discuss how learning about specific occupational characteristics may have changed their perceptions about an occupation. At the bottom of Part 3, students should write about how occupational characteristics influence their personal preferences about an occupation.
 12. Ask students to color-code their Occupation Sort results. Occupations that match the preferences on the students' worksheets can be highlighted in one color. Those that do not match the students' identified preferences can be highlighted in a different color.
-

Variations and Accommodations

- Use this lesson in any subject by focusing on occupations associated with the subject and examining the important attributes of these occupations and the skills being developed within the class.
 - Students needing special assistance should be paired with a helpful partner for the activity.
-

Assessment

Use the *What Do I Want in an Occupation? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What occupations interest you now?** text box in Research Options
- **What are the preparation requirements for the occupations that interest you?** text box in Research Options

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access

[What Do I Want in an Occupation? \(PPT\)](#)

[What Do I Want in an Occupation? Worksheet \(PDF\)](#)

[What Do I Want in an Occupation? Worksheet \(DOC\)](#)

[What Do I Want in an Occupation? Scoring Guide \(PDF\)](#)

[What Do I Want in an Occupation? Scoring Guide \(DOC\)](#)

Multiple colors of highlighters

Optional: Occupation Sort Worksheet

What Happens after High School?

Theme and Level

Theme: Research Options, Make Plans

Level: Getting Started

At a Glance

Students identify and explore post-high school options by researching occupations, related training, and facilities that offer related training programs.

Time: 75 minutes.

Essential Questions

- How and where should I continue my training after high school?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Consult a school counselor or other appropriate staff about programs and guidance activities planned for students, and invite counseling personnel to work with students during or after this activity
 - Establish CIS portfolios before this lesson
 - Ensure that students have basic familiarity with navigating CIS
 - Familiarize yourself with the following CIS components: Occupations (including Clusters), Programs of Study, U.S. Colleges & Universities (and State Colleges, if available), Undergraduate School Sort (found in either Colleges component), and Job Search
 - Print *What Happens after High School Worksheet*, one per student
 - Bring enough chart paper for multiple groups to make charts
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this class is to identify post-secondary training options and plans.
2. Show PPT Slide 2. Ask students what they expect their lives to be like after high school. Encourage several students to share their visions of their future lives.
3. Show PPT Slide 3. Invite students to imagine their futures as a sailing adventure. Tell students

that:

- They will need to understand as much as possible about their boat (themselves: interests, aptitudes, values, what makes them happy)
 - They will need to learn all the sailing skills possible (education: skills, abilities, knowledge), and
 - They will need to chart a course to where they want to sail (planning: selecting the best path or charting the course to their chosen career).
4. Show PPT Slide 4. Tell students that after high school they will have many options from which to choose. It is important for students to explore these options well in advance to understand what each is about, to have time to think about which option fits them best, and to ensure that they complete needed secondary school coursework and requirements before graduation.
 5. Tell students that it is important to learn the process of planning, or charting their course, even though their plans will likely change over the next several years. Planning is a skill they will use repeatedly, for many purposes, throughout their lives.
 6. Clarify that the choices they investigate now will not commit them to an exact career plan, but the activity will help them know how to chart a course when they are ready to sail.
 7. Distribute the *What Happens after High School Worksheets*, and ask them to complete just the first side, or both sides.
 8. Ask students to log into CIS using their personal usernames and passwords.
 9. Show students how to use CIS Occupations, Programs of Study, U.S. Colleges & Universities (and State Colleges if available), Undergraduate School Sort, and Job Search to gather information. These will prove useful for completing this assignment. If students are interested in education and training programs in a particular state, they can find this information through U.S. Colleges Universities and Undergraduate School Sort. Students could also utilize college catalogs from the high school career center if available.
 10. Show PPT Slide 5. Ask students, "Who has chosen course plans requiring more than four years' of study after high school?" Then ask, "Who has chosen course plans that are mostly four-years of study?" Then ask, "Who plans to participate in two-year or shorter course plans or job-seeking after high school?"
 11. Divide the class into groups associated with the future plans options listed on Slide 5, so that students can share ideas about what they need to do next.
 12. Ask each group to make a summary on a sheet of chart paper of the ways they can prepare.
 13. Ask each group to identify a reporter and ask the reporter to share the group's ideas with the whole class.
 14. Discuss these ideas.
-

Variations and Accommodations

- Create a panel of college freshmen, community college students, and employed graduates to talk to students about their experiences. Ask these panelists to share what they have done and need to do to attain their goals. Ask the high school students to share their portfolios, resumes, copies of application forms, college catalogs, financial aid applications, and other relevant information with panelists.
 - This lesson might be conducted when high school staff visit the middle school to talk to students about their transition from middle school to high school or while developing high school course plans. Invite a high school counselor, career adviser, and/or other teacher to talk with students about the ways high school students can prepare themselves for their future careers.
 - Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.
-

Assessment

Use the *What Happens after High School Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What are the preparation requirements for the occupations that interest you?** text box in Research Options
 - **What are your educational plans after high school?** text box in Make Plans, Make Education Plans
-

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[What Happens after High School? \(PPT\)](#)

[What Happens after High School Worksheet \(PDF\)](#)

[What Happens after High School Worksheet \(DOC\)](#)

[What Happens after High School Scoring Guide \(PDF\)](#)

[What Happens after High School Scoring Guide \(DOC\)](#)

Chart paper

Theme and Level

Theme: Evaluate Options

Levels: Getting Started

At a Glance

Students play a game in which they learn about the different types of work they perform now and the types of work they can do in the future. Students create a presentation about why people work.

Time: 150 minutes (across three days).

Essential Questions

- What is work?
 - Why do people work?
-

Preparation

- Set up computer projector with classroom computer for Days One and Three
 - Reserve computer lab with computer projector enabled for Day Two
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation
 - Determine the number of rounds you want the class to play (eight is recommended)
 - Print *What is Work? Worksheet*, one per student or per group if desired
 - Bring enough dice for the game, one die per group
 - Prepare student presentation guidelines and resources
 - *Optional:* Read *The Reinvention of Work* by Matthew Fox, *The Pleasures and Sorrows of Work* by Alain de Botton, or *Great Work, Great Career* by Stephen R. Covey and Jennifer Colosimo
 - *Optional:* Invite parents, other teachers, and students to see the presentations, or create a schedule in which presentations are given to an elementary school class
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is for them to identify different types of work in their community and then create a presentation about work.

2. Show PPT Slide 2. Ask students to write what the word "work" means to them. Ask students to share their ideas. Record them on the board.
3. Discuss the responses, cluster similar ideas, and summarize into a definition. Compare your definition with a dictionary definition. The many facets of work and varying uses of the word will provide students with much to discuss.
4. Show PPT Slide 3. Ask students what they understand by each of the following terms and ask for examples of each: job, employment, voluntary work, self-employment, housework, do it yourself, homework, leisure. Record student ideas on the board.
5. Ask students to brainstorm the reasons why people work. Record their ideas. Discuss the responses.
6. Show PPT Slide 4. This slide displays the five categories of work. Explain to students that you can divide work into these five categories:
 - Wage (for an employer)
 - Contract (for a fee or as consultant)
 - Voluntary (as a gift)
 - Home (maintenance of home and family)
 - Study (education and training)
7. Tell students that some work activities may apply to more than one category. For example, an apprentice learning to be an electrician is earning a wage while also studying. Point out that some people's work activities are other people's leisure time pursuits. For example, cooking, gardening, fixing cars, and playing baseball are leisure time pursuits as well as work activities.
8. Show PPT Slide 5. Divide the class into teams of three to five. Tell teams to choose a leader.
Optional: Allow teams to choose a team name or color.
9. Distribute the dice and *What is Work? Worksheets*.
10. Show PPT Slides 6-9. Review game rules and dice values-work category table. Explain that the teams will compete to fill the spaces on the game chart.
11. **Rules**
 - Explain to students that they will play this game in rounds. In a round, each team will take turns to throw the die.
 - The number on the die will correspond to a category of work. Each team will suggest a work activity that represents the category of work.
 - The teacher is the moderator.
 - Each correct answer scores the same number of points as the die number.
 - Teams take turns to be the first player in a round. Teams have two minutes to think of possible answers for each category.
 - There are ten spaces for each of the work categories on the worksheet, so there can be a total of ten examples for each work category. When the ten spaces in one category are full, teams that throw that die number miss a round.
 - After all the rounds are completed, the game ends. The team with the highest score wins.
12. Show PPT Slide 10. Tell students they will now begin to play the game.
13. Once the game is over, total the scores for each group. The highest scoring team wins.
14. Discuss the examples the students supplied to fill in the spaces in the game.
15. Ask students to prepare a presentation for the class on the theme of "What is work?" or "Why do people work?" Encourage students to be creative in their presentations. The presentation might be a roleplay, mock TV interview or documentary, artwork, mural, collage, results of a survey, poem, or a formal report with summary. Students can work individually, in pairs, small groups, or as a whole class.
16. Explain the timeframe and presentation schedule.

