

MIDDLE SCHOOL CAREER DEVELOPMENT

Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency Areas

- Develop Career Awareness
- Develop Employment Readiness

Employ strategies to achieve future career success and satisfaction.

Competency Areas

- Acquire Career Information
- Identify Career Goals

Understand the relationship between personal qualities, education and training, and the world of work.

Competency Areas

- Acquire Knowledge to Achieve Career Goals
- Apply Skills to Achieve Career Goals

Key Connections:

National Career Development Guidelines Competencies (NCDGC): Provide a framework and structure for the career development process. The Guidelines identify the competencies at each level of elementary, middle, high school and adult development that individuals need to master. These competencies are supplemented with statements of what individuals will be able to do when they have mastered the competency. They are called indicators. The competencies and indicators are divided into three areas: Self-knowledge, Educational and Occupational Exploration, and Career Planning.

School-to-Work Opportunities Act (NC JobReady): A system that provides opportunities for all students to participate in programs to increase students' basic competencies, employability and personal skills. Schools develop programs in conjunction with community partners that are School Based, Work Based, and Community Connected.

College Tech Prep/Tech Prep: College Tech Prep Completers (4 years of high school technical and academic studies + 2 years of Community College technical studies leading to an associate degree).

Secretary's Commission on Achieving Necessary Skills (SCANS): These competencies, developed by employers nationwide, specify the skills needed to be successful in the workplace. There are 27 SCANS divided into two categories: Foundation skills and Functional skills.

BENCHMARKS

Competency Area: ___Academic ___Career ___Personal/Social

Establish a **benchmark** for a specific student objective. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan.

Competency:

Student Objective:	Benchmark:End of Grade 6	Benchmark:End of Grade 7	Benchmark:End of 8

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.01 Develop skills to locate, evaluate, and interpret career information

GRADE: 8

OUTLINE: Students use Data, Ideas, People, Things, to classify potential careers, forecast trends, and identify educational requirements

STRATEGIES/ACTIVITIES:

TEACHER/COUNSELOR: Disseminates paper and pencil and career information sources from NC SOICC.

- Divide a piece of paper into four columns. The four headings for the columns are: Data, Ideas, People, and Things. These are job cluster titles which describe what people primarily work with in their occupations.
- Take one column at a time and list four or five occupations or job titles which fall in that category. For example, plumber might be placed under Things, while salesperson might be placed under People.
- Examine your list and underline those which require a college education. Circle those where training on the job is all that is necessary.
- Next, put an “!” after those jobs which you feel will be “hot jobs” in the future. Put a “?” by those you think are declining opportunities for the future.
- As a class, group, share your list. Pair up with a classmate and research two of the jobs from your list, using NC Careers or Career Explorer or media center.

PARENT: Discuss with your student how you prepared for the future; what ideal career you imagine. Under which column is that job listed? Talk about your own work setting.

COMMUNITY PEOPLE: Speakers from Chamber of Commerce or Economic Development Commission can discuss economic trends, employment outlook locally and statewide.

EVALUATION: Student Portfolio entry (electronic or paper) for continued self-assessment as interests change.

LESSONS

**CURRICULUM:
AREA:**

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CAREER DEVELOPMENT**

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.02 Evaluate traditional and non-traditional occupations

GRADE: 6

OUTLINE: Students explore non-traditional careers through cooperative sharing.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates paper and pencil and facilitates the cooperative learning process. Assign appropriate vocabulary such as bias, stereotype, non-traditional career.

COUNSELOR: Leads activity to increase student awareness about non-traditional careers.

- Divide a piece of paper into six parts, a line down the middle and two across.
- Draw a symbol or small picture which represents each of the following topics:
 - A.A job you would like to have someday.
 - B.Something you want from a job besides money.
 - C.If this career was once viewed traditionally as "male" or "female" oriented.
 - D.An obstacle which might get in the way of your getting into the career you want.
 - E.Something you need to do to improve upon in order to get your ideal career.
- Counselor has students share in groups first and as whole class what was learned about changing attitudes toward non-traditional careers.

PARENT: Shares with his student how attitudes toward males and females entering non-traditional careers has changed over time and discourages stereotyping careers.

COMMUNITY PEOPLE: Resource speaker such as a lawyer, dentist, veterinarian can comment about the changing role of men/women in a career that has had significant change over time.

EVALUATION:

- Students can define the terms non-traditional, bias, and stereotyping as they identify areas of career interest.
- Students write about the process in their journals.

LESSONS

**CURRICULUM:
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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 04.03 Demonstrate the importance of planning.

GRADE: 8

OUTLINE: Students increase awareness of the job market, now and in the future and brainstorm how conditions might affect future jobs and careers through planning.

STRATEGIES/ACTIVITIES:

TEACHER: Begin the class discussion by asking the students to think about new jobs which have come into existence in the last fifteen years and the jobs which have declined or disappeared.

Read the conditions listed below and ask students to brainstorm how they might affect future jobs and careers:

- Increased use of computer technology in homes
- Continued pollution of the environment
- European and Asian countries join together
- Increased numbers of homeless-worldwide
- Reduction in diseases
- Year round school/distance learning

Lead a class discussion about how to plan for a rapidly changing job market. Follow-up with research/writing skills to explore a “condition” for future assignment.

COUNSELOR: Counsels those students for whom this exercise raises concerns and issues. Supports teacher with resources.

PARENT: Models optimism about the future and discusses the importance of planning for short term and long term educational and career goals.

COMMUNITY PEOPLE: Local employers can discuss decisions they face and how they plan for them. Community leaders can speak about specific decisions that the community must make or suffer the consequences for ignoring.

EVALUATION:

- Students identify economic, political, legal and ethical issues affecting careers of the future.
- Students identify planning steps.
- Students write about the planning process in their journals.
- Students demonstrate research techniques and writing skills to explore a “condition” further.

LESSONS

**CURRICULUM:
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CAREER DEVELOPMENT**

COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.04 Pursue and develop competency in areas of interest

GRADE: 7

OUTLINE: Students identify their strengths in preparation for goal setting

STRATEGIES/ACTIVITIES:

TEACHER: Encourage students in developing competencies in areas of interest through clubs, shadowing employers, service learning, hobbies. Uses biographies of persons who have overcome obstacles to success.

COUNSELOR: Have students describe a success on paper answering the following questions:

- Why did you succeed? List some reasons.
- Think: What did you do? How did you do it?
- What did you learn about how to succeed? Did you learn to do something differently?
- How does attitude affect success?

