

HIGH 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 skills divided into two categories: Foundation skills and Functional skills.

BENCHMARKS

Competency Area: ___Academic ___Career ___Personal/Social

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

Competency:

Student Objective:	Benchmark:End of Grade 9	Benchmark:End of Grade 11	Benchmark:End of High School

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 004.00 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: 9-12

COUNSELOR: Counselor leads a class discussion about resources available to the student in his/her career exploration. Information is available in many media formats:

- Print
- Internet
- Career Speakers/Interviews
- Experiential Learning

Students will learn how to locate, evaluate, and interpret career information using the following handouts. With 004.01a, the student will become familiar with print resources. Additional internet websites are listed in 005.06. Two new resources that are available are NC Mentor, the official website for NC Pathways Program, and College Foundation of North Carolina, Inc.

PARENT: New resources that are available are NC Mentor, the official website for NC Pathways Program and CF of NC, Inc. Parents and students will be able to go on line at home to gather information about career planning, two and four year colleges, financial aid, and post-secondary planning. (ncmentor.org and cfnc.org)

COMMUNITY:

EVALUATION: Students can successfully use NC Mentor, College Foundation of NC, and other educational internet websites for career/educational planning.

4.01 ATTACHMENT

CAREER EXPLORATION

After assessing one's self, the next step in the career planning process is to locate information about careers. Career information is everywhere. It is important to explore two or three occupations. This allows each student to compare choices, have alternative plans; and it stimulates career decision making.

The purpose of career exploration activities is to learn about resources. Students need to learn where resources are located, and what kind of information each resource provides. Resources are books, magazines, videos, computerized information systems, and people. Careers are rapidly changing and career information must stay current and up to date with these changes.

The most comprehensive federal and state career resources are:

Dictionary of Occupational Titles – Defines and classifies approximately 20,000 occupations by worker functions- people, data, things orientation-and industry designation. Arranged in three sections; alphabetical, similar occupations, and by industry.

Guide for Occupational Exploration – Provides career and occupational information in 12 interest areas, 66 work groups, 348 subgroups. Includes a brief description of the types of work in the group, skills and abilities required, how to prepare for the occupation and organizations and agencies to contact for additional information.

Occupational Outlook Handbook – Provides detailed career and occupational information on approximately 200 occupations in 19 clusters. Includes nature of occupation, working conditions, training, qualifications, advancement, job outlook, earnings and related occupations. Updated biannually.

Occupational Outlook Quarterly – Provides updated, timely information on current occupational developments between OOH editions. Includes articles on employment outlook, new occupations, training opportunities, salary trends and Bureau of Labor Statistics studies.

Career Choices in North Carolina - Provides current N.C. occupational and career information in useful, readable tabloid format. Includes career briefs of more than 200 occupations. Updated annually and distributed primarily through public schools, community colleges, state agencies, and other public programs. Available from N.C. SOICC with User's Guide of lesson plans and activities.

N.C. Careers – Microcomputer based system providing current information on approximately 400 NC occupations and 165 training sites. This counseling and career exploration tool matches student characteristics and preferences to N.C. occupations updated annually, available from N.C. SOICC.

N.C. Mentor - Pathways NCMentor is a tool available through the internet (www.ncmentor.org) that provides information, and services to help prepare all of North Carolina's young people for college through career exploration and planning; academic planning and preparation; and financial information.

LESSONS

**CURRICULUM:
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COMPETENCY 004.00 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: 9-12

OUTLINE: Students explore traditional and non-traditional careers experientially.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR:

Have students complete the questionnaire individually. Discuss answers as a group. The group leader may choose to place signs with each of the ratings in each corner of the room (the middle of room is undecided) and allow students to physically demonstrate their opinions.

- Have students identify in small groups five careers they believe are traditionally female occupations and five careers that are traditionally male occupations.
- Allow students to debate what makes a career "male" or "female".

PARENT:

COMMUNITY:

EVALUATION: Students can identify careers of interest from traditional and non-traditional categories.

*Arland Benson, Linda Carlson, Judy Larsen.
Changing roles of women and minorities student booklet.*

4.02 ATTACHMENT

TRADITIONAL ROLES - VALUES VOTING

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. A woman's place is at home.					
2. Children belong to their mother more than their father.					
3. Husband and wife should be equal to each other.					
4. Boys are smarter than girls.					
5. Men should not do housework.					
6. If a woman works, she should still do all the housework.					
7. I would vote for a woman for President if she were the best candidate.					
8. Woman should be paid less for doing the same work as men.					
9. Women are less responsible than men.					
10. Money spent on athletics should be evenly divided between boys and girls.					
11. Men should not cry.					
12. Masculinity refers to how strong a man is.					
13. Femininity refers to how weak and helpless a girl is.					
14. A good doctor might be either a man or a woman.					
15. All students should choose between home economics and industrial arts.					
16. Boys should have more education than girls.					
17. Men should not be secretaries.					
18. It is fine for a woman to be the boss in a business.					
19. Women are more emotional than men.					
20. Men are strong and capable of handling responsibility.					
21. Women are weak and unable to think things out logically.					
22. Women are wishy-washy; they always change their minds.					
23. If a man and a woman apply for a job, the man should get it.					

LESSONS

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CAREER DEVELOPMENT**

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

OBJECTIVE: 004.03 Develop an awareness of personal abilities, skills, interests, and motivations.

GRADE: 9-12

OUTLINE: Students gain self-awareness as they explore career development. In this activity, students will explore personal traits and behaviors.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor.

COUNSELOR:

- Have each student list ten personality characteristics s/he likes in others. Make a composite list of the students' responses.
- Ask classmates to list two positive traits/behaviors on the list that s/he possesses and tell why.
- Have student list two personality traits s/he does not possess but would like to.
- Brainstorm ways to achieve new personality traits or behaviors.
- Have student write two positive statements about her/himself based on comments s/he has received from others in the group following a "Strength Bombardment" activity.
- Have students share situations that had positive effect on them.
- Ask students to individually complete the statement: "One of the nicest things that ever happened to me. . ."
- Ask student to name in writing two behaviors that have given her/himself pride.
- Share with the class an explanation of the difference between bragging and being proud of an accomplishment.
- Ask the class to identify by brainstorming positive sources of good feelings about self.
- Have students complete the statement: "Someone who makes me feel good is . . ."
- With classmates discuss the reason for her/his choice as the source of positive feelings about her/him.
- Have students brainstorm a list of at least five sources of positive feelings about her/himself (e.g., high test scores, home environment, salary raise).

PARENT:

COMMUNITY:

EVALUATION: Students can identify personal strengths.

LESSONS

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

OBJECTIVE: 004.04 Demonstrate how to interact and work cooperatively in teams.

GRADE: 9-12

OUTLINE: This activity increases students' ability to work in teams.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR: Counselor should construct puzzles.