Day 2

1. Provide time for students to work on their presentations.

Day 3

1. Students make presentations to the class.

Variations and Accommodations

- Invite a panel of people representing different categories of work to speak to the class about why they do what they do.
 - Ask the class to debate a work-related topic such as:
 - All occupations should receive the same pay
 - Enjoying what you do is more important than how much you earn
 - "Work is love made visible," a quote by Kahlil Gibran
 - Don't do whatever you like; like whatever you do
 - Unemployment is unnatural - we are meant to work
 - It is important to balance work life and personal life
 - "Far and away the best prize that life has to offer is the chance to work hard at work worth doing," a quote by Theodore Roosevelt
 - Read poems, songs, or passages from literature about work to students, for example, *What Do People Do All Day* by Richard Scarry, "Work" by Kahlil Gibran in *The Prophet*, *Working: People Talk About What They Do All Day and How They Feel About What They Do* by Studs Terkel, or songs such as:
 - "9 to 5," Dolly Parton
 - "A Hard Day's Night," The Beatles
 - "Blue Collar Man," Styx
 - "Career Opportunities," The Clash
 - "Finest Worksong," R.E.M.
 - "Get a Job" The Offspring
 - "I Really Like It" Harlem World
 - "I've Been Working," Van Morrison
 - "Just Got Paid," ZZ Top
 - "Luxury," The Rolling Stones
 - "Mr. Mom," Lonestar
 - "Oney," Johnny Cash
 - "She Works Hard for the Money," Donna Summer
 - "She's A Working Mom," Dean Friedman
 - "Sixteen Tons," Merle Travis
 - "Take This Job and Shove It," Johnny Paycheck
 - "Welcome to the Working Week," Elvis Costello
 - "Working Class Hero," John Lennon
 - "Working for the Weekend," Loverboy
 - "Working in the Highway," Bruce Springsteen
 - "Working Man," Rush
 - "Workingman's Blues #2," Bob Dylan
-

Assessment

Use the *What is Work? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** and any other appropriate text boxes in the Evaluate Options section of Career Plan.

Materials

Classroom with computer, projector and CIS access for Days One and Three

Computer lab with projector and CIS access for Day Two

[What is Work? \(PPT\)](#)

[What is Work? Worksheet \(PDF\)](#)

[What is Work? Worksheet \(DOC\)](#)

[What is Work? Scoring Guide \(PDF\)](#)

[What is Work? Scoring Guide \(DOC\)](#)

Dice, one per group

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Evaluate Options

Levels: Getting Started

At a Glance

Students consider occupations through common surnames, discuss how the names and natures of the jobs are different in today's labor market, and research current occupation characteristics.

Time: 75 minutes.

Essential Questions

- How have occupations changed over time?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation
 - Print *What's in a Name? Worksheet*, one per student
 - Print *Message from the Past Worksheet*, one per small group or pair
 - Collect 10-20 rubber bands, one per group or pair
 - *Optional:* Print instructor's copy of *What's in a Name? Answers* (answers are also in PowerPoint presentation)
 - *Optional:* Bring enough bottles so that each group or pair can place their worksheet in it
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to familiarize them with the changes to occupations over time.
2. Introduce the What's In a Name? activity. Tell students that many common American surnames come from the work a person performed during the middle ages. During those times, many individuals had the same given name; John, for example. As people began to live in larger communities, it became necessary to be able to distinguish one individual, and families, from others with the same first name. A "trade" name was one way of doing this.
3. Show PPT Slide 2. Explain to students that we can categorize many surnames by the father's

name, occupation, a nickname describing a trait or action, or a town name or landscape feature. Ask students to think about where their family name might have come from.

4. Show PPT Slide 3. Ask students to guess what occupations they think these surnames might relate to.
5. Show PPT Slide 4. Lead a class discussion about why the class was able to guess some of the occupations and not others (as appropriate). Mention that not all cultures used occupations for surnames. Many of the surnames that relate to occupations date back to the middle ages. Distribute the *What's in a Name? Worksheets*.
6. Allow students ten minutes to complete the *What's In A Name? Worksheet*, either individually or in groups.
7. Ask students to share their answers, giving their reasons for those selected.
8. Show PPT Slide 5. This slide displays the correct answers. After showing the answers, discuss the names and their derivations. Ask students to explain how many of the occupations associated with the names listed have changed. What might be some differences between a parker of former times and a parks service worker or forester today? Discuss how the job titles may have changed. An archer, for example, might be today's infantryman, SWAT team member, coach, or professional athlete. Record student responses on the board.
9. Open CIS and demonstrate how to use the Search function. Enter the terms "park," "forest," and "land" in the Global Search box. Explain to students that Search can assist them in finding contemporary occupations that might match those of the past. As you display different occupational titles, ask students to consider which occupation titles might apply to the parker of former times.
10. Open the occupation Landscape Architect. Click on the "Working Conditions" topic. Read through the working conditions asking students to identify how working conditions would be different now (common differences would be use of technology, use of machines, employee/employer relationship, and work hours).
11. Select the "Knowledge" topic. Read the different areas of knowledge and ask students to identify which knowledge areas are similar and which are different.
12. Show students the "Task List" and explain that this topic is also useful for considering what people do in the occupation now compared to how they accomplished the work in the past.
13. Divide the class into small groups or pairs and distribute one *Message from the Past Worksheet* to each group. Explain that each group will create clues on the worksheet and then pass their worksheet on to another group who will try to guess the title of the occupation being described.
14. Show students the Family Names with Occupational Origins list (page two of the *What's in a Name? Worksheet*). Ask students to select one occupation from the full list of names and use the Search function to find a related contemporary occupation. Allow broad interpretations (for example, Clark to clerk to cashier, word processor or administrative assistant). Instruct students to complete the worksheet by using the topics to describe how the occupation is different today than it was in the past. Remind them not to include the title of the occupation, but to include enough detail so that the second group can guess the contemporary name.
15. Give students 15 minutes to complete the worksheet.
16. Instruct students to roll up the worksheet as if it were a scroll and put a rubber band around it (if you are using bottles, remind students to place the rolled up sheet in the top of the bottle with the edge of the paper extending past the neck to facilitate easy removal).
17. Allow students to draw for the *Message from the Past Worksheets* or redistribute them to the groups or pairs.
18. Give students ten minutes to use CIS to search for the current title of the occupation.
19. Ask students to share their answers with the class.
20. Ask students to consider how they can use knowledge about changing jobs to help plan their own career paths. Use the board to record answers. Discuss how today's labor market differs from that of ten years ago, and ask students to project what changes the next ten years may bring.

Variations and Accommodations

- Change names and job titles to relate to specific curriculum areas.
- If many students have names from diverse ethnic backgrounds, assign research into the occupational names of their languages or cultures. Tell students to plan oral presentations

(individual or group) based on their research. *Optional:* Assign students of similar backgrounds to work in teams.

- Students needing special assistance should be paired with a helpful partner or group member for the activity.
-

Assessment

Use the *What's in a Name? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access

[What's in a Name? \(PPT\)](#)

[What's in a Name? Worksheet \(PDF\)](#)

[What's in a Name? Worksheet \(DOC\)](#)

[What's in a Name? Answers \(PDF\)](#)

[What's in a Name? Answers \(DOC\)](#)

[Message from the Past Worksheet \(PDF\)](#)

[Message from the Past Worksheet \(DOC\)](#)

[What's in a Name? Scoring Guide \(PDF\)](#)

[What's in a Name? Scoring Guide \(DOC\)](#)

Rubber bands

Optional: Bottles, one per group or pair

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

What's Next for Me?