PARENT: Encourages and supports student's efforts. Shares the importance of determination and practice in achieving competency.

COMMUNITY PEOPLE: Resource speakers can share personal stories about pursuing their dream and/or overcoming obstacles.

EVALUATION:

- Portfolio (electronic or paper) listing of strengths and achievements.
- Students write in journals about a personal achievement.

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.05 Develop organizational skills

GRADE: 8

OUTLINE: Students develop a plan for accomplishing a goal by organizing the steps required to achieve it.

STRATEGIES/ACTIVITIES:

TEACHER/ COUNSELOR: Students think about and write answers to three questions prior to writing a goal statement:

- a. What, exactly is my goal? For example, if it is to improve my math grade, what grade will I try to achieve?
- b. Is my goal realistic? For example, if I am currently making a D in math, an A may be unrealistic by the next grading period.
- c. When do I want to reach my goal? For example, the semester ends next week does not give me ample time.
 - Write a goal statement.
 - Brainstorm ways to reach your goal and write them down.
 - Choose the best ideas for moving you toward your goal.
 - Organize your ideas into a step-by-step plan. Think about in what order should you take the steps? When will you complete the steps?
 - Complete chart Goal Steps and Date to be Completed.

Ask students to think about what help, support or permission they will need from others to achieve their goal. List these people and what each can do to help. Modify, change order of steps as needed.

PARENT: Helps student set short and long term goals. Shares steps the family uses to achieve goals.

COMMUNITY PEOPLE: Resource speakers can discuss how business and community goals are established and why team work and community involvement in goal setting is important.

EVALUATION:

- Completion of Goal Steps and Dates for Completion Chart.
- Student accomplishes short term goal.

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.06 Demonstrate knowledge about the changing workplace

GRADE: 8

OUTLINE: Students identify sources of information on the changing workplace such as books, brochures, web-sites, videos, magazines and software.

STRATEGIES/ACTIVITIES:

TEACHER: Take students to the media center and computer lab to discuss how to access career pathways information.
www.dpi.state.nc.us/workforcedevelopment/careerpathways

COUNSELOR: Have students use a career resource such as NC Careers or NC Career Explorer to research three career pathways of interest. Students develop a chart for these occupations that include:

- Duties
- Skills needed
- Education or training requirements
- Working hours and conditions
- Salary information

Students share findings first in small groups. Follow up with students about how to gather information pertinent to a career pathways search.

PARENT: Shares ways to collect information about career interests such as talking with parents about their work place and how it has changed over time. Tell about the need for life long learning, on-the-job training, new skills, in all work settings.

COMMUNITY PEOPLE: A local employer can speak about training needs, skills needed for his/her workplace and how the workplace has changed in the last ten years.

EVALUATION: Students successfully use career information systems to learn about the changing workplace.

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.07 Determine the rights and responsibilities of employers and employees.

GRADE: 8

OUTLINE: Students analyze working conditions to learn how people get and keep jobs.

STRATEGIES/ACTIVITIES:

TEACHER: Make copies of Child Labor Laws and distribute.

- Have students discuss the need for such laws.
- Have students interview a full time employee to determine his/her benefits.
- Have students estimate the value of the monetary benefits of an employer's "benefits".
- Have students develop a list of why people get fired. Role play scenarios from the list.

COUNSELOR: Using the SCANS list have students complete a self-assessment of which skills they use regularly and which ones they need more practice developing.

PARENT: Discuss attractive aspects of your work, excluding salary, with your student. Share other job satisfaction influences, besides money, that attracted you to past or present jobs.

COMMUNITY PEOPLE:

- Human Resource Director can speak about desirable worker characteristics, primary reasons people get fired, employee benefits provided.
- Have a small business owner share the challenges and rewards of competing with larger companies in attracting and maintaining employees.

EVALUATION:

- Students can identify at least 3 employer responsibilities and employee rights.
- Students understand how "benefits" affect job satisfaction and income.
- Students can identify positive characteristics that employers seek in employees.

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.08 Generate respect for individual uniqueness in the workplace.

GRADE: 6-8

OUTLINE: Through cooperative learning students learn about the contributions of various workers to a task.

STRATEGIES/ACTIVITIES:

TEACHER: Divide students into groups of five. Present them with a problem (or have them develop their own) to illustrate the contribution of various workers. For example:

- We are faced with the task of building a middle school on a piece of land that has been donated to the town. We can use workers from just five different occupations for both the building and the operation of the school. What five occupations would be needed most?
- After ten minutes, have the group report to the class and defend their choices. As a class, list other school workers who were not considered essential. What contribution do they make to the school? How does their being at the school add to its successful operation? Ask students how the group process itself worked? Was each participant treated with respect? Did everyone contribute? Why is getting along with co-workers important in the workplace?

COUNSELOR: Facilitates cooperative learning to problem solve; encourages teamwork and supports each student's contribution.

PARENT: Respects their student's individuality; supports their interests and encourages the pursuit of hobbies and talents.

COMMUNITY PEOPLE: Chamber of Commerce or Economic Development Committee member can share demographic information about the community and the importance of planning with the entire community in mind.

EVALUATION: Team report

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

OBJECTIVE: 004.09 Develop a positive attitude toward work and learning

GRADE: 7

OUTLINE: Students define work, job, and career and diagram a three part Career Planning Process.

STRATEGIES/ACTIVITIES:

TEACHER:

- Distribute these definitions:
 - Work**- use of energy to do or make something; labor, duty, occupation.
 - Job**- a piece of work done for pay; task, employment.
 - Career** – profession, occupation; the way one earns one’s living; one’s progress through life or in one’s work.
- Have students discuss differences in definitions and list examples of each category.

COUNSELOR:

- Distribute Career Choices in NC and Users Guide from NC SOICC.
- The career planning process is a continuous circle divided into three parts: 1. Self-assessment, 2) Exploring Careers, and 3) Job Seeking Skills.
- Students brainstorm all the reasons people work.
- Make the point that one’s career is made up of more than a salaried job. It can include citizenship and volunteerism.

PARENT: Help student see that schoolwork is developing the foundation for a future career. Encourage good work habits and personal responsibility at home and school. Give opportunities for work and small jobs and give positive feedback when appropriate.

COMMUNITY PEOPLE: Develop a list of community employers willing to participate in job shadowing.

EVALUATION:

- Students can define the difference between work, jobs and careers.
- Students can explain the three steps of the career planning process.

LESSONS

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COMPETENCY 004.00 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

OBJECTIVE: 004.10 Explain the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

GRADE: 8

OUTLINE: Students participate in a job shadowing experience in order to observe and record the skills used by employees on the job.