- A group of four people are seated around a table and given three puzzle pieces. There should be no verbal or nonverbal communication. Each member of the group is to construct a 16" square. Any piece not needed by an individual is to be placed in the center of the table used by other group members.
- The "Silent Square Puzzle Pieces" are completed when all four members have completed their 16" squares.
- Let each groups member identify his or her feelings about the exercise (What was it like to be the last one done? First one done? Did you get impatient with any group member?).
- Students should be allowed to identify their frustrations.

PARENT:

COMMUNITY:

EVALUATION: Students can demonstrate appropriate team participation.

William Pfeiffer and John Jones, Iowa University, ASCA Resource Kit

LESSONS

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

OBJECTIVE: 004.05 Determine how to make decisions.

GRADE: 9

OUTLINE: This activity allows students to experientially learn about group dynamics and how they influence decision making.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR: The decision-making model, while used here in a group setting, applies equally well to individual decision-making.

PARENT:

COMMUNITY:

EVALUATION: Students complete the decision-making steps.

Group Dynamics Student Booklet, Arland Benson, Linda Carlson, and Judy Larsen

4.05a ATTACHMENT

NORTH WOODS SURVIVAL EXERCISE

You and a friend have planned a week-long, fly-in fishing trip in the northern Ontario bush country. About 40 miles from the air base, the plane is forced down on a lake that is too small for a safe landing. The pilot gets down, but is unable to stop the plane before it plows into the shore line.

Your friend suffered a broken arm and minor injuries, but he is able to move around. The pilot is badly hurt and requires immediate medical attention. The plane's radio is destroyed. You are one of the few people in the group who is uninjured. The terrain between you and the air base consists of lakes, muskeg swamp, bogs, and virtually impenetrable woods. Counting the necessary detours around these hazards, you estimate a trip of 80 to 100 miles to get out.

You must check the list of supplies and rank them in order of importance for your group's survival on the trip back to the air base. Place the number 1 next to the most important item, 2 for the next most important, and so on.

North Woods Exercise

- | | |
|---|---|
| <input type="checkbox"/> 1 camp saw | <input type="checkbox"/> compass |
| <input type="checkbox"/> 1 hatchet | <input type="checkbox"/> 2 first aid kits |
| <input type="checkbox"/> fishing tackle | <input type="checkbox"/> 1 pack dry apricots |
| <input type="checkbox"/> lantern | <input type="checkbox"/> bouyant boat seat cushions |
| <input type="checkbox"/> camp stove | <input type="checkbox"/> 1 fry pan |
| <input type="checkbox"/> 2 packs dry beef | <input type="checkbox"/> silverware |
| <input type="checkbox"/> insect repellent | <input type="checkbox"/> map |
| <input type="checkbox"/> hand gun (.32 caliber) | |

4.05b ATTACHMENT

NORTH WOODS SURVIVAL EXERCISE

Step 1 – Decide how to decide. (Leader? Majority vote? Consensus?)

Step 2 – Specify clearly what is to be decided.

Step 3 – Identify all possible alternatives.

Step 4 – Explore each alternative

- I. Identify the advantages and make a list.
- II. Identify the disadvantages of each.

Step 5 – Bring out the personal wants of each individual in the group. (e.g., What can each member give to the alternative and what can each member expect to receive from the alternative.)

Step 6 – This step is the first choice point. Now select the alternative that has the most value to the individual group members.

Step 7 – If a decision is not made at this time then:

- III. Look for additional alternatives.
- IV. Re-examine the individual wants of each member of the group.
- V. Make a temporary decision and “live it” as a group for a period of time.

North Woods Exercise II

1. Did the group clearly specify what is to be decided so that all understood?

2. The group discussed many possible alternatives before deciding?

3. Were the views of all the members (even less active ones) requested?

4. Can all of the group members work to improve the problem area chosen?

5. Was the condition that all group members should be able to work toward improving the problem area discussed and resolved by the group?

6. All of the suggested alternatives were explored to discover their advantages and disadvantages?

7. When discussing and when arriving at a final decision was silence interpreted as agreement?

8. The decision was made by:

- I. One person
- II. A minority of persons
- III. A majority of persons
- IV. Consensus of all members

LESSONS

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

OBJECTIVE: 004.06 Explain how to set goals.

GRADE: 9-12

OUTLINE: By completing this activity students will analyze their aptitudes and interests and develop a program of study directed toward career goals.

ACTIVITIES/STRATEGIES:

RESOURCE: Carolyn Males and Roberta Feigen. *Life After High School: A Career Planning Guide*. (Book)
Louise Schrank. *Lifeplan: A Practical Guide to Successful Career Planning*. (Workbook)
Developmental Guidance Classroom Activities for use with National Career Developmental Guidelines (Grades 7-9)

TEACHER: See counselor activity.

COUNSELOR:

1. Discuss with students the influences that affect the decisions they make.
2. Discuss how one's level of maturity affects decision-making and how this changes over time.
3. Have students outline their educational and career goals.
4. Have students research course requirements for their selected career goal.
5. Ask students to select courses for tenth grade that will provide experiences for personal growth and development relative to their career goals.
6. Have students complete an "Educational Profile" with courses that will lead toward a career they have chosen and researched.
7. Visitors from various career field may be invited to speak to the students on the importance of academic skills in careers (e.g., doctor or nurse on the importance of science, news reporter on the importance of English, carpenter on the importance of mathematics)

PARENT:

COMMUNITY:

EVALUATION: After having analyzed their abilities and interests, students have updated their "Educational Profile".

4.06 ATTACHMENT

EDUCATIONAL PROFILE

Name: _____

Date: _____

How far do I expect to go in school?

- a. Drop out now
- b. Graduate from high school
- c. Complete junior college or two years of college
- d. Graduate from college
- e. Secure an advanced degree

How far would I like to go in school?

- a. Drop out now
- b. Graduate from high school
- c. Complete junior college or two years of college
- d. Graduate from college
- e. Secure an advanced degree

What are the main factors involved in my answer to Item 1?

- a. Interest or lack of interest
- b. My own estimate of my academic abilities
- c. The cost of college or other economic factors
- d. More pressing interest in doing something else
- e. Circumstances beyond my control

How do I rate myself in school ability compared with those in my class at school?

- a. I am among the poorest
- b. I am below average
- c. I am average
- d. I am above average
- e. I am among the best

Do I have the ability to complete college?

- a. No
- b. Probably not
- c. Not sure either way
- d. Yes, probably
- e. Yes, definitely

Continued

4.06 ATTACHMENT

EDUCATIONAL PROFILE *Continued*

In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely is it that I could complete such advanced work?

- a. Drop out now
- b. Graduate from high school
- c. Complete junior college or two years of college
- d. Graduate from college
- e. Secure an advanced degree

How important to me are the grades I get in school?

