

CAREERS

Lesson Descriptions

Careers 1: Interest Inventory

What is a career interest inventory and why is it important to learn about many different careers?

Careers 2: Navigating RUPrepareND.com

How can I use RUPrepareND.com to get more career information?

Careers 3: The Value of a Degree

How does education after high school affect my job opportunities and the money I'll make?

Careers 4: Career Fair: Career Research

What are some things to consider when deciding if a career is a good "fit?"

Careers 5: Career Fair: Career Research 2

See Careers 4.

Careers 6: Career Fair: Career Research 3

See Careers 4.

Careers 7: Career Fair: Creating Career Fair Displays

How can I present my career information in a way that will be interesting to my classmates?

Careers 8: Listening and Asking Questions

What kinds of questions will give me the most information about careers?

Careers 9: Career Fair: Presentation Practice

What techniques will make me a more effective speaker?

Careers 10: Career Fair Reflection

What did I learn from participating in the career fair, and how did my presentation contribute to my classmates' knowledge?

PLANNING PYRAMID

GRADE 7, Unit 5, Careers



Some Students Will:

- Use RUPrepareND.com and other resources to research on their own.
- Ask open-ended questions.
- Paraphrase research information.
- Understand that career preferences vary from person to person.



Most Students Will:

- Successfully navigate the What They Do, Money & Outlook, and What to Learn functions of RUPrepareND.com.
- Describe (subjective) desirable and undesirable aspects of careers based on career research and the presentations of others.
- Based on career research, assess whether a given career would be a good fit.
- Evaluate their own contributions (as listeners and presenters) to their classmates' knowledge of careers.
- Use notes to assist in an effective presentation.



All Students Will:

- Know how to sign on to RUPrepareND.com and use the career search function.
- Use an Interest Inventory to arrive at a list of careers.
- Describe, write about, and/or illustrate the main responsibilities and educational requirements of a chosen (or assigned) career.
- Describe the relationship between income and education after high school.

ROADS to SUCCESS

Grade 7

Careers

Family Newsletter

RUReadyND.com

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

Did you know?

In the 1950s, only two out of five U.S. jobs required special skills.

By the 1990s, four out of five jobs required skilled or professional workers!

Rock star or pro athlete? Doctor? Teacher?

Teens may see themselves with few career choices, or so many choices it's hard to know which path to pick. Their plans may change from year to year, or even day to day.

Young people often base their career goals on jobs they can see. They may seek high-profile jobs celebrated in the media or jobs held by people they know and admire.

What does it take to get these jobs? How much education is needed? What will the job prospects be after graduation? *What else is out there?*

To answer all these questions and more,

students can sign on to RUReadyND.com.



It's a great website that connects students with all kinds of exciting careers.

Just create an account and you will be able to sign in using an account name and password that you create for yourself. Within a few clicks, students will be able to access career assessments that provide career suggestions based on the student's interests and skills.

Step 1

Answer questions about what they like to do: Work outside? Create art? Lead people? Organize information?

Step 2

Click on career possibilities selected just for them, from hairstylist to helicopter pilot, website designer to welder.

Check out a list of recommended high school subjects, as well as programs and majors that will help students get where they want to go.

Grade by Grade

What's a degree worth?

That's just one of the questions we hope to help students answer, starting in Grade 7.

Over a lifetime, high school grads make at least \$200,000 more than kids who drop out without a degree. Going to college provides even bigger lifetime earnings.

And that's not all. A good education gives students more career choices.

In Roads to Success, students will explore some of their career options at the seventh-grade career fair. Each student will study one career in detail. What does someone with this job do every day? What is the workplace like?

How much education is needed? Once students have become experts in their chosen careers, they'll present their research to the other students in their grade.

Interest Inventory

The **BIG** Idea

- What is a Career Interest Inventory and why is it important to learn about many different careers?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's an Interest Inventory? (5 minutes)
- II. Connect to RUPrepareND.com (5 minutes)
- III. Create a Portfolio (5 minutes)
- IV. Career Finder (25 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 9, Interest Profiler Results

STUDENT HANDBOOK PAGES:

- Student Handbook page 41, RUPrepareND.com Basic Directions

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW: Interest Inventory
- Facilitator Resource 2, Interest Inventory Choices
- Facilitator Resource 3, Interest Inventory Extension

OBJECTIVES

During this lesson, the student(s) will:

- Sign on and save work on the RUPrepareND.com website.
- Complete an inventory that matches his/her interests with potential careers.
- Understand the functions of interest inventories and portfolios.

OVERVIEW

This is the first lesson in a unit on careers in which students will explore possible careers, consider which careers might be a good fit for them, and ultimately research and present one career in a career fair. This class, which will be held in the computer lab, introduces students to a website that will be integral to students' career and post-secondary exploration, RUPrepareND.com. They will explore how the website can help them find careers that fit their own skills and interests by taking an interest inventory to generate individual lists of possible career matches.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the RUPrepareND.com website is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 41, RUPrepareND.com Basic Directions**
 - **Portfolio page 9, Interest Profiler Results**
- If desired, copy a class set of **Facilitator Resource 3, Interest Inventory Extension**. (See **IMPLEMENTATION OPTIONS**.)
- If computer access is a problem at your school, create the following materials prior to teaching the career lessons.
 - a. Choose 60 careers of interest to your students (two options per student for a class of 30).
 - b. Print out all relevant RUPrepareND.com information pertaining to each career. (If possible, use heavy card stock or laminate your results so that materials will stand up to repeated use.)
 - c. Create a folder for each career, and keep materials handy for "computer emergencies" throughout the unit.
- In this unit, students will research one of the top three career choices. **NOTE:** Careers chosen for research must be found on RUPrepareND.com.
- To avoid transporting all of your student binders to the computer lab, have students remove and staple together all Careers Portfolio and Student Handbook pages before this unit begins.

BACKGROUND INFORMATION

RUREADYND.COM

RUReadyND.com is an online program that helps students explore education options, discover a wide variety of occupations, and make plans to achieve his or her goals — from school or from home! Students have a unique password-protected portfolio where they can store their assessment results, save information related to careers they read about, upload documents, and much more. Parents can access RUReadyND.com by creating a parent portfolio.

CREATING NEW EDUCATOR ACCOUNT

Please see the Educator account creation document located with the Roads to Success PDF files.

SYSTEM REQUIREMENTS

You'll want to coordinate with your school's Audio/Visual or Information Technology specialist to make sure you'll have access to RUReadyND.com.

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VOCABULARY

Portfolio: A place to save research, collect information, and record accomplishments.

Interest Inventory: A tool for helping you figure out what you're interested in; it often consists of a series of questions or choices.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW: Interest Inventory.**)*

Questions:

1. What activities or school subjects interest you the most?
2. List three careers that you are interested in learning about.
3. Do you think your interests are related to the careers you want to learn about?
Explain.

[After they have answered the questions, call on students to read their responses. Then begin with the Warm Up as written.]

Note: The Do Now is entirely optional and should be chosen based on the needs of your class. If you think your students will struggle to finish all of the written material, you may want to present the Warm Up activity as written.

WARM UP

If your classroom space is not conducive to having students move around, have students use hand gestures to share their responses to the series of career statements. Ask students to use thumbs up to indicate “like,” thumbs down to indicate “dislike,” or a flat hand to indicate “not sure.”

COMPUTER LAB ISSUES

Anticipating problems that might come up with computer usage will be helpful in figuring out possible solutions. Some issues to consider:

- Lack of access to a computer or mobile lab.
- Computers not charged in a mobile lab.
- Unpredictable Internet access.
- Parts of RUPrepareND.com may be blocked by school's system.
- Student use of computers for purposes other than career research. In the preparation section you will find print modifications to address a lack of computer access. In addition, students unfamiliar with the computer lab will need instructions on its use.

STUDENT MISBEHAVIOR ON COMPUTERS

Establish clear expectations and consequences for misuse of the computers before students begin.

A common problem is students accessing other websites. Another issue is instant messaging between students. One possible behavior plan could be:

- The first time a student is seen on another website they are given a warning.
- The second time a student is seen on another website they are no longer permitted to work on the computer. Instead they will complete the work using a paper version.

IMPROVING STUDENT UNDERSTANDING

To assist in modeling written directions, use an LCD projector to explain the instructions for RUPrepareND.com.

You might want to seat poor readers (or students who have difficulty following directions) at computers next to abler readers and have these pairs move through the questions in tandem, reading each question aloud before proceeding.

If the interest inventory (Interest Profiler) items are too difficult or abstract for students, even working in pairs, please read the items aloud and provide explanations when necessary.

If your students finish their interest inventory early, you may want to ask students to complete the following, as directed in **Facilitator Resource 3, Interest Inventory Extension**.

Have students identify the BEST match and WORST match from their list. Then have them list careers that seem to be similar. One possible example is pediatrician, family practitioner, oncologist, and physical therapist. All of these careers are related to the medical field.

If you think the seating arrangements in the computer lab or the dynamic of a class will make it difficult for students to pay attention to your instructions, you may chose to start the lesson in the classroom and transition to the computer lab once you have modeled the directions for logging onto RUPrepareND.com.

ACTIVITY STEPS

I. Warm Up: What's an Interest Inventory? (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everyone! I'd like everyone to close your eyes for a moment. Imagine it's 20 years from today, and you're at your job. Where are you working? What are you doing? What path did you take to get there?

Now, open your eyes. Maybe you had a vague picture of where you'd like to be working, but aren't really clear about all the details. Or maybe you had no idea what kind of job you'd like to be doing. No matter what your picture was like, this is a great time to start thinking about all the different, exciting careers that are possible.

Over the next several weeks, we're going to be exploring many different careers you might consider after high school. We'll discover what it's really like to have these jobs, what path to follow to get these jobs, and—most importantly—which jobs are a good fit for you. When we finish the unit, you'll participate in a career fair. Each of you will choose a career that interests you and provide information about that career to other students in your class.

2. [Write the word "Like" on the left side of the chalkboard or white board, write "Not Sure" in the center of the board, and write "Dislike" on the right side of the board. Note, if you do not have a large chalkboard or white board in the room, print out **Facilitator Resource 2, Interest Inventory Choices**, and attach the sheets to a wall.

Preview the day's activities, telling students that they will have the chance to take an interest inventory online on a website called RUPrepareND.com. After answering a series of questions, the website's "Interest Profiler" will generate a list of careers that match their interests. Tell them that to help them get ready, you have a two-question quiz for them - one that's exactly the same as the activity they'll try online. There are no right or wrong answers. It's their opinions that count. You are going to describe a job-related activity. They are to get up from their seats and stand in the spot along the wall that indicates whether they like or dislike the activity, or whether they are not sure. (Indicate words arranged across the board or wall.)]

3. **SAY SOMETHING LIKE:** For example, if I said, "Build kitchen cabinets," who would stand near the word "Like?" Who would stand near the word "Dislike?" Who would move to the word "Not Sure?"

4. **SAY SOMETHING LIKE:** Here's the first statement. Listen first, and then when I give the direction, you should stand next to the sign that you agree with. I might call on some of you to explain your feelings about this activity.

“Guard money in an armored car.”

[Ask a student or two to explain their feelings about guarding money.]

Ready for statement number 2? “Study space travel.”

[Ask for a comment or two concerning space travel.]

5. [Have students return to their seats.]

II. Connect to RUPrepareND.com (5 minutes)

1. Before we begin the **Interest Profiler**, each of you will sign in to your RUPrepareND.com account.
2. Place a transparency of **Student Handbook page 41, RUPrepareND.com Basic Directions**, on the overhead, or use your laptop and LCD projector to project this page.
3. Guide the students through the following sequence to sign on to RUPrepareND.com.
 - Turn on the computer.
 - Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
 - Type the web address into the dialog box (RUPrepareND.com).

III. Create or Sign In To Your Portfolio (5 minutes)

1. Follow the account sign-in or creation instructions found in PDFs on the Roads to Success curriculum pages on RUPrepareND.com

IV. Interest Profiler (25 minutes)

1. **SAY SOMETHING LIKE:** Ready to try the Interest Profiler?
 - Click on the **Career Planning** tab at the top of the page.
 - Next, click on the **Learn About Yourself** section.
 - Click the **Interest Profiler**.

Please read everything on the page to yourself. Who can explain what you have to do? (*Answer questions about your interests by selecting the item that best describes your feelings.*) What will happen once you've completed that task? (**Interest Profiler** will select possible careers based on the interests you've described.) How do you begin? (Click the **Get Started** button.)

2. **SAY SOMETHING LIKE:** Let's try the first one together . . .
[Have someone read the first sentence. Then instruct the students to check the item that best expresses their feelings.]
3. [Remind students that there are no right or wrong answers. Answers that show their true feelings will connect to jobs that are the closest match to the things they like.]
4. **SAY SOMETHING LIKE:** After you finish the Interest Profiler activity, your top interest areas will appear on the screen. Click the blue View Careers button to see your list of matching careers. If you have more than two interest areas, check off your favorite two interest areas before clicking the View Careers button. The results will automatically save to your online portfolio.

One important note—Interest Profiler will suggest lots of careers you may never have thought of. Don't worry at all if a career you're really interested in isn't included in the list—this is not an exact science, and you'll have a chance to write down additional careers you'd like to investigate.

[Ask for final questions and turn students loose to work on their own.]

5. [About 20 minutes before the end of the class period, give the students a five-minute warning and let them know that they should be nearing the end of the question-answering phase of Interest Profiler. Invite students who have finished the Interest Profiler to explore the resulting list of career matches. Students should print out two copies of the Interest Profiler results. Have students put one copy in their portfolio and take the second one home to discuss their results with their families. If printing is not an option, they should list their favorite six careers from their results on **Portfolio page 9, Interest Profiler Results.**]
6. [Finally, students should choose three careers from their list that they're most interested in researching, and write them in the box at the bottom of the page.]

7. [If time permits, ask students to note any patterns or common threads in the jobs they were matched with, which ones seemed accurate, and which careers surprised them.]

V. Wrap Up (5 minutes)

1. [Briefly preview the activity for the coming week.]

SAY SOMETHING LIKE: Next time, we'll see how we can use RUPrepareND.com to explore individual careers. [Invite them to list six additional careers they'd like to investigate, including others that appeared in their **Interest Profiler** results.]

Between now and then, you can visit RUPrepareND.com from any computer. All you need is your account name and password.

DO NOW: Interest Inventory

Directions: You will have three minutes to read the questions and write your answer.

Questions:

1. What activities or school subjects interest you the most?

2. List two careers that you are interested in learning about.

3. Do you think your interests are related to the careers you want to learn about?
Explain.

Like

Dislike

Not Sure

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Interest Inventory Extension

Directions: If you finish your Interest Inventory early, complete the following extension activity.

- Identify your BEST and WORST match from your list.

- Explain why you think your BEST match fits your skills and interests.

- List careers that seem to be similar, and then explain how you think they are all related.
(Example: *pediatrician, family practitioner, physical therapist, nurse. All of these careers are related to the medical field.*)

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Interest Profiler Results

There are so many careers to choose from. Keep a list of the ones that interest you.



Student Name: _____

Date Interest Profiler Taken: _____

Take the Interest Profiler. Review your results, and then list your favorite six careers below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Look through your Interest Profiler results again. Write down any additional careers you'd like to explore, as well as other careers you'd like to investigate that may not have appeared on your Interest Profiler list.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

My Top Three Career Selections are:

1. _____
2. _____
3. _____

RUPrepareND.com Basic Directions

I. Connecting to RUPrepareND.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (RUPrepareND.com).
- When the Sign In page appears, sign in to your account.

II. Interest Profiler BASIC DIRECTIONS

- Once you have signed in to your account, click on the Career Planning tab at the top of the page.
- Click on the section titled Learn About Yourself.
- Click on the Interest Profiler assessment, and then click Get Started.
- Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The Interest Profiler will select Your Top Interest Areas based on the interests you've described.
- Click the blue View Careers button to see the careers that match your interest areas. If you have more than two interest areas listed, check off your favorite two interest areas before clicking the View Careers button. The results will automatically save to your online portfolio.
- Using your results from Interest Profiler, complete Portfolio page 9, Interest Profiler Results.

