

Career Exploration Eighth Grade Curriculum

Level 1 – Regular Education Track

Updated: October 19, 2007

D1: Discussion Course Overview & Grading	<p style="text-align: right;"><i>Teacher Instructions</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students receive this Discussion as a handout <input type="checkbox"/> Students receive their Career Portfolio Binders <input type="checkbox"/> Teacher and Students discuss in detail allowing time for questions
Student Resources	<ul style="list-style-type: none"> <input type="checkbox"/> None
Time	<ul style="list-style-type: none"> <input type="checkbox"/> 1+ class period

What will we be talking about in this course?

➤ **self-awareness**

- “what do I want to explore for careers and courses in high school?”

➤ **learning styles**

- “do I learn best with text books, hands-on, online, teacher/lecture, or a combination?”

➤ **personality traits and values**

- “do I like to work alone or in groups?”
- “what is important to me in a work environment: leisure, money, prestige...etc.?”

➤ **ethics in business**

- “what would I do if asked to do something at work I thought wasn’t fair or honest?”

➤ **career and job resources**

- “where do I begin looking for the right job for me?”
- “what’s the process I go through, especially if / when I change my mind in high school?”

➤ **education paths**

- “how do I know if college is right for me?”
- “which college is right for me?”
- “what other training options are available other than college?”

- “how do I know the courses I select in high school are the one’s that meet my long-term interests?”

➤ **individual career planning: Your Career Portfolio!**

- “how do I tie all of this information together so I can use it in the future?”

ACTIVITIES & DISCUSSIONS

What will we be doing?

- **YOUR Career Portfolio and Individual Learning Plan.** From the very first day right through to the end, we'll be developing your Career Portfolio. This 3-ring binder is one of the most important "books" you'll ever own. It is your journal, the documentation of your life, and should reflect ALL the details of your personal accomplishments from this point in your life through the rest of your working career(s). This will hopefully be only the first volume.
- **KUDER Career Planning System.** We will spend several days in the computer lab and/or library helping you begin to explore the "what's" and "how's" of career planning and high school course selection through this online, self-assessment tool. You'll use this system, or one similar, throughout high school. We'll start this the first week of class. These assessments and your research will be part of your Career Portfolio.
- **Career Exploration Videos.** We'll watch together a series of videos (up to 13 different ones, plus one associated with the P2 Project) to help you understand new, different, and traditional career paths. You'll see a wide array of occupations to help you think about interests and occupations you might want to explore further. But don't just sit there...*take notes while you watch. It will help later!*
- **Discussions:** The normal class stuff...together we'll do a number of individual and group activities to help reinforce why understanding the relationship between the courses you take and the job you want is soooooooo important, even at your age. This will include some lecture (a little), games, and questionnaires/surveys. *Taking complete notes and completing these activities will help your understanding. Participate in these discussions to help your grade!*
- **Guest Speakers:** Every "so-often" we'll have a guest speaker to discuss various career-related topics including: "workplace safety for teens", "occupations that grow and pay well", "what's it like to have a job?", "which industries are fun and secure?", "what's the most foolish things to say or do when looking for a job?", "how do I introduce myself to a possible employer"?

- **PROJECT #1: “My World; and My Picture of Me!”:** 1 day or more per week for 8 weeks you’ll work on your big project. In this project you’ll pick one career or job you REALLY want to explore. The 9th week of class you’ll present your job/occupation to the class. Your project will include much information about your selected job/occupation including: salary, outlook (will this job be around for a while?), what education do you need, plus a lot more information about why you think this job/occupation was worth exploring.
- **PROJECT #2: “Excellence through Ethics, Trust, Loyalty and Teamwork”.** We’ll explore the concept of teamwork and associated attributes...why is it important to you? What are examples of teamwork and ethics we’ve seen in situations? You’ll answer these questions through a review of the movie “Apollo 13” showcasing the astronauts Jim Lovell, Jack Swaggart, Fred Hayes, and Ken Mattingly along with a variety of other individuals associated to NASA exploring how they worked, or did not work, as a team. As part of a 4-, 5-, or 6-person Career Team you’ll examine various problems they encountered and try to resolve it with your Team...! ***You will be partially graded by others in your group regarding your level of involvement; so BE A TEAM PLAYER!***
- **PROJECT #2A:** As a substitution to Project #2, we’ll explore how to turn ordinary circumstances and opportunities into something extraordinary by understand how creativity, vision, purpose, and work techniques are intertwined to make “Extraordinary Visions” (movie of lecture).
- **Quizzes and Tests:** Throughout the course, we’ll have quizzes and a Final Exam at the very end. There will be a quiz immediately following each Career Video as well as other, announced and unannounced quizzes throughout the course.
- **OPTIONAL Extra Credit Activities:** Let your imagination go crazy. You’ll get a chance to design your own extra credit activities to help boost your grade, should you need. Each activity must be discussed with – AND APPROVED BY – your Teacher before you begin in order for any extra credit to be assigned. If you choose to design your own activities, all extra credit activities must be completed by the end of week #8.