- a. Grades don't matter to me at all
- b. Not particularly important
- c. Important
- d. Very important

How important to me are good grades compared with other aspects of school?

- a. Good grades don't matter to me at all
- b. Some other things in school are more important
- c. Good grades are among the important things in school
- d. Good grades are the most important thing in school
- e. Grades are just one part of high school

In selecting a life career, what should be my most important consideration?

- a. Whether I can do the job well
- b. Whether I will enjoy doing the job year after year
- c. Earnings potential
- d. Amount of prestige associated with the career

I believe my two best qualities are:

- (1) _____.
- (2) _____.

Two personal weaknesses that I would like to correct are:

- (1) _____.
- (2) _____.

Continued

4.06 ATTACHMENT

EDUCATIONAL PROFILE *Continued*

Consider the words in the list and check how often you think they describe you:

	ALWAYS	USUALLY	SOMETIMES	NEVER
Happy				
Friendly				
Sad				
Serious				
Shy				
Clumsy				
Showoff				
Kind				
Lazy				
Neat				
Calm				
Moody				
Open-minded				

Continued

4.06 ATTACHMENT

EDUCATIONAL PROFILE SHEET

The career in which I am now interested is: _____

List below the courses you have taken, are taking, or will take which will help you enter this field if you choose to continue in this direction. List all courses for past, present, and future. (Remember that some grades have certain requirements and that certain courses must be taken in order to graduate.)

1st. S	9th	2nd. S	1st. S	10th	2nd. S
Total Credits _____			Total Credits _____		

Continued

4.06 ATTACHMENT

EDUCATIONAL PROFILE SHEET *Continued*

11th		12th	
1st. S	2nd. S	1st. S	2nd. S
Total Credits _____		Total Credits _____	

Total credits for grades 9-12: _____

To graduate, a student must accumulate _____ semester credits between 9th and 12 grades.

This number must include _____ in English, _____ in history or social studies, _____ in physical education, _____ in math, and _____ in science.

If there are others, explain:

LESSONS

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

OBJECTIVE: 004.07 Explore the importance of planning.

GRADE: 9-12

OUTLINE: Students explore the major components of Career Planning.

TEACHER: See counselor activity.

COUNSELOR: Counselor will distribute handout and review the steps to Career Planning:

- Self Assessment
- Career Exploration
- Goal Setting
- Taking Action
- Evaluation

PARENT:

COMMUNITY:

EVALUATION: Students can identify the career planning steps.

4.07 ATTACHMENT

CAREER PLANNING

What to be or what not to be is a puzzling question facing you as you progress through school, register for classes, consider a career change, and look toward your future. Career planning is a method of looking at yourself for your particular strengths and looking into the many options and choices of careers.

Keep your mind, eyes and heart open to the many possibilities awaiting you in the work world and take it step by step.

SELF ASSESSMENT

First, look into yourself to discover your interests, skills, values and personality. Ask yourself, Who am I? That means, “What am I good at?” “What talents, abilities or skills do I have?” “What would I like to accomplish someday?” “What can I see myself doing?” You can also ask your friends, family members, teachers or mentors if they see these same qualities in yourself as you do.

CAREER EXPLORATION

Second, investigate all the career choices, options and opportunities available to you. Attend career fairs, visit a career center in your school or in your community, talk to people in various careers, shadow or spend time one day with people in careers of interest to you. Ask them, “How did you get started in this career?” “What is a typical day like?” “What type of training or education is required?”

GOAL SETTING

Third, set goals for yourself. Look at the careers that interest you. Ask yourself, “What do I have to do to prepare for these careers?” “How much education or training does it take to prepare for each one of them?” After you gather information about education and training, set goals for yourself to attain the required amount of education.

TAKING ACTION

Fourth, make an action plan. “What do I have to do to get there?” Review your courses and curriculum. Register for the right classes. Maintain the right grades for your goals. Get the right experience, internships or volunteer opportunities to be accepted in the programs and majors of your choice.

EVALUATION

Fifth, evaluate your plan periodically. This is important as you move ahead in your plans to remember it’s not too late to move in another direction or to add more exposure or opportunities to your career plan. Now ask, “Am I on the right track?” “Is there new information I need to investigate?” When needed, go through the steps again and again and again. Each time you will learn more about yourself and more about the careers possibilities awaiting you.

LESSONS

**CURRICULUM:
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**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY **004.00 Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

OBJECTIVE: 004.08 Develop competency in areas of interest.

GRADE: 9-12

OUTLINE: This activity walks the student through information about career interest areas.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: Career choices are important and should be made with a planned approach rather than left to chance. Ask the student to identify careers of interest. Has the student relate course work to career aspirations, and has the student listed areas of growth potential? The final part of the activity provides a checklist of ways to fully explore career choice.

PARENT:

COMMUNITY:

EVALUATION: Students can identify areas of interest and coursework that relates to those interests.

4.08 ATTACHMENT

CHOICES NOT CHANCES

Directions: Use the Career Assessment Guide to summarize your findings

Summary and Action Plan

1. Career Interest Areas which best suit me at this time are: (check areas with most total ✓ 's from worksheet.)

Artistic Protective Business Detail Humanitarian
 Scientific Mechanical Selling Leading-Influencing
 Plants & Animals Industrial Accommodating Physical Performing

2. Occupations and related occupations which interest me are:

3. School subjects which will help me prepare for my career goals are:

4. Skills I will need to develop:

5. Action Plan: Things I need to do:

Talk to someone working in a career area I am interested in
 Go to career center/library for more information
 Check what places can train me for these choices
 Update my 4-year plan
 Talk to my counselor/CDC about my choices

6. Suggestion: Put this **Summary and Action Plan** in your career portfolio for further reference.

LESSONS

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COMPETENCY 004.00 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 hobbies and avocational interests.

GRADE: 9-12

OUTLINE: As part of career development, students will examine leisure activities and how they relate to individual lifestyles.

STRATEGIES/ACTIVITIES:

RESOURCES: Developmental COUNSELING AND GUIDANCE Classroom Activities for use with National Career Developmental Guidelines (Grades 7-9)

TEACHER: See counselor activity.

COUNSELOR:

1. Present articles or ads from a newspaper announcing a variety of leisure activities and
2. Place the following titles on a bulletin board: sports, nature, crafts, art, music, volunteer, educational, cultural and organizational.
3. Have students place the activities from the newspapers and any other activities they can think of under these titles.
4. Have students choose one activity from each category and answer the following questions for each of their chosen activities.
 - What are three personal gains from the activity?
 - What are two careers related to the activity?
 - Would you do this activity? Why or why not?

PARENT: Share community activity involvement ideas with your son or daughter.

COMMUNITY: Participate in programs such as internships, shadowing with the schools.

EVALUATION: Students have examined and categorized leisure-time articles and ads.

