

Curriculum in MCIS

Career and Technical



Montana Department of
LABOR & INDUSTRY

Career and Technical Curriculum in MCIS

This electronic pdf is based on the curriculum found inside of MCIS. To access the links listed under materials, log into MCIS using your administration or staff account.

The link can be found on the footer of any page within MCIS. Click on “Tools for Counselors and Teachers”, “Classroom Activities”, “Learning Activities” and then “Curriculum”. To find the curriculum for a specific subject go to the bottom of the page and under “Subject Areas” choose the subject from the dropdown menu.

Getting Started 8th and 9th Grade: 39 Activities

- Architects and Engineers
- Attitude Adjustment
- Career Cluster Inventory
- Career Self-Portrait
- Careers in Science
- Correcting Stereotypes
- Design Your Own Interest Card Sort
- Education Pays
- Encouraging Student Success
- Evaluate My Occupation Options
- Evaluate My Program of Study Options
- Framing My Community
- From Raw Materials to Finished Goods
- Home Manager
- I Have a Dream
- I’m a Special Person
- Introduction to the World of Work
- Lifelong Learning and Change
- Make Education Plans
- Math and Science Make a Difference
- Men’s Work, Women’s Work
- My Action Plans and Supports
- My Career Genogram
- My Life Rainbow and Story
- Planning My Experience
- Reality Check
- Set Goals
- SKILLS Bingo
- Solar Bake Off
- Steps on a Path
- Stereotypes
- the 5 Whys
- The Party
- Thinking About Me
- This or That?
- Tools for Today
- What is Work?
- What’s in a Name?

Looking Deeper 10th and 11th Grade: 58 Activities

- Architects and Engineers
- Are You Pro_Development?
- Astroid and Career Topography
- Attitude Adjustment
- Be My Own Boss
- Career Self-Portrait
- Careers in Science
- Chilling Engineers
- Correcting Stereotypes
- Design Your Own Interest Card Sort
- Education Pays
- Education Research
- Encouraging Student Success
- Establishing Priorities
- Evaluate Education Options
- Evaluate Occupation Options
- Examine the Cost of Higher Education
- Experiential Learning Notes
- From Raw Materials to Finished Goods
- I Have a Dream
- I'm a Special Person
- Imagine
- Is Self-Employment for Me?
- Job Search Materials
- Juggling My Options
- Junior Year College Planning Checklist
- Lifelong Learning and Change
- Linking Occupations and Education
- Looking Inward
- Making Decisions and Plans
- Math and Science Make a Difference
- Men's Work, Women's Work
- My Career Genogram
- My Career Interests
- My Life Rainbow and Story
- My Work Values
- MYO Business
- Occupation and Preparation Research
- Practicing Positive Interaction
- Presenting Yourself in Person
- Presenting Yourself on Paper
- Prospective Hindsight
- Rainbow of Roles
- SKILLS Bingo
- SKILLS Card Sort
- SKILLS, Courses and Occupations
- Stereotypes
- Television Jobs
- Ten Things I Love to Do
- The Law at Work
- The Party
- Updating My Action Plans and Supports
- Using CIS with the Career Occupational Preference System
- Using CIS with the Self-Directed Search
- Why Study That?
- Workplace Skills
- Worksite Modifications
- Your Community at Work

Next Steps 12th Grade: 42 Activities

- Are You Pro_Development?
- Astroid and Career Topography
- Attitude Adjustment
- Compare Schools
- Consider the Military
- Encouraging Student Success
- Establishing Priorities
- Evaluate My Next Step Options
- Financing My Education
- I Have a Dream
- I'm a Special Person
- Imagine
- Is Self-Employment for Me?
- Job Search Materials
- Linking Occupations and Education
- Make a Resume
- Making Decisions and Plans
- Managing Resources
- My Career Anchors
- My Financial Plan
- My Graduation Plans
- My Job Search Plan
- Next Step to Education Plans
- Practicing Positive Interaction
- Presenting Yourself in Person
- Presenting Yourself on Paper
- Prospective Hindsight
- Senior Year College Planning Checklist
- SKILLS, Courses and Occupations
- Startling Statements
- The Law at Work
- The Party
- Using CIS with the ASVAB Career Exploration Program
- Using CIS with the Career Occupational Preference System
- Using CIS with the Self-Directed Search
- Where Do I go from Here?
- Which College is for Me?
- Workplace Skills
- Workplaces and Conditions
- Worksite Modifications
- Write a Cover Letter

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Activity	Getting Started 8th and 9th Grade	Looking Deeper 10th and 11th Grade	Next Steps 12th Grade
Architects and Engineers	X	X	
Are You Pro-Development?		X	X
Asteroid and Career Topography		X	X
Attitude Adjustment	X	X	X
Be My Own Boss		X	
Calculate Education Costs			
Career Cluster Inventory	X		
Career Self-Portrait	X	X	
Careers in Science	X	X	
Chilling Engineers		X	
Compare Schools			X
Consider the Military			X
Correcting Stereotypes	X	X	
Design Your Own Interest Card Sort	X	X	
Education Pays	X	X	
Education Research		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	X	
Evaluate My Program of Study Options	X		
Evaluate Occupation Options pt 2		X	
Examine the Costs of Higher Education		X	
Experiential Learning Notes		X	
Financing My Education			X
Framing My Community	X		
From Raw Materials to Finished Goods	X	X	
Home Manager	X		
I Have a Dream	X	X	X
I'm a Special Person	X	X	
Imagine		X	X
In-depth Occupational Research Project			X
Introduction to the World of Work	X		
Is Self-employment for Me?		X	
Is Self-employment for Me? Pt2			X
Job Search Materials		X	X
Juggling My Options		X	
Junior Year College Planning Checklist		X	
Lifelong Learning and Change	X	X	
Linking Occupations and Education		X	X
Looking Inward		X	
Make a Resume			X
Make Education Plans	X		

Activity	Getting Started 8th and 9th Grade	Looking Deeper 10th and 11th Grade	Next Steps 12th Grade
Making Decisions and Plans		X	X
Managing Resources			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	
MYO Business		X	
Next Step to Education Plans			X
Occupation and Preparation Research		X	
Planning My Experience	X		
Practicing Positive Interaction		X	X
Presenting Yourself in Person		X	X
Presenting Yourself on Paper		X	X
Prospective Hindsight		X	X
Rainbow of Roles		X	
Reality Check	X		
Senior Year College Planning Checklist			X
Set Goals	X		
SKILLS Bingo	X	X	
SKILLS Card Sort		X	
SKILLS, Courses and Occupations		X	X
Solar Bake Off	X		
Startling Statements			X
Steps on a Path	X		
Stereotypes	X	X	
Television Jobs		X	
Ten Things I Love to Do		X	
The 5 Whys	X		
The Law at Work		X	X
The Party	X	X	X
Thinking About Me	X		
Thinking about Me pt2	X		
This or That?	X		
Tools for Today	X		
Updating My Action Plans and Supports		X	

Activity	Getting Started 8th and 9th Grade	Looking Deeper 10th and 11th Grade	Next Steps 12th Grade
Using CIS with the ASVAB Career Exploration Program			x
Using CIS with the Career Occupational Preference System		x	
Using CIS with the Self-Directed Search		x	x
What is Work?	x		
What's in a Name?	x		
Where Do I Go from Here?			x
Which College for Me?			x
Why Study That?		x	
Workplace Skills		x	x
Workplaces and Conditions			x
Worksite Modifications		x	x
Write a Cover Letter			x
Your Community at Work		x	

Architects and Engineers

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students compare and contrast two occupations using CIS and other resources. Students identify the importance of various occupational characteristics.

Time: 100 minutes.

Essential Questions

- What are key differences between these two occupations?
 - What occupational characteristics are most important to me?
-

Preparation

- Reserve computer lab with projector
 - Establish CIS portfolios before this lesson
 - Print *Compare Occupations Worksheet*, one per student
 - Assemble phone books, trade journals and magazines containing information on architects and civil engineers
 - Locate sample web site advertisements for architectural firms and civil engineering firms
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn to discriminate between occupations and identify occupational characteristics that are important to them.
2. Assign students the task of finding company advertisements for architectural and engineering firms, using written publications, the Yellow Pages, and the Internet. This research could be conducted as homework prior to class activity or during class.
3. Show PPT Slide 2. Facilitate a class discussion about what students learned about these occupations through the advertising. Be sure to mention the subjective nature of the advertising medium and how this may skew the occupations' portrayal. Discuss the differences students

noticed between the two occupations, as portrayed in these advertisements. Also discuss the variations in occupational information available from the advertisements.

4. Divide the class into small groups.
 5. Show PPT Slide 3. Distribute the *Compare Occupations Worksheets*.
 6. Ask students to log into CIS using their personal usernames and passwords.
 7. Show students where to find the Compare feature in CIS Occupations. Ask students to use this tool to research and compare the two occupations "Architects" and "Civil Engineers" and note what they learn on the worksheet. If students prefer to research two other occupations of interest, they may do so.
 8. Show PPT Slide 4. Discuss as a class how the information they learned in the advertisements compares and contrasts to the information within CIS.
 9. Ask students to identify the three occupational characteristics that they most value at this point in their career development. Divide the class into groups of three to discuss these characteristics.
 10. Show PPT Slide 5. Discuss what the students have learned as a class using the following prompts:
 - What are the biggest differences between these two occupations?
 - What did you learn about the occupational characteristics that are most important to you?
 - How has this activity shaped your thinking about these two occupations?
 11. Show PPT Slide 6. Discuss the assignment: students choose to either: 1) create their own advertisement for a civil engineering or architectural firm, or 2) draw a picture of the three occupational characteristics that are most important to them.
-

Variations and Accommodations

- Divide class into two or more groups. Assign half of the class to do an architecture-themed project, such as a scale drawing, and the other half to do a civil engineering-themed project, such as building a bridge (out of paper, cardboard, toothpicks, or modeling clay). Determine specific outcomes for assessment of the projects and share with students ahead of time.
 - Students choose an occupation of interest other than architect or engineer, and design an ad (e.g., web site, magazine or other type of ad) suitable for a business that could exist for the occupation.
 - This activity could be conducted in any subject area using two occupations associated with the subject to teach compare and contrast skills, to help students learn the unique characteristics of occupations associated with this field of study, and to help students see the relevancy of the subject area to occupations in the field.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Architects and Engineers 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

[Architects and Engineers \(PPT\)](#)

[Compare Occupations Worksheet \(PDF\)](#)

[Compare Occupations Worksheet \(DOC\)](#)

[Architects and Engineers Scoring Guide \(PDF\)](#)

[Architects and Engineers Scoring Guide \(DOC\)](#)

Phone books, trade journals and magazines containing information on architects and civil engineers

Sample web site advertisements for architectural firms and civil engineering firms

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

Are You Pro-Development?