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The **BIG** Idea

- How can I use RUPrepareND.com to get more career information?

AGENDA

Approx. 45 minutes

- I. Warm Up: Exploring Careers with RUPrepareND.com (5–10 minutes)
- II. Sample Career Profile (15 minutes)
- III. Explore Your Own Career (15 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 9, Interest Profiler Results, (as completed in previous lesson)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 43, RUPrepareND.com
 - Student Handbook page 44, Career Investigation
- Overhead projector
- LCD projector
- Laptop
- A variety of colored pencils/pens [one for each student]

OBJECTIVES

During this lesson, the student(s) will:

- Explore a Career Profile to discover basic job information, required education, and where they can go for additional information about that career.
- Summarize career information.

OVERVIEW

In this lesson, students will explore a RUPrepareND.com Career Profile for a sample career, and answer questions about day-to-day tasks, and where they can go for additional information about this career. Then students will use RUPrepareND.com to explore a career of their choice, answering the same questions. Finally, they will consider whether the careers they investigated are a good fit for them.

PREPARATION

- Make arrangements for the class to use the computer lab. Also make arrangements to access the RUPrepareND.com website via your laptop and projector. **See Lesson 1 for background issues on computers and modifications in case computers are not available.**
- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 43, RUPrepareND.com Directions**
 - **Student Handbook page 44, Career Investigation**
 - **Portfolio page 9, Interest Profiler Results** (from previous lesson)
- If students will be using personal computers, write the web address on the board or chart paper.
- For the sample career highlighted in **Activity II Sample Career Profile**, choose a career that you think will be interesting for the majority of your students. Write the name of the career on the board. (Make sure you use the name as it appears in RUPrepareND.com, such as "Automotive Technician" rather than "Car Mechanic.")
- Familiarize yourself with all the components of the RUPrepareND.com profile of the sample career.

BACKGROUND INFORMATION

Students will be RUPrepareND.com in order to research a sample career (as a class), then one career of their own choosing. To locate specific careers, students click on the **Career Planning** tab, and then click on the **Explore Careers** section. Alternatively, a student can then type his chosen occupation into the **Search** box under Search Careers.

Each occupation profile includes the following:

- **What They Do** (including tasks, working conditions and physical demands, work hours, travel and similar careers)
- **Is This for You** (including interests, values, aptitudes, and personality type)
- **Skills You Need** (including basic, transferable, and workplace skills)
- **What to Learn** (including suggested high school courses, recommended educational level, and links to college programs)
- **Money and Outlook** (including wages and employment outlook searchable by state)
- **Military Options** (only included in relevant career profiles)
- **Connections** (includes associations, related Internet sites, and job bank links)
- **Interviews** (only included in some career profiles)
- **Real Life Activities** (only included in some career profiles: includes Real-life Math, Communication, and Decision-Making scenarios.)

This lesson focuses on three sections, **What They Do**, **What to Learn** and **Connections**. During this lesson you should proceed at a pace that feels comfortable for your students. Don't worry if students do not finish all of **Student Handbook page 44, Career Investigation**. It is more important that students become comfortable navigating around RUPrepareND.com.

Note: Students can save interesting careers to their portfolios or print a copy to take home.

VOCABULARY

Summarize: Give a shortened version highlighting the main ideas of something spoken or written, like a speech or a short story.

GED: General Equivalency Diploma. A certificate that students receive if they choose not to graduate from high school and instead pass a high school equivalency test.

ACTIVITY STEPS

I. Warm Up: Exploring Careers with RUPrepareND.com (5 – 10 minutes)

1. **SAY SOMETHING LIKE:** Last week, I introduced you to RUPrepareND.com. You each took an interest inventory using the Interest Profiler to find careers that matched your interests. This week, we're going to see how we can use RUPrepareND.com to find out more about each of these careers. This is an important lesson, because you'll be using RUPrepareND.com throughout middle school to learn about careers. As you use RUPrepareND.com today, I'd like you to keep in mind that this it is designed for people of all ages, including adults. This means that some of the reading is difficult. There's a lot of very valuable information on this site—it may just take a little patience, hard work, and helping each other out to get the most out of this site.
2. **SAY SOMETHING LIKE:** Now, let's all sign in to RUPrepareND.com, and find out how this website can help us explore careers.

[Walk the students through the sign-in process, while you do the same on your laptop/LCD projector. Guide them to the **Career Planning** tab at the top of the screen and tell students to click on it. Then ask students to click on the **Explore Careers** section.]

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

[Show students how to find individual career profiles. Explain that they can either type in the name of the career in the **Search for** field, or click on **A** for "Automotive Technician" in the **Every career from A to Z** alphabetical listing. Then have students click the link for **Automotive Technician**.]

4. **SAY SOMETHING LIKE:** This section is called a **Career Profile**. On the left-hand side, you'll see there are tabs that describe different information about this career. Today, we're going to focus on two or three sections within the **Career Profile**. In which section will we find answers to each of the following questions?
 - What does a person with this career do in a typical day on the job? [**What They Do**]
 - How much education does a person need to get this job? [**What to Learn**]
 - Where else can one go for information about this career? [**Connections**]
5. [Instruct students to refer to **Student Handbook page 43, RUPrepareND.com Directions**, which lists the steps for exploring RUPrepareND.com in case they get stuck.]

II. Sample Career Profile (15 Minutes)

1. **SAY SOMETHING LIKE:** Together, let's explore these three sections of the **Career Profile** for "Automotive Technician." Please turn to your **Student Handbook page 44, Career Investigation**. [Display the page on an overhead projector.] We're going to use the **Career Profile** to answer these questions. However, don't write the answers for Automotive Technician here. In a minute, you're going to answer these questions about a career of your choice.
2. **SAY SOMETHING LIKE:** I'll start by writing the name of the career here. [Write "Automotive Technician" in the "Career" space.]

Now, let's look at the first question under **What They Do**: *Name three things that a person with this job does during a typical day.*

The **What They Do** page is the best place to start whenever you're exploring a career. This is where you'll find an overview of what this job is all about, along with some details about what a person with this job does and where they work. When you're exploring your own career, be sure to read this section carefully—even if you think you already know what this career is about. You might be surprised to learn that the job isn't quite what you expected—or maybe it involves more than you thought.

[As a class, read the **What They Do** page for your sample career. As you do, look for examples of things that a person with that job does and write them on the overhead. Help students see how you summarize the text—not copy it word for word. One suggestion would be to read a bulleted item, stop and ask students to describe what

the person does in their own words.]

3. **SAY SOMETHING LIKE:** Great, now let's look at the next question: *What kind of education do you need for this job?*

[On your laptop, show students how to click the **What to Learn** tab.]

This is a very important section, and one we should read carefully no matter what career we're exploring. After all, every career requires unique skills and training. Depending on the career, you may need a two- or four-year college degree, certification from a special program, a graduate degree (education beyond college), or specific on-the-job training. Even though this education typically occurs after high school, it's important to start thinking about it now. You can plan the high school courses you'll need to do well in college or tech school.

4. [As a class, read the Education Level section (under **What to Learn**) for your sample career.

Once again, help students summarize the text to answer the question, rather than copying it verbatim. Also, students may be unfamiliar with the term GED, so take a minute to define, if necessary. A **GED**, or General Equivalency Diploma, is a certificate that students receive if they choose not to graduate from high school, and instead pass a high school equivalency test.]

5. **SAY SOMETHING LIKE:** Let's turn to the last three questions: *Where else can you find information about this career? What is the website address for this association website or other Internet site? What is one interesting thing that you learned while exploring this website?*

[On your laptop, show students how to click the **Connections** tab.]

To answer these questions, we're going to click on the **Connections** tab. This page will give you links to related associations and other Internet sites that give you additional information about this career. By clicking on these links, you can further explore the career of your choice. It's always a good idea to go to more than one source when you are researching and the **Connections** page will give you a number of other sources that you can turn to.

6. **SAY SOMETHING LIKE:** Today, we're going to focus on the **Associations** section of the **Connections** page.

[As a class, read the list of associations related to your career. Note that the associations and sites available will vary greatly from career to career, so you may want to review the websites prior to sharing one with the class. Also note that some careers do not have associations listed. In those cases, students should select one of the other Internet sites that are listed on the **Connections** page.]

Choose an association that looks interesting and click on the link to that website. You'll be writing down the association name and website address (URL) on **Student Handbook page 44, Career Investigation**. You'll also be writing down one interesting piece of information that you learned about your career while visiting this site. This might be information about a local organization that supports professionals in this career, suggestions for education in this career, current job openings, and more. Every association website will be different. You'll have to hunt for the most interesting piece of information. If your career doesn't have any associations listed, choose a link to an Internet site instead. You'll still be able to find valuable information.

[Click on one of the associations and show students how to navigate around the site. Point out a few interesting pieces of information and ask students to summarize them in their own words.]

7. [If time permits, have a few students share their responses to the following questions:
 1. What's something you learned that you didn't know about this career?
 2. How many of you would be interested in this career? Why or why not?]

III. Explore Your Own Career (15 minutes)

1. **SAY SOMETHING LIKE:** Now that we've had a chance to navigate **RUPrepareND.com** together, it's your turn to start exploring some careers that interest you. Please turn to **Portfolio page 9, Interest Profiler Results**. Last week, you chose three careers you're most interested in investigating; these should be written at the bottom of the page. I'd like you to choose one career to explore today, and complete **Student Handbook page 44, Career Investigation**. As you collect information, be thinking about whether or not this is a good career for you. [NOTE: Let students know that it is OK if they cannot complete all of **Student Handbook page 44, Career Investigation**. The goal of this activity is to give students practice navigating **RUPrepareND.com**.]

Remember, to search for a career, start by clicking the **Career Planning** tab at the top of the page and then click on the **Explore Careers** section. And remember, you should be summarizing the information in your own words. Don't just copy the text directly into your handbook. If you need help, just ask!

2. [Give students about 15 minutes to investigate the career of their choice. If students have any time left over, encourage them to explore some of the other sections of the **Career Profile**, such as **Skills You Need** and **Money and Outlook..**]

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** What's something you learned about the career you chose that you didn't know at the beginning of the class? [Have two to three students share their answers.]

How many of you feel that the career you chose would be a good "fit" for you? Why or why not?

2. **SAY SOMETHING LIKE:** What other information might help you decide if a career is a good "fit" for you? (Answers might include how much money it pays or where the job opportunities are.)
3. **SAY SOMETHING LIKE:** I hope you're all starting to feel comfortable using RUPrepareND.com—and are excited about exploring more careers. Next week, we'll use RUPrepareND.com to check out how much money you'd make for careers you're interested in. We'll compare earnings for careers that require a college education with careers that require less.

RUPrepareND.com Directions

What They Do:

1. Sign into RUPrepareND.com.
2. Click on the **Career Planning** tab at the top of the page.
3. Click on the **Explore Careers** section of the page.
4. Write the name of your career in the Search for box and press Go.
 - a. You can also search for a career alphabetically. Instead of writing the name of your career in the search box, click on the button with the letter that your career starts with. You will find a list of every career that begins with that letter.
5. From the results list, select the career title that most closely matches the one you are looking for.
6. The first section to come up will be the **What They Do** page. There is also a tab on the left that will bring you here.
7. Read the top section, A person in this career. Use the information to answer question one on your Career Investigation page.

Education:

1. Complete steps one to five from the **What They Do** section above.
2. **Select the What to Learn tab** on the left side of the screen.
3. Read this section and answer question two on your **Career Investigation** page.

Connections:

1. Complete steps one to five from the **What They Do** section.
2. Press the **Connections** tab on the left side of the screen.
3. Read this section.
4. Next, click on a link to an association that is listed. If no associations are listed, click a link to one of the other Internet sites that are listed. Use the association site or other Internet site to fill out questions three to five on your Career Investigation page.

Career Investigation

Career:

What They Do:

1. Name three things that a person with this job does during a typical day.

-
-
-

What To Learn:

2. What kind of education do you need for this job?

Connections:

3. Where else can you find information about this career?

4. What is the website address for this association or other Internet site?

5. What is one interesting thing that you learned while exploring this website?

The Value of a Degree

The **BIG** Idea

- How does education after high school affect my job opportunities and the money I'll make?

AGENDA

Approx. 45 minutes

- I. Warm Up: Why College? (10 minutes)
- II. How Much Money? (20 minutes)
- III. Earnings and Unemployment (10 minutes)
- IV. Wrap Up: School Rules! (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 45, Same Interest, Different Education
- Student Handbook pages 46 and 47, How Much Money?
- Student Handbook page 48, Earnings and Unemployment

FACILITATOR PAGES:

- Facilitator Resource 1, Career Fair Sign-Up Sheet
- LCD projector
- Laptop

OBJECTIVES

During this lesson, the student(s) will:

- Use RUPrepareND.com to compare earnings for related careers (within the same career cluster) that require different levels of education (high-school vs. college grads).
- Use a bar graph to discover the correlation between education and income and the inverse correlation between education and unemployment.

OVERVIEW

In this lesson, students will explore the connection between education and income. They'll begin by responding to several true/false statements about the benefits of a college education. Then, they'll use RUPrepareND.com to compare earnings for careers in the same field, or cluster, that require high school or four-year degrees. Finally, they'll review a Bureau of Labor Statistics bar graph to compare income and unemployment rates for high school dropouts and college grads.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board. Write the web address RUPrepareND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 45, Same Interests, Different Education**
 - **Student Handbook pages 46 and 47, How Much Money?**
 - **Student Handbook page 48, Earnings and Unemployment**

BACKGROUND INFORMATION

This lesson should demonstrate a correlation between education and earnings, as well as a correlation between a lack of education and unemployment. In the lesson, you'll share a graph from the Department of Labor that supports this idea. Note: Salaries on this graph represent national averages. Actual salaries in your state may be higher or lower. Please share this information with your students.

Your students will likely point out exceptions to the rule that "more education means more money." (It's true that some jobs that don't require a college education pay better than some jobs that do.) It is not our mission to indiscriminately steer students toward college, but to make them aware of all their options, and the implications of their decisions.

Here are three examples of careers that may have higher wages, yet don't require college education, along with notes about each one:

Skilled Trades: Before you can make a big salary at these jobs, you'll most likely begin by working as an apprentice for low pay. And your education probably won't be over after high school; these jobs often require post-high school certification courses.

Physical Labor: It's true that jobs like mining and manufacturing pay well. But it's also true that many jobs requiring physical labor are disappearing due to automation and factories moving to other countries.

Sports and Entertainment: You might not need a degree to make big money as an actor or an athlete, but there are limited opportunities for these kinds of jobs, and success is a result of both talent and luck. If you want to try and go this route, remember that it's important to have a back-up plan!

VOCABULARY

Occupation: Job.

Annual: Yearly.

Entry level wage: Earnings at the beginning of your career

Average wage: Averages earnings, combines the wages for the beginning, middle, and experienced levels of a career.

Experienced wage: Earnings you make toward the end of your career

IMPLEMENTATION OPTIONS

See **Careers Lesson 1** for background information on computers and modifications in case computers are not available.

For the **Warm Up** activity, you might consider having students discuss the true/false statements in teams or pairs and decide on a group answer. Teams could then share their answers (and the reasons for their choices) with the class.

If you think students will have a difficult time searching for careers by cluster, or navigating the **Money & Outlook** section of the career profiles, you may prefer to do this as a class activity.

Another possibility would be to print out **Salary & Outlook** pages for pairs of related careers (requiring different levels of education), and then have students work directly from the printouts.