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students complete a transition checklist to check and see that they are ready for their next steps after high school.

Time: 50 minutes.

Essential Questions

- Am I ready for my next steps?
 - Will life be different in college or on the job?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Review Student Checklist, Important Targets for Students found in Tools for Users, under Student and Parent Resources
 - Print *What's Next for Me? Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to be sure that they are ready for their next steps after high school graduation.
2. Show PPT Slide 2. Take students on a trip down memory lane. Discuss TV shows they watched in their childhood, clothes they wore, hairstyles of their early youth, and activities they participated in during elementary school, middle school and earlier in high school.
3. Show PPT Slide 3. Ask students to brainstorm the things that will change once they graduate and write these on the board.
4. Discuss how transitioning from high school to college or work is very much like other transitions they have made previously.
5. Ask students to think about changes they have experienced in the past (perhaps moving, changing schools, parents divorcing, etc.) and reflect upon how they made these transitions.
6. Divide the class into pairs or groups of three to discuss how they managed earlier changes.
7. Ask the class as a whole to list skills needed to manage transitions. Write these on the board.
8. Ask students to make their own individual lists of skills they bring to their own transitionskills they have used in earlier times of change that they think they will be able to use again to make their upcoming transition smooth.
9. Ask students to log into CIS using their personal usernames and passwords.
10. Direct each student to review the contents of their portfolio and print it out if desired.
11. Ask students to review the Student Checklist, Important Targets for Students found in Tools for Users, under Student and Parent Resources.
12. Show PPT Slide 4. Distribute the *What's Next for Me? Worksheets*.
13. Ask students to review the sections of the worksheet that correspond with their goals and plans. Remind students to review their portfolio contents to assist with this task.
14. Show PPT Slide 5. Instruct students to complete the worksheet as a homework assignment if not finished in class. Ask students to discuss the worksheet with a family member and return the worksheet, signed by this family member, to the next class period.

Variations and Accommodations

- Ask students to complete the worksheet entirely at home with a parent.
 - Attach the worksheet to students' portfolios in the Stored Files and Links section using the Upload feature.
 - Use this activity as the focus of an IEP meeting before 12th grade.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the *What's Next for Me? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the pertinent text boxes within the Make Plans section of Career Plan.

Materials

Computer lab with a projector and CIS access

[What's Next for Me?\(PPT\)](#)

[What's Next for Me? Worksheet \(PDF\)](#)

[What's Next for Me? Worksheet \(DOC\)](#)

[What's Next for Me? Scoring Guide \(PDF\)](#)

[What's Next for Me? Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Where Am I Going?

Theme and Level

Theme: Set Goals, Make Plans

Levels: Getting Started, Looking Deeper

At a Glance

Students practice planning a project, setting initial career or educational goals, and researching the high school and postsecondary preparation necessary to meet the goal(s).

Time: 150 minutes (across three days).

Essential Questions

- How can I prepare now to succeed?
-

Preparation

- Set up projector with classroom computer for Day One
 - Reserve computer lab with computer projector enabled for Days 2 and 3
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation
 - Plan your demonstration for Day Two on how to use CIS to identify planning steps and how to connect occupations to programs of study to schools, using specific occupations
 - Print *How to Increase Your Vertical Leap Worksheet*, one per group
 - Print *Where Am I Going?*, *Goals Research*, and *Selected Goal and Plan Worksheets*, one each per student
 - *Optional:* Select a video that demonstrates steps in a complex project; useful websites include:
 - <http://teachertube.com/>
 - <http://www.ehow.com/>
 - <http://www.videojug.com/>
 - <http://www.sutree.com/>
 - <http://youtube.com/>
 - <http://www.nasa.gov/exploration/home/index.html>
 - *Optional:* Print the *How to Increase Your Vertical Leap Answers*, one for instructor or one per group
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to identify personal and career goals, and then create plans that will help students meet the goals they set.
2. *Optional:* Show the video you selected. Ask students to identify the goal of the project and record guesses on the board.
3. Divide the class into groups of four-five.
4. Distribute the *How to Increase Your Vertical Leap Worksheets*.
5. Tell students that the goal of this exercise is to learn to increase your vertical leap.
6. Explain that every project includes steps, materials or resources, and a timeframe.
7. Instruct students to put the steps in an order that makes sense and will help a person follow the steps to succeed at the goal.
8. Show PPT Slide 2. This slide will display the answers. Lead a class discussion on how the students organized the steps, and how there are sub-steps, such as the Explosive Leg Jumps, that involve their own subset of steps. Ask if it was difficult to place the steps in order when someone else had written the plan. Discuss how the steps could be organized differently. Discuss the materials and resources listed, asking if the list is complete and if everything listed needs to be included. If appropriate, talk about using measurable words (numbers, duration, etc.).
9. Show PPT Slide 3. Ask students to work in their groups to create a plan that will rescue the person in the ocean. Remind them to think about the materials they will need, the order in which they will need to do each step, and the timeframe they have in which to accomplish their task.
10. Lead a class discussion about the steps they included. Ask students if it was easier to create steps because they knew the goal for the project. Discuss with students the purpose of having a goal when trying to plan.
11. Show PPT Slide 4. Discuss long term, short term, abstract and concrete goals. Discuss how easy or difficult it would be to accomplish this kind of goal. Discuss how a person would write a plan to succeed at that goal and what that plan might look like.
12. Show PPT Slide 5. Discuss how these goals differ from the goals displayed on Slide 4. Discuss the usefulness of creating a specific goal when it comes to making plans. Discuss how easy or difficult it would be to accomplish this kind of goal. Ask how a person might revise these goals to make them even more short-term and immediate. Discuss how a person would write a plan to succeed at that goal and what that plan might look like.
13. Show PPT Slide 6. Explain that CIS is a resource for career and education information. This slide provides examples of how CIS would provide information to help people who wanted to succeed with the goals from Slides 4 and 5.
14. Show PPT Slide 7. Explain to students that they will be using CIS to create a career plan related to their career or education goals. They will use the *Where Am I Going?* worksheet to complete this activity. Their homework is to describe the goals they want to accomplish.
15. Distribute the *Where Am I Going?* worksheets. Ask students to complete them prior to Day 2.

Day 2

1. Ask students to share their goals from the *Where Am I Going?* worksheet with the class or a small group. Remind students to respect all ideas and treat them confidentially.
2. Distribute the *Goals Research Worksheets*. Explain to students that they will use this period to complete these worksheets for one of their career or educational goals.
3. Demonstrate how to use CIS to complete the *Goals Research* worksheet. If students are not familiar with CIS, review CIS Occupations, Programs of Study, and Colleges. Select an example of an occupational goal and education goals for programs of study and colleges and demonstrate how to complete the worksheet.
4. Instruct students to complete the worksheet.

Day 3

1. Ask students to share their research. Discuss any findings that surprised them.
2. Distribute the *Selected Goal and Plan Worksheets*. Tell students that now that they have practiced creating plans and completed the necessary research, they are ready to create their own plan. Instruct students to select one of the goals they identified earlier or a new goal based upon the research they completed. The goal must be related to a career or education goal. It should be important to them, and something that they are motivated to achieve.

3. Remind students that it took ten steps to describe how to increase a vertical leap, so the plan they create now may have more steps. However, there should not be so many steps that they cannot follow or remember their plan. Tell students that they can use the back of the page if they need more room for additional steps.
 4. Encourage students to refer to CIS if they need more information on the steps they will take to meet their goal.
 5. Collect the *Selected Goal and Plan Worksheets* after completion. Enter all the goals (without names attached) into one document and print copies for all the students.
 6. Check back with students individually after one month and three-six months to see how each one is progressing.
-

Variations and Accommodations

- Look at any school activity in terms of goals or objectives and planning processes. This could be an opportunity to talk about the process of researching and producing assignments, reports, artwork, organization of scientific experiments, cooking, design and production of textile, wood or metal projects.
 - Ask students to forecast high school courses and/or postsecondary courses using the research they completed.
 - After students have written their goals and plans, ask them to work in pairs to help each other make sure all important steps are included.
 - Work one-on-one with any students needing special assistance.
-

Assessment

Use the *Where Am I Going? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What are your academic goals?** and **What are your career goals?** text boxes in Set Goals
 - **What is your action plan for this year?** text box in Make Plans, Action Plan and Supports
-

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Classroom with computer, projector and CIS access for Day One

Computer lab with projector and CIS access for Days Two and Three

[Where Am I Going? \(PPT\)](#)

[How to Increase Your Vertical Leap Worksheet \(PDF\)](#)

[How to Increase Your Vertical Leap Worksheet \(DOC\)](#)

[How to Increase Your Vertical Leap Answers \(PDF\)](#)

[How to Increase Your Vertical Leap Answers \(DOC\)](#)

[Where Am I Going? Worksheet \(PDF\)](#)

[Where Am I Going? Worksheet \(DOC\)](#)

[Goals Research Worksheet \(PDF\)](#)

[Goals Research Worksheet \(DOC\)](#)

[Selected Goal and Plan Worksheet \(PDF\)](#)

[Selected Goal and Plan Worksheet \(DOC\)](#)

[Where Am I Going? Scoring Guide \(PDF\)](#)

[Where Am I Going? Scoring Guide \(DOC\)](#)

Where Do I Go From Here?