Theme and Level

Theme: Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students investigate and present arguments for and against a proposed new development in their community based on unique roles and perspectives within the community.

Time: 125 minutes (across two days).

Essential Questions

- Do my perspectives change when I argue for one side versus another?
 - What new occupations interest me now?
-

Preparation

- Select a real, proposed, or imaginary business that plans to establish itself in your area (perhaps a hospital, prison, high-tech company, airport, or large shopping mall)
 - Contact city planning/zoning, the building permits department, or parks and recreation to obtain a real plan for proposed new, local development or a mock layout, or use Slide 2 in the PowerPoint presentation
 - Use scanner to convert the plan to a digital graphic file if not already in digital form, and import into PowerPoint
 - Identify and contact a guest to chair the student meeting
 - Reserve computer lab with computer projector enabled for Day One
 - Set up computer projector with classroom computer for Day Two
 - Ensure classroom/lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Obtain resources on local issues and information and reports of discussion about the development
 - Prepare brief descriptions of the roles students will adopt for the presentation
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Ask students, "Are you pro-development?" Explain the goal of this lesson is to familiarize students with a real, local development concern and allow students to study the issue in-depth.
2. Show PPT Slide 2. Introduce a real (or fictitious, if need be) development project in your community, using a diagram of the proposed development with the real plan for your community or a mock layout.
3. Provide students with information about the development (location, size, type of organization, likely number of employees), and ask them to suggest who is likely to be involved in community discussions about this proposal. (For example, the business or organization, local councils, environmental groups, citizens groups).
4. Do not discuss points of view at this stage.
5. Show PPT Slide 3. Identify some potential issues (for example, volume of water use and runoff, transportation, site on agricultural land or wasteland).
6. Show PPT Slide 4. Assign each student or group of students a role from those displayed: physician, environmentalist, parent, business owner, scientist, taxpayer, city mayor, teacher, tourist, planner, etc.
7. Show PPT Slide 5. Ask students to investigate arguments for and against the project from the perspective of their assigned role following these steps:
 - Instruct students to decide on the point of view and likely position their role would take on the issue.
 - Ask students to prepare arguments in both written and oral format. If working in groups, ask groups to select one person to present.
 - Arrange for individuals or groups to present their views of the pros and cons of the project in a mock meeting.
8. Use the remaining class time for students to conduct research and develop their presentations.
9. Explain to students that a guest will chair the student meeting as well as provide feedback on student presentations on Day Two.

Day 2

1. Welcome and introduce the invited guest, sharing their credentials.
2. The guest then chairs the student presentations and provides feedback to students or student groups.
3. Show PPT Slide 6. As homework, assign students to use CIS Occupations to select and research an occupation of choice that would be involved with completing the project. Students may also choose from one of the sample occupations listed on the slide.
4. Assign a short written summary indicating how a person in this occupational role might be involved in the project. The summary should address what the worker's duties would be, what phase of the project they would be involved in, and what kinds of decisions they might help make. Students should also note if they have any interest in this occupation.

Variations and Accommodations

- Ask students to write to or interview people representing their assigned or chosen occupational role to seek professional opinions.
- Organize a panel of guests to come, and brief them about this project and which students represent which various points of view. When students present their opinions at the meeting, invite guests to comment on students' opinions and briefly add to or explain the arguments.
- If the project is a real development proposal, invite a reporter from the local paper or radio station to the meeting to publicize the students' investigations.
- A visually-impaired student could record and summarize the meeting.
- An auditory-impaired student could video-record discussions and writes a report on observed body language.
- Students needing special assistance should be paired with a helpful group member for the activity.

Assessment

Use the *Are You Pro-Development? 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.
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Materials

Computer lab with projector and CIS access for Day One

Classroom with computer and projector with CIS access for Day Two

[Are You Pro-Development? \(PPT\)](#)

[Are You Pro-Development? Scoring Guide \(PDF\)](#)

[Are You Pro-Development? Scoring Guide \(DOC\)](#)

Plan for proposed new, local development or mock layout

Resources on local issues, especially the new development

Asteroid and Career Topography

Theme and Level

Theme: Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students construct a topographic map and topographic profile of an asteroid in a laboratory activity then explore careers that use the skills of this lesson.

Time: 125 minutes (across three days).

Essential Questions

- What information can topographical maps provide about an asteroid's surface?
 - What careers might use the skills of this lesson?
-

Preparation

- Set up computer projector with classroom computer for Days One and Two
 - Reserve computer lab with computer projector enabled for Day Three
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Review activity instructions on *Asteroid and Career Topography Handout*
 - Print *Asteroid and Career Topography Handout*, one per student
 - Organize all laboratory materials needed for this activity (see Materials)
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn how topographical maps provide information about an asteroid's surface and to explore careers that use the skills used in this lesson.
2. Tell students that topography refers to the shape of the surface of a specific body with various physical features such as plains and plateaus. For example, the Earth has three major types of landscape regions: mountains, plains, and plateaus.

3. Show PPT Slide 2. Explain to the class that the NEAR Laser Rangefinder (NLR) used in NASA's NEAR mission provided measurements of the topography of the surface of an asteroid called Eros. The NLR made topographic profiles of major features including craters and grooves.
4. Tell students that Eros, named after the Greek god of love, was the first discovered Near-Earth asteroid (NEA). It is approximately 34.4×11.2×11.2 km in size, making it the second-largest NEA. It is a Mars-crosser asteroid and was the first asteroid that was known to come within the orbit of Mars. Eros is one of the few NEAs with a maximum diameter greater than 10 km. It is believed to be larger than the asteroid that crashed in the Yucatan, and it is linked to the extinction of the dinosaurs.
5. Show PPT Slide 3. Tell students that this lesson is a laboratory activity in which they will make a topographic map of the surface of an asteroid. Explain that they will use that topographic map to make a profile of the asteroid's surface depicting various physical features of the asteroid. They will interpret their maps. Then they will use the SKILLS assessment to explore the skills used in this activity.
6. Divide the class into four-five groups, based upon amount of materials available.
7. Distribute the *Asteroid and Career Topography Handouts* to students and ask them to read the steps.
8. Ask if there are questions.
9. Ask students to determine roles within their groups: measurers, clay modelers, and recorders.
10. Instruct students to cut a piece of cardboard to fit the bottom of their aquarium tanks or deep-sided pans.
11. Ask students to shape the clay into a model of a small hill. This will represent the surface of an asteroid. On the model they will make craters of various sizes using marbles or beads. Using a pen or pencil, they will make grooves of different depths. Instruct students to place the finished model on top of the cardboard.
12. Let the models dry overnight so that they become hard.

Day 2

1. Make sure that the models have dried, then ask students to place the model and the cardboard into the tank or pan. Direct them to pour water into the container until the water is one centimeter deep. (This will represent the base line level of the asteroid, which is equivalent to sea level on the Earth.)
2. Ask students to place the pane of glass over the container. Remind students to exercise caution when handling the glass.
3. Ask students to look down into the container and use the grease pencil to trace the outline of the tank or pan on the glass. Then ask them to trace the contour, or outline, of the water around the edges of the asteroid model.
4. Ask students to remove carefully the glass from the top of the container.
5. Direct students to add another centimeter of water to the container and replace the glass in exactly the same position as before.
6. Again, they are to trace the new contour of water on the glass.
7. Repeat the above steps, adding one centimeter of water each time. Make sure students trace the new contour of water for every centimeter of water added.
8. Stop when the next addition of water completely covers the model.
9. Instruct students to remove the glass from the container, then, using a pencil, trace the contour lines on the glass onto a sheet of paper. A contour line is a line that passes through all points on a map that have the same elevation. The contour lines that were drawn on the sheet of paper will represent the topographic map of the asteroid.
10. Instruct students to make the scale so that every centimeter of water above the base line equals 100 meters of elevation on the map.
11. Ask students to label the elevation of each contour line and draw a straight, horizontal line on the topographic map they constructed. Remind them to draw the line through the area that they wish to profile. Explain that this line is called the profile line.
12. Ask students to find the lowest and highest values using the topographic map.
13. Distribute blank sheets of paper. Ask students to check to make sure the width of the paper is at least the length of their profile line.
14. Using their topographic maps, ask students to determine how many contour intervals separate the highest and lowest values that touch the profile line. Tell them to add two to this number.
15. On the sheet of paper, ask students to draw as many equally spaced parallel, horizontal lines as determined in the previous step.
16. Ask students to label these lines with the interval values, beginning at the bottom line, with the

- lowest value (which is one interval below the lowest value on the topographic map). Continue to label each line with the contour interval as on the topographic map proceeding to the top line which should be the highest value (which is one interval above the highest value on the map).
17. For every point on the profile line, which a contour line touches, instruct students to draw a perpendicular line to the horizontal line having the same value.
 18. Tell students to draw a smooth curve through all the points where the perpendiculars intersect the proper horizontal lines to make their profiles.