ACTIVITY STEPS

I. Warm Up: Why College? (10 minutes)

1. [Let students know that next week they'll begin preparation for a seventh-grade career fair that will be held in about a month. Each will become an expert in a particular career, and will create materials to share information about that career with their classmates. They should write their names on the sign-up sheet along with the three careers they are interested in investigating, which they've listed in the box at the bottom of **Portfolio page 9, Interest Profiler Results**. Next week, you'll assign a different career to each student, and will try to see that each student gets one of his top choices. (In order to get a diverse selection, you might suggest that students choose no more than one "celebrity" career, and at least one they think no one else will pick. **(NOTE:** Celebrity careers include actor, singer, model, professional athlete, etc.) While students are working, circulate **Facilitator Resource 1, Career Fair Sign-Up Sheet**.]
2. **SAY SOMETHING LIKE:** Last week, you investigated specific careers using RUPrepareND.com. This week, we'll use the website to compare the earnings of careers in the same field, but requiring different levels of education. But first, we're going to talk about education—and specifically, college.
3. Let's think about some of the reasons people go to college. I'll read a statement and if you think it's true, give it a thumbs up. If you think it's false, give it a thumbs down. There are no right or wrong answers, so don't worry about being correct.
4. [Read the following statements to the class one at a time. After each "vote," ask some of the students to volunteer their reasons for why they chose true or false. The statements are intentionally ambiguous so that students can make a case for either a true or false answer.]
 - a) College isn't for everyone.
 - b) A person with a high school education will have unlimited job choices.
 - c) People go to college so they can earn more money when they graduate.
 - d) It's important for seventh graders to think about college even though it's more than five years away.
 - e) The more education you have, the more money you'll make.

II. How Much Money? (20 minutes)

1. **SAY SOMETHING LIKE:** It's possible to use RUPrepareND.com to compare individual jobs in the same field, such as a security officer and a police officer (Law, Public Safety, Corrections and Security) or a diagnostic medical sonographer and a family physician (Health Science). One of the big differences between jobs in the same field is the amount of education you need to get hired. What differences in earnings do you expect to find when we compare jobs that require different levels of education? (The more education you have, the more money you make.)
2. [Refer students to **Student Handbook page 45, Same Interests, Different Education** and have them sign into RUPrepareND.com. Choose one Career Cluster and model the following steps using a laptop and LCD projector, noting that the instructions are also on **Student Handbook pages 46 and 47, How Much Money?** if they get stuck.]
3. **SAY SOMETHING LIKE:** We want to find a list of related careers, so click on the Career Planning tab at the top of the page and then Explore Careers. In the section, Browse Career Cluster, you'll find the 16 Career Clusters used to categorize careers.

You're going to see the term Career Cluster throughout this website. A Career Cluster simply refers to a general field of work. For example, look at the list of clusters. In which Career Cluster do you think you'll find doctors, nurses, and physical therapists? (Health Science)

Let's investigate one pair of jobs together to get started. Click on the Health Science cluster and view the list of careers.

4. At the top of the page, you'll see the option to sort these careers **Alphabetically** or to **Sort by Education Level**. Let's click **Sort by Education Level**.

[Have a volunteer read each of the types of education. Explain any questions that students may have.]

- Professional or graduate degree
- Bachelor's degree
- One or two years of post-secondary training
- High school completed (GED)
- High school not completed (but preferred)

5. **SAY SOMETHING LIKE:** Let's compare two careers. You'll see "Dental Hygienist" under the section "One to two years post-secondary education" and "Dentist" under the section "Professional or graduate degree." Let's click on each of those careers and read the **What They Do** page. [Click on the link for **Dental Hygienist** and read the paragraph at the top of the **What They Do** page aloud. Click the **back arrow** to

return to the list of careers and click on the link for **Dentist**. Read the top of the **What they Do** page aloud.]

- How are these jobs similar? (*Both help people care for their teeth.*)
- How are they different? (*Dental hygienists handle routine dental care, like teeth cleaning and x-rays. Dentists diagnose dental problems, fill cavities, repair broken teeth, and treat gum disease.*)

6. Tell students that now they will find out how much money each makes.

[Instruct students to click on **Dental Hygienist**, then **Money and Outlook**. They should scroll down the page to the chart that looks similar to the one on their handbook page.

- Now show the students that the chart reflects U.S. national average annual earnings.
- Explain the vocabulary words: annual, occupation, entry level wage, average wage, experienced wage. Point out that this chart only gives the average wage. This means that you will earn this amount in the middle of your career. You will earn less in the beginning and more near the end of your career.
- Explain the vocabulary words: **outlook, workforce, and growth rate**. Tell students that it will be easier to find jobs with an increasing outlook and a high growth rate. If jobs have a decreasing outlook or a low growth rate, it may be more challenging to find a job in this career.
- Help students transfer the information from the **RUReadyND.com** chart to the student handbook page. Ask students to compare the annual wages for each career.]

7. [Ask students to predict what the earnings will be for the dentist, the occupation that requires a four-year college degree, plus additional years for dental school. Have them return to the Health Science career cluster and select Dentist].

- [As in the previous example, students should click on **Money and Outlook**. Have students fill in the wage and outlook information on the student handbook chart.]
- [Now have them compare the annual earnings of a dental hygienist and a dentist. Does the general rule, “more education, more money,” hold true?]

8. [Now students are ready to do their own research. For research item #1, they should select a career cluster, find one job that requires a high school diploma or two years of training and one that requires a bachelor’s degree, and complete the wage information for each. Students may need to read the **What to Learn** tab on the career

profile in order to learn how much education is required for a particular career. If students are having a difficult time locating earnings information for the careers they've chosen, they may select from the pairs found on **Student Handbook page 45, Same Interests, Different Careers**. If students have time, they should choose a different career cluster and complete item #2.]

9. [When all students have researched at least one career pair, reconvene the class.]

III. Earnings and Unemployment (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you've had a chance to look at the earnings for similar careers, let's look at the average earnings for all careers, grouped by education.

[Refer students to **Student Handbook page 48, Earnings and Unemployment**.]

2. **SAY SOMETHING LIKE:** Let's see what we can learn from these charts. Let's start with the chart on the right. This chart shows average weekly earnings—the amount of money people make each week.

- Which bar is the shortest? In other words, who makes the *lowest* weekly earnings? (*people who drop out of high school*)
- How much do they make each week? (\$451) If you are saying to yourself, “Woo-hoo, I can drop out of high school and make \$451 a week,” hold that thought. In later lessons, we'll talk about what expenses you'll have as an adult, and see how far you can make your money go.
- Now take a look at the middle of the graph—the earnings for people with a four-year college degree—a bachelor's degree. How much do they make each week? (\$1,053)
- Who makes the most money? (*People who have even more education.*)
- What happens to people who graduate from high school but don't finish college? (They make somewhere between \$638 and \$719 a week.)

3. **SAY SOMETHING LIKE:** Now let's take a look at the graph on the left.

- What is being measured? (*unemployment*)
- Who has the longest bar here, or the highest rate of unemployment? (*high school dropout*)
- What percentage of high school dropouts were out of work, or unemployed, in

2011? (14%, or about 14 out of every 100 people)

- How does this compare with a four-year college degree—a bachelor’s degree? (College grads have about 4.9% unemployment)
- What does graduating from college do to your chances of finding work? (Your chances get better)

4. **SAY SOMETHING LIKE:** Let’s summarize the information contained in the graph by completing the first two sentences below.

- The more education you have, the more _____. [money you make]
- The more education you have, the less likely it is that you will _____
_____. [be unemployed]

5. **SAY SOMETHING LIKE:** OK, that’s the big picture. You now know more about the relationship between education, earnings, and unemployment than most adults did when they were your age.

IV. Wrap Up: School Rules! (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you found that the careers you researched supported the Department of Labor graph—that the more education you have, the more money you make? What was an example?

What are some examples of occupations where the “more education, more money” isn’t true? [Point out that many of these occupations are skilled trades like construction, plumbing, electricians. Even though these high-paying jobs may not require a college education, they typically require some kind of additional training or apprenticeship. Have students complete the last sentence on **Student Handbook page 48, Earnings and Unemployment.**]

- Some careers in construction or the skilled trades require on-the-job training rather than additional education. Name some of these careers:

2. **SAY SOMETHING LIKE:** Did everyone sign the Career Fair sign-up sheet? If not, please do so before you leave, because next week I’ll be assigning each of you a career to investigate for the fair.

EXTENSION ACTIVITY

Encourage students in their free time to continue to use RUReadyND.com to look at the education paths for careers that interest them. They might also talk to parents or other adults about how their career choices were influenced by their education path.

Same Interests, Different Education

Career Cluster	Less Education High School or Community College (H or C)	More Education Community College or University (C or U)
AGRICULTURE, FOOD & NATURAL RESOURCES	Animal Trainer	Veterinarian
ARCHITECTURE & CONSTRUCTION	Carpenter	Architect
ARTS, AUDIO-VIDEO TECHNOLOGY & COMMUNICATIONS	Recording Engineer	Film Editor
BUSINESS, MANAGEMENT AND ADMINISTRATION	Receptionist	Conference Organizer
EDUCATION & TRAINING	Teacher Aid	School Counselor
FINANCE	Collection Clerk	Accountant
GOVERNMENT & PUBLIC ADMINISTRATION	Building Inspector	FBI Agent
HEALTH SCIENCE	Paramedic	Neonatal Nurse
HOSPITALITY & TOURISM	Airline Ticket Agent	Recreation Programmer
HUMAN SERVICES	Nail Technician	Social Worker
INFORMATION TECHNOLOGY	Computer Service and Repair Technician	Computer Game Designer
LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY	Correctional Officer	Lawyer
MANUFACTURING	Machinist	Manufacturing Manager
MARKETING	Retail Salesperson	Fashion Editor
SCIENCE, TECHNOLOGY, ENGINEERING & MATH	Avionics Technician	Mechanical Engineer
TRANSPORTATION, DISTRIBUTION & LOGISTICS	Auto Detailer	Pilot

How Much Money?

You can use RUPrepareND.com to compare the earnings and outlook for different careers in your state.

1. Sign into RUPrepareND.com.
2. Click the **Career Planning** tab at the top of the page. Then select **Explore Careers**.
3. Under **Browse Career Clusters** click on the cluster that interests you most.
4. Click on the career you want to research.
5. Click on the **Money and Outlook** button on the left.

For some careers, the Entry Level Wage or the Experiences wage is marked N/A which means “not available.” In other words, the wage information is not available. If your career has N/A listed for Entry Level or Experienced wages, you should write that in your earnings chart.

SAMPLE

Career Cluster

LESS EDUCATION

MORE EDUCATION

Occupation		Occupation	
Average Annual Earnings		Average Annual Earnings	
Average Hourly Earnings		Average Hourly Earnings	
Outlook		Outlook	
Growth Rate		Growth Rate	

How Much Money? (continued)

RESEARCH #1

Career Cluster _____

Occupation		Occupation	
Average Annual Earnings		Average Annual Earnings	
Average Hourly Earnings		Average Hourly Earnings	
Outlook		Outlook	
Growth Rate		Growth Rate	

RESEARCH #2

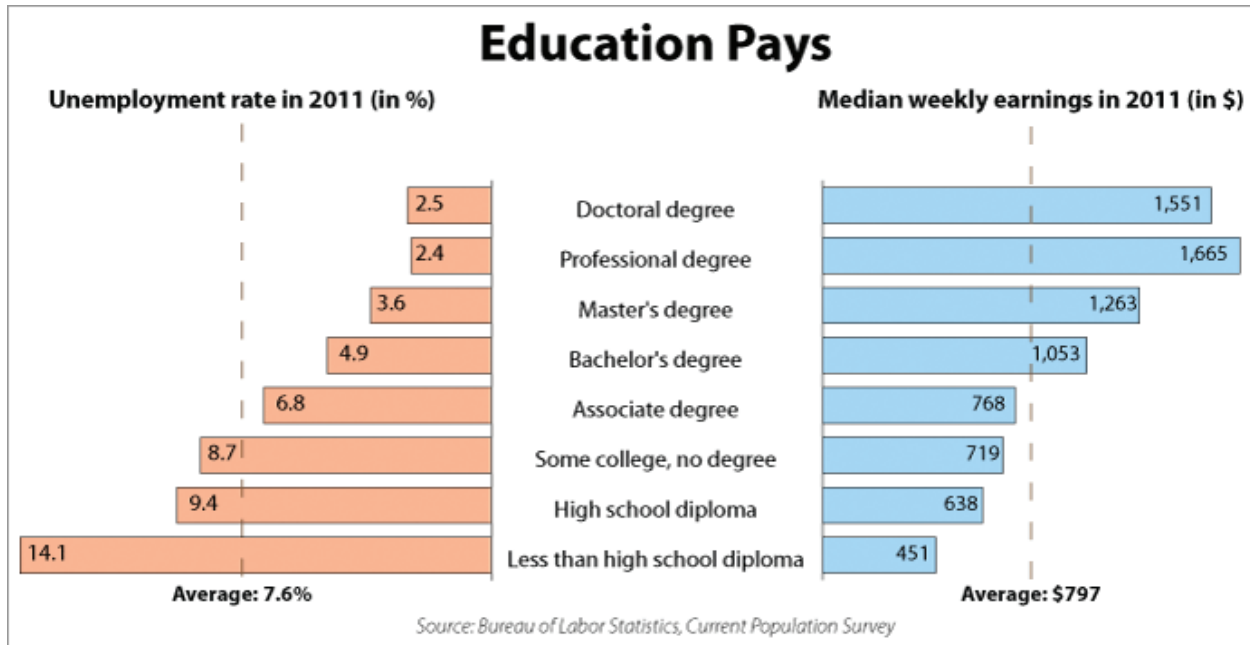
Career Cluster _____

Occupation		Occupation	
Average Annual Earnings		Average Annual Earnings	
Average Hourly Earnings		Average Hourly Earnings	
Outlook		Outlook	
Growth Rate		Growth Rate	

RESEARCH LIKE A PRO: When you compare earnings, you have to compare similar things. For example, compare the earnings for a veterinarian in a small town with the earnings for a plumber in a small town.



Earnings & Unemployment



Source: http://www.bls.gov/emp/ep_chart_001.htm

Data are 2011 annual averages for persons age 25 and over. Earnings are for full-time wage and salary workers. Note: The earnings on this graph represent national averages. Actual earnings in your state may be higher or lower.

The more education you have, the more

The more education you have, the less likely it is that you will

Some careers in construction or the skilled trades require on-the-job training rather than additional education. Name some of these careers:

Career Fair: Career Research 1

The **BIG** Idea

- What are some things to consider when deciding if a career is a good “fit”?

AGENDA

Approx. 45 minutes

- I. Warm Up: Career Fair Announcement and Expectations (10 minutes)
- II. RUPrepareND.com Review (10–15 minutes)
- III. Career Research (15–20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook pages 49 and 50, Career Research
- Student Handbook page 51, What They Do: Lawyer
- Student Handbook page 52, What to Learn: Lawyer

FACILITATOR PAGES:

- Facilitator Resource 1, Monthly Calendar
- Facilitator Resource 2, Highlighted What They Do: Lawyer
- Facilitator Resource 3, Highlighted Education: Lawyer

LCD projector

Laptop

Overhead projector

Highlighters

OBJECTIVES

During this lesson, the student(s) will:

- Use RUPrepareND.com to find career information, including the job description (**What They Do**), earnings (**Money and Outlook**), and **What to Learn**. Summarize career information.

OVERVIEW

This lesson launches preparations for a career fair to be held approximately six weeks from now. In the next three lessons (weeks one to three), each student will research a career they've identified as being of interest, creating materials to share their research with others. In week four, they'll prepare their presentation boards. In week five, they'll learn more about the art of listening and asking good questions. In week six, they'll hone their skills as presenters. Following the career fair, the final lesson allows them to reflect on the experience and share what they learned.

To begin this lesson, you'll describe the career fair and set expectations regarding students' finished projects. Then students will use RUPrepareND.com to begin researching their own assigned careers. (This lesson presumes previous experience with the Career Profiles in RUPrepareND.com.)