STRATEGIES/ACTIVITIES:

TEACHER/COUNSELOR:

- Disseminate SCANS sheet to students prior to job shadowing experience.
- Students should be able to identify examples where each skill might be observed on the job.
- Students develop an interview protocol and a chart to record observations while shadowing a business.
- Students report their findings to the entire class after the shadowing experience.
- Were there any surprises? Which of the SCANS skills were most often recorded by students?
- How can students practice developing the traits of punctuality, integrity, and effort?

Note: This activity can be integrated easily with *Character Education*.

COUNSELOR: Counsels those students for whom this exercise raises concerns and issues.

PARENT: Supports the character education concepts at home.

COMMUNITY: Supports the character education concepts at work.

EVALUATION:

- Students recognize SCANS in the workplace.
- SCANS Observation Chart completed during shadowing experience.

4.10 ATTACHMENT

SCANS (SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS)

WORKPLACE KNOW-HOW

SCANS Foundation Skills

- Basic Skills
Reading, Writing, Arithmetic and Mathematics, Speaking, Listening
- Thinking Skills
Thinking creatively, Making decisions, Solving problems, Visualizing, Knowing how to learn, and Reasoning
- Personal qualities
Responsibility, Self-esteem, Sociability, Self-management, Integrity/Honesty

SCANS COMPETENCIES

- RESOURCES - Allocating time, money, materials, space, staff/people
- INTERPERSONAL SKILLS - Working on teams, Teaching others, Serving customers, Leading, Negotiating, Working with cultural diversity
- INFORMATION - Acquiring/evaluating data, Organizing/Maintaining files, Interpreting and communicating, Using computers
- SYSTEMS - Understanding social, organizational, and technological systems, Monitoring/correcting performance, Designing/improving systems
- TECHNOLOGY - Selecting tools and equipment, Applying technology to specific tasks, Maintaining/troubleshooting technologies

ALL ASPECTS OF THE INDUSTRY

- PLANNING - Any detailed scheme, program, or method worked out beforehand for the accomplishment of an objective
- MANAGEMENT - The act, manner, or practice of managing, handling, or controlling something
- FINANCES - The science of management of money or other assets
- TECHNICAL AND PRODUCTION SKILLS - Technical skills, pertaining to the abstract or theoretical (Principle) aspects of the job
- PRINCIPLES OF TECHNOLOGY - Body of methods and materials used to achieve objectives
- LABOR AND COMMUNITY ISSUES - Workers collectively, Team building, Work benefits, Work for wages; a social group or class having common interest under the same government
- HEALTH AND SAFETY ISSUES - Functioning normally without disease, in an environment that is conducive to and promotes health and safety
- ENVIRONMENTAL ISSUES - Protection of the natural environment, i.e., air, water, soil, resources

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.01 Apply decision-making skills to career planning, course selection, and career transitions.

GRADE:

OUTLINE: This lesson emphasizes the importance of good decision making and the consequences resulting from our choices.

ACTIVITIES/STRATEGIES:

TEACHER:

- Let students know “Today we will be talking about decisions.” Ask students to define what decisions are. Example: A decision is having to make up your mind about something; choosing one thing over another.
- Generate a dialogue for about 4-5 minutes. Ask students to identify examples of “good” and “not-so-good” decisions they have made recently in the area of school work or homework. What were they thinking as they made each decision?
- What were the rewards or costs of each decision the next day or later?
- Talk about choices to come in high school. For example, doing your best versus doing enough to get by...Picking harder courses or only ones that are easy for you...
- Ask students to reflect on the differences such choices/decisions can make in later life?
- Give students several hypothetical situations related to high school course selection. Ask students to list all possible choices and the reasons for and against each option. This can be done in groups.
- Ask students to share their responses from the groups.
- Remind students to discuss course planning options with their parent(s) prior to high school registration.
- Remind students to seek as much information possible related to themselves and course selection in high school prior to making decisions.

COUNSELOR: Serve as a resource for the teacher and for students who may need extra help with decision-making skills.

PARENT: Help students think through decisions they are making and listen to the students explain advantages and disadvantages of each choice.

COMMUNITY:

EVALUATION: Students, when given a hypothetical decision-making situation, can list all possible choices and the reasons for and against each option.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.02 Apply personal skills, interests, and abilities to current career choices.

GRADE: 8

OUTLINE: Students take a self-scoring interest inventory. The counselor discusses the interpretation of the inventory with students in class.

ACTIVITIES/STRATEGIES:

RESOURCE: Career Choices in North Carolina Tabloid, Activity 1. People, Data, Things, Ideas

TEACHER: Serves as a resource to the counselor.

COUNSELOR:

- Introduce the Interest inventory to students.
- Interests are the things you enjoy doing. Your likes and dislikes in your work and hobby activities will help you plan for careers which best match you. The more interest you have in your work, the happier you will be on the job.
- The following interest inventory activity will help you organize your likes and dislikes into 4 categories: people, data, things, or ideas.
- Students complete the Interest section of the survey.
- Students complete the Work Values section of the inventory.
- Students complete the Skills and Abilities section of the survey .
- Students transfer results onto the Self-Assessment Summary.
- Have students select a career of interest and complete Activity 7, Career Briefs, using the information from Career Choices to answer the questions in the Activity.

PARENT: Ask students to share results of the inventory with a family member. Offer awareness sessions to parents about self-assessment instruments available.

COMMUNITY:

EVALUATION:

- Students complete the interest inventory
- Students can identify at least one career of interest for further exploration

LESSONS

**CURRICULUM:
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**SCHOOL COUNSELING
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COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.03 Demonstrate knowledge of the career planning process.

GRADE: 8

OUTLINE: Students use steps in the career planning process to select a Four Year Plan of Study for high school.

ACTIVITIES:

RESOURCES: Career Choices in North Carolina *Tabloids* (NC SOICC); Results of assessment/interest tests, information from portfolio;

Handouts: *Career Planning Roadmap*, *Career Planning Worksheet*

TEACHER/COUNSELOR: This may be divided over two class periods. Teacher and counselor may divide the sessions. These sessions should be completed prior to high school registration.