LESSONS

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

OBJECTIVE: 004.10 Balance between work and leisure time.

GRADE: 9-12

OUTLINE: Students examine the importance of planning their time.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: People make choices as to how they spent their time each day. Each person is given twenty-four hours and 100% energy to

- Learn new things both on the job (at school) or in one's personal life.
 - Spend "play" time with family, friends, and loved ones.
 - Engage in hobbies.
 - Complete work assignments.
 - Have quiet time to think.
- Counselor will share handout with students and ask them to list their goals in each area. Then the students are asked to rank order the goals.
 - After rank ordering the goals, ask the students to place the goals in the areas listed above. Ask the students:
 1. "Which areas received the highest prioritized goals?"
 2. "In which areas do you spend the most time?"
 3. "Is there a balance between areas in terms of time spent?"

PARENT:

COMMUNITY:

EVALUATION: Students can determine how they spend their time and budget according to established goal priorities.

"Career Choices in North Carolina", North Carolina Occupational Information Coordinating Committee, (Career Choices User Guide, 1995)

4.10 ATTACHMENT

BALANCING OUT GOALS

To set effective goals, it is important to remember the following:

A goal must be:

- **STATED IN CLEAR TERMS.** (Example: I will lose 10 pounds by Feb. 1st.)
- **BELIEVABLE.** You must believe you can reach the desired goal.
- **ACHIEVABLE.** You must have the interests, skills, abilities and strengths to make it happen.
- **MEASURABLE.** The goal can be accomplished within a certain time or in a quantity that can be calculated.
- **DESIRABLE.** You really want to achieve this.

List three goals in each area. Then rank 1-2-3 in order of importance.

MY SCHOOL GOALS:	RANK
MY FUTURE EDUCATIONAL GOALS:	
MY CAREER GOALS:	
MY PERSONAL GROWTH GOALS:	

MY FRIENDSHIP GOALS:	RANK
MY LEISURE TIME GOALS:	
MY LONG RANGE LIFE GOALS:	

"Career Choices in North Carolina", North Carolina Occupational Information Coordinating Committee, (Career Choices User Guide, 1995)

LESSONS

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

OBJECTIVE: 004.11 Acquire employability skills such as working on a team, problem-solving, and organizational skills.

GRADE: 9-12

OUTLINE: This activity allows students to examine these skills and identify which skills they presently possess and which skills are in need of development.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: The Secretary's Commission on Achieving Necessary Skills (SCANS) is the study of skills needed in the current and future work-place. This study is important because it links today's school with tomorrow's work site. If a person is highly competent in the identified SCANS skills, he/she will be a highly valued employee.

- Counselor reviews the foundation skills, thinking skills, personal qualities, functional skills, systems and technology knowledge, informational skills, and interpersonal skills on SCANS skills.
- Students are asked to put a check by those skills they feel they have mastered and circle those skills still in development.
- Counselor asks students to identify any skills they were surprised to see on the list.
- Counselor asks students to identify the top ten skills they would want an employee to possess.

PARENT:

COMMUNITY:

EVALUATION: Students can identify employability skills and identify areas of strength and need in oneself.

4.11a ATTACHMENT

SCANS SKILLS DEFINITIONS

SCANS is an acronym that stands for the Secretary's Commission on Achieving Necessary Skills. SCANS is the study of the skills needed in the contemporary and future American workplace. The SCANS competencies span the chasm between the worlds of the school and the workplace. Because they are needed in workplaces dedicated to excellence, they are the hallmark of today's expert worker. They lie behind every product and service offered in today's marketplace.

There are 27 SCANS skills divided into two categories:

Foundation Skills – skills people bring to a job; and

Functional Skills – skills specific to the functions workers perform doing their job

Definitions of the specific skills are listed below.

I FOUNDATION SKILLS

BASIC SKILLS

1. **Reading** – locates, understands, and interprets written information in prose and documents including manuals, graphs, and schedules to perform tasks; learns from text by determining the main idea or essential message.
2. **Writing** - communicates thoughts, ideas, information and messages in writing; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts with language, style, organization and format appropriate to the subject matter, purpose and audience.
3. **Arithmetic** – performs basic computations, uses basic numerical concepts such as whole numbers and percentages in practical situations, uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
4. **Speaking** – organizes ideas and communicates oral messages appropriate to listeners and situations, participates in conversation, discussion and group presentations, speaks clearly.
5. **Listening** - listens carefully, understands and responds to listener feedback. Receives, interprets and responds to verbal messages and other cues such as body language.

THINKING SKILLS

1. **Creative thinking** –uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
2. **Decision-making** – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. **Problem-solving** – recognizes that a problem exists; identifies possible reasons for the differences and creates and implements a plan of action to resolve them. Evaluates and monitor progress and revises plan as indicated by findings.
4. **Knowing How to Learn** – can adapt and apply new knowledge and skills to both familiar and changing situations. Is able to use ways of learning such as notetaking and organizing information. Becomes aware of false assumptions that may lead to wrong conclusions.

Continued

4.11b ATTACHMENT

SCANS SKILLS DEFINITIONS

PERSONAL QUALITIES

1. **Responsibility** – exerts effort and perseverance toward goal attainment; works to become excellent at doing tasks by setting high standards, paying attention to details, working well even when assigned an unpleasant task and displaying a high level of concentration.
2. **Social skills** – demonstrates understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately; takes an interest in what others say and do.
3. **Self-management** – assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self control and responds to feedback unemotionally and non-defensively; a “self starter.”
4. **Integrity/honesty** – can be trusted; recognizes when faced with making a decision or acting in ways that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes in respect to an organization, self, or others; chooses an ethical course of action.

II FUNCTIONAL SKILLS

RESOURCES

1. **Manages time** –selects important, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares and follows schedules.
2. **Manages money** –uses or prepares budgets, including making cost and revenue forecasts; keeps detailed records to track budget performance and makes appropriate adjustments.
3. **Manages material and facility resources** – acquires, stores, and distributes materials, supplies, parts, equipment, space or final products in order to make the best use them.
4. **Manages human resources** – assesses peoples’ knowledge, skills, abilities, and potential; identifies present and future workload; makes effective matches between individual talents and workload, monitors performance and provides feedback.

SYSTEMS AND TECHNOLOGY

1. **Understands systems** –knows how social, organizational and technological systems work and operates effectively within them; makes suggestions to modify systems to improve products or services, and develops new or alternative systems maintenance and quality control.
2. **Uses technology** –judges which set of procedures, tools or machines will produce the desired results; understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems; prevents, identifies or solves problems in machines, computers and other technology.

Continued

4.11b ATTACHMENT

SCANS SKILLS DEFINITIONS *Continued*

INFORMATIONAL SKILLS

1. **Acquires and evaluates information** – identifies need for data; obtains it from existing sources or creates it and evaluates its relevance and accuracy.
2. **Organizes and maintains information** - organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion.
3. **Interprets and communicates information** - selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multimedia methods.