Grading Instruments:

How will you be graded?

*(Your class participation is welcomed **and expected.**)*

- | | |
|---------------------------------|----------------------------|
| ▪ Activities (see <i>NOTE</i>) | 15 points |
| ▪ Class Participation | 10 points |
| ▪ Quizzes: | 10 points |
| ▪ Final Exam: | 10 points |
| ▪ Project 1: | 40 points |
| ▪ Project 2A: | <u>15 points</u> |
| | 100 points |
| ▪ Extra Credit Activities | Up to 10 additional points |

NOTE: *While all work will be graded by your teacher, many of the Activities are conducted in “groups”. Each group member will participate in the grading process having the opportunity to recommend a grade for other students. Therefore, each team member is strongly encouraged to try their best during ALL activities.*

<p>P1: Project</p> <p>First Project Overview:</p> <p>“My World; and My Picture of Me!</p>	<p><i>Teacher Instructions</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students receive this Project Overview as a handout <input type="checkbox"/> Students put overview in Career Portfolio <input type="checkbox"/> Teacher and Students discuss in detail allowing time for questions <p>15 mins final presentation length MAX.</p>
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You will prepare a Career Poster/Powerpoint and In-Front-of-Class Presentation on an occupation and industry (often called “career cluster”) that interests you. Your poster or Powerpoint should be a visual presentation of the attributes of your selected occupation including ALL the information listed in **Part 1** and **Part 2** below. **Part 3** activities are optional.

On the back of your poster, or within your Powerpoint, will appear a REFERENCES PAGE that tells where you go your information. **Your grade will be deducted points if there is no REFERENCE PAGE.**

You will also submit a Detailed Description (up to 3-pages) answering questions 1-12. Your Detailed Description must be typed or neatly written. If we can’t read it, you will be deducted points.

The last week of class, each student will present information to the class in an oral presentation. If you’re using Powerpoint, you **MUST** provide your presentation to your teacher by the end of Week 8.

Your should dress for your presentation in the clothes that a person who does the job you’re researching might wear.

Part 1:

1. The name of the career/occupation? Give a full and complete description of the activities and functions including daily activities.
2. To what “career cluster” does it belong?
3. A listing of at least three other occupations that have the same “Career Learning Plan”.
4. What education do you need for this career/occupation? How much including which High School courses?
5. Where can you receive this education? (if college, what colleges offer this major?)
6. What is the salary or pay for this job? (Is this an hourly figure? Yearly?...Average salary...starting salary?). Make sure you list salaries for NH **and** salaries for USA.
7. What is the future outlook for this job? (Is it growing? Declining?)
8. Are there any special tools needed for this job? If yes, what are they? (Provide pictures).

9. Where can you do this job? (Anywhere? Specific areas of the country/world?)
10. What skills are most important for this job?
11. What are **3 things** that surprised you about this job? Why?
12. What are **3 things** you didn't like about this job? Why?
13. You need a TITLE PAGE at the beginning and a REFERENCE PAGE at the end!!

Part 2:

1. Identify ONE famous person that excelled in the occupation you have selected. You should detail that person's life, accomplishments, education levels, impacts on society and industry, etc.
2. You must include your famous person's: Date of Birth, Death (if appropriate), Living Location(s), Educational Institutions (if appropriate, including high school all the way through post-secondary education), and Employer's Names/Locations (if appropriate).

Part 3 (OPTIONAL). *You may use this to replace your "famous person" if you have a relative that was/is documented to be well-known.*

1. Identify and detail your family's historical business. Perhaps your family was known for trading, carpentry, investing, railroading, politics, military...or so forth.
2. See your teacher about this option to get specific requirements BEFORE you begin any research.

<p>P2: Project</p> <p>Second Project Overview: Ethics, Loyalty, Trust and Teamwork:</p> <p>“Apollo 13”</p>	<p style="text-align: right;">Teacher Instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students receive this Project Overview as a handout <input type="checkbox"/> Students will watch Apollo 13 QUIETLY!! <input type="checkbox"/> Students put overview in Career Portfolio <input type="checkbox"/> Teacher and Students discuss in detail allowing time for questions <input type="checkbox"/> The “Teams” will be when A2: Activity is complete.
<p>Time</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 3 class periods to complete the movie, 45 min segments. <input type="checkbox"/> 1-2 additional class periods for discussion, preparation, and Project presentation.

You will prepare a Career Poster and In-Front-of-Class Presentation - as a team - resulting from the movie **Apollo 13**.

Your presentation MUST include answers to the following questions:

- 3 questions from the All TEAMS section
- 4 questions specific to your Team number.

All TEAMS:

1. What is the conflict in this film? Who are the characters? How is conflict resolved?
2. What was the theme of this film? What were the film-makers trying to tell us? Were they successful? Justify your answer!
3. What did EACH MEMBERS OF YOUR TEAM learn from this movie?