- Use the analogy of a road trip to remind students of the steps involved in Career Planning:
Would your parents ever think of taking you on a cross country road trip without knowing where to go? Without a roadmap? Brain storm with students all the essentials for a successful road trip.
(Preparation for the trip: research on the destinations, reservations, dependable car, map, appropriate clothes, plan for emergencies, contingency plan if things don't work out at as planned at the destination, etc.) Preparing for our futures similarly requires research, a destination, a plan (map) of where we want to go, contingency plans in case things don't work out, etc. You, the student are in the driver's seat and where you end up is up to you"
- Students read *Career Planning Roadmap* . Discuss each step with students. Have students discuss the kinds of information available to them to help them make choices.
- *Career Planning Worksheet* is completed by students in class. Students can use prior interest assessment information.
- Maintain these items in student portfolio if possible.

PARENT: Offer high school curriculum meeting. Discuss career pathways, high school courses of study, graduation requirements, requirements for post-secondary admissions. Source of information: dpi.state.nc.us/student_promotion

COMMUNITY: This is an excellent topic for community partners to share information about career planning processes.

EVALUATION: Students can identify key steps in career planning. Students have completed an interest inventory. Students know the requirements for high school graduation.

5.03a ATTACHMENT

CAREER PLANNING WORKSHEET

Career Choice 1

This is interesting because:

High School Courses that may help me:

Education and Training I will need:

Job Outlook:

My Action Plan:

- Get more information
- Interview someone
- Volunteer or intern in the field
- Write to schools for more information

Career Choice 2

This is interesting because:

High School Courses that may help me:

Education and Training I will need:

Job Outlook:

My Action Plan:

- Get more information
- Interview someone
- Volunteer or intern in the field
- Write to schools for more information

5.03b ATTACHMENT

CAREER PLANNING ROADMAP

ROUTE 1 SELF ASSESSMENT



Self Assessment: Who Am I? What interests skills and abilities do I have. Also, what do personality and values have to do with this?

ROUTE 2 CAREER EXPLORATION



Career Exploration: Have you talked to people in careers that interest you? Your parents? Read books or watched videos about careers? Used appropriate internet sites to explore?

ROUTE 3 GOAL SETTING



What do I have to do to get there? Do I need a 2 year or 4 year degree? Extra training? Am I signed up to take the right courses? Have I talked to recent graduates in this field about the the courses they took in high school?

ROUTE 4 TAKE ACTION



Your action plan includes registering for the right courses all four years of high school. Do you know what schools offer preparation in this career area?

ROUTE 5 EVALUATE



Is my career direction one with promise? Will it satisfy my personal needs? Where do I go next?

LESSONS

**CURRICULUM:
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COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.04 Indicate the various ways which occupations can be classified.

GRADE: 8

OUTLINE: Students are introduced to the North Carolina Career Pathways clusters, and can apply self-assessment information to each cluster.

ACTIVITIES/STRATEGIES:

RESOURCES: newsprint, colored markers (11 different shades)

TEACHER:

COUNSELOR:

- Review with students self-assessment categories defined by the Holland Codes and People Data, Things, and Ideas available through the North Carolina Career Choices publication.
- Tell students that the Career Pathways were identified by the Department of Public Instruction and the North Carolina Community College System.
- Career Pathways are a way of organizing lots of career opportunities into a few groups. Each “cluster” or group of careers requires common skills and knowledge.
- Hand out to students the eleven Career Pathways on one sheet of paper:
 - I. Agricultural & Natural Resources Technologies
 - II. Arts & Sciences
 - III. Biological & Chemical Technologies
 - IV. Business Technologies
 - V. Commercial & Artistic Production Technologies
 - VI. Construction Technologies
 - VII. Engineering Technologies
 - VIII. Health Services
 - IX. Industrial Technologies
 - X. Public Service Technologies
 - XI. Transport Systems Technologies

Continued

LESSONS

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COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.04 Indicate the various ways which occupations can be classified.

GRADE: 8

Continued

- Title eleven sheets of newsprint with a Career Pathway and place around the room.
- Have students number off 1-11 and form groups. Each group begins with one career pathway and brainstorms careers that fall under one career pathway heading. ONE team member writes the careers on the worksheet using a colored marker.
- Call time in 3 minutes and ask the groups to shift to the next Career Pathway sheet.
- Each group continues to add to the lists, moving to the next career pathway after 3 minutes until all 11 are visited.
- Review the lists. Which group had the most careers (colored markers). Discuss the accuracy of the suggestions.

PARENT: What career pathway is your job in?

COMMUNITY: What career pathways are in this community?

EVALUATION: Students participate in the classification of the career pathways clusters.

LESSONS

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COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Establish how changing economic and societal needs influence employment trends and future training.

GRADE: 7

OUTLINE: Students will describe the impact of factors such as population, climate, and geographic location on local occupational opportunities.

ACTIVITIES/STRATEGIES: State labor market information materials from SOICC, the Department of Labor and/or Economic Development, state maps, etc.

TEACHER:

- As students study a country, discuss how the climate and location of the country have impacted on its growth and history. Show the relationship between climate and location and the development of particular industries in the country.
- Carry the thought to the students' own environment by having them research their state or local economy listing the kinds of industries and occupations most prevalent.
- How do climate and location impact on the occupational opportunities available to them locally?

COUNSELOR: Share resources with teacher. Introduce students to appropriate internet sites.

- www.esc.state.nc.us

click on:

- Economic Data
- State and Local
- Employment and wages by county

PARENT:

COMMUNITY: Invite a community member of the Chamber of Commerce, an entrepreneur, or an economic development representative to discuss the community's changing economy.

EVALUATION: Class discussion, research product.

LESSONS

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COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.05 Establish how changing economic and societal needs influence employment trends and future training.

GRADE: 8

OUTLINE: Students identify employment trends as they relate to training programs and employment in the state and local community.

ACTIVITIES/STRATEGIES:

RESOURCES: Back issues of Sunday newspapers' want ads.

TEACHER:

- Students will review the want ad section of the Sunday newspaper and list the various types of jobs advertised.
- Next, count the total number of jobs advertised.
- Each student will select ten occupations and compute the percentage of the total number of job openings represented by each title chosen.
- Students will combine their individual figures to create a pie graph or bar graph showing the employment opportunities picture for their area.
- Discuss employment trends revealed by the graphs.

COUNSELOR: Support teacher with resources. Extend activity by having individual students search via NC Career Explorer, NC Mentor, NC SOICC websites and report to class on findings.

PARENT: Have parents share how they found their current job.

COMMUNITY: Invite an economic development representative to discuss job trends for the community.

EVALUATION: Completed computations and graphs.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.06 Demonstrate awareness of the education and training needed to achieve career goals.

GRADE: 8

OUTLINE: Students use a variety of resources to determine training and education requirements related to careers of interest.