Day 3

1. Show PPT Slide 4. Discuss the following questions:
 - What is the elevation of the highest point on the asteroid?
 - What can be determined about the slope of the asteroid by looking at the contour lines? How did you arrive at your answer?
 - How do the contour lines look where they show the grooves on the model?
 - How do the contour lines look where they show craters on the model?
 - What information can topographic maps provide about an asteroid's surface? Explain how you arrived at your answer.
 - What information can topographic profiles provide about an asteroid's surface? Explain how you arrived at your answer. (Write students' answers to this last question on the board.)
2. Explain to students that occupations have a topography of sorts as well, but an occupation's topography is defined by the skills and abilities required to perform the occupation.
3. Explain that now they will learn about occupations that use the skills they just used in the laboratory activity.
4. Ask students to log into CIS using their personal usernames and passwords.
5. Explain that they will be using an assessment called SKILLS, which explores the skills used at various levels in occupations.
6. Direct students to open SKILLS, and then click on "Select Skills" and review the skill words displayed.
7. Show students that skills can be posted in three levels: very satisfying these skills are used continuously; moderately satisfying these skills are used often; and somewhat satisfying these skills are used occasionally.
8. Ask students to find the skills words that best capture the skills they used in the lesson.
9. Tell students to post the skill words (or the closest approximation of these words) in the column that best represents how much they used the skill in the laboratory process. For example, if they used a great deal of measuring, place measuring in the very satisfying column.
10. Once students have finished posting skills, ask them to click on "Rate Skills."
11. Encourage students to click on "*Top 30 Occupations" and explore the list of their Top 30 Occupations.
12. Demonstrate how to use the View feature to see how the coding of any occupation compares to the skills used in their laboratory assignment. (Click the View icon, which looks like miniature binoculars, to produce this comparative view.)
13. Ask students to note any occupations of interest and their thoughts about these occupations.

Variations and Accommodations

- Assign students to use SKILLS for themselves using their own skill preferences as an additional activity.
 - Assign students to continue to work in groups while completing the SKILLS assessment to assist any students with special needs.
 - Students needing special assistance should be paired with a helpful group member for the activity.
-

Assessment

Use the *Asteroid and Career Topography 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 their portfolios.

***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 Days One and Two

Computer lab with projector and CIS access for Day Three

[Asteroid and Career Topography \(PPT\)](#)

[Asteroid and Career Topography Handout \(PDF\)](#)

[Asteroid and Career Topography Handout \(DOC\)](#)

[Asteroid and Career Topography Scoring Guide \(PDF\)](#)

[Asteroid and Career Topography Scoring Guide \(DOC\)](#)

4-5 aquarium tanks or deep-sided pans

4-5 pieces of cardboard (sized to fit the bottom of the tanks or pans)

4-5 panes of clear glass

4-5 bottles of one liter of water

Modeling clay

Sheets of unlined, white paper

Pencils, pens

Marbles or beads of various sizes

Grease pencils

Rulers

Scissors

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.

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

Materials

Classroom with computer and projector

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

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

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

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

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

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.

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.

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

Materials

Classroom with computer and projector
[Be My Own Boss \(PPT\)](#)
[Be My Own Boss Scoring Guide \(PDF\)](#)
[Be My Own Boss Scoring Guide \(DOC\)](#)
Resources about small business operation

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**

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.
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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.

Chilling Engineers

Theme and Level

Theme: Research Options

Levels: Looking Deeper

At a Glance

Students design and construct a cooling system and identify occupations that use the skills involved in the activity.

Time: 100 minutes (across two days).

Essential Questions

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

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Review lesson plan for Day One
 - Organize the following materials for Day One:
 - Blocks of ice
 - Styrofoam
 - Cardboard
 - Newspapers
 - Shipping tape and glue
 - Scissors
 - Plastic trash bags
 - Packing materials
 - Aluminum foil
 - Rulers
 - Ice cream and cones
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about cooling systems and careers that use cooling technology skills.
2. Divide the class into teams of four.
3. Tell teams that their goal is to create a cooling container that best cools a block of ice, measured by whichever team's block of ice lasts the longest.
4. Distribute the materials. Encourage students to use the Internet and other classroom materials and resources to design their cooler.
5. Tell students that they must complete their design and construction during this class period using only the materials available in the classroom or school.
6. Tell students that this is a competition, and the group whose ice block lasts the longest will win ice cream cones in a subsequent class.
7. Provide remainder of class time for cooler design and construction.

Day 2

1. Offer ice cream cones to winning team.
 2. Show PPT Slide 2. Ask the class to identify the reasons why the winning cooler worked most effectively.
 3. Show PPT Slide 3. Ask students to identify which of these skills they used when designing and constructing their coolers.
 4. Go to CIS. Demonstrate the skills selection and rating process used within the SKILLS assessment.
 5. Ask students to log into CIS using their personal usernames and passwords.
 6. Instruct students to go to SKILLS and then select the skills they and their group members used while designing and constructing their coolers.
 7. Tell them to click on Rate Skills and view the *Top 30 Occupations on their list.
 8. Ask students if heating and cooling careers surfaced on any of these lists.
 9. Ask students if any occupations of interest surfaced on their lists.
 10. Tell students to save their thoughts about SKILLS and any occupations of interest in their portfolios by clicking the Save button.
 11. Show PPT Slide 4. Discuss the links between classroom skills and occupation skills.
-

Variations and Accommodations

- Invite guest speakers from various heating and cooling companies to the class to talk about their careers and the preparation they undertook to secure their present position.
 - Plan for class to visit a heating and cooling company worksite, and arrange for various workers to discuss their occupations and the preparation required for these.
 - Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.
-

Assessment

Use the *Chilling Engineers 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

[Chilling Engineers \(PPT\)](#)

[Chilling Engineers Scoring Guide \(PDF\)](#)

[Chilling Engineers Scoring Guide \(DOC\)](#)

Blocks of ice

Styrofoam

Cardboard

Newspapers

Shipping tape and glue

Scissors

Plastic trash bags

Packing materials

Aluminum foil

Rulers

Ice cream and cones

***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 text 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.

***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

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

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.
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 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

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

***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

***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

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

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

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

Chart paper

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening
- Mathematical Practice: Reason Abstractly and Quantitatively
- Mathematical Practice: Attend to Precision

National Career Development Guidelines

- GOAL ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.
- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

American School Counselor Association

- Academic Development, Career Development

Bloom's Taxonomy: Understanding, Analyzing, Applying

Education Research

Theme and Level

Theme: Research Options

Level: Looking Deeper

At a Glance

Students research the preparation requirements for occupations of interest.

Time: 75 minutes.

Essential Questions

- What are the preparation requirements of occupations that interest me?
-

Preparation

- Arrange for two to three college representatives to attend the first 30 minutes of class
 - Secure computer lab with computer projector enabled with CIS access
 - Make copies of the *Education Research Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to familiarize them with the programs, schools, and entrance requirements associated with careers that interest them.
2. Introduce the speakers. Tell students that these speakers will discuss their schools' admission requirements and programs, and students will be free to ask questions at the conclusion of their presentations. Upon completion of this presentation, students will have an enlightened awareness of the similarities and differences among admissions requirements and academics at two higher education institutions.
3. Provide 30-40 minutes for the school representatives' combined presentation, encouraging student questions and discussion.
4. Tell students that the remainder of this lesson will involve investigating six programs of study and potentially twelve schools they might consider in a table that explores the similarities and differences of the preparation requirements. Upon completion of this activity, students will be able to compare graphically the contrast the options for formal preparation requirements for three occupations.

5. Show PPT Slide 2. Distribute the *Education Research Worksheet* and review the instructions. Instruct students carefully select their occupations of interest for this exercise. Demonstrate the compare feature in CIS Schools.
 6. Provide 25 minutes for this process.
 7. Show PPT Slide 3. Discuss student findings.
 - What surprised you?
 - What did you learn about admission requirements at schools that interest you?
 - What new high school courses might you consider taking?
 - What did you learn about yourself?
 8. Show PPT Slide 4. Ask students to answer the questions on the slide, repeated on the bottom of the *Education Research Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Research Options section of Career Plan.
-

Variations and Accommodations

- Partner students needing special assistance 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 *Education Research Worksheet* 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?***

Materials

Computer lab with a projector and CIS access

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

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

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

[Education Research\(PDF\)](#)

[Education Research\(DOC\)](#)

***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?**
-

***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 both days

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

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

***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 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 \(DOC\)](#)

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

***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 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 \(DOC\)](#)

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 2

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 \(DOC\)](#)

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

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 \(DOC\)](#)

***These links are not accessible in the pdf version.
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Experiential Learning Notes

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 a 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

***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

[Experiential Learning Notes\(PPT\)](#)

[Experiential Learning Notes Scoring Guide \(PDF\)](#)

[Experiential Learning Notes Scoring Guide \(DOC\)](#)

[Experiential Learning Notes \(PDF\)](#)

[Experiential Learning Notes \(DOC\)](#)

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.
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

From Raw Materials to Finished Goods

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students conduct and present research on a product: its background, raw materials, production process, and the occupations associated with its production.

Time: 100 minutes.

Essential Questions

- What all is involved in the process of transforming raw materials into finished goods?
 - Do any of these manufacturing-linked occupations interest me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Edit Slide 4 to include your requirements for the project in terms of time frame, scope, and schedule for presentations
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn about the relationships among raw materials, production processes, and occupations.
2. Show PPT Slide 2. Explain that they will be investigating how an everyday item is made, with particular reference to the materials, technology, and production processes used. They will also be exploring manufacturing-linked occupations.
3. Show PPT Slide 3. Further explain that students will be expected to document their findings in a poster or in a report and present a summary to the class. The research must include the background history of the product, summary of the production processes, technology used, a list of the raw materials used in the manufacturing, and a list of the occupations associated with the product. (Occupations may include raw material production, transportation, manufacturing, packaging, marketing, sales, research, or any associated with manufacturing and production). Encourage students to use library books, magazines, encyclopedias, CIS Occupations, and the

Internet.

4. Show PPT Slide 4, which shows your requirements for the project in terms of timeframe, scope, and schedule for presentations.
 5. Ask students to select a product to investigate for example, canned food, sports shoes, cars, planes, sandwich bread, shirts, boats, or the telephone and then conduct their research. The product can be related to a hobby or interest.
 6. Show PPT Slide 5. Inform students that they will be evaluated on the skills exhibited during the presentation and the research conducted, as demonstrated in their poster or report.
 7. Provide adequate time for project completion, then ask students to present to the class a summary of their findings, supported by their poster or report.
 8. Hang posters and reports around the room for students to view.
-

Variations and Accommodations

- Students could create both a written report and a poster.
 - Ask students to share their reports with other students through a short oral presentation. Discuss the patterns and trends common to several industries, such as automation, fewer workers, increased skill levels, teams.
 - Ask students to select products or industries from fields allied to specific curriculum areas, and to identify and include school courses and related subjects in their poster and report.
 - All students could investigate one industry. They report on: the industry's origins, major technological changes, the effects of the new technologies on products, workplace organization, the tasks of workers, effects on the work and lifestyle of consumers, and likely future changes.
 - Students investigate the long-range occupational outlook for three occupations on their product poster or in their report.
 - Students investigate the social effects of technological change and/or organizational changes within industries.
 - Students could work in pairs or small groups to conduct their research.
 - Students needing special assistance should be paired with a helpful partner for the activity.
-

Assessment

Use *From Raw Materials to Finished Goods 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
[From Raw Materials to Finished Goods \(PPT\)](#)
[From Raw Materials to Finished Goods Scoring Guide \(PDF\)](#)

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

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

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 \(DOC\)](#)

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

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.