TEAM 1:

4. Should the people at NASA have been deterred (discouraged) by the failure of Apollo 13? Should the NASA Program have been stopped? Why or why not?
5. For **one** of the astronauts on the spacecraft and **one** of the major characters at NASA describe what you admired most about the **characters** portrayed in this film. Would you consider them to be role models?
6. Was Commander James Lovell **ethically right** in agreeing to remove Ken Mattingly from the team?
7. What would have happened if anyone on board the spacecraft had given up?

TEAM 2:

4. Which of the men or women portrayed in this film acted with the most courage? List at list three. Justify your answer!
5. Which of the persons portrayed in this film demonstrated the most loyalty to the team? Justify your answer!
6. Was Commander James Lovell ***ethically right*** in agreeing to remove Ken Mattingly from the team?
7. What would have happened if anyone on board the spacecraft had given up?

TEAM 3:

4. With all of the problems here in the world such as poverty and disease, was it important to go to the moon or should we have spent our money helping people here on earth to live better lives? Why do you feel this way?
5. Which of the persons portrayed in this film demonstrated the most **loyalty** to the team? Justify your answer!
6. What would have happened if anyone on board the spacecraft had given up?
7. Was Commander James Lovell **ethically right** in agreeing to remove Ken Mattingly from the team?

<p>P2A: Project</p> <p>Second Project Overview: Self-Awareness, Perseverance and Excellence</p> <p>“Extraordinary Visions!”</p>	<p style="text-align: right;">Teacher Instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students receive this Project Overview as a handout <input type="checkbox"/> Students will watch <i>Extraordinary Visions</i> QUIETLY!! <input type="checkbox"/> Students put overview in Career Portfolio <input type="checkbox"/> Teacher and Students discuss in detail allowing time for questions
<p style="text-align: center;">Time</p> <p>Teacher’s Copy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1 class periods to complete the movie, 45 min segment. <input type="checkbox"/> 2 additional class periods for discussion, preparation, and Project presentation.

You will prepare an In-Front-of-Class Presentation - as a team - resulting from the movie **“Extraordinary Visions”**.

Your presentation MUST include answers to the following questions:

- Team #1: Q’s 1, 3, 5, 6 and two questions as instructed from section II.
- Team #2: Q’s 2, 3, 4, 7 and two questions as instructed from section II.
- Team #3: Q’s 4, 5, 7, 8 and two questions as instructed from section II.
- Team #4: Q’s 6, 7, 8, 9 and two questions as instructed from section II.

I.

1) What are the four words that summarize Mr. Jones’ success and life’s work to make “extraordinary visions”? **(vision, passion, creativity, and purpose)**

2) Which of these four words in answer #1 did Mr. Jones indicate provided the difference between a “cathedral builder” and a “stone chipper”? **(vision)** What do you think this word means when comparing a “cathedral builder” to a “stone chipper”?

3) For which organization does Mr. Jones work? **(National Geographic Magazine)**

4) What does, in Mr. Jones' employer celebrate, in his opinion? **(What's right with the world, not what's wrong with the world!)**

5) What is the difference, in your opinion, between "I'll believe it when I see it" and "I'll see it when I believe it"? **(Open ended answers allowed – one speaks of doubt in the world unless undeniable proof is observed. The other speaks of belief in something without undeniable proof. Answers could also include direct correlation to photography.)**

6) What is the key to creativity that Mr. Jones was taught from Nature? **(there really is more than one right answer to a problem. "...there are a 1000 ways to come at any challenge to find that extraordinary view...")**

7) What does it mean to turn the ordinary to the extraordinary? Give an example from the movie. **(to look at a problem or situation creatively. Looking at a dandelion from above is ordinary; seeing sunlight through the bottom of a dandelion or puff-ball is extraordinary. Seeing a box-canyon from above is ordinary; going into the canyon and seeing rays of light shining from above is extraordinary. Seeing a girl on a hammock is ordinary; wrapping the hammock around the girl and seeing her in a protective cocoon is extraordinary.)**

8) How many pictures does it take to make the average 30-picture National Geographic article ? **(14,000+)**

9) What's the difference between "vocation" and "advocation"? **(Vocation is "what I'm paid to do" vs "advocation" which is what I'm born to do!)**

II (at least A or B AND C per team):

A. What is the translation for "Carpe Diem"? **(Seize the day!)** What does this translation mean to you?

B. According to Mr. Jones', what are our lives about? **(Continuously finding the NEXT right answer).**

C. What are the four steps Mr. Jones highlights that creates the difference between "imagination" and "imagine-action"? **(1. Focus your vision; 2. combining that vision with training your professional technique; 3. put yourself in the place of most potential; 4. be truly open to the possibilities.)**

<p>P2A: Project</p> <p>Second Project (to be used in place of P2, at the Teacher's Discretion)</p> <p>Overview: Self-Awareness, Perseverance and Excellence</p> <p>"Extraordinary Visions!"</p>	<p>Teacher Instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students receive this Project Overview as a handout <input type="checkbox"/> Students will watch <i>Extraordinary Visions</i> QUIETLY!! <input type="checkbox"/> Students put overview in Career Portfolio <input type="checkbox"/> Teacher and Students discuss in detail allowing time for questions
<p>Time</p> <p>Student's Copy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1 class periods to complete the movie, 45 min segment. <input type="checkbox"/> 2 additional class periods for discussion, preparation, and Project presentation.