ACTIVITIES/STRATEGIES:

RESOURCES:

- Handout: *“North Carolina Career Pathway Clusters”*
- Handout: *North Carolina High School Graduation Requirements*
- ncmentor.org, www.collegeview.com, www.bridges.com, or *Career Choices in North Carolina Tabloid Career Briefs*(Free to all middle school students in from State Occupational Information Coordinating Committee (SOICC)

TEACHER: Schedule students in an internet lab if possible.

COUNSELOR:

- Handout *“North Carolina Career Pathway Clusters”* and review the 11 pathways. Ask students to brainstorm the kinds of careers that go with each cluster.
- If internet access is available have students explore the pathways through the NC Mentor website.
 - I. Click Career Center
 - II. List of Careers by Occupational Cluster
 - III. Select one-three careers of interest
 - IV. Select Detailed Information
 - V. Go to Ask an Expert for more information about the career
 - VI. Write down all the colleges and universities that offer a major of study in that career pathway.
 - VII. Select a college or university for more information
 - VIII. Determine the enrollment, cost of attendance.

Continued

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.06 Demonstrate awareness of the education and training needed to achieve career goals.

GRADE: 8

Continued

IX. Write down three facts about student life at the college or university.

X. Write down the percentage of students receiving financial aid at that school.

XI. Select Matching Assistant and have students compare three schools for enrollment, financial aid and student life offerings.

- Students without internet access can complete the exercise using the Tabloid Career Choices in North Carolina, Career Briefs section
- Handout North Carolina High School Graduation Requirements
- Talk to students about the Program Options in high school, and link preparation for careers to the options. Ask students to think about and talk about with their families the appropriate coursework they will need for the careers that interest them today.

PARENTS: Gather information about your child's interests. Listen to clues from your child. Help them develop opportunities to explore interests. Emphasize to your child the importance of taking courses that are challenging and interesting. Continue collecting information about post-secondary options. Seek information through NC Mentor's website or 800 Hotline. Information or College Foundation of North Carolina for financial aid at cnc.org

COMMUNITY:

EVALUATION: Students can access information about careers from a variety of resources.

5.06a ATTACHMENT

11 CAREER MAJORS/CLUSTERS/PATHWAYS

There are 11 secondary and post-secondary career clusters/majors aligned between high schools and community colleges. List possible careers for each cluster.

1. **Agriculture and natural resources technologies** _____
2. **Arts and Sciences** _____
3. **Biological and chemical technologies** _____
4. **Business technologies** _____
5. **Commercial and artistic production technologies** _____
6. **Construction technologies** _____
7. **Engineering technologies** _____
8. **Health technologies** _____
9. **Industrial technologies** _____
10. **Public service technologies** _____
11. **Transportation technologies** _____

5.06b ATTACHMENT

GRADUATION REQUIREMENTS*

Content Area	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP** Course of Study Requirements	COLLEGE/UNIVERSITY PREP Course of Study (UNC 4-yr college) Requirements	OCCUPATIONAL*** Course of Study
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	3 Credits Including Algebra I	3 Credits** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I&II, OR Integrated Mathematics I,II,&III	4 Credits (4th credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I,II,III, and a credit beyond Algebra II	3 Credits Occupational mathematics I, II, III
Science	3 Credits A Physical Science course, Biology, Earth/Environmental Science	3 Credits A Physical Science course related to career pathway (CP), Biology, Earth/Environmental Science	3 Credits A Physical Science course, a Life or Biological course (Biology), Earth/Environmental Science	2 Credits Life Skills Science I, II
Social Studies	3 Credits Government/Economics (ELPS), US History, World Studies	3 Credits Government/Economics (ELPS), US History, World Studies	3 Credits Government/Economics (ELPS), US History, World Studies (2 courses to meet UNC minimum admission requirements- US History & 1 elective)	2 Credits Government/US History Self-Advocacy/Problem Solving
Second Language	Not required	Not required**	2 Credits in the same language	Not required
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	Computer proficiency as specified in IEP
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Career/Technical	4 Credits in Career/Technical Select courses appropriate for career pathway to include a second level (advanced) course OR 4 Credits in an Arts Discipline Select courses appropriate for career pathway to include an advanced course	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	4 Credits Vocational education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other requirements	2 Elective Credits and other credits designated by LEA Proficiency on Exit Exam	2 Elective Credits and other credits designated by LEA Proficiency on Exit Exam	2 Elective Credits and other credits designated by LEA Proficiency on Exit Exam	Occupational Preparation: 6 Credits: Occupational Preparation I, II, III, IV**** Elective credits/completion of IEP objectives/Career Portfolio-required/No Exit Exam
Total	Depends on local requirements	Depends on local requirements	Depends on local requirements	Depends on local requirements

*Effective for ninth graders entering for the first time in 2000-01.

**A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

***This course of study shall be made available for certain students with disabilities who have an IEP, beginning with first time ninth graders in 2000-01. The state Board of Education approved this course of study for the APA process to begin.

****Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.07 Assess and modify their educational plan to support career goals.

GRADE: 7

OUTLINE: Students will use Holland's self-assessment code to explore the North Carolina Career Pathways clusters prior to high school course selection.

ACTIVITIES/STRATEGIES:

RESOURCE: Career Choices in North Carolina, published by the North Carolina State Occupational Information Coordinating Committee. Sheet paper (six) with a letter on each representing a Holland Code

TEACHER:

COUNSELOR:

- Introduce the self-assessment code developed by Dr. John Holland.
- According to Holland, people search for careers that are a fit between themselves and corresponding work environments.
- Most people fit more than one work environment. That is why people and occupations are classified by a three letter code. The first letter is most representative of your type and careers that fit your type. The second letter stands for second place and the third letter becomes third place.
- To find your three letter code simply take the first letter of each work environment that best represents you. Once you have discovered your three letter code you can then begin to explore careers by that same code. Results from Holland Self-Assessment tool found in Career Choices in N.C. User's Manual.
- Using the Career Choices Tabloid, discuss with students the following Holland Codes:

R = Realistic	S = Social	I = Investigative
E = Enterprising	A = Artistic	C = Conventional
- Tape the six sheets (with one letter on each sheet) in six different locations in the classroom.
- Read a description from Career Choices in North Carolina of each code. Have students go to the location and stand if the description sounds like what they are like or would like in a work setting.
- Have students process with their group similar interests, preferences.
- Review with students that this is only one means of assessing work preferences and that the first letter is the preferred work setting.