Theme and Level

Theme: Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students imagine change within a dynamic system by exploring the effects of weightlessness on a workplace.

Time: 100 minutes.

Essential Questions

- What are dynamic systems?
 - How might dynamic systems theory impact my work?
 - How does changing one element of a work environment impact the environment?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - *Optional:* Read Roger Von Oech's *A Whack on the Side of the Head* for scientific references
-

Steps

1. Show PowerPoint (PPT) Slides 1 and 2. Tell students that the goal of this lesson is to learn more about dynamic systems by studying weightlessness.
2. Click the link on Slide 2 and demonstrate the notion of zero gravity by showing the video of astronauts experiencing weightlessness.
3. Ask students to use all of their senses to imagine what would happen if gravity stopped for ten seconds every day. Ask:
 - What land surfaces would change?
 - What would happen to oceans and rivers?
4. Show PPT Slide 3 and explain the assignment: Ask students to use the Internet to research the impact of not having gravity, and to create a scenario (either pictorial or written) depicting a work setting involving an occupation of interest in a world without gravity.
5. Suggest that students log into CIS and use Occupations to learn more about traditional work

demands and settings and speculate how a gravity-free environment would affect various work environments.

6. Ask students to prepare to share their scenarios.
 7. Show PPT Slide 4. Using the slide, explain the evaluation criteria: Evaluate presentations based upon content, creativity, eye contact, appropriate tone, and making a connection with the audience.
 8. After students share their scenarios, discuss the processes of imagination and systems analysis that were required to complete this assignment. Ask students:
 - How did you imagine the details of zero gravity?
 - Where did you find information about gravity on the Internet?
 - How did you create your work settings?
 9. Show PPT Slide 5. Use slide to define dynamic systems.
 10. Discuss the importance of thinking about systems and the dynamic interrelatedness of life as we imagine changes in the physical structure of our world.
 11. Discuss the dynamic nature of social systems and work systems.
 12. Ask students to list at least six other examples of dynamic systems in their world: for example, human body systems, the solar system, the water cycle, families, and the Internet.
 13. Ask students to write a paragraph discussing how dynamic systems theory might be used in an occupation of interest to themselves.
-

Variations and Accommodations

- Use the basic idea of this activity in other subjects, but instead of zero gravity: imagine infinity in math class, imagine living in the sea or on another planet in science, imagine life in another country or in another economic or political system in social studies, or imagine living forever or until age 200, curing all disease in health class.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Imagine 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

[Imagine \(PPT\)](#)

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

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

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?***

***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

[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 \(DOC\)](#)

Introduction to the World of Work

Theme and Level

Theme: Research Options

Level: Getting Started

At a Glance

Students play a game to learn about John Holland's personality typology, their own Holland Personality Type, and occupations that correspond to their types.

Time: 50 minutes.

Essential Questions

- What is my Holland Personality Type?
 - What occupations match my Holland Personality Type?
-

Preparation

- Secure computer lab with computer projector enabled and CISaccess
 - Make copies of the *Introduction to the World of Work Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to introduce Holland's Personality Typology and help them learn about their own Holland Personality Type and occupations that match their type.
2. Show PPT Slide 2. Explain each of the six types and distribute the *Introduction to the World of Work Worksheet*.
 - Realistic- the "doers," get a lot done, physical, often shy, like to work alone, athletic
 - Investigative- the thinkers, problem-solvers, like science, discovery, and math
 - Artistic- the creators, imaginative, artsy, musical, dancers
 - Social- the helpers, like to assist and care for others, nurses, teachers
 - Enterprising- the persuaders, salespeople, lawyers, managers, very effective convincing others
 - Conventional/clerical- the organizers, good with details and organizational tasks, filing, tidying, organizing

3. Ask students to listen as you read the directions on the worksheet. Ask students to follow the directions carefully. Provide students ten minutes to work. Ask students to stop after they complete Step 6.
 4. Show PPT Slide 3. Review the CIS Assessment Link and how to find occupations that match types, as the worksheet instructs.
 5. Ask students to complete steps 7-11 of their worksheet using CIS information and the Assessment Link.
 6. Show PPT Slide 4. Ask students to break into groups of four to discuss their learning for five minutes:
 - What did you learn about your personality type?
 - What occupations match your type?
 - Of these, what occupations interest you now?
 7. Ask students to answer the question in Step 12, completing the prompt in the box at the end of the worksheet.
 8. Show PPT Slide 5. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Getting Started: Research Options 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 as a homework assignment to save time.
 - Print the Holland Type posters (in CIS Tools for Counselors) and play the game using tables in the classroom versus the worksheets.
 - Process the results as a full class rather than in small groups.
 - Lesson could be taught in Spanish.
-

Assessment

Use the *Introduction to the World of Work Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What occupations interest you now?** text box within the Getting Started: 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

[Introduction to the World of Work \(PPT\)](#)

[Introduction to the World of Work Scoring Guide \(PDF\)](#)

[Introduction to the World of Work Scoring Guide \(DOC\)](#)

[Introduction to the World of Work \(PDF\)](#)

[Introduction to the World of Work \(DOC\)](#)

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 \(DOC\)](#)

Job Search Materials

Theme and Level

Theme: Make Plans

Level: Looking Deeper, Next Steps

At a Glance

Students use CIS to create job search materials and practice interviewing to develop job search skills.

Time: 200 minutes (across four days).

Essential Questions

- What materials do I need to seek employment, and how do I create these materials?
 - How can I best portray myself in my job search?
-

Preparation

- Identify local community members to serve as practice interviewers for Day Three; consider asking career counselors or other knowledgeable staff for assistance finding interviewers
 - Inform interviewers that you want them to provide feedback to the students on both their job search materials and their interview skills
 - Set up computer projector with classroom computer for Days One and Four
 - Reserve computer lab with computer projector enabled for Day Two
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with CIS Job Search
 - Print *Interview Evaluation Worksheet*, two per student
 - Obtain complete contact details, including mailing address, for interviewers
 - Gather folders to store students' job search materials
 - (Note: Plan a break of one week between Days Two and Three, as students have a fair amount of homework to complete)
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goals of this lesson are that they learn how to create job search materials, and they gain more confidence in looking for a job or

- part-time job, paid or unpaid. Inform students that they will create resumes and other job search materials and practice interviewing to develop job search skills in this lesson.
2. Remind students that this summer, after high school, or during their post-secondary studies they are likely to seek (at a minimum) part-time employment, and they will need good job search materials and skills to succeed in getting that job.
 3. Show PPT Slide 2. Ask students for ideas about useful items to have on hand when looking for a job.
 4. Record all ideas on the board.
 5. Discuss and decide upon the essential and optional items and how they should be presented amid job search. (Essential items should include the personal information sheet, references or letters of recommendation, resume, extra-curricular activity log, cover letter, and contacts list.)
 6. Show PPT Slide 3. Discuss how these job search materials are used differently, depending upon if you are applying for a job or participating in an interview.
 7. Show PPT Slide 4. Facilitate a class discussion regarding job interview dos and don'ts. Record student ideas on the board. (Read Job Search, Step 8: Prepare and practice interviews for some helpful information.)
 8. Inform students that they will have the opportunity in the next few days to practice interviewing, using job search materials that they will develop in this lesson.
 9. Show PPT Slide 5 and distribute the *Interview Evaluation Worksheets*; inform students that these interviewers will evaluate them using these factors.

Day 2

1. Ask students to log into CIS using their personal usernames and passwords.
2. Demonstrate the Create Resume feature in their portfolios to provide them with an overview of writing resumes.
3. Using the projector, show students the Develop a resume and Tips for an effective and attractive resume topics from Step 7: Create resumes and cover letters in Job Search.
4. Point out the samples of various resumes styles found in Step 7.
5. Ask students to read the resume information independently.
6. Allow 20-30 minutes to develop, save and print student resumes.
7. Walk around the room to support students as they create resumes.
8. Complete the extra-curricular activity log, found in the Make Plans sections of Career Plan, or assign this log as homework.
9. Assign students to draft a sample cover letter as homework before Day 3; using the projector, show students Write a cover letter for your resume within Step 7.
10. Encourage students to create a contacts or references list as well. (This can also be completed in Create Resume.)
11. Distribute folders. Tell students to organize all class-assigned job search materials in these folders and bring the folder to class on Day 3.

Day 3

1. Conduct practice interviews.
2. Ask interviewers to complete the *Interview Evaluation Worksheets*.

Day 4

1. Distribute the *Interview Evaluation Worksheets* that interviewers completed on students' behalf.
2. Assign students to write a paragraph about what they learned from this activity. These could be displayed for other students to read.
3. Show PPT Slide 4 again. Review the lists of interview dos and don'ts, discussing any new ideas that arose from participating in an interview.
4. Show PPT Slide 6. Discuss this sample thank you letter. Point out to students that the letter:
 - Concisely thanks the interviewer
 - Reaffirms the author's qualifications mentioned in the interview
 - Mentions something impressive about the interviewer's organization also something that was discussed in the interview
 - Closes with an encouragement for follow-up
5. Ask students to write thank you letters, thanking their interviewers for their time and feedback.

Instruct students to include a comment about something they learned in the interview or rewrite the paragraph they wrote about the interview.

6. Mail these letters to interviewers with your own thank you note for the interviewers' time and expertise.

Variations and Accommodations

- Students could design their own business cards to include in their practice interviews.
- Before interviewing with community members, students could role-play interviews in pairs or video-record interviews for review and discussion with the whole class.
- Students could do two interviews, one without practice and the other after feedback from the first interview.
- You may wish to share some aspects of your resume and its uses.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *Job Search Materials Scoring Guide* to evaluate student work.