You will prepare an In-Front-of-Class Presentation - as a team - resulting from the movie **"Extraordinary Visions"**.

Your presentation **MUST** include answers to the following questions:

- Team #1: Q's 1, 3, 5, 6 and two questions as instructed from section II.
- Team #2: Q's 2, 3, 4, 7 and two questions as instructed from section II.
- Team #3: Q's 4, 5, 7, 8 and two questions as instructed from section II.
- Team #4: Q's 6, 7, 8, 9 and two questions as instructed from section II.

I.

1) What are the four words that summarize Mr. Jones' success and life's work to make "extraordinary visions"?

2) Which of these four words in answer #1 did Mr. Jones indicate provided the difference between a "cathedral builder" and a "stone chipper"? What do you think this word means when comparing a "cathedral builder" to a "stone chipper"?

3) For which organization does Mr. Jones work?

4) What does, in Mr. Jones' employer celebrate, in his opinion?

5) What is the difference, in your opinion, between "I'll believe it when I see it" and "I'll see it when I believe it"?

6) What is the key to creativity that Mr. Jones was taught from Nature?

7) What does it mean to turn the ordinary to the extraordinary? Give an example from the movie.

8) How many pictures does it take to make the average 30-picture National Geographic article ?

9) What's the difference between "vocation" and "advocation"?

Answer all of the following:

A. What is the translation for “Carpe Diem”? What does this translation mean to you?

B. According to Mr. Jones’, what are our lives about?

C. What are the four steps Mr. Jones highlights that creates the difference between “imagination” and “imagine-action”?

D2: Discussion	Teacher Instructions
Definitions	<ul style="list-style-type: none"> <input type="checkbox"/> Students receive this Discussion as handout <input type="checkbox"/> Students will put this Discussion in their Career Portfolio Binders <input type="checkbox"/> Teacher and Students discuss in summary allowing time for questions and "A2 Activity"
Time	<ul style="list-style-type: none"> <input type="checkbox"/> 1 Class Period.

Definition of **Career** ⁽¹⁾:

- a course of successive situations that make up some activity. One can have a sporting career or a musical career, but most frequently "career" in the 21st century references a working existence: the series of jobs or positions by which one earns one's money.

Definition of **Career development** ⁽¹⁾:

- how individuals manage their careers within and between organizations and how organizations structure the career progress of their members.

Definition of **Career exploration** ⁽²⁾:

- Students at the middle school level explore career options in various career fields, examine requirements for a variety of careers, demonstrate knowledge of careers, examine the relationship of educational achievement to career opportunities, identify personal strengths and weaknesses, investigate a variety of careers, analyze findings in terms of interest and abilities, and develop a preliminary individual graduation plan.

Definition of a **Employment** ⁽¹⁾:

- A contract between two parties, one being the employer and the other being the employee. In a commercial setting, the employer conceives of a productive activity, generally with the intention of creating profits, and the employee contributes labor to the enterprise [company], usually in return for payment of wages.

Definition of a **Career Cluster** ⁽²⁾:

- a broad group of related career majors within an occupational interest area. There are 16 Career Clusters we will explore in this course.

Definition of **Mentoring** ⁽²⁾:

- A component of the partnership movement between schools, employers, and the community. Mentoring is an opportunity for individuals to have a positive influence on youth. Mentors help students to become aware of career opportunities, work ethics, and the importance of positive self-esteem.

A2: Activity Beginning Career Planning: Career Awareness	Teacher Instructions
Student Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Students receive this Activity and all STUDENT RESOURCES as a handouts <input type="checkbox"/> Students put Activity and all STUDENT RESOURCES in their Career Portfolio Binders
Related to	<ul style="list-style-type: none"> <input type="checkbox"/> D2: Discussion
Time	<ul style="list-style-type: none"> <input type="checkbox"/> 2 class periods

1. Get into “**Career Teams**” assigned by your Teacher
2. Spend 5 minutes discussing your Career Team’s name. Advise your Teacher the name. Use this name on all Team Activities. Teacher to write Career Team names on board and keep running tally of scores throughout course.

*This is your **Career Team** for the remainder of the class. You will learn to help each other be successful in the class. The better you work as a team, the better each of your project’s will become, the more you will learn, and the better prepared you’ll be for bigger projects in high school and beyond. Your team will also earn “points” for working together effectively. These points will accumulate constantly through the course. Examples of not working as a team will result in points being deducted from your total score. The **Career Team** with the most points...WINS!*

Using the “Occupational Interests” worksheet ⁽¹⁾:

3. Each student will spend 10-15 minutes independently completing Question A, 1-27. Discuss the results.
4. Each student will spend 10-15 minutes independently completing Question B, 1-3. Discuss the results.