PARENT:

COMMUNITY:

EVALUATION: Students can identify the six Holland Codes and apply it to their preferred work setting.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction

OBJECTIVE: 005.08 Use employability and job readiness skills in work-based learning experiences.

GRADE: 7

OUTLINE: Students participate in a job shadowing experience to observe work based readiness skills

ACTIVITIE/STRATEGIES:

TEACHER/COUNSELOR

- Plan for students to participate in a job-shadowing experience that is related to students interest.
- Check out www.jobshadow.org for JobShadow Day, including step by step procedures for organizing this event.
- Give students a list of workplace skills such as the SCANs prior to the job shadow day. Students will check each skill they observed in the workplace.
- Have students develop a list of interview questions for the employer. Students will report their findings in class.
- If a group of students is visiting one place, divide the workplace skills observation list among the students. The group can report their findings of the workplaces to the class in the form of a report.
- If leaving the school for job shadowing is not an option, use the Virtual Job Shadow available at www.jobshadow.monster.com Virtual Job Shadow gives students a chance to shadow various career mentors via the Internet. Students explore the types of education and experience needed to do a myriad of jobs. At the same time, students will see what the job market in those specific fields is like and what they can do to prepare for their futures.

PARENTS: Discuss with your child the skills required in your workplace. Participate in "Take your Child to Work" Day.

COMMUNITY: Invite local speakers to discuss workplace skills needed and how they relate to the students course of study.

EVALUATION:

- Students know how to access the Internet to learn about careers of interest.
- Students can identify specific work place skills that need to be learned/developed.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.09 Select course work that is related to career interests.

GRADE: 8

OUTLINE: Students will explore the educational requirements for a range of career options from the State Career Pathways and identify specific careers within each cluster.

ACTIVITIES/STRATEGIES:

RESOURCE: 11 Career Pathways Clusters, high school registration handbook.

www.dpi.state.nc.us

www.soicc.state.nc.us

www.esc.state.nc.us

www.careerjourney.vsgc.odu.edu

www.monster.com

TEACHER/COUNSELOR

- Distribute the list of the 11 North Carolina Career Pathways:
 - I. Agriculture and Natural Resources Technologies
 - II. Arts & Sciences
 - III. Biological & Chemical Technologies
 - IV. Business Technologies
 - V. Commercial & Artistic Production Technologies
 - VI. Construction Technologies
 - VII. Engineering Technologies
 - VIII. Health Technologies
 - IX. Industrial Technologies
 - X. Public Service
 - XI. Transportation Technologies

continued

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.09 Select course work that is related to career interests.

GRADE: 8

continued

- Teams will be assigned a career cluster to research. This may take 1-3 class periods as needed.
- Teams will agree on a chairperson, recorder, technical person, and an editor/proofreader.
- Effort should be made to assign students to a cluster in which they have an interest.
- Students research as a team to determine the following:
 - XII. A general description of the career cluster
 - XIII. A list of 15-20 careers in the cluster
 - XIV. The job outlook for the cluster
 - XV. Promising career paths (not jobs) within the cluster
 - XVI. Information about skills needed in each cluster.
- The team will develop a written report with visual information if possible.
- Each member of the team will contribute to the delivery of the report to the class.

COUNSELOR: Follow up with guest speakers and/or field trip. Serve as a resource to students.

PARENTS:

COMMUNITY: Provide speakers, site visitations.

EVALUATION: Students are able to list several career paths within each of the 11 State Career Pathway clusters.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.10 Maintain a career-planning portfolio.

GRADE: 7-8

OUTLINE: Students begin the process of keeping information related to interests, achievement, hobbies, course requirements, etc. for post-secondary planning purposes.

ACTIVITIES/STRATEGIES:

RESOURCES: NC Mentor, Handout "Career Portfolio Contents"

TEACHER/COUNSELOR:

Portfolios: Career planning portfolios can include many items and a variety of information. The organization and content of the portfolio are dependent upon its purpose and mission identified by each school district. Suggested contents might vary, depending upon whether the portfolio is electronically maintained (NC Mentor) or maintained and stored by hand.

Early in the year introduce the concept of portfolio to students in an activity such as the following:

- Assign students to bring to class 2-3 items that illustrate something about themselves. This can be something that demonstrates a hobby, interest, etc. This is a great team building activity since students often learn interesting things about their classmates they did not previously know.
- Ask students to "design" a cover for their portfolio that will be used all year to house important information related to their progress. Students should be given a week to complete this task.

TEACHER EXTENSION:

- Students share their designs
- Decide as a class the headings for the portfolio sections.
- At least monthly, review the portfolio contents.
- At the end of the year have a process for students to present their portfolio contents to a panel of employers and receive feedback.

PARENT: Assist students in collecting information for a portfolio.

COMMUNITY: Seek volunteers from the community to offer feedback to students about their portfolios.

5.10 ATTACHMENT

CAREER PORTFOLIO CONTENTS

- 
- **Academic Achievements**
 - **Attendance**
 - **Career Interest inventory results**
 - **Career Plans**
 - **Community Service**
 - **Cover Letters**
 - **Demonstration of Writing Skills**
 - **Examples of Projects**
 - **Exceptional Skills**
 - **Extracurricular Activities**
 - **School Profile**
 - **Test Scores**
 - **Transcripts**
 - **Work-Based Experiences**

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY **006.00 Understand the relationship between personal qualities, education and training, and the world of work.**

OBJECTIVE: 006.01 Investigate how work can help to achieve personal success and satisfaction.

GRADE: 6

OUTLINE: Students will use teamwork to explore how work brings success and satisfaction to the worker and the customer.

ACTIVITIES/STRATEGIES:

RESOURCE: Career videos from Enter Here, or Pathways from SOICC. Various pictures of workers.

TEACHER:

COUNSELOR:

- Using career videos or pictures have students view pictures of people at work. Example: Computer technician, electrician, real estate agent. Your questions will vary depending upon the career area being viewed.
- Have students in groups choose a reporter, a recorder, and a leader so that the group can report to the entire class its results.
- Students will spend fifteen minutes as a group discussing and formulating answers to the following:
 - I. Make a list of five (5) ways members of your group know how to use a computer.
 - II. Think of at least one project for which the computer technician, electrician, and real estate agent would need to work together to finish successfully. Discuss your ideas.
 - III. Explain the difficult tasks a real estate agent can do to help families. If a real estate agent has helped your family as part of his/her job, what did he/she do?
 - IV. Name at least five items an electrician can install or repair in a home or in a business.

PARENT:

COMMUNITY: Invite a banker or real estate agent to discuss community involvement activities in which they participate.