INTERPERSONAL SKILLS

1. **Participates as a member of a team** – works cooperatively with others and contributes to group effort with ideas, suggestions, and effort; resolves differences for the benefit of the team and takes personal responsibility for accomplishing goals.
2. **Teaches others** – helps other learn needed knowledge and skills; identifies training needs and supplies job information to help others see its use and relevance to tasks.
3. **Serves clients, customers** – works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings and identify needs; communicates in a positive manner, especially when handling complaints or conflict.
4. **Exercises leadership** – communicates thoughts, feeling and ideas to justify a position, encourage, persuade, convince or otherwise motivate an individual or groups, including responsibly challenges existing procedures and policies.
5. **Works with cultural diversity** – works well with men and women and with a variety of ethnic, social or educational backgrounds; bases impressions on individual performance not on stereotypes.

“Career Choices in North Carolina”, North Carolina Occupational Information Coordinating Committee,(Career Choices User Guide, 1995)

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 004.12 Apply job readiness skills to seek employment opportunities.

GRADE: 9-12

OUTLINE:

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: In this activity, students examine the different employability skills and see how ready they are to enter the workforce.

1. Have students read through the items on the "Employability Skills Checklist," and place a check in the column to the right of each question. If they can already do the task, mark yes. If they do not think they can do the task, mark no. If they are not sure, mark not sure.
2. Discuss "Tasks I can do" and have students identify in which careers/occupations these tasks would be valuable.
3. Discuss "Tasks I am not sure I can do" and have students suggest how they could find out whether or not they can perform the task.
4. Discuss "Tasks I cannot do" and have students determine how important it might be to develop that skill for a career they may be interested in.

PARENT:

COMMUNITY:

EVALUATION: Students have evaluated their present level of employability skills by completing the checklist.

Sources: *Job Survival Skills. (Workbook); Job Readiness: Acquiring the Skills. (Filmstrips); Prep Fr. (VSC); Developmental COUNSELING AND GUIDANCE Classroom Activities for use with national Career Developmental Guidelines (Grades 7-9)*

4.12 ATTACHMENT

EMPLOYABILITY SKILLS CHECKLIST

This checklist is designed to help you focus on areas which are important for employment. Upon completion, you may pursue or be directed to obtain information in areas in which you lack knowledge.

Do you/can you.....	Yes	No	Not Sure
1. List in order the careers you are most interested in?			
2. List three career clusters that match your career interests?			
3. List general education requirements for three career clusters that match your career interests?			
4. List things which influence your lifestyle and how these things affect career choices (e.g., your friends or the neighborhood in which you live)?			
5. See how your opinion of yourself influences your ability to be good at your job?			
6. Describe how risk-taking affects your career choices?			
7. Describe job risks you are willing to take in choosing a career?			
8. Describe what you most hope to get from your job (e.g., money, power, pride)?			
9. Describe, in general, what is required in three career clusters related to your career interests?			
10. Describe the physical conditions you would agree to have in a work situation (e.g., loud or quiet, outdoors or indoors)?			
11. Describe the work hours you would agree to work (e.g., nine to five, night shift, weekends)?			

Do you/can you.....	Yes	No	Not Sure
12. Describe where you prefer to work (in the city, out in the country, in a neighborhood suburb, close to home)?			
13. Clearly define problems or decisions you have to make?			
14. Find different ways to solve your problems or make decisions?			
15. Tell how and where to collect information to help you make decisions?			
16. Understand and use information you collect?			
17. Make a decision and then figure out a plan to meet your goals or solve your problems?			
18. Review and update your plans regularly?			
19. List/describe ways to find out where job openings are?			
20. Use employment guides to find work or job openings?			
21. Choose three jobs you might want that match your abilities, interests, education and experience?			
22. Find and use information which will help you predict how many jobs there will be (in which you are interested) at the local, state, and national level?			
23. Know where and how to find information on getting money for education and training?			

Continued

4.12 ATTACHMENT

EMPLOYABILITY SKILLS CHECKLIST *continued*

Do you/can you.....	Yes	No	Not Sure
24. Know places which allow you to gain work experience skills?			
25. Write a letter of application for a job?			
26. Fill out a job application?			
27. Write a resume?			
28. Describe the steps in applying for a job?			
29. Complete a W-4 tax form?			
30. Describe how to get a Social Security number?			
31. Describe how to get a work permit?			
32. Describe some ways work hours are assigned by business?			
33. Describe the correct steps to take when you are too ill to report to work or when you get sick at work?			
34. Describe the correct steps to take to apply for vacation or leave?			
35. Describe how bosses in different jobs and businesses expect you to act toward your work or behave on the job?			
36. Describe what you should do when you have a work problem on the job?			

Do you/can you.....	Yes	No	Not Sure
37. Explain how to "handle" problems with other employees on the job?			
38. Describe why you need to be willing to make changes and to adjust in a work situation?			
39. Tell how your own habits, behaviors, and feelings affect others?			
40. Describe what the safety rules are in a work situation?			
41. Describe what steps to take if there are unsafe working conditions at a job site?			
42. Know about "employee rights" and discrimination (unfair treatment) in terms of sex, race and age?			
43. Explain what you should do if you feel you have been unfairly treated on the job because of sex, race or age?			
44. Describe what union or professional group matches specific job areas?			
45. Read and understand a pay statement or pay stub?			
46. Describe how overtime pay is calculated?			
47. Use your basic math skills to figure the exact amount of overtime pay you earn?			

Continued

4.12 ATTACHMENT

EMPLOYABILITY SKILLS CHECKLIST *continued*

Do you/can you.....	Yes	No	Not Sure
48. Describe what "compensatory time" means?			
49. Name three jobs that match your career interests?			
50. List the education you need for three jobs which match your career interests?			
51. List the tasks and duties of three jobs that interest you?			
52. Describe three jobs of interest to you which have similar education and experience requirements?			
53. Describe specific things that are required for three jobs which match your career interests?			
54. Describe types of extra benefits you want in a job (e.g., retirement or vacation)?			
55. Describe the future need for three specific jobs which interest you?			
56. Describe the things you would consider in choosing the area (part of town/section of the country) where you want to work?			
57. Clearly state problems or decisions you have to make?			
58. Find different ways of solving your problems or making decisions?			

Do you/can you.....	Yes	No	Not Sure
59. Tell how and where to get information to help you make decisions?			
60. Understand information you collected?			
61. Decide to do something and make a plan to meet your goals or solve your problems?			
62. Review and update your plans regularly?			
63. Describe an occupation (job) ladder for your career that shows steps or levels for moving up (e.g., stock person - salesclerk - floor manager - store manager - vice president)?			
64. Write a plan for getting any education, training or experience you need for a specific job?			
65. Find one job to enter as a first step in your career?			
66. List the pros and cons (advantages and disadvantages) of different job-finding sources?			
67. Choose the best sources for finding the type of work in which you are interested?			
68. List regional or geographic areas where you might find the job you are looking for?			