Theme and Level

Theme: Evaluate Options, Set Goals

Levels: Next Steps

At a Glance

Students practice locating, interpreting, and using information about job openings and opportunities, and then learn from guest speakers about the hiring or admissions processes for employers, postsecondary schools, or the military.

Time: 150 minutes (across three days).

Essential Questions

- What is the best way to learn about and prepare for job opportunities?
-

Preparation

- Contact guest speakers from the local employment office, college career centers or counseling departments, and/or the military to present
 - Reserve computer lab with computer projector enabled for Days 1 and 2
 - Establish CIS portfolios before this lesson
 - Review CIS Job Search to identify job search websites
 - Print *Where Do I Go from Here? Worksheet*, one per group
 - Gather job announcements and newspaper classifieds, enough so each small group has a packet of different announcements and classifieds
 - Gather magazines and other visual art media, glue, poster board for project
 - On Day 3, arrange room for round-table or panel discussion on guest speakers' placement or admission services
 - *Optional:* Print *Job Search Methods Handout*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn

some of the best strategies for identifying job opportunities. Explain to students that there are many sources of job information. This lesson will help them learn to critically review these sources and consider how people are "admitted" to companies, institutions, and industries.

2. Bring the newspaper classified advertisements from several newspapers to class as well as copies of job announcements from large public or private employers in your community or state.
3. Divide the class into groups of three and distribute the *Where Do I Go from Here? Worksheets*. Give each group one newspaper classified section, a stack of job announcements, and a web address for an Internet job bank site.
4. Tell groups they will give a short presentation on their findings in a subsequent class. Give groups 30 minutes to analyze the advertisements and listings and complete the *Where Do I Go from Here? Worksheet*.
5. Encourage students to use CIS Occupations to look up general and comparative information about occupations in their job listings to find out about the outlook, wage, and skills information to include in their reports.
6. Encourage groups to be creative in preparing these reports, recommending they use graphics, videos, collages, posters, cartoons, etc.

Day 2

1. Groups present their reports.
2. Lead a class discussion on the similarities and differences among group reports.
3. Discuss the outlook and employment information gathered from CIS pertaining to each area.
4. *Optional:* Distribute the *Job Search Methods Handout*.
5. Show PPT Slide 2. Talk about the advantages and disadvantages of each job search method. Reflect on the advertisements and postings the students reviewed the previous day and how those fit into the Job Search Methods shown on Slide 2.
6. Show PPT Slide 3. Compare the differences between how people look for work and how employers look for applicants. (Note: They are the inverse of one another. Ask students to discuss the implications of this.)
7. Discuss the different avenues for looking for jobs and encourage the class to brainstorm other ways to search for jobs.
8. Direct students to CIS Job Search Step 6: Check out employers. Encourage students to print The Interview questions under the Informational interviews topic.
9. Inform students that guest panelists from the state employment office, a college, or the military will present in a subsequent class. These guest panelists will talk about how and why people are hired or selected for their organizations.
10. Lead a class discussion on the questions that would be useful to ask these panelists. Collect, categorize, and synthesize questions.
11. Assign each group from the previous day to generate a list of specific questions.

Day 3

1. Panelists present, describing their placement or admission services.
2. Give each group time to ask its prepared questions.
3. Ask students to write thank you notes for each panelist.
4. Direct students to use CIS for further investigation.

Variations and Accommodations

- Use only the Internet for job listings.
- **Day 1:** Students could work independently and research two occupations they are interested in. Instruct students to use at least two sources, one of which must be CIS, to answer the questions on the *Where Do I Go from Here? Worksheet*, to be completed before the next day. Students could work on preparing a short report or presentation regarding their findings. Encourage them to be creative in preparing written reports.
- **Day 2:** Same as the original activity, except individuals rather than groups present. Inform them that they must also generate a list of five typed questions for the presenters.

- **Day 3:** Same as the original activity, except individuals rather than groups ask questions.
 - Role-play informational interviews using The Interview questions from Job Search mentioned above.
 - Pair students needing special assistance with a helpful group member for the activity.
-

Assessment

Use the *Where Do I Go from Here? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What did you learn about yourself from the career research you completed?** text box in Evaluate Options
 - **What are your career goals?** text box in Set Goals
-

Materials

Computer lab with projector and CIS access for Days One and Two

[Where Do I Go from Here? \(PPT\)](#)

[Where Do I Go from Here? Worksheet \(PDF\)](#)

[Where Do I Go from Here? Worksheet \(DOC\)](#)

[Job Search Methods Handout \(PDF\)](#)

[Job Search Methods Handout \(DOC\)](#)

[Where Do I Go from Here? Scoring Guide \(PDF\)](#)

[Where Do I Go from Here? Scoring Guide \(DOC\)](#)

Magazines and other visual art media, glue, poster board

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Where Do I Want to Be?

Theme and Level

Theme: Evaluate Options

Levels: Looking Deeper

At a Glance

Students draw a random occupation and pretend that it is their future occupation. Next students consider personal preferences, the importance of planning, and occupational choice and the factors that are important to them.

Time: 50 minutes.

Essential Questions

- What factors are important to me when choosing occupations?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Write titles of various CIS occupations on small pieces of paper, one title per piece, one per student and place in a large container
 - Print *Where Do I Want to Be? Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify several occupational characteristics that are important to them when choosing an occupation.
2. Explain to students that as this activity begins, you want them to imagine that someone chose their occupation for them.
3. Ask students to draw an occupation title from the container and imagine that this is the occupation they are "stuck with."
4. Distribute the *Where Do I Want to Be? Worksheets*. Ask students to complete the first part of the chart by writing what they think they know about the occupation. Instruct them to also finish the statement "Reasons why I would pursue or not pursue this occupation."
5. Organize students into small groups to discuss their preferences and reasons for those

preferences.

6. Show PPT Slide 2. Ask students to identify and discuss other factors associated with occupational choice (for example, wages, working conditions, educational requirements, skills used, job satisfaction, life styles). Explain that they can learn about many of these occupational characteristics using CIS Occupations. Discuss with groups that some factors are characteristics of occupations (for example, wages) and some are characteristics of individual people (for example, job satisfaction).
 7. Ask students to guess the locations where people working in their occupations could live (names of towns, cities, counties, etc.). Lead a discussion on how moving for work impacts an individual's life and the life of a family. (Note: You may have some students who have moved to your community to follow their parents' careers, who could volunteer information for the discussion.)
 8. Discuss with students how they felt being assigned an occupation versus making planned choices for their future. Ask students to consider the benefits of "inheriting" an occupation. What would be some of the limitations?
 9. Instruct students to complete the *Where Do I Want to Be? Worksheet* by using CIS to research the occupation they drew, to check whether their assumptions about the occupation were correct.
-

Variations and Accommodations

- Extend the activity by asking students to identify occupational factors that they value and then search for occupations they think they might like. Ask students to use CIS to compare what they think about the occupations to how the occupations are defined.
 - Extend the activity by having students reevaluate the *Where Do I Want to Be? Worksheet* in light of the information they have learned about their preferences.
 - Use a program of study instead of an occupation.
 - Assign students to work in groups to assist any students with special needs.
-

Assessment

Use the *Where Do I Want to Be? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access

[Where Do I Want to Be? \(PPT\)](#)

[Where Do I Want to Be? Worksheet \(PDF\)](#)

[Where Do I Want to Be? Worksheet \(DOC\)](#)

[Where Do I Want to Be? Scoring Guide \(PDF\)](#)

[Where Do I Want to Be? Scoring Guide \(DOC\)](#)

Occupation titles written on small pieces of paper

Large container

Which College for Me?