EVALUATION: Students can name positive results from work.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY **006.00 Understand the relationship between personal qualities, education and training, and the world of work.**

OBJECTIVE: 006.02 Indicate personal preferences and interests that influence career choices and success.

GRADE: 8

OUTLINE: Students participate in a "Career Fair" activity designed to illustrate their career preferences and interests.

ACTIVITIES/STRATEGIES: This is an activity that will require advance team planning.

TEACHERS/COUNSELORS:

- Survey students early in the year. Ask them to choose three careers they are interested in.
- Contact possible speakers.
- Ask speakers to be prepared to talk five minutes on:
 - Education needed
 - Job description
 - Typical day
 - Salary range
 - Advantages, disadvantages and helpful hints
- Group speakers into career pathways/clusters, four to five speakers in each cluster located in different stations throughout school:
 - Business
 - Communication
 - Sports and Recreation
 - Public Service
 - Environmental
 - Construction
 - Transportation
- Assemble and show students which careers are to be represented. Each student should choose two areas to attend.
- Students are asked to dress as though they will be interviewed.
- Every 30 minutes, the students rotate stations. They will be able to hear and talk with 8-10 people. Representatives could be invited to eat lunch with them.
- Students could be used as moderators of each panel (Trained in advance).
- Maps of where each station will be and signs indicating direction will be available.
- Use name tags for all panelists and student helpers.
- Thank you letters to be handwritten afterwards.
- Small appreciative tokens can be given to each visitor.

PARENT:

COMMUNITY: Participate in Career Fair.

EVALUATION: Students can name at least one career for further exploration. They can name an educational requirement for the career and two sources for more information.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY **006.00 Understand the relationship between personal qualities, education and training, and the world of work.**

OBJECTIVE: 006.03 Understand that the changing workplace requires lifelong learning and acquiring new skills.

GRADE: 8

OUTLINE: Students will identify educational options available after graduation.

ACTIVITIES/STRATEGIES: NC Mentor Web Site

TEACHER:

- Have on chart or handout **Post-Secondary Educational Options**. Make sure students understand that “secondary” means high school.
 1. Military: pays you for job training/education
 2. Apprenticeship: allows you the opportunity to try it to see if you like it.
 3. Correspondence Courses: allows you to work at your own pace.
 4. Community College System: provides two year college transfer programs, associate degree technical training in the major career pathways, and charges less tuition than four year colleges/universities.
 5. Four Year College/University: allows in-depth study of your chosen field in which you could earn a B.S. (Bachelor of Science) or a B.A. (Bachelor of Arts).
- Handout: **Post-Secondary Educational Options** to each student and answer any questions about the terms.
- Handout: **Action Plan for Post-Secondary Educational Choice** to each student.

Students can use the Action Plan while visiting NC Mentor. The student can access NC Mentor at home or at school. Students can browse the Careers Database listing all the careers in North Carolina in alphabetical order. The user will be able to click on any of the careers and get an overview of that career as well as the educational requirements for that career. If the database has specific college information, that college will be listed with a link to its campus tour on NC Mentor and a link to the Campus’ official website.

- Have students complete the worksheet with assistance from NC Mentor website.
- Ask students to retrieve information from several post-secondary educational options so that they can do a comparative analysis at a later date.

COUNSELOR: Assist the teacher in the activity. Instruct parents and students in the use of NC Mentor.

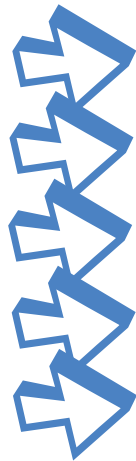
PARENT: Visit the NC Mentor website for vital information related to post-secondary options and financial aid planning.

COMMUNITY:

EVALUATION: Students can access information relevant to post-secondary education planning.

6.03 ATTACHMENT

POST-SECONDARY EDUCATIONAL OPTIONS



Military

Apprenticeship

Correspondence

Community college system

Four-year college/university

What do I need to consider before I choose?

- your interests and abilities
- time available to you for training
- money available to you
- your expected working conditions:
 - Work for yourself or someone else?
 - Work alone, with people, with things?
 - Work fixed or flexible hours?
 - Work indoors or outdoors?
- Your expected lifestyle:
 - Fast-paced or slow?
 - Work time vs. free time?

6.03 ATTACHMENT

NEXT STEPS FOR POST-SECONDARY PLANNING

Write a plan of action to help you explore your options. Do some research using tools such as NC Mentor and answer these questions:

My identified career interests: (Have I taken the *Career Key Interest Assessment*?)

Where is training/education available for this career? _____

How long is the education/training period for this career? _____

How much will the training cost? _____

What is the future outlook for this career? _____

What are the general conditions for this work? _____

What high school courses will I need to take that would help me prepare for this career?

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY **006.00 Understand the relationship between personal qualities, education and training, and the world of work.**

OBJECTIVE: 006.04 Give reasons for the effect of work on lifestyles.

GRADE: 7

OUTLINE: Students will create a web chart to illustrate how work affects the quality of one's life.

ACTIVITIES/STRATEGIES:

TEACHER:

- If students are unfamiliar with web charts, explain that they are a way of brainstorming that links related ideas.
- Write the words "CAREER" and "WORK" on the board.
- Divide the class into two teams.
- Ask students what comes to mind when they hear the word. Assign one word to each team.
- Ask them to develop a web chart for the word. Example:
 - fun
 - satisfying
 - team player
 - new skills
 - money
 - career
 - new technologies
- Students share their web charts and discuss their reasoning.
- Ask students: What does this tell you about our perception of work? Of careers?
- Looking at the charts what positives are there? Challenges? How are the charts similar?
- How is a career more than work?

COUNSELOR: Assist with the activity.

PARENT:

COMMUNITY:

EVALUATION: Students can list how work and careers affect lifestyle.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

**COMPETENCY
work.**

006.00 Understand the relationship between personal qualities, education and training, and the world of

OBJECTIVE: 006.05 Understand the importance of equity and access in career choice.

GRADE: 8

OUTLINE: Students interview persons in non-traditional careers. They will apply the concepts of equity and access to career exploration.