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 004.13 Demonstrate knowledge about the changing workplace.

GRADE: 9-12

OUTLINE: Students research and discuss employment trends.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: Counselor will provide the following information and facilitate discussion about Employment Projections.

EMPLOYMENT PROJECTIONS

- The labor market is the interaction of people competing for jobs and employers competing for workers.
[WHAT JOBS ARE CURRENTLY IN HIGH DEMAND? WHAT JOBS ARE DIFFICULT TO FILL AND WHY?]
 - Employers hire to either: 1. Replace a worker, or 2. Fill a newly created job
- [WHY MIGHT AN EMPLOYER REPLACE A WORKER? WHAT NEW JOBS ARE BEING DEVELOPED IN THE NEXT 10-20 YEARS?]
 - Most openings occur due to the first example – replacing workers as people leave a job, return to school, retire or die.
- [WHY WOULD A PERSON LEAVE A JOB? WHAT KIND OF EDUCATION MIGHT A WORKER BE SEEKING BY RETURNING TO SCHOOL? WHAT JOBS ARE HIGH STRESS JOBS?]
 - When looking at occupational trend data, it is important to distinguish between occupations with most openings vs. fastest growing occupations.
- [WHAT IS THE DIFFERENCE BETWEEN MOST OPENINGS AND FASTEST GROWING? LIST SOME EXAMPLES OF EACH.]
 - Which category produces the most actual job openings? It depends on the total number of employees in that particular occupation.
- [LIST OCCUPATIONS THAT HAVE VERY FEW EMPLOYEES? OCCUPATIONS THAT HAVE LARGE NUMBERS OF PEOPLE IN THE FIELD.]
 - A small occupation may be growing rapidly but requires only a few new workers each year. A large occupation may be growing slowly or not at all, but may require a large number of workers annually to replace retiring employees.
- [IDENTIFY RAPIDLY GROWING FIELDS OF EMPLOYMENT.]

PARENT:

COMMUNITY:

EVALUATION: Students can use information about economic forecasts to assist in the career planning process.

Adapted from "Career Choices in North Carolina", North Carolina Occupational Information Coordinating Committee, (Career Choices User Guide, 1995)

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 004.14 Consider the rights and responsibilities of employers and employees.

GRADE: 9-12

OUTLINE: Students complete the handout to determine personal expectations and share comparative data below:

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR: Many people work at jobs they don't want until they can get the education or experience necessary to start the career they do want. Students must determine their most important expectations and values, then evaluate what each job offers. Students need to understand that few jobs provide complete satisfaction.

PARENT:

COMMUNITY:

EVALUATION: Students can demonstrate an understanding of basic employee rights and responsibilities.

4.14 ATTACHMENT

WHAT SHOULD YOU EXPECT?

Motivation and interest in a job will depend on one's reasons for working and how well the job satisfies one's needs.

1. List reasons for working below. To get money might be an initial thought. Go ahead and list money if that is one of your reasons. However, think about the other reasons you work.

Reasons for Working:

2. Think about the jobs you've had or thought about having. What did/would you like about each job? What did/would you dislike?

LIKES:

DISLIKES:

3. How do you expect an employer to treat you? What are things you want in return for your work?

My Expectations:

What I Want:

Adapted from Job Savvy, How to Be a Success at Work, LaVerne Ludden, Ed.D., JIST Works, Inc.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 004.15 Respect for individual uniqueness in the workplace.

GRADE: 9-12

OUTLINE: The purpose of this exercise is to take a personal look at one's own habits/behaviors and how they might be changed, how difficult it is to change, and to identify habits/behaviors in others that will be equally difficult to change.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR: People tend to be very egocentric in their approach to things-it is difficult to get out of one's own box and anticipate different perspectives, perceptions, and beliefs. This table may be completed as a class, in small groups, or individually.

PARENT:

COMMUNITY:

EVALUATION: Students are able to use personal behavior checklist to improve personal relationships.

4.15 ATTACHMENT

PERSONAL BEHAVIOR CHECKLIST

What Behaviors I Find Annoying or Frustrating in Others	What Trait or Behavior I Might Have That Is Annoying or Frustrating to Others	What Changes I Want to Make To These Annoying Traits/Behaviors	How I'll Get The Changes Done	When I'll Start Changing

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE:: 004.16 Author a resume.

GRADE: 9-12

OUTLINE: Students practice resume writing.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR: Students need good resumes regardless of their post-secondary plans. Resume building is a skill that will provide the student with future job interviews and application acceptances. The resume is the a thumbnail sketch of what the person is, has been, and hopes to be.

Counselor will have students review the handout on RESUMES. Students then will practice developing a good resume. Having students share their resumes with writing partners or in small groups for critique is a helpful way to improve the content. Ask the students critiquing the resume to role-play a future employer or a college admissions officer.

PARENT:

COMMUNITY:

EVALUATION: Students can complete a preliminary resume.

ASCA Resource Kit, Elsie Campbell, Sandy Valley Local Schools, Magnolia, Ohio

4.16 ATTACHMENT

HOW TO WRITE A RESUME

RESUMES: A resume is one of the most important tools in your job search. It's purpose is to entice the employer to know more about you and call you for an interview. It is usually the first impression you will make of that person. Make it a good one!

A GOOD RESUME PRESENTS:

- Who you are
- What kind of position you want
- **SKILLS** you have, accomplishments you made
- Listing of education and training
- Listing of previous work experience

GENERAL DO'S AND DON'TS

DO'S

Be concise, accurate, positive
List your most recent job first
Stress skills, accomplishments
Use action verbs
Make resume attractive to read
Have someone proofread before mailing

DON'TS

Lie or exaggerate
Include salary history
Use pronouns, abbreviations
Overdo use of bold & italics
Use small type, overcrowd margins
Include references

References are usually left off resumes unless you are instructed to include them for a job fair. Have references available on another typed sheet of paper for the interview for the interview at least three people, not relatives, that have recognized your skills, accomplishments or personal qualities. "References furnished upon request" is no longer necessary on bottom of resumes. It may be eliminated especially if space is needed for pertinent information.

There are different resume formats. Not one resume format or style is appropriate for all job seekers. Select the style and format which best markets and sells your skills and qualifications to the most employers.

Always include a cover letter with a resume.

4.16 ATTACHMENT

THE CHRONOLOGICAL RESUME

The chronological resume emphasizes work experience. It is the preferred style of resumes by employers because it enables them to quickly match your previous work experience to their immediate needs. It can be used by recent graduates to show their part time, co-op, and summer employment as relevant work experience.