Portfolio

Students enter their 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

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

[Job Search Materials \(PPT\)](#)

[Interview Evaluation Worksheet \(PDF\)](#)

[Interview Evaluation Worksheet \(DOC\)](#)

[Job Search Materials Scoring Guide \(PDF\)](#)

[Job Search Materials Scoring Guide \(DOC\)](#)

Folders for job search materials

Paper, envelopes, stamps

***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: 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 \(DOC\)](#)

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.

***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

[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

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.

***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

[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

Looking Inward

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students gain perspectives on who they are becoming by reflect on their earlier life stages.

Time: 50 minutes.

Essential Questions

- How have the things I have done shaped who I am becoming?
-

Preparation

- Secure computer lab with computer projector enabled with CIS access
 - Make copies of the *Looking Inward Worksheet*, one per student
 - Before teaching this lesson, have students bring a picture of themselves from pre-school or elementary school. Scan one picture of each student from his/her early years and make a photo collage to insert into the CIS PowerPoint Looking Inward presentation as slide 2 (This could take 2-3 slides to include all students, depending upon class size). You will use this slide(s) in the first part of the activity.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand who they are becoming by looking at their past.
2. Show PPT Slide 2. Show your student collage to the class. Have students guess who is whom. When a student is guessed correctly, ask him or her to share something they remember about this period of his/her life. Continue until each student has had a chance to share a childhood memory.
3. Show PPT Slide 3. Distribute the Looking Inward worksheet and review the instructions with students. Encourage students to answer carefully the items on the worksheet. Also tell students that they may use CIS occupation information to help them answer the last row of items.
4. Show PPT Slide 4. Divide the class into groups of four. Have students share their completed worksheet tables.

5. Show PPT Slide 5. Ask students to answer the questions on page 2 of the Looking Inward worksheet.
 6. Show PPT Slide 6. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Know Myself section.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this lesson.
 - Students could complete the worksheet as a homework activity to either shorten the lesson or in order to use class time for learning.
 - Students could attach drawings or photos of themselves to the worksheet page 1 table and these could be hung in the classroom for a period of time.
-

Assessment

Use the *Looking Inward Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Getting Started: Know Myself section of Career Plan. The following box needs to be completed: **What do you know about yourself your characteristics, interests, and preferences?**

***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 with CIS access

[Looking Inward \(PPT\)](#)

[Looking Inward Scoring Guide \(PDF\)](#)

[Looking Inward Scoring Guide \(DOC\)](#)

[Looking Inward \(PDF\)](#)

[Looking Inward \(DOC\)](#)

Make a Resume

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students create a resume 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 *Resume Creator 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 a selling resume that captures and describes their experiences to date.
2. Show the sample bad resumes on the projector.
3. Show PPT Slide 2. Discuss what makes these problematic. Be sure to find samples that demonstrate the following:
 - Legible Font- Tell students that all information should be legible. Do not use fancy fonts.
 - Omit career objectives. General objective offer nothing. Convey what you have to offer, not what you want.
 - Do not just list responsibilities. Most hiring personnel know what the duties are for positions.
 - Provide quantitative and qualitative data for accomplishments.
 - Order information effectively not chronologically. If you are most stellar accomplishment is your oldest, lead with it.

- Leave off personal information. Listing hobbies is passé. Employer's value seeing professional organizations listed, publications you have written and awards you have won.
 - 4. Tell students that they will now create their own resumes.
 - 5. Show PPT Slide 3. Distribute the *Resume Creator Worksheet*, review the assignment with students.
 - 6. Check to see that every student understands the instructions.
 - 7. Remind students to save their work.
 - 8. Provide 30 minutes for students to draft their resumes. Walk around the room and assist any students who need help.
 - 9. Ask students to save and print their resume drafts as pdf files then exchange them with a peer for review and editing.
 - 10. Instruct peer reviewers to consider information order, word choice, quality content and detail of pertinent information throughout the drafts they review.
 - 11. Provide 10 minutes for peer review and editing.
 - 12. Ask students to revise their drafts integrating peer review feedback and create final versions.
 - 13. Provide 20 minutes for this activity.
 - 14. Show PPT Slide 4. Ask students to answer the question in the text box at the end of the worksheet, then transfer this reflection to their CIS portfolios, 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.
 - Resume could be drafted outside class, allowing a parent/guardian assistance, input, and support.
 - Share resumes with counselors, English teachers and younger students to set a tone for professionalism in the school.
-

Assessment

Use the *Resume Creator 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 new plans for experiential learning do you have?***

Materials

Computer lab with a projector and CIS access
[Resume Creator \(PPT\)](#)
[Resume Creator Scoring Guide \(PDF\)](#)
[Resume Creator Scoring Guide \(DOC\)](#)

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

[Resume Creator \(PDF\)](#)
[Resume Creator \(DOC\)](#)

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

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

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

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.

***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

[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 \(DOC\)](#)

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.

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

[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 \(DOC\)](#)

Men's Work , Women's Work

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.

***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

[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.

***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
[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

Computer lab with a projector and CIS access
Students' Career Plan Report printouts
[Updating My Action Plans and Supports \(PPT\)](#)

***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 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 \(DOC\)](#)

My Career Anchors

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?**

***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

[My Career Anchors\(PPT\)](#)

[My Career Anchors Scoring Guide \(PDF\)](#)

[My Career Anchors Scoring Guide \(DOC\)](#)

[My Career Anchors\(PDF\)](#)

[My Career Anchors\(DOC\)](#)

My Career Genogram

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 a 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.

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

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 \(DOC\)](#)

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.

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.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Make Plans

Level: Next Steps

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 courses should I plan for my senior year?
 - What are my obstacles to success?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Print copies of student Career Plan reflections using CIS Administration Tools:
 1. If you have not yet done so, create a CIS Group for this 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 *My Graduation Plans 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 and action plans and consider new obstacles to and supports for their

success.

2. Show PPT Slide 2. Ask students "Have your post-secondary plans changed? Do you know where you are going and what you are doing when you graduate? Invite students to share their plans and how they arrived at the changed ideas.
 3. Tell students, "You are more likely to get where you want to go with a plan. This activity will draft your post-secondary plans." 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. Inform students that it can be scary looking at your future, which will change dramatically once you graduate.
 4. If you did not already print the students Career Plan reflections, tell students to log in to their My Portfolio, link to Career Plan and click Print from the Menu Bar to review their career planning reflections to date.
 5. Show PPT Slide 3. Distribute the lesson worksheets.
 6. Show PPT Slide 4. Review the instruction for completing the long-term and short-term plans:
 - Review your Career Plan reflections and goals, and
 - Update your long-term and short-term plans with results and changes needed.
 7. Provide students 10-15 minutes for this activity; encourage students to use CIS Occupations, Programs of Study and Schools information as needed.
 8. Ask students to volunteer to share their plans.
 9. Ask students to break into pairs and work together to list the obstacles they face, generate ideas for overcoming these, and identify supportive people who will assist them.
 10. Provide ten minutes for this activity.
 11. Ask for volunteers to share with the class their obstacles, strategies and supports.
 12. Remind students that their families will continue to provide important support, even when they live far away from home.
 13. By demonstration, review how to update the CIS Course Planner for the senior year.
 14. Walk around the room and assist students as they update their course plans with the CIS Course Planner.
 15. Show PPT Slide 5. Ask students to summarize their changed plans in the text box at the bottom of page 3, then ask students to transfer this learning to their CIS portfolios in the Next Steps: Make Plans, Action Plans and Supports section of Career Plan..
-

Variations and Accommodations

- Put students who need extra assistance in pairs while completing these activities.
 - Course Plan could be drafted with a teacher, advisor, or family member outside of class and then plan drafts could be reviewed in class.
 - A school counselor could come to class and lead this planning activity.
 - Students could graphically portray their plans in an art class.
-

Assessment

Use the *My Graduation Plans Scoring Guide* to evaluate student work.

Portfolio

Students enter their learning reflections in text box within the Next Steps: 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?**

Materials

Computer lab with a projector and CIS access

Students' Career Plan Report printouts

[My Graduation Plans \(PPT\)](#)

[My Graduation Plans Scoring Guide \(PDF\)](#)

[My Graduation Plans Scoring Guide \(DOC\)](#)

[My Graduation Plans \(PDF\)](#)

[My Graduation Plans \(DOC\)](#)

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

My Job Search 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?

***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

[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

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

***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: 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?**

***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
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 \(DOC\)](#)

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students develop and run a real small business.

Time: Flexible.

Essential Questions

- What research do you need to do before you start a business?
 - How do you run a small business?
 - Is small business for me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Make sure funding source exists for business start-up expenses
 - Decide how much time to allocate for this activity and how it will be integrated with other curriculum activities
 - Decide on the type of business appropriate for your students:
 - Creating and selling a product (cookies, pies near holiday season)
 - Providing a service (car wash)
 - One-day sale activity (special event such as a cake, drink, or used book sale)
 - Ongoing venture (running school supplies store)
 - Determine the process you will use for assigning roles to students for the class business; if students are to choose their directors, plan how this will be done
 - Decide whether you wish to provide some position descriptions or whether student directors will devise their own from a set of generic guidelines
 - Find writeable badges
 - (Note: Career teacher and high school business teachers may have useful contacts and ideas)
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this activity is for them to experience developing and operating a small business. (MYO Business means Make Your Own Business.)
2. If feasible, allow students to select the type of business they will operate. Discuss student ideas then vote on the type of business. If this is not possible, explain the selected business and your rationale for that choice.
3. Divide the class into groups of four.
4. Assign groups to identify the various business aspects they will need to learn about to succeed.
5. Give students ten minutes to use CIS Self-Employment and the Internet to find this information.
6. Ask students to share their ideas.
7. Show PPT Slide 2. Review these key elements in the design and operation of a small business. (Note: All of the following topics are found in Self-Employment under Deciding to go into business for yourself.)
 - Display and discuss the Business outline topic found under CIS Creating a business plan. Briefly discuss how to write a business plan and/or outline, and then recruit volunteers to work on this piece of the business.
 - Discuss the importance of a marketing plan. Display the Drawing up your marketing strategy topic found under Choosing a marketing strategy. Recruit volunteers to work on this piece of the business.
 - Explain that a logistics group is also needed. Show the Selecting a name, location, and facility topic. Recruit volunteers to work on logistics.
 - Tell students that financial managers are key. Show the Financial needstopic, and ask mathematically inclined volunteers to manage this important business aspect.
 - Employees are also needed. Show the Employees and employment lawtopic, and recruit volunteers to staff the business.
 - Finally, tell students that a manager and organizer/record-keeper are key to the success of any business. Show students the Organization and recordkeeping topic and seek volunteers for these two important jobs, or have the class vote on these positions.
8. When you have assigned all roles, ask students to make badges for themselves that identify their role title, for use in meetings and as identification when on tasks such as marketing or sales.
9. Ask students to collaborate to establish:
 - The purpose of the business
 - How it will be organized
 - How the business will operate
 - How key decisions will be recorded
 - How production trials will transpire
10. Specify the length of time that the business will operate.
11. Show PPT Slide 3. Ask students to evaluate individually the process of running a business and the role they played in it. Tell them to record their ideas and summarize what they learned from this activity in a report about the class business.
12. In a subsequent class, ask students to share their evaluations.
13. Discuss these evaluations.