ACTIVITIES/STRATEGIES:

TEACHER:

- Introduce the terms equity and access. Have students brainstorm their definitions.
- Write definition of board. Ask students to think about careers that traditionally were not open to one gender or another. Write on board.
- Discuss equity in sports. What are some examples from the past that excluded one sex from a sport?
- Discuss equity and access in the military? Give examples from the past.
- Ask students to think about how public opinion influences equity and access? What are some examples from history?
- Have students interview their parents or grandparents for information about changes in equity and access during their lives. How did having (or not having access to a career influence their career choice?)
- Have a handout or put on the board these statistics for students to read:
(From *Girls and Women Today: Data and Statistics Affecting Girls and Women Today* National Alliance for Partnerships in Equity
3105 South Street, N.W. Washington, D.C. 20007 (202) 338-1968)

Females are:

- 9% of all engineers • 3.8% of aerospace engineers • 6.2% of mechanical engineers • 9.2% of aviation maintenance technicians • 4% of computer scientists • 17.6% astronauts
- Ask students to think about and discuss what part access and equity might play in these statistics.
- Have students take a stand on one of the issues discussed such as "Should women participate in the combat units of the military?"
Students could conduct research, use critical thinking and reasoning skills in the exercise.

COUNSELOR: Share information about nontraditional occupations with students and teachers.

PARENT: Participate in the interview.

COMMUNITY: Invite persons from the community who are in non-traditional careers speak to the class about challenges they faced.

EVALUATION: Students will identify how equity and access can affect one's career.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY **006.00 Understand the relationship between personal qualities, education and training, and the world of work.**

OBJECTIVE: 006.06 Understand that work is an important and satisfying means of personal expression.

GRADE: 7

OUTLINE: Students will explore careers and associated lifestyles to determine how work satisfies one's interests and needs.

ACTIVITIES/STRATEGIES:

RESOURCE: Teacher's Guide to the Bureau of Labor Statistics Career Information, http://stats.bls.gov/k12/html/edu_tch.htm

This portion of the Department of Labor Educational Resources Site is an introduction to career guidance information appropriate for 6-7 grades. This site is designed to attract the interest of students with a wide variety of interests and talents.

Career Carnival and Kaleidoscope of Careers : Career Videos available through SOICC, <http://www.soicc.state.nc.us/soicc>

The Career Key <http://www.ncsu.edu/careerkey/indes.html>

This is an on-line career assessment tool developed by Dr. Lawrence Jones of North Carolina State University. This site does an excellent job of combining interest, personality, abilities, values and work preference assessments into Holland types with direct links to the Occupational Handbook Website, <http://jobshadow.monster.com/profiles>

TEACHER:

- Say to students: "There are important questions for you to be asking yourself now and throughout your life. Who am I? What makes me unique? What do I have to offer? What are my values? What do I want out of life? What can I contribute? Gathering information about yourself is the first step on the path to discovering a satisfying career direction. Developing an understanding of your interests, aptitudes, and abilities, personal traits, and values will help. Also helpful is to find out about people who are already in jobs that interest you".
- Have students either participate in a jobshadow experience, interview someone in their neighborhood or family, or take a "virtual" jobshadowing experience through the jobshadow website.
- Have students develop questions appropriate for an employer to gain information about the work setting and what aspects about the job is most enjoyable, least enjoyable. What are the benefits and drawbacks. If the students conducts a virtual jobshadow the same questions can be answered from reading a mentor profile.
- Have students write/share findings with class.

PARENT: Contribute information for the career interview.

COMMUNITY: Participate in jobshadowing, mentoring.

EVALUATION: Students can give examples of how work is satisfying in ways other than monetarily.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY **006.00 Understand the relationship between personal qualities, education and training, and the world of work.**

OBJECTIVE: 006.07 Demonstrate how to use conflict management skills with peers and adults.

GRADE: 6

OUTLINE: Students will replace negative statements with positive ones to improve conflict management skills.

ACTIVITIES/STRATEGIES: Transparency "Resolving Conflict Is:"

TEACHER:

COUNSELOR:

- Show the transparency to open discussion about conflict. Say to students: "Conflict is a natural part of life. What would life be without conflict? There are times when it motivates us to do positive things. Sometimes poor communication escalates conflict so that there is no positive outcome however. Ask for examples. Conflict resolution is 80% listening and 20% problem-solving. Today we will practice effective communication...one of the best conflict resolution strategies.
- Write on board or sheet paper "You don't have to blow out my candle to make yours glow brighter". Discuss meaning with students. Explain "killer" and "booster" statements.
- Killer statements tear down; Booster statements make a person feel worthwhile, capable, skillful. Killers and boosters can be verbal or nonverbal.
- Demonstrate the following examples so students can identify as "killer" or "booster" statements:
Examples: What a dumb answer! – P atting someone on the back – Turning away – Smiling – Making faces/Rolling eyes
- On newsprint have students write "killer" statements that are typically heard.
- Discuss the effects of these comments on the class.
- Cut shapes of very large feet out of paper and write "booster" statements on them.
- Have students tape footprints over negative statements – thereby stamping out "killer" statements. Read some aloud.
- Have students write boosters to someone who deserves special appreciation.

PARENT:

COMMUNITY:

EVALUATION: Students can write in their journals one thing they will do to develop positive communication skills.

6.07 ATTACHMENT

RESOLVING CONFLICT IS.....

80% LISTENING

20% PROBLEM-SOLVING

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Understand the relationship between personal qualities, education, and training, and the world of work.

OBJECTIVE: 006.07 Demonstrate how to use conflict management skills with peers and adults

GRADE:7

OUTLINE: Teachers and students jointly develop roles and expectations for behavior to improve classroom interaction.

ACTIVITIES/STRATEGIES:

TEACHER:

- Very early in the year discuss with students classroom expectations and rules.
- Use **“My Job Is”** exercise to jointly develop classroom norms for behavior. It should specify examples of jobs which are yours and jobs which are the students. Expectations for conflict resolution in the classroom should be clear.
- Once classroom rules have been established use the following involvement phrases in agreeing on the jointly established rules:
The rule is..... The policy is..... What we decided then is.... My (teacher’s) jobs are.... Your (students) jobs are....
- Discuss with students the concept of responsibility in the classroom.
- Use **“What’s The Rule?”** when reminding students about the classroom rules jointly developed. This exercise helps teachers :
 - I. Save time.
 - II. To not talk too much at the moment of conflict resolution.
 - III. To emphasize the solution rather than the problem.
 - IV. To use thank you.
 - V. To avoid debate and excuses.
 - Ask “What’s the rule?”
 - Or, ask “Can you do that?”
 - Say “Thank you, I appreciate it.”

COUNSELOR: Counsel with students who have difficulty resolving conflict.

PARENT: Communicate early with parents about school policies and student behavior difficulties.

COMMUNITY:

EVALUATION:

- Students help develop classroom rules.
- Students know conflict resolution strategies.