PREPARATION

- Discuss career fair possibilities with your administration and cooperating teachers.
- Assign each student a career to investigate based on what they signed up for last week, and keep a master list to help you organize the career fair day. Ideally, each student in the class will research a different career, so decide how you want to handle duplicate requests. In case of duplication, you may wish to let students consult their **Portfolio page 9, Career Finder Results**, to select an alternate career.
- Create a sample career display and pamphlet, or use examples from previous years, to show students what they're aiming for.

Career Fair Display (sample format)

Best and Worst Day	Career Pamphlet page 1	<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 0 auto;">Career Images</div>
	Career Pamphlet page 2	<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 0 auto;">Career Images</div> <p style="text-align: center;">Personal Reflection</p>

- Make arrangements for the class to use the computer lab, and make sure the RUMReadyND.com is accessible from students' computers.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 49 and 50, Career Research**
 - **Student Handbook page 51, What They Do: Lawyer**
 - **Student Handbook page 52, What to Learn: Lawyer**
 - **Facilitator Resource 1, Monthly Calendar**
- Familiarize yourself with the Career Profiles in RUMReadyND.com.
- List the day's **BIG IDEA** and activities on the board.
- Write the web address RUMReadyND.com on the board.

BACKGROUND INFORMATION

CAREER FAIR INFO

This lesson is the first of a seven-lesson career fair unit. (See below for a week-by-week schedule.) During the first six lessons, students prepare for a seventh-grade career fair to be held in a location, place, and time where career displays can be visited by all participating seventh-graders. During the fair, students will take turns presenting their career research and gathering information about new careers. If it's not possible for the entire grade to participate, you could implement the career fair with smaller groups, such as half the seventh grade, two classes, or even within a single class where scheduling won't permit more. The aim is to create an event that's celebratory and allows students to show off their knowledge.

During this week's lesson, students will begin their research on RUMReadyND.com. Over the course of three weeks, each student will be responsible for creating a career display and pamphlets as follows:

- **Career Information** (organized using the career pamphlet as a display item, which is also duplicated for use as take-aways for students interested in a career)
- **Personal Reflection**
- **Career Images**
- **Best and Worst Day** (optional)

Over the next three weeks, students will prepare the following materials for their career fair display:

WEEK 1. **What They Do, Money and Outlook, and What to Learn**, research

WEEK 2. **Ask the Experts Likes and Dislikes** research

Fill out **Career Pamphlet**

WEEK 3. Complete **Career Pamphlet**

Complete **Best and Worst Days**

Complete **Personal Reflection**

WEEK 4. Assemble materials

WEEK 5. Discuss effective strategies for listening and asking questions

WEEK 6. Discuss effective speaking strategies, practice oral presentations

CAREER FAIR

WEEK 7. Evaluate participation and reflect on what they learned

RUREADYND.COM INFORMATION

RUReadyND.com is searchable by career.

- Just click on the **Career Planning** tab, and then click on the **Explore Careers** section. Type the name of the occupation you're looking for into the **Search for** box.

Each occupation profile includes the following:

- **What They Do**
- **Is This for You?**
- **Skills You Need**
- **Money and Outlook** (including wages and employment outlook)
- **What to Learn**
- **Military Options** (Only available on some career profiles)
- **Connections** (links to related websites)
- **Interviews** (Only available on some career profiles)
- **Real Life Activities** (Only available on some career profiles).

Some careers also include video clips describing the career. To view the video clips, you need:

- Either Windows Media Player or QuickTime 4.0 or higher.

Note: Students can add interesting careers to their portfolios or print a copy to take home.

IMPLEMENTATION OPTIONS

See Careers Lesson 1 for background information on computers and modifications in case computers are not available.

For the most part, RUPrepareND.com is written at a high school level. However, the reading will be a challenge for many students. If students have difficulty reading the material, they'll need to help each other with difficult vocabulary and re-read complex passages to figure out the meaning. You'll need to circulate and provide help to students who need it.

It may help to print out RUPrepareND.com resources so students can mark up the pages. If your class finishes quickly, it's appropriate to move on to next week's lesson, as students will only have three more in-class opportunities to create the materials required for the career fair.

In **Activity II**, you may find that walking students through the process of identifying job description details and education needed is too much for one lesson. If so, skip **Student Handbook page 51, What They Do: Lawyer** and focus on **Student Handbook page 52, What to Learn: Lawyer**.

You may want to talk to your students' English teacher to see how much modeling is needed to illustrate summarizing a passage's main idea and supporting details.

Feel free to allow students who struggle with reading and writing to present their career in an alternative way. One example could be creating a slide show set to music.

ACTIVITY STEPS

I. Warm Up: Career Fair Announcement and Expectations (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. By now, you probably realize that there are hundreds of careers to choose from—including many that you may never have heard of before. If you started today and researched one career a week... well, you'd graduate from high school without investigating them all. But imagine how many careers you could learn about if everyone in the seventh grade researched a career and shared what they learned. That's why we're having a career fair just ___ weeks from ____!

Your assignment for the career fair is to become an expert in one career. You will design a display that describes your career, as well as a pamphlet that interested students can take with them.

[Show students a sample career display and pamphlet.]

2. **SAY SOMETHING LIKE:** If this seems like a lot to research and prepare, don't worry. We're going to break down the work into manageable weekly tasks. Here's a look at what we'll be doing each week to prepare for the career fair.

[Show the overhead transparencies of **Facilitator Resource 1, Monthly Calendar** (two copies) and show students the date of the career fair and what you'll be doing each week to prepare. Middle-school students struggle with long-term planning, and it's helpful for you to map things out so they have an idea of the time frame.]

3. **SAY SOMETHING LIKE:** How much effort you put into your "performance" will be entirely up to you. You can bring in props, dress like someone who would have this career, do whatever it takes to give seventh-graders from other classes a clear idea of what someone who has this career does for a living.

All displays will be set up in the _____. Not only will you have a chance to present information about your own career, but you will also have a chance to listen to the presentations about other careers. You should be prepared to talk to a small group of students at a time—say, three to five people, and answer any questions they might have about your career.

We will spend the next three weeks researching and preparing materials. The week after that (week four), we'll create presentation boards. During the fifth week, we'll create a list of questions to ask presenters. During the sixth and final week, we'll prepare and practice our oral presentations.

Are you ready to get started?

4. **SAY SOMETHING LIKE:** I've assigned each of you a different career based on the preferences you listed last week. If you didn't get one of your top choices, it means many people were interested in the same careers as you were. [Distribute assignments to students, and provide an opportunity for unassigned students to make an alternate choice from their **Portfolio page 9, Career Finder Results.**]

II. RUPrepareND.com Review (10 - 15 minutes)

1. [Ask students to turn to **Student Handbook pages 49 and 50, Career Research.**]
2. **SAY SOMETHING LIKE:** This is the form you'll use to take notes about your career. You are encouraged to include as many details as possible, so feel free to use a separate piece of paper if you need more space. Use the same headings—**What They Do, What to Learn, Money and Outlook**, and so on, to help you stay organized.

Today, we're going to focus on three sections of the **Career Research** page: **What They Do, What to Learn, and Money and Outlook.** We'll research information for the other sections next week.

At the top of the page, write the name of your career. On the second line, write the name of the website you use. For today, we'll all be searching in the same place—RUPrepareND.com.

3. [Write RUPrepareND.com on the board and assist the students with signing in.]
4. **SAY SOMETHING LIKE:** Together, let's review where to research information about your career's job description, which we'll call **What They Do, What to Learn**, and earnings which we'll call **Money and Outlook.**

[Illustrate each step using your laptop and LCD projector.]

Once you've signed in, click on the **Career Planning** tab. Then click on the **Explore Careers** section and type the career into the **Search For** box. For practice, let's type

in “lawyer.” Now click on Lawyer in the list of careers that appear. There are several types of lawyers in this list. We want the one that’s just called “Lawyer.”

Now, let’s look for the information we need about this career:

- **What They Do:** This is the first page that comes up. As you know from using this site before, this section gives a good overview of the job, what it involves, and where people with this career usually work. As you complete this section in your portfolio page, remember that you are summarizing the information in your own words.

Let’s practice one example together.

[Place a copy of the **Student Handbook page 51, What They Do: Lawyer** on an overhead projector. Pass out a highlighter to each student.]

Turn to **Student Handbook page 51, What They Do: Lawyer**. After reading the “What They Do,” we are going to stop and discuss the most important facts. I will underline the important facts on the overhead and you should highlight those facts with the highlighters you were just given. Wait to highlight the information until we go over it together. After reading over these two sections, we’ll have an overview of what a career is about.

[Have a different volunteer read each bulleted item. Stop as needed, and illustrate how to underline key information, using **Facilitator Resource 2, Highlighted What They Do: Lawyer** as your guide.]

If you need to return to the **What They Do** page, just click the blue tab in the left-hand menu.

- **Money and Outlook:** To find information about the career’s earnings, just click the blue tab labeled **Money and Outlook**. You’ll find some great information here. You can find the **Average Annual Earnings** and **Average Hourly Earnings** for the career at the top of the page. Who knows what an average annual earnings is? (This combines the wages for the beginning, middle, and experienced levels of the career.) You’ll write down the average annual earnings on your **Career Research** sheet.

[Demonstrate how to do this on the **Career Research** sheet.]

- **What to Learn:** As you’ll see on the **Career Research** portfolio page, you are asked to check the education needed for this career. Who remembers where we found this information last week?

You can find more details by clicking the blue **What to Learn** tab. Please click it now.

You'll find information about education needed beyond high school on this page. Some careers have more than one education path—you might learn to be an electrician by going to a trade school or by working as an apprentice, where you get on-the-job training. Be sure to read all the information so you know what your options are.

[Have students turn to **Student Handbook page 52, What to Learn: Lawyer** and follow the same procedure they did for the **What They Do** section, above, using **Facilitator Resource 3, Highlighted What to Learn: Lawyer** as your guide.]

5. **SAY SOMETHING LIKE:** These are the three sections you'll be researching today. [Answer any questions and instruct students to begin their research.]

III. Career Research (15–20 minutes)

1. [Allow students to spend the remainder of the period researching on their own, while you circulate to answer questions, troubleshoot, and keep them on task.]

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Next week, you'll continue your career research. You'll learn how people who are working in a career can help you decide if it's right for you.
2. **SAY SOMETHING LIKE:** You all did a great job today. I hope you're looking forward to learning even more about your career next week!

MONTHLY CALENDAR

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

MONTHLY CALENDAR

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Highlighted What They Do: Lawyer From RUPrepareND.com

A lawyer conducts criminal and civil lawsuits, prepares legal documents, advises clients on legal rights, and practices other phases of law. May represent clients in court or before administrative agencies of government. May specialize in a single area of law, such as constitutional law, corporate law, or criminal law.

A person in this career:

- Advises clients about business transactions, claim liability, advisability of lawsuits, and legal rights and obligations.
- Presents cases in court and summarizes cases to a judge or jury.
- Develops strategies and arguments in the preparation of a case.
- Interviews clients and witnesses to get facts and gather evidence for defense or legal action.
- Interprets laws, rulings, and regulations for individuals and businesses.
- Acts as agent, trustee, guardian, or executor for businesses or individuals.
- Prepares and drafts legal documents, such as wills, deeds, patent applications, mortgages, leases, and contracts.
- Selects jurors, argues motions, meets with judges and questions witnesses during the course of a trial.
- Studies the Constitution and existing laws, decisions, and ordinances.
- Supervises legal assistants.

SOURCE: RUPrepareND.com

Highlighted What to Learn: Lawyer From RUPrepareND.com

Education Level

Becoming a lawyer usually takes seven years of full-time study after high school - **four years of undergraduate study, followed by three years of law school**. Law school applicants must have a bachelor's degree to qualify for admission.

To meet the needs of students who can attend only part time, a number of law schools have night or part-time divisions. To practice law in the courts of any State or other jurisdiction, **a person must be licensed, or admitted to its bar**, under rules established by the jurisdiction's highest court.

All States require that applicants for admission to the bar pass a written bar examination; most States also require applicants to pass a separate written ethics examination. Lawyers who have been admitted to the bar in one State occasionally may be admitted to the bar in another without taking another examination if they meet the latter jurisdiction's standards of good moral character and a specified period of legal experience. In most cases, however, lawyers must pass the bar examination in each State in which they plan to practice. Federal courts and agencies set their own qualifications for those practicing before or in them. To qualify for the bar examination in most States, an applicant must earn a college degree and graduate from a law school accredited by the American Bar Association (ABA) or the proper State authorities.

SOURCE: RUPrepareND.com

Career Research

My Career:

Website:

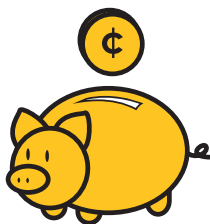


What They Do:

Summarize this career in one or two sentences.

List some of the things this person has to do on the job.

-
-
-



Money and Outlook

List the average annual earnings and the average hourly earnings for the career that you have chosen. For most careers, these will appear in a grid. For some careers, you will need to read the text on the page to find these answers.

Average Annual Earnings: \$ _____ a year

Average Hourly Earnings: \$ _____ an hour



What to Learn

Check the boxes that best describe the education needed for this career.

High school

Apprenticeship (paid to learn on the job)

Tech or trade school (cooking or car repair, for example)

Two-year community college (associate's degree)

Four-year college (bachelor's degree)

More than four years of college

Details:

Ask the Experts! Likes and Dislikes

(found on the **Interview** tab)

One of the best ways to learn about a career is to learn what the experts have to say about it. Write down at least two things that the experts like and two things that the experts dislike about the career you chose based on the interview you read.

Likes:

- 1.
- 2.

Dislikes:

- 1.
- 2.

What They Do: Lawyer From RUPrepareND.com

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A person in this career:

- Advises clients about business transactions, claim liability, advisability of lawsuits, and legal rights and obligations.
- Presents cases in court and summarizes cases to a judge or jury.
- Develops strategies and arguments in the preparation of a case.
- Interviews clients and witnesses to get facts and gather evidence for defense or legal action.
- Interprets laws, rulings, and regulations for individuals and businesses.
- Acts as agent, trustee, guardian, or executor for businesses or individuals.
- Prepares and drafts legal documents, such as wills, deeds, patent applications, mortgages, leases, and contracts.
- Selects jurors, argues motions, meets with judges and questions witnesses during the course of a trial.
- Studies the Constitution and existing laws, decisions, and ordinances.
- Supervises legal assistants.

SOURCE: RUPrepareND.com

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Education Level

Becoming a lawyer usually takes seven years of full-time study after high school - four years of undergraduate study, followed by three years of law school. Law school applicants must have a bachelor's degree to qualify for admission.

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SOURCE: RUPrepareND.com

Career Fair: Career Research 2

The **BIG** Idea

- What are some things to consider when deciding if a career is a good “fit”?

AGENDA

Approx. 45 minutes

I. Warm Up: Career Pamphlet Overview (5 minutes)

II. Ask the Experts! (10 minutes)

III. Research Likes and Dislikes (15 minutes)

IV. Complete Your Career Pamphlet (10 minutes)

V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 10 and 11, Career Pamphlet (**NOTE:** Page numbers are not listed on these pages as they will be used on the career fair display board)

STUDENT HANDBOOK PAGES:

- Student Handbook pages 49 and 50, Career Research (students completed the first part in last week’s lesson)
- Student Handbook pages 53 and 53A, Interview with an Automotive Technician
- Student Handbook page 53B, Ask The Experts! Interview

FACILITATOR PAGES:

- Facilitator Resource 1, Highlighted Interview with an Automotive Technician

Extra copies of career pamphlets and career research pages (for students who want to recopy their work)

LCD projector

Laptop

Overhead projector

Highlighters

OBJECTIVES

During this lesson, the student(s) will:

- Consider what experts in the field like and dislike about their careers.
- Use a template to summarize career information in pamphlet form.