Variations and Accommodations

- Run a similar activity with several small groups each operating a small business.
- Invite a mentor to work with the class as they organize, run, and evaluate their business.
- Use a business approach to develop recycling and other green activities in the school.
- Students could devise and sell a product to be made from "waste" material, such as scrap colored paper or foil. (For example, make origami into mobiles or plant herb seedlings in cardboard egg cartons.)
- Any student needing assistance should be paired with another student for this substantive project.

Assessment

Use the *MYO Business 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

[MYO Business \(PPT\)](#)

[MYO Business Scoring Guide \(PDF\)](#)

[MYO Business Scoring Guide \(DOC\)](#)

Writeable badges

(Note: Materials for the operation of the business will vary with type of business selected)

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?**

***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

[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 \(DOC\)](#)

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 \(DOC\)](#)

Planning My Experience

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.

***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

[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

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.

***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-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 \(DOC\)](#)

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

***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

[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

Prospective Hindsight

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.

***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
[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 \(DOC\)](#)

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.

***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 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 \(DOC\)](#)

Theme and Level

Theme: Know Myself
Level: Getting Started

At a Glance

Students complete CIS Reality Check and begin learning about the costs of various lifestyle preferences and how these relate to occupational wages and other lifestyle considerations.

Time: 50 minutes.

Essential Questions

- What occupations allow me to live the lifestyle I want?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access (test to make sure the computer's media video player works with the "Dave" video on the landing page of Reality Check component in CIS)
 - Make copies of the *Reality Check Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them learn more about how lifestyle preferences relate to occupational and career choices. Show the "Meet Dave" video clip on the landing page for CIS Reality Check. Ask students, "Is Dave realistic?" "What does Dave need to learn?"
2. Show PPT Slide 2. Distribute the *Reality Check Worksheet*. Ask students to listen as you read the directions on the worksheet. Ask students to follow the directions carefully. Ask students to wait to complete the box at the bottom of the worksheet until prompted.
3. Show PPT Slide 3. Discuss students' results. Ask them to share what they learned about themselves and their lifestyle preferences.
4. Show PPT Slide 4. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Getting Started: Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - The worksheet could be completed as a homework assignment to save time.
 - Use Occupation Direct; start with an occupation and work backwards. Students could be organized by wage needed categories for a lengthy discussion about wages and lifestyle preferences.
-

Assessment

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

Portfolio

Students enter their reflections about what they learned in the **What did you learn about yourself from this assessment (Reality Check) you just completed?** text box within the Getting Started: Research Options section of Career Plan.

Materials

Computer lab with a projector and CIS access

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

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

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

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

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

***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

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\(DOC\)](#)

***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

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?**

***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

[Set Goals \(PPT\)](#)

[Set Goals Scoring Guide \(PDF\)](#)

[Set Goals Scoring Guide \(DOC\)](#)

[Set Goals \(PDF\)](#)

[Set Goals \(DOC\)](#)

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

***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

[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

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

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 \(DOC\)](#)

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

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 \(DOC\)](#)

Solar Bake Off

Theme and Level

Theme: Evaluate Options

Levels: Getting Started, Looking Deeper

At a Glance

Students construct a simple solar oven that heats cookies and s'mores. Students learn about technology and careers that use green technology.

Time: 100 minutes (across two days).

Essential Questions

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

Preparation

- Set up computer projector with classroom computer for Day One
 - Reserve computer lab with computer projector enabled for Day Two
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Review lesson plan for Day One or procedure on Slide 2 of the PowerPoint presentation
 - Organize the following materials for Day One:
 - Several empty pizza boxes, one per group
 - Newspapers
 - Tape and glue
 - Scissors
 - Marker
 - Black construction paper
 - Clear heavy-duty plastic wrap
 - Aluminum foil
 - Pencils or pens
 - Rulers
 - Thumbtacks
 - Pieces of string or yarn about 15" long
 - Cookies, bagels, or s'more fixings
 - Towels or blankets
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about technology and careers that use green technology.
2. Divide the class into groups of four. Give each group a pizza box.
3. Ensure that the cardboard boxes are folded into a box shape and are closed.
4. Show PPT Slide 2. Review the procedure, then ask groups to work together to complete the tasks:
 1. Person one traces a flap on the top of the box. Use the ruler and marker to measure a 1/2" border around the lid, on the top of the box.
 2. Person two carefully cuts three sides of the rectangle that was just traced on the lid of the box, forming a flap of cardboard. Instruct groups to leave the side of the square that is along the box's natural hinge untouched.
 3. Person three gently folds the flap back along the uncut edge to form a crease and wraps the underside of this flap (the side that was inside the box) with aluminum foil. This flap will become your reflector panel.
 4. Person four tapes it on the other side so that the foil is held firmly. Instruct students to try to keep the tape from showing on the foil side of the flap. The foil will reflect sunlight into the box.
 5. The first student closes the flap, opens the box, and cuts a piece of aluminum foil to fit the inside bottom of the box.
 6. The second student glues that piece of foil to the bottom of the box and glues black construction paper on top of the aluminum foil. (This will help to absorb the sun's heat.)
 7. The third student rolls up some newspaper, and fits it around the inside edges of the box. This is the insulation that helps hold in the sun's heat. It should be about 1" to 1 1/2" thick. Use tape or glue to hold the newspaper in place, but only tape it to the bottom of the box, not the lid.
 8. With the box still open, the fourth student cuts a piece of heavy-duty plastic wrap an inch larger than the flap opening on the box top, tapes the piece of plastic wrap to the underside of the box lid, and pulls it tight over the opening in the box top, then tapes it down on the top. (Be sure to instruct students to tape down all four sides so the plastic is sealed against the underside of the cardboard. This creates a layer of air that works as insulation that helps keep the sun's heat in the box.)
 9. Instruct groups to now close the box, pull the flap open, and push one thumbtack into the top of the flap on the back side (the side without the foil), then tie a slipknot to tie one end of the string to this thumbtack.
 10. Tell groups to place the other thumbtack into the back side of the box.
 11. Students will wrap the other end of the string around this tack to adjust the angle of their reflectors so that the sunlight is reflected down through the clear plastic and into their ovens.

Day 2

1. On a sunny day, take the boxes, cookies, bagels, or s'mores outside to a sunny spot.
2. If it's cold outside, put a towel or blanket under the boxes so the bottoms do not get cold.
3. Open the boxes, inserting the treats in the center and close the boxes.
4. Open the flaps and turn the boxes so the foil faces the sun. The shadow of the flaps should go straight back from the back of the box.
5. Move the flaps up and down and note how they reflect the sunlight.
6. Create tension on the strings to prop up the flaps so that they bounce the sunlight into the box.
7. Wait about 30 minutes for the boxes to warm in the sun.
8. Determine which oven provided the most heat.
9. Show PPT Slide 3. Ask the class to hypothesize why this oven worked best and then enjoy your warmed-up treats!
10. Show PPT Slide 4. Discuss the industries where solar energy occupations might be found.
11. Show PPT Slide 5. Describe the next assignment, which involves using CIS to research green occupations that use solar or other alternative sources of energy.

12. Assign students to prepare a short paper and presentation on a green occupation of interest.
 13. Ask students to present their papers to the class.
 14. Encourage the class to ask questions about one another's occupational research report.
-

Variations and Accommodations

- Invite guest speakers from different green occupations to the class to talk about their careers and the preparation they undertook to secure their present position.
 - Plan for the class to visit a green occupation worksite, and arrange for various workers to discuss their occupations and the preparation required for these.
 - Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.
-

Assessment

Use the *Solar Bake Off 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 a projector and CIS access for Day Two

[Solar Bake Off \(PPT\)](#)

[Solar Bake Off Scoring Guide \(PDF\)](#)

[Solar Bake Off Scoring Guide \(DOC\)](#)

Several empty pizza boxes, one per group

Newspapers

Tape and glue

Scissors

Marker

Black construction paper

Clear heavy-duty plastic wrap

Aluminum foil

Pencils or pens

Rulers

Thumbtacks

Pieces of string or yarn about 15" long

Cookies, bagels, or s'more fixings

Towels or blankets

***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

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.

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

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 \(DOC\)](#)

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?**
-

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

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

They can be found by logging into the MCIS System.

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

***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 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 \(DOC\)](#)

Ten Things I Love to Do

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.

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

[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 \(DOC\)](#)

The 5 Whys

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.

***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 5 Whys Worksheet (DOC)
The 5 Whys (PPT)	The 5 Whys Scoring Guide (PDF)
The 5 Whys Worksheet (PDF)	The 5 Whys Scoring Guide (DOC)

The Law at Work

Theme and Level

Theme: Make Plans

Level: Looking Deeper, Next Steps

At a Glance

Students investigate and summarize labor laws as they apply to minors.

Time: 75 minutes.

Essential Questions

- What are the labor laws that apply to me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with and gather labor law information found in the following places:
 - CIS Job Search under the Resources and Tips heading
 - Handy Reference Guide to the Fair Labor Standards Act: http://www.osha.gov/pls/epub/wageindex.download?p_file=F16163/HRG%202007%20FINAL.PDF
 - Information on obtaining a Social Security Card: http://ssa-custhelp.ssa.gov/app/answers/detail/a_id/251
 - Employment offices and Union offices
 - Your school's counselor or social studies teacher may be able to assist you in locating a local contact for more information
 - Bring chart paper and paper for brochures
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about labor laws as they affect teens.
2. Explain to students that they will achieve this goal by compiling a brochure with labor law information for others to use.
3. Show PPT Slide 2 and ask students:
 - What is our state's minimum wage?