5. Each **Career Team** will spend 10-15 minutes independently completing the following:
 - a. First Team: Complete Question B, 4 & 5
 - b. Second Team: Complete Question B, 6 & 7
 - c. Third Team: Complete Question B, 8 & 9

Discuss the results. One point awarded for each correct answer (max: 6 points per **Career Team**). Students should write correct answers presented by other groups.

Worksheet for "A" and "B" should go in Activities section of the Career Portfolio.

6. Using the Career Cluster handouts, each student will write on a separate sheet of paper the occupation answers in #5 associated to the appropriate career clusters. Students should work in their **Career Teams** but write answers independently to be put in Career Portfolio. Spend up to 15 minutes. Discuss the results.

⁽¹⁾ Source for this Activity: **One step at a time**, Educational and Career Explorations, Intermediate Division, Ministry of Education, Ontario, 1984. **16 Career Clusters Handout**. © 2004, National Association of State Directors of Career Technical Education Consortium.

<p>A3: Activity</p> <p>Planning & Alternatives: P.A.S.C.</p>	<p style="text-align: right;">Teacher Instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students receive this Activity as handout <input type="checkbox"/> Students will put this Activity in their Career Portfolio Binders <input type="checkbox"/> Teacher and Students discuss in summary allowing time for questions.
<p>Student Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Blank piece of paper
<p>Time</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1-2 class periods

1. Get into your Career Teams.
2. Select a "Team Reporter" who will consolidate all team member answers.
3. Each team member should identify a *career* or *education* goal to accomplish before graduating from high school. The Team Reporter should write each goal on one piece of paper with the Career Team name at the top. Spend up to 3 minutes deciding and write down your answer on your blank sheet of paper.
4. From this list, as a Career Team, decide which goal you would like to focus on exploring for this activity. You must decide on just one goal for your Career Team. Spend 5 minutes deciding.
5. Create a 7-step chart showing the steps necessary to accomplish the goal. Spend up to 20 minutes creating your 7-steps.

Example: **"Our Career Team goal is to prepare to become engineers that build bridges."**

- i. Step 1: Explore the definition of being an engineer. What skills do we need?
- ii. Step 2: Find out the different types of engineers and see which types are involved with building bridges. What are these job titles?
- iii. Step 3: Discover how much education you need for each engineering job title related to building bridges.
- iv. Step 4: Discover if there are different "levels" of engineers requiring different amounts of education.
- v. Step 5: Research which courses we need to take in high school to get ready for being the type of engineer we want to become.
- vi. Step 6: Research which educational options (college, apprenticeships, other) are available and how much each option costs.
- vii. Step 7: Take the courses necessary in high school to prepare.

Discuss with the class **your teams'** seven steps.

6. Create an alternative strategy “template” (called a P.A.S.C. Matrix) for achieving this goal. Your template looks like a “+” sign. Spend up to 20 minutes on this template. Each student should write their own P.A.S.C. for the group’s goal (you should all have the same answers) and keep in the Career Portfolio.

Each corner of the “+” should list **three items** in each of the following categories:

- a. **Potential barriers**
- b. **Advantages and disadvantages associated with your goal**
- c. **Sources of additional information**
- d. **Consequences (positive or negative) associated with both achievements and non-achievement of the goal.**

Discuss your results with the class.

7. Each team should review their 7-Steps again. Compare / contrast whether the steps are different and/or in different order after completing P.A.S.C. Discuss potential reasons.

<p>A4: Activity</p> <p>Career Planning Self-Assessments</p>	<p style="text-align: right;">Teacher Instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students receive this Activity as handout <input type="checkbox"/> Students will put this Activity in their Career Portfolio Binders <input type="checkbox"/> Teacher facilitates this in an environment with a 1:1 workstation to Student ratio
<p>Student Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> P.I.P.: Personal Interest Plan <input type="checkbox"/> KUDER® Career Planning System Sign-on sheet published by National Career Assessment Services, Inc. <input type="checkbox"/> 16 Career Cluster handout (from A2 Activity) <input type="checkbox"/> Students must have access to an internet browser
<p>Time</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 3-5 class periods

Online Career and Interest Assessments

1. Once at a workstation, sign-on.
2. Open a browser and go to www.kuder.com
3. Follow the instructions on the Kuder® Career Planning System Sign-on sheet
4. Complete the following:
 - a. Create a profile using first initial of the student's first name and complete last name as the User Name.
 - b. Students should "Take An Assessment" using each of the batch codes. This will result in three separate assessments.
5. Pick an occupation to explore: When all assessments are complete, each student should do the following:
 - a. Review the results of the "Person Match" Assessment and investigate all "persons" presented to a student as a match to their results. **All students are encouraged to hit the "yellow star" when any page of information looks of interest to them.**
 - b. From the "Assessment Results" tab, students should investigate the occupations that are related to the career clusters highlighted with a green bar. Students should look at all occupations for all educational levels (1-year through 4+ years college) and:

- i. Select no less than three occupations of interest (max of six). Write them on page 3 of the P.I.P. You may also use your “CLUSTER KNOWLEDGE AND SKILLS” handout to research titles.
- ii. Print out a Career Plan of Study for each career cluster of interest.
- iii. List three courses that are the same from EACH Career Plan of Study related to three occupations.
- iv. List one course from EACH Career Plan of Study that is not on the other two Career Plans of Study.