OVERVIEW

Students will continue to research their assigned careers using RUPrepareND.com website. Last week, students researched the career's general job description (**What They Do**), required education (**What to Learn**), and typical earnings (**Money and Outlook**). This week, they'll research experts' opinions about their careers using the Interviews feature. Finally, students will find images representing their career, or draw their own pictures, to include in their career fair displays.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board. Write the web address, RUPrepareND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 49 and 50, Career Research** (students completed the first part in last week's lesson)
 - **Student Handbook page 53, Student Handbook pages 53, 53A, and 53B, Interview with an Automotive Technician**
 - **Portfolio pages 10 and 11, Career Pamphlet**
- Consider how your students will access and print career images.

Note: Completed two-sided career pamphlets will need to be duplicated prior to the career fair.

IMPLEMENTATION OPTIONS

See Careers Lesson 1 for background information on computers and modifications for non-computer lessons.

See Careers Lesson 4 for suggestions on adaptations for lower-level learners.

Facilitators may wish to make copies of student pamphlets to take home and share with parents. If students did not complete their research in lesson 4, give them time to do so in this class.

Students who finish their research early can begin reading all other tabs in the profile for their career.

If the entire class finishes quickly, it's appropriate to move on to next week's lesson, as students will only have one more in-class opportunity to complete the research required for the career fair.

You may want to seat students who were absent near each other in the computer lab, in order to help these students catch up from last week's lesson.

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ACTIVITY STEPS

I. Warm Up: Career Pamphlet Overview (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone! Last week you used RUMReadyND.com to begin researching a career for the career fair. You investigated the job description, typical earnings, and required education. This week, you're going to continue your research on RUMReadyND.com, focusing on what people working in your field have to say about your assigned career. You'll also have time to complete any research from last week. Once you've completed the research, you'll compile and summarize your research into a "career pamphlet."
2. **SAY SOMETHING LIKE:** Before we start our research on RUMReadyND.com, let's take a minute to talk about the career pamphlet. [Show a sample pamphlet.] Remember, this pamphlet will be part of your career fair display. I'll also make copies to share with other students who are interested in your career.
3. [Direct students to **Portfolio pages 10 and 11, Career Pamphlet**. Point out that the sections are nearly the same as in their **Career Research Student Handbook** pages, but that it folds up like a pamphlet. Model how to fold it. Note that the "Likes and Dislikes" section will be completed this week.]
4. **SAY SOMETHING LIKE:** Once you've completed your research today, I'd like you to transfer what you recorded in your **Career Research** pages onto your pamphlet. Two important things to remember:
 - You should NOT be copying the words from RUMReadyND.com. Instead, you should be summarizing this information into your own words.
 - Please use your best handwriting when you fill in the career pamphlet.

II. Ask the Experts! (10 minutes)

In this activity, students will be introduced to the Interviews feature of RUMReadyND.com, and will learn how to read an interview to find interviewees' likes and dislikes about their jobs. **Student Handbook page 53B, Ask the Experts! Interview** is a homework assignment for those students who are able to interview someone they know in their chosen field.

1. **SAY SOMETHING LIKE:** Most people like some parts of their jobs better than other parts. One of the best ways to figure out what a job is really like is to talk to the people who do it about their likes and dislikes. How many know someone who has the job they're researching? If you know someone in the career that you are researching,

you can talk to him or her about what he or she likes and dislikes about their job. If you don't know anyone who works in the career that you are researching, that's OK! You can also read to find out how people feel about the work they do.

2. **SAY SOMETHING LIKE:** Why do you think it's important to talk to the people or read an interview with the people who actually work in a job? [Discuss how learning about the experiences, and likes and dislikes, is one of the best ways to figure out what a job is really like.]

III. Research Likes and Dislikes (15 minutes)

1. [Ask students to turn to **Student Handbook pages 49 and 50, Career Research**. Point out the "Likes and Dislikes."]
2. **SAY SOMETHING LIKE:** This is the form you used last week to record information about your career's job description, required education, and earnings. Next week, you're going to complete your career pamphlets and look for pictures or images about your career to post on your career display.
3. [Write RUPrepareND.com on the board and assist the students in signing on.
4. Last week, we looked at the **Career Profile** for a lawyer. Today, let's look at the profile for "Automotive Technician" (or another career that would interest your students).
5. [Model how to click on the **Career Planning** tab, and then click on the **Explore Careers** section. Next, type "Automotive Mechanic" in the **Search for** box and click **Go**. Click on the link for "Automotive Technician," and then click on the **Interviews** tab on the left side of the screen. Explain to the students that not every career has an interview, but that you will be showing them another website that they can go to for interviews in a few minutes.]
6. **SAY SOMETHING LIKE:** All the information we need to complete our career research Form is under this **Interview** tab.

[Place a copy of the **Student Handbook pages 53 and 53A, Interview with an Automotive Technician** on an overhead projector. Pass out a highlighter to each student.]

SAY SOMETHING LIKE: Turn to **Student Handbook pages 53 and 53A, Interview with an Automotive Technician**. This article features interviews with several auto mechanics. Our first step is to figure out who’s talking. Let’s underline their names to make it easier to sort out their opinions.

Now, let’s identify key words that signal when the speakers are talking about their likes and dislikes. For example, “like,” “enjoy,” “feels good,” “look forward to,” or “dislike.” Raise your hand when you spot one of these key words, and I’ll circle it on the overhead. Now we know where to find the most important info about likes and dislikes.

[Have a different volunteer read each paragraph. Make sure to stop after each paragraph and model how to highlight information about likes and dislikes. Use **Facilitator Resource 1, Highlighted Interview with an Automotive Technician** as a guide.]

Model completing **Student Handbook page 53B, Ask the Experts! Interview** questions two and three using the information that you just learned from the article.]

7. **SAY SOMETHING LIKE:** Earlier in the lesson I asked how many of you know someone in your career. Could those of you who know someone who works in this career raise your hands again? I would like to give you an optional activity that you can complete as homework. Don’t worry—this assignment will be fun! If you know someone in this career, I’d like you to ask them if you can have 10 minutes of their time to conduct an interview. Use **Student Handbook page 53B, Ask the Experts! Interview** to help you in conducting your interview.

You’ll write your name, the interviewee’s name, their career, and the date of the interview. Then ask them each of the questions on this page and write down their answers. This will give you a true inside perspective on the career. Here’s how to get started.

1. If you’ve decided to interview the person face-to-face, make sure your parents know where you’re going, and agree that it’s safe.
2. Figure out how you’re going to approach the person—by phone or e-mail.
3. Call or write. If they don’t know you well, introduce yourself: “This is Jennifer Smith. I’m a patient of Dr. Leff’s.” Explain the assignment. “My seventh-grade class is studying careers, and I’m researching how to become a doctor. I was wondering if you could spare 10 minutes to answer some questions about your career.”

4. Schedule a good time to talk.
5. When the interview is finished, say thanks. (Following up with a written thank-you note is even better.)
8. **SAY SOMETHING LIKE:** The interview with someone you know is an optional or “bonus” activity. Today, you’ll be using the information on RUPrepareND.com to complete **Student Handbook pages 49 and 50, Career Research.**
9. For most of your careers, you will be able to find an interview in the RUPrepareND.com **career profile**. For some careers, however, you will not find an interview section in the **career profile**. If you don’t see an Interviews tab, you will need to do some detective work! You should first go to an alternate website - www.nextsteps.org. Once you reach that website you can click on the blue **career profiles** button on the left side of the page. Next, scroll through the alphabetical list of careers until you find the career that you are interested in. Click on the name of the career and read the interview.

If you have looked on RUPrepareND.com and the Next Steps website and you still can’t find an interview for your career, you will need to choose a related career. You can find a list of related careers on the **What They Do** page. Either choose a career in the **Related Careers** box or click on the name of the career cluster or career pathway to see a longer list of related careers.

IV. Complete Your Career Pamphlet (10 minutes)

1. Remind students that once they are finished with their research, they should begin working on their career pamphlet, as you discussed in the beginning of the class.
2. Remind students that they should NOT be copying the words from RUPrepareND.com. Instead, they should summarize the information in their own words. Ask the students to use their best handwriting when they fill in the career pamphlet because it will be a part of their final presentation boards.
3. Circulate around the classroom to answer any questions they may have.

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Who was surprised by what they learned about the things that the experts liked or disliked about their careers? [Have one or two students share what they learned.]

Did learning about what the experts like and dislike about their career change how you felt about it?

2. **SAY SOMETHING LIKE:** Next week, you're going to complete your career pamphlets and consider whether or not your assigned career would be a good fit for you.

HIGHLIGHTED INTERVIEW WITH AN AUTOMOTIVE TECHNICIAN

If you're thinking that a career as an automotive technician will allow you to hide under the hood of a car, think again! You have to be mechanically inclined, but you must also be highly intelligent and possess excellent people skills—not necessarily in that order.

“This whole job is about people,” says Doug Payette, an auto technician and service manager for a large automotive service chain. “You have to talk to people, explain what’s wrong with their cars in language they can understand, and calm down irate customers. You have to have good communication skills.”

Dealing with people is what Payette likes best about his job. “People rely so much on their cars that, when something goes wrong, it can be very stressful. So, occasionally you have to deal with angry customers. I look forward to the challenge in that. If I can get that angry guy calmed down before he leaves the shop, and know he’ll come back again—that feels good.”

Of course, not every customer is irate. Most are friendly and appreciative. “When you fix things, you feel good about fixing it. You get a lot of positive feedback from the customers because of the one-on-one contact. That’s where the rewards come in.”

Others agree. Susie Chivers is an automotive technician for a repair and service shop.

Her four-man—make that a “four-person” shop—can see 30, 40 and even 50 cars a week, with jobs ranging from oil changes to engine work. “Every day is a little different,” she says. “I love it.”

Chivers explains that this is a career where you get to see results, and that’s part of the fun for her.

She says that the ability to fix things was not something with which she was born. “I think that anybody who has the desire to learn can do it. Book-smart is one thing, but hands-on is more important,” she says.

Doug Payette has been working for the same company for over 20 years. He started working there after school, unloading tires in a huge warehouse before becoming an apprentice. Eventually he worked his way into management. His experiences starting out at the bottom help Payette to keep everything in perspective when it comes to his own employees.

“It’s like any job. It doesn’t matter how good a job you’re doing if someone doesn’t acknowledge it. I have 10 licensed technicians, seven apprentice technicians, six service advisors and three guys hoping to get apprenticeships working for me. It’s important to keep them happy.”

Happy? Beno Rubin is definitely happy. He’s an automotive service tech instructor.

“I love cars, and working with the right people does make this job much easier. The people in my dealership, from the owner down to us techs, are good people. That means a lot,” says Rubin.

The most difficult part of his job is also the most rewarding. “The hardest part of my job is working on a problem that is new to me,” he says. “I see it as a learning opportunity. The best time I have with this job is when I take a car in with a problem, diagnose and repair it correctly, and then present the car back to the customer. When the customer has questions about it, I can confidently answer the question and make the customer happy.”

This is an occupation that requires some smarts. “The more intelligent the person, the better they comprehend diagnostic techniques in fuel injection,” says Payette.

“It’s not just about turning wrenches,” Rubin adds. “Diagnostic skills are very important. The cars I work on now can have as many as eight different computers in them. Fortunately, many schools are teaching this aspect, with help from the automotive manufacturers.”

An interest in computers comes in handy, but a computer can’t tell you everything. Knowledge of mathematics is critical.

“Certain aspects of repairing a car require critical measurements of parts,” explains Rubin.

“Understanding how to read measurements off of tools, such as micrometers and vernier calipers, is essential. Since many cars today use metric nuts and bolts, conversion from imperial to metric is necessary. Converting fractions to percentages is required when dealing with how much material is remaining [such as brake pads or tire tread depth]. Calculating hours of labor and prices are also needed, but the service advisor is usually the one to present this to the customer.”

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service advisors and three guys hoping to get apprenticeships working for me. It's important to keep them happy."

Happy? Beno Rubin is definitely happy. He's an automotive service tech instructor.

"I love cars, and working with the right people does make this job much easier. The people in my dealership, from the owner down to us techs, are good people. That means a lot," says Rubin.

The most difficult part of his job is also the most rewarding. "The hardest part of my job is working on a problem that is new to me," he says. "I see it as a learning opportunity. The best time I have with this job is when I take a car in with a problem, diagnose and repair it correctly, and then present the car back to the customer. When the customer has questions about it, I can confidently answer the question and make the customer happy."

This is an occupation that requires some smarts. "The more intelligent the person, the better they comprehend diagnostic techniques in fuel injection," says Payette.

"It's not just about turning wrenches," Rubin adds. "Diagnostic skills are very important. The cars I work on now can have as many as eight different computers in them. Fortunately, many schools are teaching this aspect, with help from the automotive manufacturers."

An interest in computers comes in handy, but a computer can't tell you everything. Knowledge of mathematics is critical.

"Certain aspects of repairing a car require critical measurements of parts," explains Rubin.

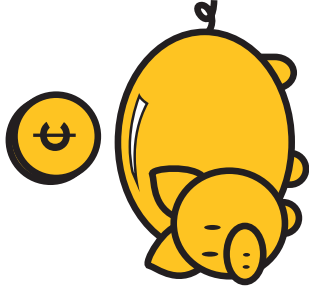
"Understanding how to read measurements off of tools, such as micrometers and vernier calipers, is essential. Since many cars today use metric nuts and bolts, conversion from imperial to metric is necessary. Converting fractions to percentages is required when dealing with how much material is remaining [such as brake pads or tire tread depth]. Calculating hours of labor and prices are also needed, but the service advisor is usually the one to present this to the customer."

Career Review

Name of Career

Name of Presenter

Date:



Annual Income:

Average Annual Earnings

\$ _____

Average Hourly Earnings

\$ _____



What They Do

Summary:

Job Tasks

- ---

- ---

- ---

Likes and Dislikes

Likes:

- ---

- ---

Dislikes:

- ---

- ---



Education

Summary:

Career Fair: Career Research 3

The **BIG** Idea

- What are some things to consider when deciding if a career is a good “fit”?

AGENDA

- Approx. 45 minutes
- I. Warm Up (5 minutes)
 - II. Complete Your Career Pamphlet (10 minutes)
 - III. Picture This! Images of a Career In Action (10 minutes)
 - IV. Best Day, Worst Day (10 minutes)
 - V. Wrap-Up: Personal Reflection (10 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 10 and 11, Career Pamphlet (from previous lesson)
 - Portfolio page 12, Best and Worst Days
 - Portfolio page 13, Personal Reflection
 - Portfolio page 14, Personal Reflection Paragraph
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 49 and 50, Career Research (from Careers 4)
- Laptop
- LCD projector

OBJECTIVES

During this lesson, the student(s) will:

- Use their knowledge of this career to create a description of their best and worst days on the job.
- Use career information obtained to determine whether or not this job is a good fit for them.

OVERVIEW

Over the past two weeks, students researched general information about their careers and compiled this information into a career pamphlet. This week, students will use the career information they've gathered to complete their career pamphlets. Then, students will find images representing their career, or draw their own pictures, to include in their career fair displays. Next, students will describe what they think will be the "best day" and "worst day" on the job. Finally, they'll consider what they've learned about the career and reflect on whether they think the job is a good fit for them.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the RURReadyND.com is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board. Write the web address RURReadyND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio pages 10 and 11, Career Pamphlet**
 - **Portfolio page 12, Best and Worst Days**
 - **Portfolio page 13, Personal Reflection**
 - **Portfolio page 14, Personal Reflection Paragraph**
- Prior to next week's lesson, photocopy students' career pamphlets onto two-sided pamphlets before they paste their original copies onto their displays (optional).

IMPLEMENTATION OPTIONS

See **Careers Lesson 1** for background information on computers and modifications for non-computer lessons.

See **Careers Lesson 4** for suggestions on adaptations for lower-level learners.