- Is the minimum wage different for individuals under the age of 18?
 - Are people that work for tips also paid minimum wage in addition to their tips?
 - Are individuals under the age of 18 allowed to work with machines or knives?
 - What is the maximum number of hours a minor can work per week?
 - Who regulates the workplace so that young people, under the age of 18, receive the correct rate of pay and have limits on the hours they can be required to work?
 - What other aspects of working conditions are covered by federal and state legislation?
4. Record students' ideas on the board. Augment their ideas if necessary.
 5. Ask students to identify the topics their brochures should cover and review likely sources of information about these topics. Possible topics include employers, employees, unions, social security number, income tax, wages, deductions, hours, working conditions, and explanations of terms.
 6. Create charts for each of the main topics that students identified above.
 7. Divide students into small groups and assign each group a topic, ensuring that all topics are covered.
 8. Show PPT Slide 3. Show students where to find Labor Law information within Job Search by clicking the Labor Laws link on the left navigation bar in Job Search. Encourage students to use this resource in their research.
 9. Allow students to work together to compile information about their topics. The information students find should be recorded on the chart with their initials and the source of information.
 10. Allow time for students to circulate and read the other topic charts and then initiate a class discussion about each topic. Clarify any information that is ambiguous.
 11. Assign students to work individually to create labor law brochures, making these professional looking so that other young people can benefit from them.
 12. Explain the size and format requirements and timeframes.
 13. Students may need homework time to complete this assignment.
 14. Upon completion, ask local labor lawyers to review these brochures and provide feedback to students about their work.
-

Variations and Accommodations

- Use desktop publishing software for this project in a business or art classroom environment.
 - Pose a series of key questions and ask students to research the answers. Suggest that the brochures have a question and answer format.
 - Brochures could be mailed to staff of human resources offices in local businesses with a request for feedback.
 - Take the brochures to a younger classroom and ask your students to teach the younger students about labor laws.
 - Invite a guest speaker to talk and answer questions about the labor laws.
 - Invite a state labor specialist to speak and view the brochures.
 - Students could write a short skit on the topic "First Day at Work" about a young worker learning about their rights and obligations as an employee.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member.
-

Assessment

Use *The Law at Work Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **Exploration/Job Shadowing?** text box in the Make Plans, Experiential Learning 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

[The Law at Work \(PPT\)](#)

[The Law at Work Scoring Guide \(PDF\)](#)

[The Law at Work Scoring Guide \(DOC\)](#)

Information about federal and state labor laws, especially child labor laws

Chart paper

Paper

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper, Next Steps

At a Glance

Students participate in interview groups and complete the Self-Directed Search, a formal career assessment to determine their three-letter Holland personality types.

Time: 100 minutes (across two days).

Essential Questions

- What is my Holland personality type?
 - How might my personality influence my career goals?
-

Preparation

- Order Self-Directed Search (SDS) workbooks from Psychological Assessment Resources, Inc. (ordering information under Credits and Citations)
 - 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
 - Read *Setting the Stage for Using Formal Career Assessment Instruments* found in *Tools for Counselors and Teachers*, under Guides and Instructional Notes
 - Familiarize yourself with SDS by reviewing the technical manual as well as this or other Internet sites: <http://www.self-directed-search.com>
 - Print *The Party Worksheet*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is for them to learn more about their personality type and the relationship between personality and occupations.
2. Show PPT Slide 2. Distribute *The Party Worksheets*. Ask students to complete the worksheets

- individually. Inform them to keep their three-letter Holland personality type codes private.
3. Divide the class into groups of three.
 4. Show PPT Slide 3. Review the assignment.
 - Ask each group to select one person to be interviewed.
 - The remaining two will be interviewers. (They will switch roles during the activity.)
 - During a five-minute preparation period, interviewers are to develop questions that will help them determine the personality type of the interviewee.
 - Reiterate two rules: 1) The interviewee may not tell their three-letter Holland personality type to the interviewers, and 2) the interviewers may not ask for this information.
 - They will be given five minutes to conduct the interview then the interviewers must guess the three-letter code of the interviewee.
 5. Give students five minutes to prepare questions, then tell them to conduct the first interview. After five minutes, remind them that it is time for them to select a three-letter code for the interviewee.
 6. Discuss among all groups how closely they identified their interviewees' codes.
 7. Switch roles within each group and repeat the process, so that all students are interviewed.
 8. Show PPT Slide 4. Discuss the effectiveness of the various sorts of questions students used to deduce personality information.
 - What questions revealed the most?
 - What questions were not helpful?
 - Did you agree with the code your interviewee had from *The Party Worksheet*?
 9. Explain that *The Party Worksheet* is an informal assessment, meaning that its results are less valid than Holland's formal test, the Self-Directed Search (SDS), which they will take during the next class meeting. Tell students to save these worksheets to compare their results to the formal test results.

Day 2

1. Show PPT Slide 5. Introduce the five categories in the SDS then administer the test.
2. With the results in hand, review and compare to *The Party Worksheet* results.
3. Show PPT Slide 6. Ask these questions:
 - Did your choices on the worksheet reflect the same personality factors as the SDS?
 - Why might there be differences?
 - How does your type relate to possible careers you are considering?
4. Ask students to research occupations that match their Holland personality types using CIS Assessment Link.
5. Ask students to prepare a brief report discussing how their personality types relate to occupations of interest to them and their career goals.

Variations and Accommodations

- Use the Internet-based version of the Self-Directed Search.
 - Group students by primary type code for discussion of test results.
 - Assign Day Two tasks as homework and discuss the formal assessment and worksheet instead on Day Two.
 - In an English class, students could write a narrative essay about their results and personal learning in relation to personality type and career goal.
 - In a geometry class, students could analyze the geometry of type. For details, see John Holland's book, *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments*, published by Prentice Hall College Div, 1997.
 - Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.
-

Assessment

Use *The Party 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.

***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 Day Two

Self-Directed Search workbooks

[The Party \(PPT\)](#)

[The Party Worksheet \(PDF\)](#)

[The Party Worksheet \(DOC\)](#)

[The Party Scoring Guide \(PDF\)](#)

[The Party Scoring Guide \(DOC\)](#)

Thinking About Me

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.

***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

[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 \(DOC\)](#)

Thinking About Me 2

Theme and Level

Theme: Know Myself
Level: Getting Started

At a Glance

Students will complete a worksheet to begin thinking about themselves in a work-related and career development context.

Time: 50 minutes.

Essential Questions

- What am I good at? What do I enjoy? What makes me special?
-

Preparation

- Secure computer lab with computer projector enabled
 - Make copies of the *Thinking about Me Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them understand more about themselves, the "flower" they are unfolding to become. Ask for a volunteer to share something about them that is unique. Share something about yourself that students might not know to encourage students to share. Explain that their unique traits and interests often reveal traits that foretell related preferences for work.
2. Show PPT Slide 2. Tell students that recognizing one's strengths and interests, then building upon them is part of how school prepares you for the future. Explain that this activity will involve completing a worksheet about their unique strengths and hopefully, make them more obvious.
3. Show PPT Slide 3. Distribute the *Thinking about Me Worksheet* and review the instructions with students. Allow 20 minutes for completion (allow students to work in pairs to support one another if needed). Encourage students to use CIS Occupations to research occupation ideas. Show CIS Occupations if they have not used CIS previously.
4. Show PPT Slide 4. Ask for volunteers to share the jobs that they imagined would use their strengths.
5. Show PowerPoint Slide 5. Have students post meaningful reflections sharing what they learned

about themselves in their CIS portfolios, in the Getting Started: Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Students could complete this as a homework assignment and secure input, feedback, and encouragement from parents or guardians while completing the worksheet.
-

Assessment

Use the *Thinking about Me Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What do you know about yourself, your characteristics, interests and preferences?** text box within the Getting Started: Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access

[Thinking about Me \(PPT\)](#)

[Thinking about Me Scoring Guide \(PDF\)](#)

[Thinking about Me Scoring Guide \(DOC\)](#)

[Thinking about Me \(PDF\)](#)

[Thinking about Me \(DOC\)](#)

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

This or That?

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

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

***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

Levels: Getting Started

At a Glance

Students identify a variety of tools used in the past and present while playing a game and then describe how technological change affects all aspects of our lives.

Time: 50 minutes (time will vary with class size and amount of time allocated for game).

Essential Questions

- How are tools important to occupations?
-

Preparation

- Set up computer projector with classroom computer
 - Establish CIS portfolios before this lesson
 - Review CIS Occupation videos to show students
 - Review PowerPoint presentation
 - Print *Tools for Today Cards*, one set for class use, or one set per group or individual, and cut into individual cards
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to familiarize them with the tools used in various occupations.
2. Explain to students that tools are used in every occupation and that today they will play a game and discuss tools used in the past and present.
3. Show PPT Slide 2. Discuss other words we use for tools, for example: implement, equipment, instrument, appliance, gadget, and resource. Ask students to explain the difference between a tool (a simple, manually operated device) and machinery (a more complex system using a power source). Discuss some examples.
4. Show several Occupation videos (found in most Occupations) to identify tools used within those occupations.
5. Show PPT Slide 3. Explain the rules of the Tools for Today game:

- The aim is for students to identify the tools on the cards by asking only yes or no questions.
 - One student selects or is given a card with a tool on it.
 - Other students ask yes or no questions.
 - Students may ask up to 20 questions; a guess will be considered a question.
 - The moderator's decision is final.
 - Encourage students to ask questions based on occupations, for example, "Does a (insert occupation title) use this tool?"
6. Play the game. Once students find the answer, ask them where the tool is used (in what occupation or work environment).
 7. Repeat.
 8. Ask students to each make a list of five more tools not identified during the game and a related occupation for each.
 9. Show PPT Slides 4-15. Discuss how tools change over time. Discuss how in recent time, the use of electricity and other innovations have enabled many tools to be more effective. Ask students for more examples.
 10. Ask students to choose two examples of the tools that have changed over time and to present these changes through a set of pictures, narration, photos, poems, music, or other ways, to give examples of occupations that use the tools.
-