Hardcopy Career & Personal Assessments

Complete the P.I.P. in its entirety.

- a. Write neatly as these will be copied and returned to you to keep in your binder.
- b. Write thorough answers to these questions. Spend time!

NOTE: If you feel uncomfortable filling out your P.I.P. with your name on the front, tell your teacher immediately!

Source of this Activity: *KUDER® Career Planning System*. © 2005 National Career Assessment Services, Inc. *P.I.P. (Personal Interest Plan)*. Courtesy of the Newfound Area School District, Newfound, NH. 2004. **16 Career Clusters Handout**. © 2004, National Association of State Directors of Career Technical Education Consortium.

<p>A5: Activity</p> <p>Career Cluster Overview</p>	<p style="text-align: right;">Teacher Instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students receive this Activity as handout <input type="checkbox"/> Students will put this Activity in their Career Portfolio Binders <input type="checkbox"/> Each Career Team should select one article to report upon. Each Team Member should have all answers written out. The Team then submits one copy of all answers to Teacher at the conclusion of activity.
<p>Student Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> "Career World", January 2006, Volume 34, #4 <input type="checkbox"/> 16 Career Cluster handout (from A2 Activity) <input type="checkbox"/> 2-3 sheets white-lined paper per student
<p>Teacher Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> "Career World", January 2006, Volume 34, #4 Teacher's Guide
<p>Time</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 2-3 class periods

Source of this Activity: (1) *Career World* (ISSN-0744-1022). © 2006 by Weekly Reader Corporation. Stanford, CT. **16 Career Clusters Handout**. © 2004, National Association of State Directors of Career Technical Education Consortium.

A6: Activity "Student Paths"™	<p style="text-align: right;">Teacher Instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will put this Activity in their Career Portfolio Binders <input type="checkbox"/> Students work on Activity individually.
Student Resources	<ul style="list-style-type: none"> <input type="checkbox"/> "Student Paths"™ New England Edition, Winter 2006 Issue <input type="checkbox"/> 2-3 sheets white-lined paper per student
Teacher Resources	<ul style="list-style-type: none"> <input type="checkbox"/> "Student Paths"™ Lesson Plan Guide
Time	<ul style="list-style-type: none"> <input type="checkbox"/> 3+ class periods

Students should be encouraged to complete the activities and questions listed in the Lesson Plan Guide associated with the following articles in the "Student Paths" 2007 or 2008 issue:

Source of Activity: "Student Paths", Roseville, MN. www.studentpaths.com.

A7: Activity “The Boy and the Bank Officer”™	<p style="text-align: right;"><i>Teacher Instructions</i></p> <input type="checkbox"/> Students will put this Activity in their Career Portfolio Binders <input type="checkbox"/> Students work on Activity individually, then in groups
Student Resources	<input type="checkbox"/> “The Boy and the Bank Officer” Literary piece <input type="checkbox"/> 2-3 sheets white-lined paper per student
Teacher Resources	<input type="checkbox"/>
Time	<input type="checkbox"/> 1-2 Class periods

Read “The Boy and the Bank Officer”.

1. List ALL the people involved in this story:

2. List three characteristics about each of these people:

a. _____

b. _____

c. _____

Break into your Career Teams:

1. Describe a situation in YOUR life that may have made you feel like “the boy”. Share this with your team and be prepared to have 1 person in the team share this experience with the class.

2. Describe a situation in YOUR life that may have made you feel like “the man” or “the officer”. Share this with your team and be prepared to have 1 person in the team share this experience with the class.

3. Who’s “the hero” in the story? Write your answer individually, but be prepared to defend your answer to the class.

4. What are the characteristics the hero demonstrated? Why do you think these characteristics were demonstrated?

<p>A8: Activity</p> <p>“CPSA” Career Word Search</p>	<p style="text-align: right;">Teacher Instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will put this Activity in their Career Portfolio Binders <input type="checkbox"/> Students work on Activity individually, then in groups <input type="checkbox"/> Students follow instructions according to worksheet
<p>Student Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> “What do you like to work with?” worksheet <input type="checkbox"/> 2-3 sheets white-lined paper per student
<p>Teacher Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/>
<p>Time</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1class period

Read the “What do you like to work with?” worksheet and follow instructions accordingly.

Complete the worksheet according to the directions. Do NOT complete item #3.

Source of this Activity: Virginia VIEW Career Information System for the Commonwealth of Virginia. Virginia Tech. Blacksburg, VA. ©2006.