Activity III: You may wish to make the gathering of career images an optional activity at the end of the period. If students need more time for research or writing, you may want to assign collecting career images as homework.

If students need more time to complete their research or **Personal Reflection**, you may have students choose either the best or the worst day paragraphs to complete, or skip **Activity III** altogether. (You may wish to assign this as an optional activity for students who enjoy an extra challenge or finish early.)

Activity IV: If you're short of time or your students are burned out on writing, you may choose to have them answer the questions on **Portfolio page 13, Personal Reflection**, but skip the paragraph on the following page.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone! Over the past two weeks, you researched information about your assigned career. This week, you're going to complete your career pamphlets. Next, you will find images that represent your career to include in your career fair displays. Then you will describe what you think would be the "best day" and "worst day" on the job. Finally, you'll consider what you've learned about your assigned career and reflect on whether you think the job is a good fit for you.
2. **SAY SOMETHING LIKE:** I hope that as you've been researching, you've been thinking about whether or not your career is right for you. Maybe you started out with one opinion and have changed your mind. Or perhaps the more you research, the more excited you've become about your assigned career. The bottom line is, the more you know about a career, the easier it is to tell if it's right for you.

II. Complete Your Career Pamphlet (10 minutes)

1. **SAY SOMETHING LIKE:** As you complete your career pamphlet, remember that you should NOT be copying the words directly from RUREadyND.com. Instead, you should be summarizing this information into your own words.

Please be sure to use your best handwriting when filling in your career pamphlets! These will be part of your display board.

III. Picture This! Images of a Career In Action (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you've researched your career and learned all the important facts, it's time to see what the job looks like in action! As part of your presentation at the career fair, you will display images of different people working in the career. For example, if your career is veterinarian, it would be interesting to show that vets don't just take care of dogs and cats in an office, but that a farm vet visits horses, cows, pigs, and more on a farm! You may look online for images to import, or draw one of your own using the information you've gathered to direct you. If you look for online images, you must collect at least three. If you are drawing, one detailed picture is required. Got a camera? If you can, take photos of your career in action!

2. [If students are searching for images online, review the school's Internet policy and guidelines before they get started. Suggest that students use Google Image Search (<http://images.google.com/>). (You may need to confirm that your school's filters do not block this site.) Students may also need guidance on right-clicking, saving, and printing images.]

Walk around the classroom or computer lab to be sure students are staying on task, and to assist students as needed. For those who elect to draw pictures, suggest that they review their resources to make sure they are representing the career accurately, and are really showing what the job is all about. Encourage them to annotate their drawing, like a diagram, to explain what the person is doing in the picture.]

IV. **Best Day, Worst Day (10 minutes)**

1. [Ask students to turn to **Portfolio page 12, Best and Worst Days**, and display this page on the overhead projector.]
2. **SAY SOMETHING LIKE:** Now that you have completed your career pamphlet and found images that represent your career, you have a good understanding of what you would like and dislike about this career.
3. **SAY SOMETHING LIKE:** At this point you should have a good sense of what someone in this job does each day. Some days are good and some are bad. Think about what you know about this job in terms of job responsibilities and working conditions and consider what would make a great day on the job, and what would make an awful day on the job. I'd like you to think about this information to complete the "Best" and "Worst" paragraphs on **Portfolio page 12, Best and Worst Days**.

Consider what a very good day, and a very bad day, would be like for someone with this job. For example, a veterinarian, might say a very good day was one in which none of her animals died and she helped animals to feel well.

SAY SOMETHING LIKE: I'd like you to describe these "best and worst days" for someone with your career. You may want to write these descriptions on scrap paper first, and have me or a partner check your description for grammar, spelling, and clarity. Keep in mind that this page will be included in your career fair display. [If you are short of time, skip the rough draft.]

V. Wrap Up: Personal Reflection (10 minutes)

1. **SAY SOMETHING LIKE:** By now you've learned quite a bit about the career you researched. With all that you now know, do you think it would be a good career for you? There are lots of questions you need to ask yourself when considering a career.

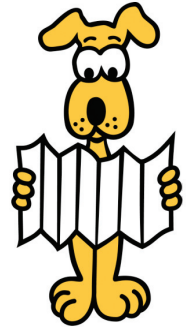
[Have students turn to **Portfolio page 13, Personal Reflection** and read the questions aloud. Point out that these questions relate to the research they completed for their assigned careers.]

These are just a few of the many questions you need to ask yourself when determining whether a job is a good fit for you or not.

2. [Have students answer the questions in **Portfolio page 14, Personal Reflection Paragraph**. Have them circle their opinion about whether or not this career is a good fit for them. Then have students draft on scrap paper a paragraph or two with details to support their opinion. The details should include both the facts they researched as well as their personal opinions.]
3. [Remind the class that they will display their personal reflection paragraph(s) as part of their presentation during the career fair. To ensure correct grammar, spelling, and clarity, they should have you review their rough copies. Or they can exchange with a classmate and review each other's writing. Once they have all of their corrections, instruct them to write the paragraph(s) in their neatest handwriting on the **Personal Reflection** pages.]
4. [Announce that next week will be their last chance to work on their presentations in class, so if they have any pictures or special touches they want to add, they should bring them to class next week, when they'll be assembling their presentation boards. If your class routinely meets in the computer lab, remind them that they'll meet in their regular classroom next week.]

This page intentionally left blank.

Use this page to describe the great and not-so-great things about this job.



Best and Worst Days

Career: _____

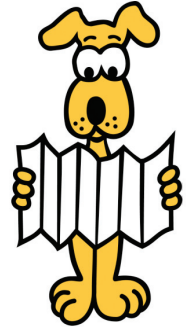
Now, imagine what a VERY BAD DAY on the job would be like—a day when everything goes wrong. Then imagine what a VERY GOOD DAY would be like—a day when you feel happy and satisfied with the work that you do. In the space provided, describe these “best” and “worst” days.

A VERY BAD Day at this Job

A VERY GOOD Day at this Job

PERSONAL REFLECTION

Did you discover the career of your dreams? Use these pages to record your opinions.



Career: _____

Think about the information you've researched about this career to answer these questions. Then decide whether or not you feel this job is a good fit for you and write a paragraph to support your opinion.

What They Do

What responsibilities in the job description would you like?

What responsibilities would you dislike?

Money and Outlook

How do you feel about the earnings for this job?

What to Learn

Are you willing to invest time and money in the education you'll need?

Ask The Experts! Likes and Dislikes

Considering what you know about the experts' likes and dislikes about this career, what do you think that you would like or dislike about this career? Why?

Career Fair: Creating Career Fair Displays

The **BIG** Idea

- How can I present my career information in a way that will be interesting to my classmates?

AGENDA

Approx. 45 minutes

- I. Warm Up: Distribute materials (5 minutes)
- II. Create Presentation Boards (35 minutes)
- III. Wrap Up: Clean up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 10 and 11, Career Pamphlet (from Careers 5)
- Portfolio page 12, Best and Worst Days (from Careers 6)
- Portfolio page 13, Personal Reflection (from Careers 6)
- Portfolio page 14, Personal Reflection Paragraph (from Careers 6)

- Career images
- Presentation boards, one per student
- Markers
- Tape or glue
- Scissors
- Library pockets to hold career pamphlets (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Create a presentation board to be displayed during the career fair.

OVERVIEW

Students compile all of their presentation materials, creating their displays for the career fair.

IMPLEMENTATION OPTIONS

Many students will feel that they need more than 45 minutes to complete their career fair displays. You may want to field a discussion with student suggestions for how they can complete this work outside of class time.

If you think your students will struggle to organize their time during this lesson, feel free to give the students a step-by-step plan for completion.

ACTIVITY STEPS

I. Warm Up: Distribute Materials (5 minutes)

1. **SAY SOMETHING LIKE:** Today's the day we put together all the research you've worked so hard to create. By the end of class today, each of you should have your career display ready for the career fair, which is happening in two weeks. Let's review all the portfolio pages that will be in the display:
 - Career pamphlet (two pages) [**Note:** Be sure these have been copied onto two-sided pamphlets before students paste them onto their display boards.]
 - Images of this career in action (about three to five; whatever will fit)
 - Best and worst days (one page), optional
 - Personal reflection (two pages)

II. Create Presentation Boards (35 minutes)

1. [Explain how you want the materials to be distributed, and allow students the remainder of the period to work.]

III. Wrap Up: Clean Up (5 minutes)

1. [Describe the procedure for cleaning up.]
2. **SAY SOMETHING LIKE:** These displays will be the centerpiece of your career fair presentation, but the discussions you have with other students will also play an important role in making the career fair a success. Next week, we'll talk about what's required of you as a guest listening to other people's career presentations. You'll practice your presentations the week after that.

Listening and Asking Questions

The **BIG** Idea

- What kinds of questions will give me the most information about careers?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Listen to Me! (5 minutes)
 - II. Effective Listening (10 minutes)
 - III. Asking Questions (10 minutes)
 - IV. Keep the Conversation Rolling! (10 minutes)
 - V. Wrap Up: Career Fair Question Brainstorm (10 minutes)

MATERIALS

- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 54, Be a Better Listener (OPTIONAL)
 - Student Handbook page 55, Career Fair: Presentation Questions
- Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Identify effective (and ineffective) listening behaviors.
- Distinguish between open-ended and yes/no questions.
- Generate a list of career fair follow-up questions.

OVERVIEW

To prepare for the career fair, students learn about two important things they'll need to do as participants: listen and ask questions. They'll also discuss how these communication skills can be applied to everyday conversation—an essential life skill. To begin the lesson, students will discuss effective listening strategies. Then they'll learn about different types of questions to start and keep up conversation. Next, they'll practice asking follow-up questions to gather more information from a speaker. Finally, they'll come up with a list of follow-up questions they could ask presenters at the career fair.

PREPARATION

- Prior to the start of class, identify a student who will collaborate during the **Warm Up: Listen to Me!** activity by telling you a story that you'll pay absolutely no attention to. Explain their role and agree on a signal to begin.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 54, Be a Better Listener (OPTIONAL)**
 - **Student Handbook page 55, Career Fair: Presentation Questions**

BACKGROUND INFORMATION

As most adults know, conversation is an art—but it's also a skill that you can improve with a little advice and lots of practice. And the better you are at conversation, the more comfortable and confident you are in any situation, whether you're at a party, a job interview, or simply meeting a neighbor for the first time. But the importance of this skill may be a new idea to many students. After all, they may think “conversation” is just about chatting with their friends. They may avoid or feel uncomfortable speaking to new people or strangers. It's important for them to understand that communication skills will help them in every aspect of life—for the rest of their lives!

As students prepare for the career fair, this is a good opportunity to introduce and practice communication skills. After all, during the fair they must listen closely to presenters (their fellow

students), then ask questions to learn more. And listening and asking questions are the essential elements in good conversation! The focus of this lesson is good listening and asking questions that will start a conversation and keep it going. It's about empowering students to talk to anyone, anywhere, about anything.

VOCABULARY

Open-ended question: A question that cannot be answered with a simple yes or no.

Follow-up question: A question that asks for more information about something the speaker has just said.

IMPLEMENTATION OPTIONS

In **Activity II, Effective Listening**, you may wish to have pairs of students come up with their own examples of effective and ineffective listening before sharing them as a group. (You could also assign “effective” behaviors to half the pairs, and “ineffective” behaviors to the other half.) If so, you can use the top of **Student Handbook page 54, Be a Better Listener**, to keep students focused.

If your students have trouble coming up with open-ended questions in **Activity III, Asking Questions**, have them reword the yes/no questions at the bottom of **Student Handbook page 54, Be a Better Listener**.

If time permits, ask one or two students to take your place in **Activity IV, Keep the Conversation Rolling!** Students could answer questions as guests who have their assigned careers.

In **Activity IV**, you may wish to avoid tossing a squishy ball if you feel this might get too chaotic or detract from posing good questions. Instead, you could have students ask questions in order, from desk to desk, or call students at random to ask the next question.

In **Activity V**, you may wish to have students work on questions in pairs rather than small groups. You may also wish to create a class list of questions suitable for any career, to be duplicated and used as a guide during the career fair.

ACTIVITY STEPS

I. Warm Up: Listen to Me! (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. Two weeks from now, we'll be headed to the seventh grade career fair. Part of your responsibility for the day will be presenting what you've learned to your fellow students. It will also be your responsibility to collect information about other careers. Today, we're going to discuss the two things you'll need to do to take advantage of that opportunity: listening and asking questions.
2. [At this point, signal the student you've identified prior to class to interrupt you with a brief observation about the career fair. As he/she speaks, you should remain completely uninvolved—yawn, rummage in your bag for papers, check your cell phone for messages, blurt out “that reminds me...” and launch into a story of your own. When the student is finished, say something like, “I'm sorry, what were you saying?”]

II. Effective Listening (10 minutes)

1. [Tell students that the first skill they'll need as career fair audience members is the ability to listen. What they've just seen is a good example of what not to do.]

SAY SOMETHING LIKE: What things did you observe that let [student's name] know I didn't care about the information he/she was giving me or about his/her feelings?

2. [Create two columns on chart paper: **Ineffective Listening** and **Effective Listening**. Record the students' responses under **Ineffective Listening**.]
3. **SAY SOMETHING LIKE:** Of course, one reason listening is important is that if you're not listening carefully, you'll miss out on what's being said. At the career fair, if you're not listening closely to the presenter, you're missing the main point of the fair—learning about careers!
4. **SAY SOMETHING LIKE:** But there's another very important reason to listen. How do you think my reaction to [student's name] made him/her feel? As you saw, listening is an essential part of common courtesy. This is especially important when someone is giving a presentation. I know each of you have worked very hard on your career fair presentations—and you all deserve the respect of being heard.

What can you do—as a listener—that honors the presenters and makes them feel they’re being heard? [Record the students’ responses under **Effective Listening**. If necessary, prompt students with questions like: How does a person’s posture show he or she is listening? Gestures? Facial expressions? Tone of voice? You could also look at the list under **Ineffective Listening** and write the opposite under **Effective Listening**, such as: “Looked through your purse” (ineffective) and “Look directly at the speaker” (effective).]

5. **SAY SOMETHING LIKE:** You can also use body language to show someone that you’re listening. There’s an acronym used to remind people of this, SLANT:
- Sit up
 - Lean in and Look at the speaker
 - Ask questions
 - Nod, as in, “I’m with you, I understand.”
 - Track the speaker (follow him or her with your eyes)

[Write this on the board.]

III. Asking Questions (10 minutes)

1. **SAY SOMETHING LIKE:** The first thing you’ll need to know as an audience member at the career fair is how to listen. The second thing you’ll need to know is how to ask good questions.

Like listening, asking questions isn’t just something you’ll need to do at the career fair. Asking questions is the heart of any good conversation—and something that all successful people do. You’ve probably heard the term “art of conversation,” but conversation is also a skill that you can learn and get better at with practice. And it’s a skill that you’ll use for the rest of your life—as a student, a friend, an employer, an employee—whatever you do!

Asking questions is how you learn about the world—it’s how you discover and grow. If you’re uncomfortable asking questions, you’re not going to learn new things.

2. **SAY SOMETHING LIKE:** There are three kinds of questions you need to know about. We’ll talk about each one in the context of everyday conversation as well as the career fair.

[List these on the board]

- First questions

- Open-ended questions
- Follow-up questions

3. **SAY SOMETHING LIKE:** Let's start with **first questions**. A "first question" is the very first question you ask someone when you meet them for the first time, whether it's a new teacher, a new student, or an adult whose career you want to know more about. What are some "first questions" you can ask to start a conversation?

[List student responses on chart paper and label the list **First Questions**. Examples: Where are you from? How long have you lived here? Where do you work/go to school? What do you do for fun?]

At the career fair, as in most presentations, you don't need a first question since the person has already been speaking about a particular topic.