Writing a Chronological Resume:

- Use a career objective to market your strengths and skills without limiting your options.
- Start with your most recent position and work backward. Give the name of the company, city, state, job title, major duties and accomplishments.
- Keep your job objective in mind and emphasize the duties and accomplishments that publicizes your strengths and for which the employer is looking.
- Use action verbs to start each phrase or sentence.
- Use lists preceded with bullets for easier reading.
- If you have completed a relevant course or received a diploma, degree in the last five year, it should go at the top of the resume; otherwise education should be listed at the bottom. Keep the length of your resume to one page, two at the maximum. If you use a second page, be sure to type your name on the top of page 2.

CHRONOLOGICAL FORMAT

NAME – State full name, type in bold and use a large type
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE – indicate the position or general type of job you are seeking.

EDUCATION – if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses (may be a separate section); GPA may be appropriate.

WORK EXPERIENCE – list each job separately starting with your present job or most recent job first, state your position, major responsibilities, duties and accomplishments.

SKILLS – list relevant skills you have here or after education. Skills include the machines you can operate, computer hardware, software you are competent in, examples: operate a cash register, copier, fax machines, IBM computer, Macintosh computer, Microsoft Word.

ACTIVITIES – extra curricular activities, community activities are all appropriate if space permits and if relevant to your job objective.

4.16 ATTACHMENT

THE FUNCTIONAL RESUME

The functional resume organizes your experience by areas of skills, avoiding a strict reliance on chronology. Functional titles or skill clusters are used to organize your skills from various places of employment, volunteer or educational. Functional resumes are excellent tools for career changers, job seekers re-entering the job market after a period of not working and for students finishing a degree or program area which qualifies them for work differing from their previous employment.

Writing a Functional Resume:

- Determine the functional titles that best describe your skill area and are most closely related to your job target.
- Within each functional area stress your accomplishments, results or abilities.
- Include all relevant accomplishments without identifying the place of employment or voluntary situation in which it took place.
- List your education, relevant courses or degree at the top of the resume if it was completed within the last five years.
- List work experience at the bottom, giving dates, company name and title.
- Keep length of resume to one page, two maximum. If using a second page, type your name only on upper corner of second page.

FUNCTIONAL FORMAT

NAME – Type full name in large type
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE-although optional, either career highlights or objective gives reader the messages of your career goals and your focus.

EDUCATION TITLE(S) – if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses and GPA (optional).

FUNCTIONAL TITLE(S) - Select two or three skill areas in which you are interested in. Examples: Customer Service, Sales & Marketing, Office Technology, Graphics & Design, Medical Services, Food Service, Hospitality, Horticulture, etc. List them in order of your interest and skill level. State accomplishments or qualifications you have under each title.

WORK EXPERIENCE

Date job title company name, city, state
Date job title company name, city, state
Date job title company name, city, state

4.16 ATTACHMENT

DEVELOPING A CAREER OBJECTIVE

“ A resume without an objective is like a book without a title” states Jay L. Stahl managing director of Right Associates in Raleigh, NC.

By trying to keep many career options open and not using an objective, it also gives the message to employers that clients/students are not focused, do not have any goals and diminishes the possibility of being called for an interview.

Seniors attending job fairs or looking for full time employment need to design a resume including a career objective that is flexible to entice the varied employers who attend, while giving a statement of the strengths he/she has to offer. This can be done as follows:

A CAREER OBJECTIVE HAS THREE KEY PARTS:

1. Level of position for which one is applying
For high school students this primarily will be “entry level positions”
Example: CAREER OBJECTIVE: Obtain an entry level position...
2. Type of business, industry or career area sought
Keep this generic as to manufacturing, construction, health or human services, sales, etc.
Example: CAREER OBJECTIVE: Obtain an entry level position in the hospitality industry...
3. State the major strengths you have to offer this employer
Example: CAREER OBJECTIVE: Obtain an entry-level position in the hospitality industry using my strengths in customer service and public contact.

Be sure there are examples of the strengths in the resume either as a volunteer, club activities, or work experience.

The career objective is the first part of the resume the interview will see and can start the interview process with a focus.

EXAMPLES OF CAREER OBJECTIVES FOR HIGH SCHOOL STUDENTS:

- Obtain an entry-level position in a business or industry using my strengths in clerical procedures and customer contacts.
- Obtain an entry-level position in an industrial or manufacturing environment using my strengths in mechanical abilities and warehouse duties.
- Obtain an entry-level position in a health or human services facility using my strengths with individual care and personal attention to needs of others.

“Career Choices in North Carolina”, North Carolina Occupational Information Coordinating Committee,(Career Choices User Guide, 1995)

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 004.17 Develop a positive attitude toward work and learning.

GRADE: 9-12

OUTLINE: Students discuss and role play impact of education and lack of education on future goals.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR:

Asks students to discuss (without giving real names) the following:

- How many of your friends have dropped out of school or thought about doing so? What has happened to them?
- Have you thought about dropping out? What kinds of concerns or pressures are present?
- How hard are you willing to work to have a successful career?
- What can you improve about yourself so you might be successful? What does “successful” mean to you?

Have students participate in the following activities:

- Role-play a high school dropout in a job interview.
- Ask a dropout who later obtained a diploma or G.E.D. (General Equivalency Diploma) to share his/her job experiences and his/her decision to leave high school.
- In smaller groups ask the students to talk about how their lives will be different if they drop out, versus if they stay in school and go on to a two or four year college or a post-secondary training program.

PARENT:

COMMUNITY:

EVALUATION: Students can articulate benefits of a high school diploma.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 004.18 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

GRADE: 9-12

OUTLINE: These activities are to help students identify and model the qualities employers commonly seek in job applicants.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR:

- Discuss behaviors and traits that an employer most often seeks in an employee.
- Have students list those traits and behaviors they demonstrate at home, at school, etc.
- Have students maintain a self-critiquing log of their use of desirable work attitudes and skills.
- Have students complete the “Forced Choice” activity to help them recognize inappropriate behaviors within a group.

PARENT:

COMMUNITY:

EVALUATION: Students have demonstrated knowledge of desirable worker attitudes and traits and established a method of evaluating their own performance and skills.

Adapted from Developmental Counseling and Guidance Classroom Activities for Use with National Career Developmental Guidelines (Grades 7-9)

4.18 ATTACHMENT

SOMEONE WHO GETS ON MY LAST NERVE

Rank the following list of people, from least objectionable to most objectionable. Add any other annoying characters you would like to the list. Be prepared to defend your ranking order.