Theme and Level

Theme: Evaluate Options

Levels: Next Steps

At a Glance

Students research key details about schools of interest and evaluate each school's unique attributes.

Time: 50 minutes.

Essential Questions

- Which is the best school for me?
-

Preparation

- Reserve computer lab with projector
 - Establish CIS portfolios
 - Print *Sequential Elimination of Schools Worksheet*, one per group
 - *Optional:* Draft a sample sequential elimination table for Slide 11 in PowerPoint presentation from your own experience or a fictitious example
-

Steps

1. Show PowerPoint Slide 1. Tell students that with the fall comes football, leaves and going back to school. Explain to students that the goal of this lesson is evaluate which college is best for them. Tell students the first thing they need to do in order to choose a college is identify what is really important to them.
2. Show Slide 2. Ask students how many know someone who chose a college because a girlfriend or boyfriend was going there, only to have them break up before the end of the first semester? How about someone who chose a college because they had pretty buildings or great looking girls or guys who go there? Do those seem like good reasons to choose a college? Tell students, they should spend quality time considering their 'must-haves' in a college.
3. Show Slide 3. For some, size (big or small) is a consideration.
Show Slide 4. For others, location is an important factor.
Show Slide 5. For some students cost is key, so they should research how many years the average student spends completing their education as well as the tuition. Check the school's

four-year graduation rate before choosing it over a private school for cost reasons.

Show Slide 6. Some students go to a particular school because they have a strong science program or they are known for their economics program.

Show Slide 7. Some students want a strong athletics program, others don't mind if their school doesn't focus on athletics if a strong intramural program exists.

Show Slide 8 and discuss comfort aspects of college. Sometimes students choose a college because it just feels right and makes them feel comfortable. The people are friendly, and it seems natural.

Show Slide 9 and discuss "other" reasons people choose colleges, such as friends are going there, a hometown college, foreign study. Brainstorm with students to add to the list.

Slide 10 shows the typical statistical information that is given about colleges. Students need to be aware of the pitfalls and/or usefulness of these particular statistics. Put the statistical information presented on the slide into perspective:

- Ratings: They can be subjective and perishable.
 - Student/faculty ratio: Find out the percentage of classes that are taught by grad students versus professors.
 - Freshman retention rate: This tells something about how students feel about the school. Students would be wise to compare the retention rates of the different schools they are considering.
 - Alumni giving rate: These tell about how grads feel about their experience at the school, and should be about 60 percent.
 - Crime Statistics: What's the crime level on campus? Will you feel safe?
4. Ask students to divide into groups of three and discuss the three or four factors they each believe to be most important in college selection. Be sure to mention that each student will have different top factors. Provide six minutes for this sharing.
 5. Ask groups to report to the class. List their ideas on the board.
 6. Discuss how this is likely to be the most important life decision they have made to date. When making important life decisions, it is crucial to thoroughly and carefully examine your options.
 7. Explain that this lesson introduces a tool for college selection that works by eliminating options that do not meet criteria that you deem important.
 8. Show Slide 11 and distribute the *Sequential Elimination of Schools* worksheets. Review the instructions, perhaps demonstrating how to complete this worksheet with your own or a fictitious or volunteer student example.
 9. Explain that a school is eliminated as soon as it does not meet any criteria. Discontinue evaluating the school when this occurs.
 10. Instruct students to individually complete the worksheet.
 11. Ask students to complete the bottom reflections and conclusions field.
 12. Discuss as a class what students discovered using this process.
 13. Encourage students to discuss this worksheet's results with a key family member or friend.
 14. Use the CIS National School Sort on a subsequent day and compare the results with the results of this activity.
-

Variations and Accommodations

- Invite a panel of community members with varying backgrounds to speak about their career paths.
 - Use National School Sort before completing this activity.
 - Do this activity right before Thanksgiving break, and invite college freshman to come back to class and share their college selection processes and how they feel about the results of their choices.
 - Work one-on-one with any student needing special assistance.
-

Assessment

Use the Scoring Guide to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of My Career Plan.

Materials

Computer lab with projector
[Which College for Me? \(PPT\)](#)
[Sequential Elimination of Schools Worksheet \(PDF\)](#)
[Sequential Elimination of Schools Worksheet \(DOCX\)](#)
[Scoring Guide \(XLSX\)](#)
[Scoring Guide \(PDF\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Who Wants to Be a College Graduate?

Theme and Level

Theme: Evaluate Options

Levels: Looking Deeper

At a Glance

Students become familiar with college and university information through a group scavenger hunt and then complete a preparation checklist and budget worksheet for one year of college expenses based upon research on a college of their choice.

Time: 50 minutes.

Essential Questions

- What information about colleges should I know before I apply?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Who Wants to Be a College Graduate Worksheet*, one per student
 - Print *Schools Scavenger Hunt Worksheet*, one per student or team
 - Create a sign-up sheet, as students must each pick a different school to research
 - *Optional:* Print *Schools Scavenger Hunt Answers*, one for instructor or one per team
 - *Optional:* Prizes for winning team
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about topics of importance when selecting a college.
2. Ask students what they know about colleges and universities.
3. Inform students that they will be completing a scavenger hunt. The scavenger hunt will involve answering questions about college costs, admission requirements, etc.
4. Explain that before you can be a college graduate, first you must be admitted to a college, pay for an education, and so on.
5. The scavenger hunt will allow students to become familiar with school information in CIS. They

will need to navigate CIS to find similar information in order to complete the *Schools Scavenger Hunt Worksheet*.

6. Divide the class into small teams.
 7. Explain to teams that they should work together to complete the scavenger hunt. *Optional:* Set ground rules for whether all team members need to navigate every question together or if they can answer questions independently and then compile their answers for the team submission.
 8. Give teams 15 minutes to complete the scavenger hunt.
 9. *Optional:* Offer a prize for the first group who completes the assignment or the group who finds the most correct answers in the allotted time.
 10. Show PPT Slide 2. Lead a discussion about what the game revealed to the students. Ask these questions on the slide:
 - Did you think you knew about college before completing the scavenger hunt?
 - What information surprised you?
 - What topics did you know the most about?
 - What topics did you know the least about?
 - Why is information such as this important in making college decisions?
 11. Show PPT Slide 3. Tell students that their next step is to individually select a post-secondary school and do research to complete the *Who Wants to Be a College Graduate? Worksheet*. Each student must select a different school.
 12. Use the sign-up sheet and assist students in identifying options. (Note: There are spaces to gather information about three schools on the student worksheet. Students may wish to look at additional colleges and compare information.)
 13. Inform students that they can use CIS and any other college information resource, but they must document where they obtained the information. Distribute the worksheets and tell students when they are to be completed.
 14. When the students return worksheets, display them around the room. Encourage students to view the information about various schools, and ask them to write any questions they have on Post-it notes and place them on the worksheet.
 15. Lead a discussion about the information obtained and the questions students have.
 16. Show PPT Slides 4-12. The slide contains quotes on the value of education by various famous people.
 17. Ask students how the perspectives of others and the information they learned by completing this activity affects their plans for attending college.
-

Variations and Accommodations

- Adapt activity for a specific subject area by preparing questions about schools offering programs related to the subject; e.g., for Science, select and research colleges with well-known science departments.
 - Modify the scavenger hunt to include only your state schools.
 - Ask students to develop their own scavenger hunts for other groups in the class or other classes at the school.
 - Extend the activity by asking students to create a list of questions to ask during a college visit.
 - Organize a class trip to a local college or university and arrange for the admissions counselors to talk with the class about admissions criteria and college life.
 - Pair this activity with an activity focused on financial aid.
 - Assign students to write a brief paper comparing what they thought about going to college before the research and what their plans are now. Instruct them to identify the information that is most important for them to know.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or team member.
-

Assessment

Use the *Who Wants to Be a College Graduate? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with projector and CIS access

[Who Wants to Be a College Graduate?\(PPT\)](#)

[Schools Scavenger Hunt Worksheet \(PDF\)](#)

[Schools Scavenger Hunt Worksheet \(DOC\)](#)

[Schools Scavenger Hunt Answers \(PDF\)](#)

[Schools Scavenger Hunt Answers \(DOC\)](#)

[Who Wants to Be a College Graduate? Worksheet \(PDF\)](#)

[Who Wants to Be a College Graduate? Worksheet \(DOC\)](#)

[Who Wants to Be a College Graduate? Scoring Guide \(PDF\)](#)

[Who Wants to Be a College Graduate? Scoring Guide \(DOC\)](#)

Sign-up sheet

Optional: Prizes

Work, Family and Lifestyle

Theme and Level

Theme: Evaluate Options

Levels: Next Steps

At a Glance

Students evaluate life roles, life values, and different concepts linking work and family. Next, they apply their conclusions to occupations of interest.