A9: Activity “The Cost of Living”	<p style="text-align: right;"><i>Teacher Instructions</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will put this Activity in their Career Portfolio Binders <input type="checkbox"/> Students work on Activity individually <input type="checkbox"/> Students will do
Student Resources	<ul style="list-style-type: none"> <input type="checkbox"/> 2 Copies of “The Cost of Living?” worksheet <input type="checkbox"/> 2-3 sheets white-lined paper per student <input type="checkbox"/> Student Career Research Report <input type="checkbox"/> Calculators
Teacher Resources	<ul style="list-style-type: none"> <input type="checkbox"/>
Time	<ul style="list-style-type: none"> <input type="checkbox"/> 1 class period

Complete the “*The Cost of Living*” worksheet asking yourself the following questions:

INCOME:

1. What is my annual income for my selected career? **You’ll need to have this information from your research report and/or from your Kuder research.** Write the “Median” number above the words “Round 1” on the worksheet (we’ll call this “X”). Write the “10%” number above the words “Round 2” on the worksheet (we’ll call this “Y”). If possible, use salary numbers associated to the state of New Hampshire.
2. Divide the “X” by 12 ($x / 12$) and put the sum in the “Round 1, TOTALS” column in the row titled “Monthly Income”. Divide the “Y” by 12 ($Y / 12$) and put the “Round 2, TOTALS” column in the row titled “Monthly Income”.
3. Multiply “Round 1, TOTALS” by .25. Put the sum in the “Round 1, Monthly Expenses” column in the row titled “Taxes” next to the dollar sign. Multiply “Round 2, TOTALS” by .25. Put the sum in the “Round 2, Monthly Expenses” column in the row titled “Taxes” next to the dollar sign.
4. Multiply “Round 1, TOTALS” by .05. Put the sum in the “Round 1, Monthly Expenses” column in the row titled “Savings” next to the dollar sign. Multiply “Round 2, TOTALS” by .05. Put the sum in the “Round 2, Monthly Expenses” column in the row titled “Savings” next to the dollar sign.
5. Subtract “Round 1, Taxes” and “Round 1, Savings” from “Round 1, TOTALS”. Put the sum in “Round 1, Monthly Available Income” next to

the dollar sign. Subtract “Round 2, Taxes” and “Round 2, Savings” from “Round 2, TOTALS”. Put the sum in “Round 2, Monthly Available Income” next to the dollar sign.

EXPENSES

6. **Rent:** If you’re planning on having a roommate, write \$400 in the “Round 1, Monthly Expenses” column in the row titled “Rent” next to the dollar sign. Write the same amount in the “Round 2, Monthly Expenses” column in the row titled “Rent” next to the dollar sign. If you’re planning on living alone, write in \$800 next to the dollar sign.
7. **Telephone:** Write \$25 in the “Monthly Expenses” Round 1 and Round 2 columns next to the dollar sign in the row titled “Telephone”.
8. **Utilities:** Multiply “Round 1, Monthly Available Income” by .10. Put the sum in the “Round 1, Monthly Expense” column in the row titled “Utilities” next to the dollar sign. Multiply “Round 2, Monthly Available Income” by .10. Put the sum in the “Round 2, Monthly Expense” column in the row titled “Utilities”.
9. **Transportation:** If you’re planning on having a used car, write in \$250 in the “Round 1, Monthly Expense” and “Round 2, Monthly Expense” columns in the row titled “Transportation” ($\$100 + \150) next to the dollar sign. If you’re planning on buying a new car, write \$400 in the “Round 1, Monthly Expense” and “Round 2, Monthly Expense” columns in the row titled “Transportation” ($\$250 + \150) next to the dollar sign.
10. **Food:** Multiply “Round 1, Monthly Available Income” by .11. Put the sum in the “Round 1, Monthly Expense” column in the row titled “Food” next to the dollar sign. Multiply “Round 2, Monthly Available Income” by .11. Put the sum in the “Round 2, Monthly Expense” column in the row titled “Food”.
11. **Clothing:** Multiply “Round 1, Monthly Available Income” by .04. Put the sum in the “Round 1, Monthly Expense” column in the row titled “Clothing” next to the dollar sign. Multiply “Round 2, Monthly Available Income” by .04. Put the sum in the “Round 2, Monthly Expense” column in the row titled “Clothing”.
12. **Entertainment:** Quite varied. Multiply “Round 1, Monthly Available Income” by a number between .05-.15. Put the sum in the “Round 1, Monthly Expense” column in the row titled “Entertainment” next to the dollar sign. Multiply “Round 2, Monthly Available Income” by a number

- between .05-.15. Put the sum in the “Round 2, Monthly Expense” column in the row titled “Entertainment”.
13. **Miscellaneous:** Multiply “Round 1, Monthly Available Income” by 15. Put the sum in the “Round 1, Monthly Expense” column in the row titled “Miscellaneous” next to the dollar sign. Multiply “Round 2, Monthly Available Income” by .15. Put the sum in the “Round 2, Monthly Expense” column in the row titled “Miscellaneous”.
 14. **Total Expenses:** Add all the dollar amounts together following the ROW titled “Monthly Expenses”. Put the “Round 1” totals in the “Round 1” row titled “Total Expenses” Put the “Round 2” totals in the “Round 2” row titled “Total Expenses”.
 15. **Surplus (Shortage):** Subtract the “Round 1, Total Expenses” from the “Round 1, Monthly Available Income”. Write the number in the “Round 1” column in the row titled “Surplus (Shortage)”; negative numbers indicate a shortage in your budget. Subtract the “Round 2, Total Expenses” from the “Round 2, Monthly Available Income”. Write the number in the “Round 2” column in the row titled “Surplus (Shortage)”; negative numbers indicate a shortage in your budget.