4. **SAY SOMETHING LIKE:** A first question gets the conversation started, but you need to ask other questions to keep the conversation going. The secret is to ask **open-ended questions**, or questions that cannot be answered with a yes or no, or a single word. Open-ended questions allow people to talk for as long as they like, maybe tell a story. Questions that can be answered with yes or no, or a single word, are conversation-stoppers. For example:

- Yes/no question: Do you like school?
- Open-ended question: What's the most exciting thing that ever happened at this school?

At the career fair, try to ask open-ended questions to get the most information. For example, if you ask: "Do you think you'd be nervous working in an emergency room?" you'll just get a yes or no response. You could learn a lot more by asking an open-ended question such as: "What kinds of things make you nervous about working in an emergency room?"

5. **SAY SOMETHING LIKE:** Finally, there's the **follow-up question**. When somebody gives you information, you ask for a little more. You can plan some follow-up questions in advance, but most happen spontaneously, based on something you hear during the conversation. Of course, the best follow-up questions are also open-ended questions that can't be answered with a yes or no, or a single word.

At the career fair, you'll probably have one or two follow-up questions after each presentation. As you listen, you're likely to hear the presenter say something you'd

like to learn more about—or perhaps there’s something you don’t quite understand. For example, a presenter might say he didn’t feel the career was a good fit for him because of the hours. You might ask, “What are the hours like in your career?” And just as in a normal conversation, you can keep asking follow-up questions until you have the information you need. So if the presenter answers simply, “The hours are long,” you might ask a follow-up question such as: “Do most people with this career work long days during the week, or do they also have to work nights and weekends?”

Just like in everyday conversation, the more questions you ask, the more you’ll learn!

6. **SAY SOMETHING LIKE:** Keep in mind that asking questions isn’t a way to “test” or annoy the presenter. In fact, asking questions is one way that you show you’re really listening to—and interested in—what he or she is saying. Along those lines, there’s one kind of question we all want to avoid: asking a question that the presenter has already answered. For example, say you end your presentation by sharing why you feel your career is a good fit for you. Then someone asks, “So, would you want a job in this career?” You’d probably feel insulted and irritated that the person wasn’t listening to your presentation!

IV. Keep the Conversation Rolling! (10 minutes)

1. **SAY SOMETHING LIKE:** We’ve talked about two essential communication skills today—listening and asking questions. Now it’s time to test these skills with a game called “Keep the Conversation Rolling!” Striking up a conversation with a new person isn’t always easy. In fact, it can be hard after one or two questions to know what to say next. In this game, we’re going to keep the conversation rolling as long as we can. I’m going to play a special guest who’s visiting the school. The object of the game is to find out as much as possible about my job by asking questions.

You can start with a “first question,” such as “What brings you to [school name]?” or “What kind of work do you do?” After that, every question must be a follow-up question. In other words, each question must somehow relate to the answer I just gave. So, if I’m a baseball player, I might mention the off-season as I’m answering a question about physical training. For the next question, someone could ask a question about what I do during the off-season.

At the same time, try not to ask yes/no questions, since these don’t give you as much information!

To start the game, I'll tell you my name, then I'm going to throw this squishy ball to someone who must ask the first question. When I've answered the question, the student throws the squishy ball to someone else—then that student asks the next question. You have to listen carefully because you never know when it will be your turn next!

Our goal is to ask at least 10 questions.

2. [Play the game. If time permits, answer questions as another “special guest” or have a student answer questions based on his or her assigned career.]

V. WRAP-UP: Career Fair Question Brainstorm (10 minutes)

1. **SAY SOMETHING LIKE:** At the career fair, you will listen to your peers give presentations on careers that interest you. The presenters will share basic information, but if you want to know more, you will need to ask good follow-up questions. Remember that yes/no types of questions are not as helpful to you as ones that result in longer answers with lots of information. Now that you know how to ask great questions, I'd like you to work in small groups to come up with questions to ask presenters at the career fair. Please turn to your **Student Handbook page 55, Career Fair: Presentation Questions**.
2. [Have students work in teams of four. The first person names his/her career, and each of the remaining three asks an open-ended question about it, writing down the question before handing the paper off to the next questioner. Remind students that they are trying to generate a list of 12 good questions as quickly as possible, three per career. No questions are to be answered at this time.]
3. [Once they've completed their lists, give teams about five minutes to review all their questions, find the two strongest ones, and reword them in a way that could apply to any career. Have them write these two questions at the bottom of the page. Have each team share its best questions with the class.]
4. **SAY SOMETHING LIKE:** Terrific job today! Remember, the career fair is just two weeks away. Next week, you'll learn some tips for making a good presentation and have a chance to practice your own. And, of course, let me know if you have any questions or need any help before then!

Be A Better Listener

Part 1

Under “Effective Listening,” list behaviors that show someone you’re paying attention. Under “Ineffective Listening,” list behaviors that show you’re not listening. An example has been done for you.

EFFECTIVE (GOOD) LISTENING	INEFFECTIVE (BAD) LISTENING
Look at the speaker or take notes.	Do something else while someone is talking.

Part 2

Want to get lots of information? Ask open-ended questions! These are questions that require more than a yes or no answer. For each yes or no question on the left, write a new question that requires more explanation.

YES OR NO QUESTIONS	OPEN-ENDED QUESTIONS
Do you have to go to college for this career?	How do you prepare for this career?
Do you work with other people?	
Do you work long hours?	
Is this job fun?	

Career Fair: Presentation Questions

Below, write the names of each career assigned to the members in your group. Under each career, each team member NOT assigned to that career should write one open-ended question. At the bottom, write two questions that would apply to any career.

Career:

Questions:

- 1)
- 2)
- 3)

Career:

Questions:

- 1)
- 2)
- 3)

Career:

Questions:

- 1)
- 2)
- 3)

Career:

Questions:

- 1)
- 2)
- 3)

Questions for any career:

- 1)
- 2)

Career Fair: Presentation Practice

The **BIG** Idea

- What techniques will make me a more effective speaker?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Public Speaking Comfort Poll (5 minutes)
 - II. Qualities of Good Speakers (10 minutes)
 - III. Write Your Career Fair Presentation (15 minutes)
 - IV. Presentation, Practice & Peer Evaluation (10 minutes)
 - V. Wrap Up Presentation Reflection (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 15-16, Career Fair Mini-Reviews
 - Portfolio pages 10-11, Career Pamphlet (completed in lesson 6)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 56, Oral Presentation: Peer Evaluation
- FACILITATOR PAGES:**
 - Facilitator Resource 1, Career Fair Sign-Up Sheet
 - Facilitator Resource 2, Career Fair Tips
- Laptop
- LCD projector
- Chart paper and marker
- Note cards (three to four per student)

OBJECTIVES

During this lesson, the student(s) will:

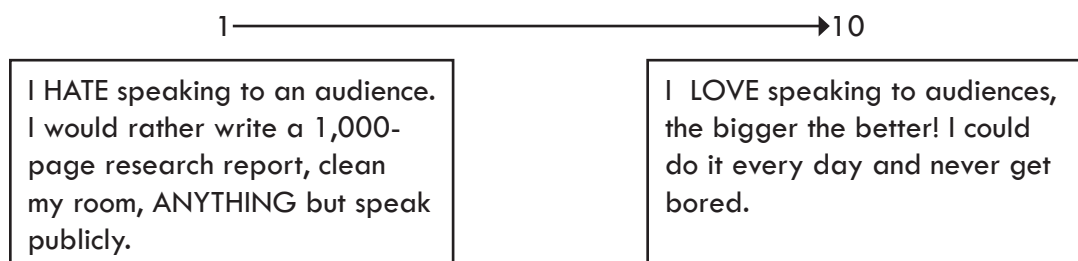
- Recognize that body language, tone of voice, dress, speaking pace, and clarity of speech, all contribute to a speaker's credibility.
- Identify qualities of a good speaker.
- Outline their career fair presentations and practice with a partner.

OVERVIEW

The objective of this lesson is to help students become more confident, comfortable, and credible speakers. The lesson begins with students ranking their comfort level with speaking in front of an audience. The teacher will model good and poor speaking strategies, and help students identify the qualities of a good speaker. Students will then watch a video clip of a powerful speaker. Next, students will prepare their own short presentations for the career fair. Finally, student pairs will practice their presentations and evaluate each other's performance.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 56, Oral Presentation: Peer Evaluation**
 - **Portfolio pages 15-16, Career Fair Mini-Reviews**
 - **Facilitator Resource 2, Career Fair Tips**
- Prepare **Facilitator Resource 1, Career Fair Sign-Up Sheet**, with students' names and careers.
- For the **Warm Up**, draw a continuum of one to 10 on the chalkboard as follows:



- For **Activity II, Qualities of a Good Speaker**, prepare a short, one-minute speech about a job you've held. You'll use this to model good and poor speaking behaviors. Write brief notes on note cards for your presentation.
- For **Activity II**, prepare a sheet of chart paper labeled, "Effective Speakers" on one side and "Ineffective Speakers" on the other.

- ❑ For **Activity II, Qualities of a Good Speaker**, visit the Academy of Achievement website and choose one of the clips listed below. You may wish to download the clip to your laptop for easier viewing during class. (Be sure to preview the clip before class, and be prepared to describe the interviewee’s achievements to the students.)

Academy of Achievement:

<http://www.achievement.org/autodoc/pagegen/galleryachieve.html>

Maya Angelou, Poet & Historian (Select her name from Select Achiever pull-down menu; click **Interview**; when you reach her page, scroll down and play the first video clip, in which she talks about Martin Luther King, Jr.)

George Lucas, Creator of “Star Wars” (Select his name from Select Achiever pull-down menu; click **Interview**; when you reach his page, scroll down and play the second video clip, in which he talks about going to film school.)

Oprah Winfrey, Entertainment Executive (Select her name from Select Achiever pull-down menu; click **Interview**; when you reach her page, scroll down and play the first video clip, where she talks about her childhood realization that there was something better in her future.)

Robert Ballard, Discoverer of the Titanic (Select his name from Select Achiever pull-down menu; click **Interview**; when you reach his page, scroll down and play the second video clip, in which he talks about tidal pools.)

Chuck Yeager, First Man to Break the Sound Barrier (Select his name from Select Achiever pull-down menu; click **Interview**; when you reach his page, scroll down and play the second video clip, in which he talks about flying the X-1 airplane.)

BACKGROUND INFORMATION

Effective public speakers are able to capture an audience’s attention, meet listeners’ needs, get their points across, and be remembered. Good speakers are confident, straightforward, and in command of the subject. When a speaker “connects” with an audience, there is an energy flow between the speaker and the audience.

There are many elements that go into a presentation, but research shows that what's actually said contributes surprisingly little to the effectiveness of a presentation.

According to A. Barbour, author of *Louder Than Words: Nonverbal Communication**, the total impact of a message breaks down like this: seven percent verbal (words); 38 percent vocal (volume, pitch, rhythm, etc); and 55 percent body language (mostly facial expressions). Appearance is also important. While comfort is a factor, speakers should dress in a way that encourages the audience to take them seriously.

*SOURCE: <http://www.minoritycareernet.com/newsletters/95q3nonver.html>

VOCABULARY

Body language: Unspoken communication that includes gestures, postures, and facial expressions.

Posture: Position of your body when you stand, sit, or walk.

Gesture: To move your head or hands in order to communicate a feeling or an idea.

Tone: A way of speaking that shows a certain feeling or attitude.

IMPLEMENTATION OPTIONS

In **Activity II**, if time is an issue, you may prefer to choose between the teacher modeling of good and poor speaking and the video clip. Several facilitators suggested giving the speech-modeling task to student actors as a third option.

If desired, make copies of **Facilitator Resource 2, Career Fair Tips** to help students in their final preparations for the career fair.

ACTIVITY STEPS

I. Warm Up: Public Speaking Comfort Poll (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. Next week, we'll gather in the _____ for the seventh grade career fair. Each of you will present your career information to a small group of students interested in your career. You will also have a chance to be in the audience for three presentations that interest you.

[Pass around **Facilitator Resource 1, Career Fair Sign-Up Sheet**. Instruct students to find their name, then put a check mark in the column below it next to any career they'd like to hear more about. This will help you match students with career presentations they're interested in. Also direct them to **Portfolio pages 15-16, Career Fair Mini-Reviews**. Explain that on the day of the career fair, they'll get a copy of this page with the names and "booth" numbers of three presentations they are to attend. They will be expected to complete a mini-review for each presentation they attend. They will also be expected to ask a question of one of the presenters and write the answer at the bottom of the page. Provide an example of a completed mini-review so students remember to complete the "because" sentence describing why the career is/ isn't a good fit.]

2. **SAY SOMETHING LIKE:** Today, you'll be preparing for your career fair presentation. This will be a brief, three-minute presentation that highlights some of the most important and interesting aspects of your career. We'll discuss the behaviors of effective public speaking, and you'll have time to prepare and practice your own presentation.

How many of you are comfortable with public speaking?

[Draw students' attention to the public speaking comfort level continuum you drew on the chalkboard. Tell students they should rank their feelings about public speaking on a scale of one to 10, with one being the least comfortable and 10 being the most comfortable. Have students write their ranking on a piece of scrap paper. Ask volunteers to share their ranking and their thoughts on the topic of speaking to audiences.]

3. **SAY SOMETHING LIKE:** As you can tell, many people don't enjoy presenting. They find it scary and intimidating. They get nervous. [**NOTE:** You can pick up the actual words the volunteers used to describe it here, rather than "scary" and "intimidating."] When you're scared and nervous, it's hard to capture your audience's attention. So,

crumple up your paper and let's throw away our "nervous thoughts" and our old ideas about public speaking. Get ready to learn strategies that will help you become a comfortable and confident presenter.

II. Qualities of Good Speakers (10 minutes)

1. **SAY SOMETHING LIKE:** What do you think is the most important part of speaking to an audience? [Give students a chance to respond—most will probably say that it's what you're saying that's most important.] While the words you say are important, believe it or not, they are not the most powerful part of presenting. Researchers have found that body language, which includes posture, gestures, and facial expressions, are even more important than the actual words. *How you say the words—like your pace and tone—are also important.*
2. **SAY SOMETHING LIKE:** There are many ways a speaker draws in an audience and keeps them listening. I'd like you to listen—and watch—closely as I give the same short presentation in two ways. As I speak, please note effective—and ineffective—behaviors.

[Speak for about a minute about a career you've had that would interest students. For example, you could talk about a career that you had before you were a teacher, or you could share your favorite and least favorite parts of being a teacher.

Your first presentation should model poor speaking behaviors. For example:

- Mumble and speak softly.
- Speak quickly and without feeling, not pausing between sentences.
- Don't look up at the class, or only do so periodically.
- Read directly from your note cards.
- Don't use your hands or make any gesture.
- Do not use any facial expressions.

Your second presentation should model excellent speaking. For example:

- Speak loudly, clearly, and slowly.
- Speak with feeling, pausing to make a point.
- Look at the class often, only glancing at your note cards periodically.
- Use your hands, making gestures when appropriate.
- Smile or use facial expressions to get across your point.]

3. [Have students share their observations from both speeches. Record their responses on chart paper, under one of two columns: “Effective Speakers” and “Ineffective Speakers.” Use the lists above as guidance.]
4. **SAY SOMETHING LIKE:** Now let’s take a look at a powerful speaker to see what she does to grab an audience’s attention.
[Introduce the speaker and describe why he or she is noteworthy.]
As you view the clip, think about what makes her a good speaker
5. [Play the selected clip from www.achievement.org.]
6. **SAY SOMETHING LIKE:** What about this person’s speaking is powerful?
[As students’ respond, jot their ideas on chart paper. If students’ are not able to express what makes the presentation powerful, provide the following prompts:
 - Did she speak clearly?
 - How was her volume? Pace? Tone?
 - Where was she looking when she made the speech? (Did she make eye contact with the audience?)
 - Did she seem nervous or relaxed? How could you tell?
 - Did her sentences run together, or did she pause for punctuation or emphasis?
 - What was her posture? What were her facial expressions like?]