Time: 100 minutes (across two days).

Essential Questions

- What lifestyle factors should I consider when thinking about different careers?
 - How do my values affect my career choices?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Work, Family and Lifestyle Worksheet*, one per group or student
 - Print *Personal Life Values* and *Life Roles Graph Worksheets*, one each per student
 - Make sure students have two colors of pens or pencils for Day Two
 - *Optional:* Review work-family research using Google Scholar or read survey articles such as <http://www.jstor.org/pss/259269>
 - (Note: To read the full article at the link above requires a JSTOR username and password)
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to explore the relevance of values and lifestyle in career selection.
2. Introduce the idea that students evaluating occupations should consider life values and lifestyle and the connections between these and occupational characteristics.
3. Show PPT Slide 2. Read all four statements and emphasize to students that the opposite is also

true for each statements (i.e., instead of having a "good" time at school, it could be a "bad" time at school).

4. Ask students to consider which of the statements best reflect their day-to-day lives.
5. Lead a class discussion about the different statements.
6. Organize the class into four groups according to which perspective they most identify with. Ask each group to brainstorm three examples of how this perspective is working in their lives.
7. Discuss the important factors that led each student to identify with a particular perspective as well as the differences and similarities between the various perspectives.
8. Show PPT Slide 3. Explain to students that studies have found that work and family issues typically affect each other and can sometimes conflict. Consider personal, family, and lifestyle values when weighing career options, as they will likely influence each other.
9. Show PPT Slide 4. Tell students that some issues to consider when choosing a career path are:
 - Flexibility of hours
 - Benefits that may help ease the stress of work/family obligations
 - The degree to which the work demands your time and effort
10. Show PPT Slide 5. Encourage students to think seriously about what values are important to them, such as family life, leisure time, career advancement opportunities, supervisory support, or work environment. Use values to match against potential career options to see if they are a good fit.
11. Distribute the *Work, Family and Lifestyle Worksheets*.
12. Demonstrate how to access and use CIS Occupations to research the occupational characteristics that could impact lifestyle and work-family dynamics (flexible hours, average number of hours worked per week, wages, physical activity, travel, etc.). For example, Roustabouts have physically demanding tasks, can be away from home for several weeks at a time, can spend significant time at home (14 days on, 14 days off), and are responsible for the health and a safety of their coworkers.
13. Assign each group to use CIS to identify occupation characteristics that could impact lifestyle and work-family dynamics. Encourage groups to consider a variety of characteristics and to be creative when thinking about occupations to research.
14. Distribute the *Personal Life Values Worksheets*. Ask students to complete it, and encourage them to be as honest as possible as the information is confidential, and only they will see it. This worksheet is intended to encourage thinking and reflection on one's self.

Day 2

1. Distribute the *Life Roles Graph Worksheets*.
 2. Students will need two separate colors of pens or pencils for the worksheet. Instruct students to use one color for time (percentage) they currently spend in each of the life roles listed on the sheet. When finished students are to use a different color for how they would like their life roles time (percentage) to be in five years. Instruct students to create a key somewhere on their sheet to indicate what each color means.
 3. Reiterate to students that the occupation they choose may have a large effect on their life roles; thus, it is important to consider life roles and values when weighing career options. Ask students to select an occupation of interest and research the occupation to compare how it matches their values and future wants.
 4. Assign students to write a brief report on whether or not their occupation(s) of choice complimented or conflicted with their future life roles and values and why.
 5. Ask students to share one thing that they discovered about themselves during the lesson.
-

Variations and Accommodations

- Pick three-five characteristics (flexible hours, travel, number of hours worked per week, physical activity, etc.) and bring in five-seven guest speakers to talk about how these characteristics impact their lifestyle.
- Students needing assistance could work in tandem with another student who shares similar values and role preferences.

Assessment

Use the *Work, Family and Lifestyle Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access
[Work, Family and Lifestyle \(PPT\)](#)
[Work, Family and Lifestyle Worksheet \(PDF\)](#)
[Work, Family and Lifestyle Worksheet \(DOC\)](#)
[Personal Life Values Worksheet \(PDF\)](#)
[Personal Life Values Worksheet \(DOC\)](#)
[Life Roles Graph Worksheet \(PDF\)](#)
[Life Roles Graph Worksheet \(DOC\)](#)
[Work, Family and Lifestyle Scoring Guide \(PDF\)](#)
[Work, Family and Lifestyle Scoring Guide \(DOC\)](#)
Colored pencils and pens

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Evaluate Options

Levels: Next Steps

At a Glance

Students investigate work conditions for several occupations and identify their own preferences. They then investigate working conditions for actual jobs through job shadows.

Time: 50 minutes for activity. Additional time to set-up and conduct job shadows.

Essential Questions

- What working conditions are important to me when choosing occupations?
-

Preparation

- Consider whether and how you would like students to participate in job shadows (For example, will students contact job shadow hosts directly? Refer to the *Job Shadow Checklist Instructional Note* and *Job Shadow Packet* for details)
 - Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print the *Workplaces and Conditions Worksheet* and *Job Shadow Packet*, one each per student
 - *Optional:* Print *Job Shadow Checklist Instructional Note*
-

Steps

1. Show PowerPoint (PPT) Slide 1. Introduce the activity to students by telling them that they will explore working conditions and plan for a job shadow.
2. Show PPT Slide 2. Discuss work experiences with students. (Note: Work experience may be paid or unpaid.) Often students have volunteered at the hospital, their church, worked at home, or helped a neighbor or relative. They may not have thought of these services as work, but they are work.
3. Show PPT Slide 3. Discuss work hours, conditions of work, employers' attitudes, and job satisfaction. Discuss with students the concept that school can also be seen as a workplace, providing a range of structures, environments, and opportunities to enable students to work in

ways they like best.

4. Show PPT Slide 4. Ask students to discuss each of the job performance characteristics. Mention that these job performance characteristics are related to the individual student's interests and personality traits.
5. Show PPT Slide 5. Distribute the *Workplaces and Conditions Worksheets*.
6. Ask students to complete the worksheets by marking their personal choices for each of the job performance characteristics. Point out to the students that these characteristics are critical to most jobs but there are other considerations. Extend the activity by asking students to develop additional characteristics (for example, irregular hours, split shifts, working nights).
7. Discuss job satisfaction with the students. Explain that few jobs that will satisfy all their personal choices and that people decide, directly or indirectly, what gives them satisfaction on the job. These personal choices change over time. Ask students to identify personal choices that they would be willing to compromise. (Note: It could be helpful for students to identify personal choices by rating the value of each personal choice on a scale of one to three.)