NOW WHAT? Is your Surplus less than 10% of your Monthly Available Income or do you have a Shortage? If so, what will you do to correct your budget?

A10: Activity “Course Reflection”	<p style="text-align: right;"><i>Teacher Instructions</i></p> <input type="checkbox"/> <i>Students will put this Activity in their Career Portfolio Binders</i> <input type="checkbox"/> <i>Students work on Activity individually</i>
Student Resources	<input type="checkbox"/> <i>2-3 sheets white-lined paper per student</i>
Time	<input type="checkbox"/> <i>1 class period</i>

This is your opportunity to reflect upon not only the course content (what we did) but also what you learned and how much the course impacted the decisions you’ll be making in the near future to prepare for high school.

***** It’s important you realize, your responses will NOT be reviewed until after you’ve been graded in this course. You should feel free to be completely honest! *****

- What surprised you about budgeting? Could you do/buy what you expected?
- Is your chosen career/occupation still your favorite? Does it still interest you after everything you’ve heard and other information you’ve discovered? How will your career and long-term educational interests now impact the courses you select in high school?
- What did you learn about Character and Ethics from this course? How might you react in the future if you become “The Boy” in “The Boy and The Bank Officer”?
- What did you learn about yourself and others? Would you do anything differently if you were placed in a “working group” again? If so, what is it?
- What would you want to do differently if you took this course again OR if you took a more intense version in high school? What did the course do for you?
- What part of your life would you like to turn from “ordinary” to “extraordinary” and what is your role in that change?
- What is your opinion about the work you’ve done in this course? Did you try your hardest? Was it your best work? What would you have done differently with your time here? How would you grade yourself?

AV: Audio-Visual	Teacher Instructions
<p>AV1 – 26 mins AV2 – 34 mins AV3 – 18 mins AV4 – 23 mins AV5 – 25 mins AV6 – 26 mins AV7 – 20 mins AV8 – 25 mins AV9 – 17 mins AV10 – 18 mins AV11 – 15 + mins</p> <p>AV12 – 6 mins AV13 – 20+mins AV14 – 12 mins</p>	<p><input type="checkbox"/> Students review this VHS in class <input type="checkbox"/> Students should receive this handout <input type="checkbox"/> Students will complete the following recap and put in their Career Portfolios once graded and returned by Teacher.</p> <p>Careers in Home Building Careers in the Electronics Industry Careers in Automotive Manufacturing Careers in the Plastics Industry Careers in Broadcasting Careers in Plastics Careers in the Food Market Industry Careers in Newspaper Publishing Careers in Architecture and Engineering Careers in Automotive Retailing NH Machining Association, "Is Today Good For You" Nursing Recruitment Video, 2002, By Johnson & Johnson Self-Exploration and Definition; "Batman Begins" Teamwork; "Miracle" PowerPoint Example</p>

STUDENT NAME: _____

At the conclusion of each video, students should answer the following:

1. What was the main occupation, industry, or "point" discussed in the video?

2. List three things about the occupation, industry, or "point" mentioned in the video.
 - a) _____

 - b) _____

 - c) _____

3. List three things about the occupation, industry, or "point" in the video that relate to the occupation you're researching.
 - a) _____

 - b) _____

 - c) _____

4. Would you be interested in exploring this occupation – or more about the point made in this video? Why or why not?

FOR AV-14ONLY:

5. Please identify up to five PowerPoint “effects” you would like to use in your presentation:
- a.
 - b.
 - c.
 - d.
 - e.

6. What did you enjoy about the presentation the most?

7. What did you NOT enjoy about the presentation?

8. Do you think Ethics and Morality should be part of a High School Course? If so, what “values” or lessons would you like to see in that course?

Source of this Activity: Career & Education Network Video Series. Indianapolis, IN. © 1997.

Q - GP: Guest Speaker Quizzes	<p style="text-align: right;">Teacher Instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will listen to guest speaker <input type="checkbox"/> Students should receive document as a handout <input type="checkbox"/> Students will complete the following recap and put in their Career Portfolios once graded and returned by Teacher.
GP – 1 GP – 2 GP – 3	Mr. Dave McDonald, Christa McAuliffe Planetarium Mr. Dave Berard, OSHA Ms. Lisa Cole, The New Hampshire Higher Education Assistance Foundation Network (NHHEAF)

STUDENT NAME: _____

At the conclusion of each presentation (or following day), students should answer the following:

1. What was the main occupation, industry, or “point” discussed in the presentation?

2. List three things about the occupation, industry, or “point” mentioned in the presentation.

a) _____

b) _____

c) _____

3. Would you be interested in exploring any of the careers mentioned during the presentation? Why or why not?