III. Write Your Career Fair Presentation (15 minutes)

1. **SAY SOMETHING LIKE:** Now it’s time to prepare your own oral presentation for the career fair. Remember, you’ll have five minutes to present your career—three minutes for the presentation and two minutes for other students to ask questions. Also keep in mind that your presentation should NOT repeat everything you’ve researched about the career, or even all the information shown on your display. After all, your classmates will have time to read your displays.

The presentation should provide three things:

[Write the following on the board.]

- A brief introduction to the career.
- Something interesting or surprising you learned about the career.
- Your own feelings about this career, based on your research.

2. **SAY SOMETHING LIKE:** Even though your presentation is short, you'll find that it helps to have some notes jotted down to help you remember what you want to say. Small note cards are perfect for this. You'll each receive three note cards. I encourage you to use one card for each "section" of your presentation. One note of caution about these cards: You should NOT write down exactly what you want to say, as you'll end up reading directly from the cards. This will be unnatural, and make it almost impossible to make eye contact with people during the presentation. Instead, just jot down a few key ideas on each card.

[Give students an example of how to do this, and refer them to **Portfolio pages 10-11, Career Pamphlet**, which include all of the information they'll need for their presentations.]

3. [Give students time to jot down notes on their note cards.]

IV. Presentation, Practice & Peer Evaluation (10 minutes)

1. **SAY SOMETHING LIKE:** Now is your chance to practice your presentation skills. Remember that *how* you speak to an audience is just as important as *what* you say.
2. [Divide the class into pairs. Allow students a few minutes to rehearse their presentations. Also instruct them to turn to **Student Handbook page 56, Oral Presentation: Peer Evaluation** and review the presentation skills you'd like them to keep in mind today.]
3. [Have pairs take turns presenting their career fair speeches to each other, keeping in mind everything they've learned from watching the speeches today. Allow a couple of minutes after each speech for the partner to rate the presentation using **Student Handbook page 56, Oral Presentation: Peer Evaluation.**]

V. Wrap up: Presentation Reflection (5 minutes)

1. [Conclude the lesson by allowing time for students to reflect on the peer evaluation feedback. Encourage them to jot down some ideas about what they might do differently when they present again.]
2. [If there is time left at the end of the lesson, give pairs a second chance to present to each other so they can practice some of what they learned from their evaluations.]
3. [Congratulate students on their efforts and remind them of the details regarding the upcoming career fair.]

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Career Fair Tips

I. Be sure your career poster is complete.

- Due date is _____; leave in _____ room.
- Make sure your name, teacher, and class period is written on the back of it (e.g., Daniel Scholl, Mrs. Davis, 5th period).

II. Dress your best on the day of the career fair.

- I encourage you to dress like business professionals by wearing a dress shirt, tie and pants (boys) or sweater and skirt/pants (girls).
- Your other option is to wear clothes that represent your chosen profession (e.g., if you're a mechanic, you could wear a shirt and jeans or a relative's uniform/shirt; if you're a doctor, nurse or veterinarian, you might wear a pair of scrubs or a lab coat and stethoscope; or if you're a professional athlete, you could wear a sports jersey).

III. When it's your turn to be a presenter, you'll want to keep the following five helpful hints in mind:

1. Have your space neatly set up (including poster and any props).
2. Make sure your body language (facial expressions and gestures) and posture show others that you're confident and knowledgeable about your job.
3. Speak clearly, slowly, and loudly enough to be heard and understood by your peers. Also, speak with feeling, pausing to make a point.
4. Maintain eye contact with the individuals that you're sharing job information with. Try to avoid looking down at your poster board or notes.
5. Be friendly (smile), answer any questions as best as you can, and thank your peers for taking interest in your career.

IV. When it's your turn to be a listener, you'll want to keep the following four helpful hints in mind:

1. It's your responsibility to approach and collect information from at least three different presenters about their careers.
2. Be an active listener when the presenters are sharing their job information with you. This means that you'll want to listen and focus on what he/she is saying, rather than interrupting or thinking about what you're going to say or ask next. (Lean in and look at the speaker; this shows him/her that you genuinely care and are interested in what he/she is telling you.)

3. Carry on a good conversation. There are three kinds of questions for you to ask each presenter:
 - **First question** (asked when you first meet someone): Why did (or what made) you choose this career?
 - **Open-ended questions** (cannot be answered with a simple 'yes' or 'no'): What are some of your main responsibilities in this job? What is the salary like for this job?
 - **Follow-up question** (asked to get a little more information about something; usually based on the person's answer to your previous question or something you heard during the conversation): For example, if the presenter is portraying a mechanic, you might've just asked him/her about his/her average work hours. He/she might've responded "40-50 hours a week." Then, you might follow up with, "Do you ever have to work evenings or weekends?"

4. Be polite, take good notes on your career fair mini-reviews sheet, and thank each presenter for taking the time to share some information about his/her career with you.

Oral Presentation: Peer Evaluation

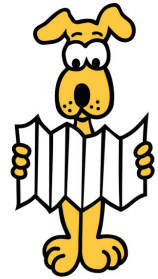
Person Presenting:

For each statement, rate your partner on a scale of one to five.

(needs improvement) 1 2 3 4 5 (good)

1. The presenter spoke clearly.	1	2	3	4	5
2. The presenter spoke loudly enough to be heard.	1	2	3	4	5
3. The presenter spoke slowly, and paused for punctuation or to make a point.	1	2	3	4	5
4. The presenter looked up from his or her notes to make eye contact with the audience.	1	2	3	4	5
5. The presenter appeared relaxed.	1	2	3	4	5
6. The presenter stood up straight.	1	2	3	4	5

What did you learn from the other students' presentations? Record your reactions here.



Career Fair Mini-Reviews

Review 1:

Career _____

Presenter _____

One thing I learned about this career is _____

I (circle one) would might would not like this career because

Review 2:

Career _____

Presenter _____

One thing I learned about this career is _____

I (circle one) would might would not like this career because

Review 3:

Career _____

Presenter _____

One thing I learned about this career is _____

I (circle one) would might would not like this career because

Question/Answer:

Below, write a question for one of the presenters, followed by the answer.

Q: _____

A: _____

Career Fair Reflection

The **BIG** Idea

- What did I learn from participating in the career fair, and how did my presentation contribute to my classmates' knowledge?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Self-Evaluation (10 minutes)
 - II. Sum It Up! (20 minutes)
 - III. Wrap Up: Career Bingo (15 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 15-16, Career Fair Mini-Reviews, completed during Career Fair
 - Portfolio page 17, Career Fair Self-Evaluation Guide
 - Portfolio page 21, Grade 7 Skills Checklist (Careers Skills only)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 57, Career Bingo Card
- Assorted rewards for game winners (at least 10 per class, and more if you want to give out extras for tie scores, special effort, etc)
- Chart paper and marker
- OPTIONAL: Refreshments

OBJECTIVES

During this lesson, the student(s) will:

- Evaluate performance as a presenter and an audience member.
- Articulate reasons why careers would/would not be a good match for them.
- Demonstrate acquisition of new career information.

OVERVIEW

This lesson follows the career fair, and allows students to reflect on their participation and what they discovered about themselves in this unit, and celebrate what they've learned.

Students evaluate their contributions as presenters and audience members. With partners, they discuss which careers seem most appealing, which they think they're least likely to pursue, and their reasons for each. Students share their partners' choices and reasons. You'll jot students' findings on chart paper and reinforce what students learned for themselves — that finding a good career is about knowing themselves. The unit concludes with a career bingo game in which students identify classmates whose careers match criteria specified on the bingo cards.

Refreshments are optional.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- For **Activity IV**, get small rewards to give bingo winners. Suggestions include: school cafeteria “gift certificates,” shiny “state” quarters, funky shoelaces, joke shop items, simple magic tricks, mini “travel” games, deck of cards, bouncy balls, key rings, wiggle pens, temporary tattoos.

BACKGROUND INFORMATION

*“Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.”**

— Carl Rogers

Self-assessment involves students reflecting on their own abilities and performance as it relates to specified content and skills and to their effectiveness as learners. Self-assessments use specific performance criteria, assessment standards, and personal goal setting.** The purpose of self-assessment is less about having students evaluate a specific assignment and more about helping

them to be reflective, which is “essential for their ongoing capacities to do good work and to progressively improve their work over time.”***

Sources:

*Carl Rogers: Freedom to Learn: <http://www.panarchy.org/rogers/learning.html>

** Self-Assessment Pathfinder: <http://www.ischool.utexas.edu/~vlibrary/edres/pathfinders/olson/pathfinder2.html#bib>

***Teaching Self-Assessment: <http://www.evergreen.edu/washcenter/resources/acl/e1.html>

IMPLEMENTATION OPTIONS

You may want to create prize categories for the career fair presentations. Winners in each category could receive a prize, such as small items from a local college or university.

ACTIVITY STEPS

I. Warm Up: Self-Evaluation (10 minutes)

1. [Welcome the class. Tell them that this is the final lesson in their career fair unit, and that the activities and games they'll do today will allow them to reflect on the career fair — what they did and what they learned.]
2. **SAY SOMETHING LIKE:** Over the last few weeks, you've been very busy! You researched a career of interest, you presented information about that career to an audience, and you learned about other careers from your peers. Now is your chance to judge how well you feel you performed each of these important tasks. By thinking back on your work and evaluating your own performance, you'll be more aware of areas in which you excel, and areas that could use improvement. Self-evaluation is a skill that you can use throughout your life — in school, home, work, and in everything you do.
3. [Direct students to **Portfolio page 17, Career Fair Self-Evaluation Guide**. Read the instructions aloud. Then, give students a couple of minutes to complete the evaluation.]

II. Sum It Up! (20 minutes)

1. **SAY SOMETHING LIKE:** The goal of this unit was to investigate different careers and start thinking about which careers really excite each of you. How many found a career you were really excited about? [Students respond.] If you're still not sure what you want to do after high school, you're not alone, and you have plenty of time to figure it out.

Even if you didn't come away with a strong preference for a specific career, I hope all of you came away with a better understanding of yourselves. As you prepared for and participated in the career fair, you gathered a lot of information about different careers, from the day-to-day tasks to required education. As you think about which careers appeal to you, you've probably started to realize which aspects of a job are most important to you. Are you driven by salary? Are you put off or excited by careers that require more education? What do you like or dislike about the actual day to day tasks of the job?

2. **SAY SOMETHING LIKE:** Please turn to **Portfolio pages 15-16, Career Fair Mini-Reviews**, which you completed during the career fair. On this page, you described some of the reasons you liked—or didn't like—certain careers.

I'd like you to take a minute to share these reflections with a partner.

3. [Pair up students by having them turn to the person sitting next to them. The students' mission is to find out what career (of those visited at the career fair) their partner liked most, why they liked it, which career they liked least, and why it didn't appeal to them. Remind students that they should consider information about the career itself rather than use this as an opportunity to critique anyone's skills as a presenter. Use an engagement strategy to decide who goes first, and give them a minute to talk while their partner listens. Call time, and allow a moment for the listener to ask a follow-up question.]
4. [Instruct students to switch roles.]
5. [With permission from their partner, have students share with the class their partner's most and least favorite careers and briefly summarize what they liked or didn't like about each one.]
6. [On a piece of chart paper, write the following table, with plenty of room to list many careers in each box.]

	Like	Dislike
Day-to-day tasks		
Education		
Earnings		
Other		

As students report their findings, record them on the table. List the career, followed by the reason the student liked or disliked careers. For example, under Like/Day-to-Day Tasks, you might write: "Vet: Working with animals." Under Dislike/Earnings, you might write: "Social worker: Salary too low."]

7. [After everyone has reported on their partner's career fair experience, draw students' attention to the lists. You may find that some criteria are on both the like and dislike lists. If this occurred, use the "teachable moment" to explain that not everyone has the same requirements for a career.]
8. **SAY SOMETHING LIKE:** Finding a career that is a good fit is a very individual process. As you can see from our list, what's important to one person may not be important to someone else. One advantage of learning about many careers is that it helps you figure out what you care about and what's not so important to you. Maybe you learned that money isn't your biggest motivator. Or that you're willing to sacrifice many years in college to get the career you really want. So, even though you are not ready to decide on a career yet, it helps to recognize what's exciting, what's interesting, what raises a question, and what's a deal-breaker. Knowing yourself will help you determine your career path.

III. Wrap Up: Career Bingo (15 minutes)

1. [Tell students that they're about to play an exciting game of "Career Bingo." Have students open to **Student Handbook page 57, Career Bingo Card**. Point out that each bingo square describes some career characteristic, such as salary range, years of education, etc.]
2. **SAY SOMETHING LIKE:** The goal of "Career Bingo" is to find someone in the room whose career (the one they presented during the career fair) fits the description in a bingo square, and get that person to write the name of their career in that square. For example, if the box says, "I have summers off," what career might be written on the line? [Students respond.] The winner is the first person to get five signed squares in a row.

[Hold up your card to show them that they can get bingo vertically, horizontally, or diagonally. Remind them that the free space in the middle counts.]
3. [Emphasize that the key to winning is asking people about their careers. If a person's career fits one of the descriptions, you ask him or her to write the career name in the appropriate square.]

4. **SAY SOMETHING LIKE:** Like all games, there are rules. The “Career Bingo” rules are:
- 1) No shouting or running.
 - 2) You must be honest.
 - 3) If your career fits the description, you must sign if asked.
 - 4) There is no limit to the number of cards you can sign.
 - 5) Only talk to one person at a time, and do not interrupt another conversation.
5. [Ask if there are any questions, and when everyone is ready, say **Go!** Walk around to make sure everyone’s playing by the rules.]
6. [When someone shouts “Bingo!” check his/her card. Then have the student read the career written in each box. If it’s in order, present a prize. If there’s time left, and you want to give out more prizes, let the other students continue playing until you have second and third place winners.]

SKILLS CHECKLIST

Direct students’ attention to **Portfolio page 21, Grade 7 Skills Checklist**. Have students complete the skills checklist question for careers.

Careers

I can ...

Identify careers that match my interests and skills.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Use research to figure out whether a career is right for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Present information clearly.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Ask questions to get more information about a career.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List reasons to continue my education after high school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

Career Bingo Card

Find a classmate whose career fits the description below. Have them write the name of the career on the line in the box. Get five boxes in a row —up, down, or diagonally — to win!

I work with animals. _____	I work with machines. _____	I can start my own business. _____	I work more than 40 hours a week. _____	I have summers off. _____
I need to know a lot about one thing. _____	I make more than \$60,000 a year. _____	I graduated from a vocational school or two-year college program. _____	On-the-job training was required for my job. _____	My job requires further study after college. _____
I have to be good at following directions. _____	I do office work for a large part of the day. _____	FREE	I'm on my feet for most of day. _____	There are lots of jobs for people with my career. _____
My career is competitive — few jobs, lots of people who want them. _____	I work outdoors much of the time. _____	I graduated from college. _____	My job requires me to travel a lot. _____	I can earn big bonuses. _____
I spend many hours working at a computer. _____	My job allows me to be creative. _____	I need good "people skills" to do this job. _____	I am sometimes "on call" during the evenings and weekends. _____	I have to be a good problem-solver to do my job well. _____

Evaluate your skills
as a presenter
and listener.



Career Fair Self-Evaluation Guide

For each statement check one score. One is lowest and four is highest.
Then respond to the questions at the bottom.

Criteria	1 Not really	2 Somewhat	3 Good	4 Excellent
PRESENTER:				
I became an expert in my career.				
I presented with confidence.				
I was comfortable speaking to an audience.				
I spoke slowly and clearly during my presentation.				
I was able to answer questions from the audience.				
My presentation materials were informative and easy to read and understand.				
LISTENER:				
I gave the presenters my full attention.				
I got new information about several careers.				
I asked at least one follow-up question.				

What part of your performance are you most proud of and why?

What is something you would do differently next time? Explain.