Job Shadow

1. Refer to the *Job Shadow Checklist Instructional Note* and *Job Shadow Packet* to decide how students will participate in choosing occupations and job shadow sites.
 2. Once job sites have been identified, direct students' attention to the *Working Conditions Survey* (found on page four of the *Job Shadow Packet*).
 3. Instruct students to complete the survey using data from CIS about the occupation they will shadow (students will compare the data they obtain from CIS with the data they get during the job shadow).
 4. Students participate in a job shadow. Instruct them to use the *Working Conditions Survey* as a prompt for questions and to complete the survey during the job shadow.
 5. Instruct students to complete the remaining sections of the *Job Shadow Packet*.
 6. During a class discussion, ask students to compare their CIS information with the responses to the survey by the person they shadowed.
 7. Remind students to complete and mail their thank you notes to their job shadow hosts.
-

Variations and Accommodations

- Invite guest speakers from different industries and occupational clusters to the class to talk about working conditions. Prepare students to ask questions about working conditions, perhaps modifying the *Working Conditions Survey* from the *Job Shadow Packet*.
 - Extend the activity by asking the class to brainstorm different types of resources they could use to find out more information about work and education (people, CIS, industries, professional organizations, schools, employers, etc.). Discuss the responses, cluster similar ideas, and summarize into categories. Lead a class discussion about the strengths and limitations for each category. (For example, CIS is comprehensive and comparable, but because it reflects aggregate data, it is not as resonant to current economic conditions or sudden changes in an industry; interviewing people provides concrete examples, but it also provides a limited view of an occupation, etc.)
 - Students needing special assistance should be paired with a helpful partner for the activity.
-

Assessment

Use the *Workplaces and Conditions Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access

[Workplaces and Conditions \(PPT\)](#)

[Job Shadow Checklist Instructional Note \(PDF\)](#)

[Job Shadow Checklist Instructional Note \(DOC\)](#)

[Job Shadow Packet \(PDF\)](#)

[Job Shadow Packet \(DOC\)](#)

[Workplaces and Conditions Worksheet \(PDF\)](#)

[Workplaces and Conditions Worksheet \(DOC\)](#)

[Workplaces and Conditions Scoring Guide \(PDF\)](#)

[Workplaces and Conditions Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
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Worksite Modifications

Theme and Level

Theme: Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students investigate some of the ways that disabilities impact those affected and learn how to modify occupations to accommodate workers with disabilities.

Time: 125 minutes (across two or more days).

Essential Questions

- How do disabilities impact the workplace?
-

Preparation

- Set up computer with computer projector enabled for **Day 1**
 - Reserve computer lab with computer projector enabled for **Day 2**
 - Establish CIS portfolios before this lesson
 - Decide which level of simulated disabling condition students will experience
 - (Note: This activity has physical disability as its focus: if students raise intellectual or psychiatric disabilities, include them on the list in Step 5 and discuss them, but explain that these disabilities will not be included in the experiential component of this activity; if there is sufficient interest, develop a separate exercise similar to this one)
 - *Optional:* Ask a counselor, equity specialist, or special needs teacher to attend the presentations, or assist with contacting others who may be interested
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand how disabilities impact workers and the workplace.
2. Show PPT Slide 2, which shows the following instructions:
 - Write the numbers 1-6 down the left margin of a sheet of paper.

- Next to number 1 ask them to print their name, school name and then, using cursive, write their regular signature.
 - For number 2 ask students to repeat the assignment, using their non-dominant hand.
 - Repeat for number 3 using their dominant hand but without the use of their thumb.
 - For number 4 use their non-dominant hand without the use of their thumb.
 - For number 5 put the pen down, close their eyes, pick up the pen and write with their eyes closed.
 - For number 6 write with their pen in their mouth.
3. Ask students to look at their writing and discuss the experience with a partner. Discuss with the whole class which tasks were most difficult and why.
 4. Show PPT Slide 3. Brainstorm with the class how people with these disabilities could be assisted with these tasks.
 5. Ask students if they have had broken fingers, arms, or legs and how that affected their everyday life. Emphasize the things they could still do, as much as those they could not do.
 6. Discuss the concept that we all have strengths and weaknesses (for example, a poor speller may be seen as "having a disability").
 7. Discuss the effects of attitude and terminology: for example, handicapped (an offensive term to many people), disabled, differently abled, alter-abled, and the effects of labels and stereotypes.
 8. Divide students into small groups of five-six.
 9. Ask students to make a list of permanent disabilities that people adjust to in all aspects of their lives.
 10. Ask groups to share their lists with the class.
 11. Record these ideas on the board.
 12. Discuss how people adjust to disabilities sustained from injuries later in life, as compared with those who possess disabilities from birth.
 13. Explain to students that they will be studying one form of disability (such as a visual or hearing impairment, paralysis, amputation, or speech impairment) and its effects on occupational choice, recording their ideas on a chart, and presenting these charts to the class. Groups may choose how to present their summary.
 14. After each presentation, ask the class to comment on the group's findings. (Note: Some groups may make stereotypic errors and assumptions. If students do not challenge these, you should.)
 15. After the final presentation, divide the class into new small groups.
 16. Ask these groups to list the everyday impacts of one of the disabilities studied above.

Day 2

1. Ask groups to research the specific activities, working conditions, and physical demands of three occupations using CIS and identify how the requirements of these occupations would affect a person with the disability they investigated. Students may choose the three occupation titles, be given these three: Line Installer and Repairs, Lawyers, Agricultural Scientists, or you may select three related to a given subject area.
2. Ask groups to identify if/how these jobs could be modified to accommodate a person with the disability they investigated who wants to work (or return to work following an injury).
3. Show Slide 4 and introduce each of the roles one group member must take:
 - Employer: manages the information about what is required in the occupations;
 - Encourager: helps the group see all the tasks that can be done despite the disability;
 - Realist: focuses the group on tasks that can't be done;
 - Problem-solver: coordinates ideas about modifications to equipment, work environment, training;
 - Recorder: keeps summary notes of the group's findings and recommendations on a chart for each occupation. (Note: The roles of employer and recorder could be combined).
4. Ask recorders to head the charts with the disability type and occupation.
5. Groups decide who will present their findings and how this will be done.
6. *Optional:* Invite guests (people who either have disabilities or work with people with disabilities such as a counselor, vocational counselor, or special needs teacher) to hear the groups share their findings.
7. Display the charts around the room. Invite the guests to comment.

Variations and Accommodations

- Extend the simulation activity so that students acquire a disability for a day at school. Disabilities could include using a blindfold or earplugs, mouth taping (for part of the day), one hand tied behind back, fingers splinted, arm strapped to board to prevent elbow use, arm in sling, leg in splints to prevent knee bend, feet tied together to prevent walking, or use of a wheelchair. Allow for extensive debriefing.
 - As an extension to the main activity, ask students to design a brochure for employers promoting the employment of people with disabilities, focusing on the things that can be done, rather than the potential problems. Ask the human resources staff of local businesses to review and comment on the brochures.
 - Invite students with disabilities to share some of the difficulties they have experienced and accommodations they have made to achieve goals in school and life.
 - Invite adults with disabilities who are employed in a range of occupations to visit and talk with the class. Before their visit ask students to use CIS Occupations to investigate their occupations. During the talk, students should note how the job and working environment have been adapted to suit the person.
 - Invite special needs teachers, counselors, or representatives from organizations to talk to students.
 - Ask students to identify famous people with disabilities and research their career pathways.
 - Ask students to research the organizations and facilities that support people with disabilities.
 - Ask students to investigate six more occupations and suggest what modifications to the tasks, equipment and environment would be necessary for someone with a disability.
 - Devise a community service project with a focus on assistance to those with disabilities.
 - Arrange for students to learn some sign language.
 - Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.
-

Assessment

Use the *Worksite Modifications 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 projector and CIS access
[Worksite Modifications \(PPT\)](#)
[Worksite Modifications Scoring Guide \(PDF\)](#)
[Worksite Modifications Scoring Guide \(DOC\)](#)
Chart paper

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students write a cover letter using CIS.

Time: 75 minutes.

Essential Questions

- How do I make a selling resume?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access.
 - Make copies of the *Make a Resume Worksheet*, one per student.
 - Find and scan or search the Internet for several sample resumes with problems such as: hard-to-read font, weak objectives, no accomplishments, poor ordering of information, excessive personal information.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to create an effective cover letter.
2. Show PPT Slide 2. Show the effective cover letter. Review its strengths:
 - It presents knowledge of the company. The writer has researched the company and its needs.
 - It lists several pertinent accomplishments.
 - It invites the reader to learn more about the writer.
 - It asserts a request for more communication.
 - It thanks the reader.
 - It is concise and just three paragraphs.
3. Tell students that they will now create their own cover letters using the instructions on the *Write a Cover Letter worksheet*.
4. Show PPT Slide 3. Distribute the *Write a Cover Letter Worksheet*.