Variations and Accommodations

- Bring in a variety of tools used in different occupations, enough for each student to handle one. Ask students to research the occupation that uses the tool. Assign students to give a two or three minute presentation on the tool and how it used by people in that occupation.
 - Play the game as a contest with two or more teams.
 - Invite parents or other adults to come to class bearing the tools of their trades, and allow students to play the "What's My Line?" game. (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.)
 - Students could select a tool, or group of tools, to investigate changes in the use of the tool and how the tool affected an occupation through history. They present their findings as a brief oral presentation to the class, using the tool as a visual aid.
 - Students create a tool from a set of basic materials (sticks, wood, glue, string, Legos). Ask students to demonstrate the use of their tool to the class and explain who would use it and how.
 - Students could brainstorm a list of tools and create a Tool Card Sort for elementary students.
 - Pair students needing special assistance with a helpful partner for the activity.
-

Assessment

Use the *Tools for Today 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

Classroom with computer, projector and CIS access

Occupation videos

[Tools for Today \(PPT\)](#)

[Tools for Today Cards \(PDF\)](#)

[Tools for Today Cards \(DOC\)](#)

[Tools for Today Scoring Guide \(PDF\)](#)

[Tools for Today Scoring Guide \(DOC\)](#)

Scissors (to cut cards apart)

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?**

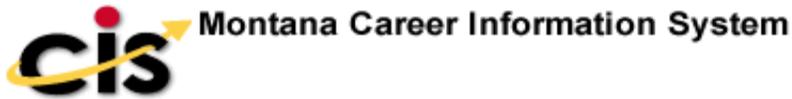
***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

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 CIS with the ASVAB Career Exploration Program



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 the Career Occupational Preference System

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

Computer lab with projector and CIS access
[Using CIS with SDS \(PPT\)](#)
[Occupation Characteristics Worksheet \(PDF\)](#)
[Occupation Characteristics Worksheet \(DOC\)](#)

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

[Using CIS with SDS Scoring Guide \(PDF\)](#)
[Using CIS with SDS Scoring Guide \(DOC\)](#)

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
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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.

***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 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

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.

***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'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

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
-

***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 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

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

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

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

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 \(PDF\)](#)

Why Study That?

Theme and Level

Theme: Research Options, Evaluate Options

Levels: Looking Deeper

At a Glance

Students research specific occupations to connect what they learn in school with real world applications and conduct a group presentation on the theme "Why Study" a particular subject.

Time: 75 minutes.

Essential Questions

- How are the classes that I am presently taking relevant to my future?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with the Search function in CIS Occupations
 - *Optional:* Provide contact information for members of the community willing to describe how subjects are used in their occupations
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell the class that the goals of this lesson are for them to learn more about how the skills they are learning in their classes are used in a variety of occupations, and for them to explore the subjects or occupations that most interest them.
2. Ask students to brainstorm the various ways in which they will use algebra in their personal lives.

3. Show PPT Slide 2. Review the examples of how algebra might be used in a person's life.
4. Tell the class that just as algebra is used in one's personal life, it is also used for occupational tasks.
5. Ask students to brainstorm the various ways in which algebra could be used in an occupation.
6. Show PPT Slide 3. Review the examples of how algebra is used to complete occupational tasks. Explain that while the occupations may all use algebraic concepts to complete tasks, algebra as a subject is applied differently because the tasks are different. Other examples could be writing styles (business, academic, marketing) or geometry (solving a traffic accident, landing planes at an airport, building a house).
7. Show PPT Slide 4. Ask students form groups of three and discuss what occupational tasks might use algebra for two minutes.
8. Show PPT Slide 5. Explain to students that people in one occupation may use many concepts and skills from just one subject.
9. Ask students to use the case scenario to brainstorm how many ways one small business owner would use algebra.
10. Show PPT Slide 6. Explain to students that course selection is one of the most important decisions they will make while in high school and that each course provides the opportunity to learn a different set of skills.
11. Ask students to choose a subject area that they would like to explore more. Tell students that this could be a subject area that they really like, one they do not like, or one they simply want to know more about.
12. Divide the class into groups according to subject area interest. Split large groups into two if necessary.
13. Tell the class that these groups will investigate which occupations require knowledge of the concepts from specific academic subject areas, then provide examples of how those concepts are applied in the real world. Add additional subject areas as appropriate.
14. Explain to students that they will first search for occupations that require the knowledge learned in that subject. This search will allow students to select the occupations they want to explore more and to find out how that subject is applied in the real world.
15. Show them how to use the Search function in Occupations.
 - Ask students to log into CIS using their personal usernames and passwords.
 - Click on Occupations, then select the Search tab
 - Enter the title of a subject area in the Search text box. Click on Go. (This first search will not provide the results students need.)
 - Check the box in front of Full Text Search. Click on Go again, and a longer list of occupations will be generated.
 - Demonstrate how to click on the title of an occupation to see the page where the word appears.
16. Explain to students that two topics within each occupations file Knowledge and Helpful high school courses will be the likely locations for their subject area titles to appear.
17. Ask students to choose three to five occupations to research from the list generated using the Search tool.
18. Explain to students that they now know the titles of the subjects that are being used in an occupation, but they do not know yet how the concepts and skills learned within that subject are being applied by people working in that occupation.
19. Inform them that their task is to find concrete examples. Suggest that they use the internet, friends and family. If they are unable to find information, encourage them to brainstorm ideas and survey their fellow classmates.
20. After investigating all the occupations, ask each group to select one of their occupations and design a poster or PowerPoint slide that includes examples of how a subject is being applied.
21. Inform students that they should prepare to share their presentation on the theme of "Why Study" a particular subject in a subsequent class.

Variations and Accommodations

- Use in one subject area and ask the student groups to select different occupations, industries, or occupational clusters to research the use of that subject area.
- Encourage students to demonstrate the concepts being applied either through the language of

the subject or by application of the subject. For example, for geometry, ask students to write the story problem to solve a real-world problem; for writing, ask students to create a business letter or memo.

- Ask students to conduct informational interviews with people working in the occupation that relates to a certain subject area. Use the information in CIS Job Search to help students complete the informational interview successfully.
 - Students needing special assistance should be paired with a helpful group member for the activity.
-

Assessment

Use the *Why Study That 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 yourself from the career research you completed?** text box in Evaluate Options
-

Materials

Computer lab with projector

[Why Study That \(PPT\)](#)

[Why Study That Scoring Guide \(PDF\)](#)

[Why Study That 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

Level: Looking Deeper, Next Steps

At a Glance

Students explore important basic workplace skills and examine their own acquisition of these skills.

Time: 75 minutes.

Essential Questions

- What workplace skills do I have?
 - How do I build skills in my weaker areas?
-

Preparation

- Reserve computer lab with Computer projector enabled
 - Ensure classroom has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Print *Workplace Skills Worksheet*, one per student
 - Locate and review a short You Tube or other video on the topic "soft skills + workplace", specifically one that demonstrates and discusses good and bad examples of these skills, such as "Soft Skills in the Workplace:" <http://www.youtube.com/watch?v=asRpiuS89wA>
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to familiarize them with workplace soft skills and provide them with a chance to consider how they perform on these important skills.
2. Show the soft skills video.
3. Show PPT Slide 2. Define soft skills as the personal management and social skills that employers value but have difficulty instilling within employees who do not bring them to the workplace upon hire.
4. Divide class into groups of three and ask them to list some of these important skills.
5. Show PPT Slide 3. Explain the worksheet activity:
 1. Read the skill words and definitions in the first column of the worksheet.

2. Rate yourself on these skills on a scale of 1-5 (5 = high).
 3. For any skill on which you scored 3 or lower, identify improvement strategies to build these important workplace skills (such as practice with a friend, volunteer work, or a project at school).
 6. Distribute the *Workplace Skills Worksheets* and ask if there are any questions.
 7. Allow fifteen to twenty minutes for students to complete the worksheet.
 8. Divide the class into groups of three. Ask students to share their ideas for workplace soft skill improvement.
 9. Encourage students to individually revise their worksheets using ideas they learned from others in the previous step.
 10. Divide the class again into groups of three. Instruct each group to identify which person will serve as the supervisor, the employee, and the recorder for the first role play.
 11. Introduce the role play as follows: one of your co-workers gossips, telling lies about other employees, but this person is a personal friend of the supervisor. The supervisor has previously told you to bring any concerns regarding co-workers to them. What do you do?
 12. Provide five minutes for role play.
 13. The recorder notes the employee's behavior in the soft skill areas introduced on the worksheet earlier.
 14. At the end of the role play, ask the recorder to provide feedback to the employee and the supervisor.
 15. Introduce the second role play and ask students to change roles. (They need two employees and one recorder for this role play.) Role play #2 is as follows: two employees disagree about how to solve a computer program issue involving whether to format key data using tables in MSWord or in Excel. The role play should aspire to resolve differences amicably.
 16. Provide five minutes for the role play, followed by a discussion led by the recorder.
 17. Show PPT Slide 4. Discuss how difficult it is to develop soft skills and how important practice is to the acquisition of these skills. Reinforce that now is the time, while in high school, to practice, develop and apply these skills in your school and personal lives.
-

Variations and Accommodations

- Consider using the SKILLS assessment in subsequent class.
 - Use a computer-based soft skills training program, such as those published by Lean Forward Learning Solutions http://www.leanforward.com/elearning_development/role_play_scenarios.html
 - Divide class into pairs and ask them to practice one of these skills daily all term.
 - Make the acquisition of these skills overt goals of your curriculum, encouraging students to give one another feedback when they see each another using these skills well.
 - Students needing special assistance should be paired with a helpful group member for the activity.
-

Assessment

Use the *Relevance and Relationship 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 PracrCareer 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

[Workplace Skills \(PPT\)](#)

[Workplace Skills Worksheet \(PDF\)](#)

[Workplace Skills Worksheet \(DOC\)](#)

[Workplace Skills Scoring Guide \(PDF\)](#)

[Workplace Skills Scoring Guide \(DOC\)](#)

Workplaces and Conditions

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.
They can be found by logging into the MCIS System.

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.

***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
[Worksite Modifications \(PPT\)](#)
[Worksite Modifications Scoring Guide \(PDF\)](#)
[Worksite Modifications Scoring Guide \(DOC\)](#)
Chart paper

Write A Cover Letter

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

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 \(DOC\)](#)

***These links are not accessible in the pdf version.
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Your Community at Work

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.
-

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

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 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