5. Tell students that they will now create their own cover letters using the instructions on the *Write a Cover Letter worksheet*.
 6. Review the instructions with students and check to see that every student understands them.
 7. Provide 25 minutes for students to draft their letters. Walk around the room and assist any students who need help.
 8. Show PPT Slide 4. Review instructions:
 - Ask students to pair up and exchange letters for a peer review and edit.
 - Instruct peer reviewers to consider the information order, quality content, and detail of pertinent information displayed, as well as word choice throughout the drafts they review.
 - Provide 10 minutes for the peer review and editing.
 9. Ask students to type and revise their drafts, integrating peer review feedback, and create final versions that they save and upload to their My Portfolio in the Stored Files and Links section of their portfolios.
 10. Provide 15 minutes for this activity.
 11. Show PPT Slide 5. Did writing this letter encourage students to contemplate securing more pertinent experience prior to job or college searching? Add these thoughts in the *What other plans for experiential learning do you have?* reflection field in the Next Steps: Make Plans, Experiential Learning Plans section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful person for this activity.
 - Cover letters could be drafted outside class, allowing parent/guardian assistance, input, and support.
 - Share cover letters with counselors, English teachers, and younger students to set a tone for professionalism in the school.
-

Assessment

Use the *Write a Cover Letter Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Looking Deeper: Make Plans, Experiential Learning Plans section of Career Plan. The following box needs to be completed: **What other plans for experiential learning do you have?**

Materials

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access

[Write a Cover Letter \(PPT\)](#)

[Write a Cover Letter Scoring Guide \(PDF\)](#)

[Write a Cover Letter Scoring Guide \(DOC\)](#)

[Write a Cover Letter \(PDF\)](#)

[Write a Cover Letter \(DOC\)](#)

Theme and Level

Theme: Make Plans

Levels: Looking Deeper

At a Glance

Students learn about the relationship between local occupations and industries and occupational employment and outlook by playing a game.

Time: 50 minutes.

Essential Questions

- What does occupational employment and outlook mean to me?
-

Preparation

- Set up computer projector with classroom computer and CIS access assured
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Print a copy of the Employment and outlook topic for the CIS Occupations Elementary School Teachers and Education Administrators; prepare to read then pass around during class
 - Print Overview and Employment and outlook topics for several diverse occupations; enough copies to provide one printout for each group of three
 - Print *Your Community at Work Worksheets*, one per student
 - Collect three containers and one treat per student:
 1. Place one treat in container #1
 2. Place five treats in container #2
 3. Place twenty treats in container #3
 4. (Note: If you have a small class you may want to reduce the number of treats in containers #2 and #3; be sure there are fewer treats in the containers than there are students)
 - *Optional:* Reserve computer lab for students to use CIS to complete worksheets at the end of class and enter reflections into portfolios
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this activity is to learn first-hand about occupational outlook and employment terms.
2. Ask students to brainstorm a list of the occupations in their community and record these on the board.
3. Divide the class into groups of three.
4. Pass out an Occupations printout to each group.
5. Instruct each group to read the Overview section of their printout to familiarize themselves with the occupation.
6. Explain the connection between occupations and the industries (employers) that hire people in those occupations.
7. Show PPT Slide 2. Read the definition of "industry."
8. Explain that some occupations are related to every industry (Secretaries and Accountants) while other occupations are only found in one industry (Loggers and Radiation Therapists).
9. Explain that all employers in town and in the state relate to an industry.
10. As a class, identify three industries in the community that represent the largest employers. Once you have identified the industries, ask students who have a parent working in one of the identified industries to stand.
11. Ask students to stand if they know someone who works within one of the three industries. (Probably all or most of the students will be standing.)
12. Encourage each student to share the occupation, employer, and the industry of the people they know.
13. Show PPT Slide 3. Ask students to guess the definition of "current employment."
14. Show PPT Slide 4. Explain that current employment tells us how many people are presently employed in that particular occupation.
15. Ask students to estimate how many high school teachers are currently employed by the school district compared to school administrators. (If there is more than one high school in the school district, tell students to count teachers and administrators at their high school). Ask them why there are more teachers employed than administrators. Explain that in most states elementary and secondary teachers make up a very large-sized occupation compared to education administrators.
16. *Optional:* Pass around the Employment and Outlook topic printouts for both occupations.
17. Instruct groups to read about current employment from their occupational printouts.
18. Using CIS, navigate to the Education Administrators Occupation, and then select the Employment and outlook topic. Demonstrate how to toggle back and forth between the graphic and the text versions of the data.
19. Demonstrate how to display the employment information for other states. If the data is significantly different, ask students to think about why that might be. (For example, in Alaska, this occupation is medium whereas in Georgia the occupation is very large; discuss how population, the size of other industries and employers, natural resources, industry design within the state, etc., could impact differences between the states.)
20. Explain to students that they are going to play a game to make this information more personally relevant.
21. The students are to imagine that they have been entered into a fantasy fishing derby and that each fish caught is worth \$1,000.
22. Explain that each container represents a fishing pond and the candy represents the fish.
23. Tell the students that Container #1 has one treat, Container #2 has 5 treats and Container #3 has 20 treats. (If you have a small class, you may want to reduce the number of candy in Container #3 to ensure that there are fewer total pieces of candy than students.)
24. Tell the students that they can choose only one of the ponds (containers) from which to fish, and that they have thirty seconds to decide. Explain that before the thirty seconds lapses, they must be in line behind one of the containers; if not they forfeit their opportunity to fish.
25. Tell students that pushing and aggressive behavior will eliminate them from the game.
26. Set the three containers (fishing ponds) in different areas of the room and establish where the line for each bowl begins.
27. Start the thirty-second countdown.
28. After students have selected a container, explain that the fish represent job openings and the students represent individuals applying for the jobs.
29. Show PPT Slide 5. Ask the students whether there is a shortage, balance, or surplus of job openings (fish) compared to the number of people (fishers) wanting the job.
30. Show PPT Slide 6. Ask students to think of ways they might increase their chances of landing the job (fish) such as appropriate coursework, experience, or more education and training (bait).

31. Starting with the first student in line, ask students to take one treat until the container is empty. (Make sure you have extra treats for all students who participated.) Discuss the concept "occupational outlook" (projections about how many trained workers will be needed in the future to fill the demand).
 32. Ask students to read the Outlook section of the occupation printout and discuss it in their small groups.
 33. Show PPT Slide 7. Ask the groups to stand if their occupational outlook indicates excellent job opportunity or prospects.
 34. Ask them if this increases the likelihood of them getting work or decreases their chances. Repeat the same question for each term.
 35. Show PPT Slide 8. Explain that many factors can affect occupational employment and outlook (projected supply and demand). There are four broad areas of change.
 36. Ask students to guess the definitions of each area.
 37. Show PPT Slide 9. Discuss each factor. For example, a large percentage of the population is aging (demographic change), which increases the need for health care. If a disaster occurs, such as forests burning or an oil spill that kills most of the fish in an area (industrial change), industries depending on these resources will be affected. ATM machines (technological change) have reduced the number of bank tellers as well as redefined what they do. If the economy is strong (economic change) then more building takes place, which increases the demand for construction workers.
 38. Ask students to think of any changes that have occurred in the last few years (ask them to think about the examples given previously) that have affected current employment within an industry in the area.
 39. Briefly discuss how this has affected the supply (how many trained workers) and the demand (how many jobs are available) of that particular industry.
 40. Distribute the *Your Community at Work Worksheets*.
 41. Assign students to complete the worksheet during the remainder of the class period or as homework.
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Variations and Accommodations

- Ask students to investigate one local industry such as banking, to find out how employment within it has changed in recent years and how it is likely to change in the future. Invite a guest speaker, such as a manager from a local bank, to hear students' findings and comment about changes in their workplace.
 - Ask students to work in groups of three. Tell them to pretend they have been hired as occupational projection analysts for the state. Ask them to predict the top three fastest-growing, largest-growth, and fastest-declining occupations in the state, and write a short paragraph explaining their predictions. Tell them to investigate the actual projections from the state employment department and compare results.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member.
-

Assessment

Use the *Your Community at Work Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your long range plans?** text box in the Make Plans, Action Plan and Supports section of Career Plan.

Materials

Computer with projector and CIS access

[Your Community at Work \(PPT\)](#)

[Your Community at Work Worksheet \(PDF\)](#)

[Your Community at Work Worksheet \(DOC\)](#)

[Your Community at Work Scoring Guide \(PDF\)](#)

[Your Community at Work Scoring Guide \(DOC\)](#)

Three containers and one piece of candy per student

Optional: Computer lab with projector

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