1. **Interrupter during conversation**
2. **Back Talker**
3. **Cheater**
4. **Litter Bug**
5. **Borrower who never returns items**
6. **Bully**
7. **Shoplifter**
8. **Arsonist**
9. **Smoker**
10. **Tattler**
11. **Chewer who leaves old gum around**
12. **Liar**
13. **Other:** _____

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 004.19 Utilize time-and-task management skills.
GRADE: 9-12

OUTLINE:

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR: No one can give exactly the same amount of time to the three main areas of life: self, other relationships, and career/school. If your life is in balance you are giving some time to each area. This activity allows students to examine how well balanced their activities are.

- Ask students to complete the Time Circle.
- Ask students to reflect on the balance of the three areas in their lives.
- Have students complete the Wellness Chart which measures the meeting of basic needs.
- Have students complete the Time/Energy Management List to help them prioritize their lives.

PARENT:

COMMUNITY:

EVALUATION: Students can prioritize time effectively.

4.19a ATTACHMENT

SELF - RELATIONSHIPS - CAREER/SCHOOL

Identify three activities you are currently doing or participating in each of three sectors:

SELF, RELATIONSHIPS, CAREER/SCHOOL



4.19b ATTACHMENT

WELLNESS CHART

	ALWAYS	OFTEN	SOMETIMES	NEVER
Three good meals a day				
7-8 hours sleep each night				
Exercise 3-4 times weekly				
Spend 1 hour on fun daily				
Take regular breaks				
Think positively about life				

4.19c ATTACHMENT

HOW DO I MANAGE MY TIME AND EFFORTS?

In Column One, put a **1** beside those items that must be done; a **2** beside those you would like to do if there is time; a **3** beside those tasks you would undertake only if all your 1s and 2s were done; and a **4** next to those items you do not consider important enough to do.

In column 2, put a checkmark next to those tasks that could be delegated to someone else.

In column 3, put a **C** beside those items that are career/school related; an **R** beside those that are relationships; and an **S** next to self-related tasks. Do you have a mixture of C, S, and R items that received 1s in Column 1 (very important items that must be done)?

	1	2	3
TASKS			
GO TO WORK			
SPEND TIME WITH FAMILY			
SPEND TIME WITH BOY/GIRL FRIEND			
HOUSE CHORES			
READ			
WATCH TV			
EAT BREAKFAST			
EXERCISE			
SEE FRIENDS			
GO TO PARTIES			
SCHOOL			
SLEEP			
DO VOLUNTEER WORK			
TAKE A VACATION			
SPORTS			
ORGANIZATION/CLUBS			
TELEPHONE CALLS			
SCHOOL PROJECTS			
INTERNET SURFING			

Adapted from More Choices: A strategic Planning Guide for Mixing Career and Family, Mindy Bingham and Sandy Stryker

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: 9-12

OUTLINE: This lesson can be used with parent information sessions and with students preparing for graduation.

STRATEGIES/ACTIVITIES

TEACHER:

COUNSELOR: Provide parents information related to educational success.

1. Encourage students to ask other people about their jobs, but emphasize that it's information that's sought – not firm advice. If the student seems especially interested, perhaps the friend can arrange a worksite visit.
2. Take your students on field trips to factories, offices and other places of work.
3. Help your students explore leisure-time activities that are productive and useful. Hobbies can lead to a career, but more important, such activities can help each student see himself or herself as one who can accomplish something.
4. Help your student see that one does not go to school simply to go to school, but such subjects as reading, mathematics, and communications are used in almost all occupations.
5. Encourage your students to engage in part-time work outside the home with or without pay. It can prove valuable in exploring career interests and discovering the sense of accomplishment and pride that can come from work.
6. Encourage your students to make use of career resources at school and to discuss career plans with the school counselor, COC and teachers.
7. After such visits, talk with your students about what they learned. Feel free to say what you think. Help your students recognize there's a variety of kinds of post-high school educational opportunities such as: the armed forces, trade and technical schools, community colleges and universities.
8. Remember, career decision-making is a process, not an event that occurs at a given time. Your students' careers will be influenced by many experiences beginning with the preschool years and continuing through life.
9. Encourage your students to join an Explorer Post. Many local businesses sponsor Explorer Posts that offer students many opportunities for exploring careers during high school.

PARENT: See Counselor Activity.

COMMUNITY:

EVALUATION; Students use a variety of exploration and work based activities in the career planning process.

*Adapted from Ohio School Counselor Association
Public Relations Project, ASCA Resource Kit*

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.02 Identify personal skills, interests, and abilities and relate them to current career choices.

GRADE: 9-12

OUTLINE: Students identify employability skills, positive characteristics.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR: Counselor asks students to complete this activity:

- Using your best personality qualities, create an advertisement that would make an employer want to employ you. Do in a unique manner of your choice.
- Present advertisements or commercials to the group.
- Verbalize the advantages of getting other people to see and recognize their best personality qualities.

PARENT:

COMMUNITY:

EVALUATION: Students can identify positive characteristics in oneself that employers seek.

*ASCA Resource Kit, SELF CONCEPT/SELF AWARENESS,
Myrtle Malone, Memphis, Tennessee*

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.03 Demonstrate knowledge of the career planning process.

GRADE: 9-12

OUTLINE: Students discuss steps in the career planning process.

ACTIVITIES/STRATEGIES:

TEACHER: See counselor activity.

COUNSELOR: Share the information contained in "Charting Career Transitions". Talk with students about the steps of Career Planning Model by using a transparency on "Charting Career Transitions".

PARENT:

COMMUNITY:

EVALUATION: Students understand the benefit of using a career planning strategy.

5.03 ATTACHMENT

CHARTING CAREER TRANSITIONS

For today's college student choosing a career path is becoming more and more complex. No longer can we assume that a college student is 18-22 years of age. No longer can we assume that the student will attend college full-time for four consecutive years, graduate, and enter a lifetime career – never again to recycle his/her academic studies or career direction. No longer can we assume that Mom and Dad are paying the bills and that Son/Daughter does not have to work a series of part-time jobs while carrying a full load of course work. No longer can we assume that the chosen career will even exist when the student reaches retirement!

All of these factors color the way in which we provide career planning and placement services now and in the future. The reality that we often are counseling older, part-time, work experienced students calls for adjustments in traditional career planning and career development approaches. The model "Charting Career Transitions" outlines one method of identifying steps for students who are entering or progressing through college and perhaps changing career directions at the same time.

First, past experiences and/or the student's current occupation need to be examined for the skills and interests already exhibited by the person. Skills, interests and values are not longer abstract commodities for these experienced individuals. Moving into the Exploration and Transition phase, self-assessment continues with further exploration of interests, abilities and lifestyle preferences or requirements. Thankfully, many new – and enjoyable – methods of facilitating self-assessment are available to college counselors, especially computerized counseling and guidance systems like DISCOVER, SIGI, Career Navigator, GIS and others.

Likewise, exploration of career options has been eased through computerization. A student can now research careers, labor market projections, academic requirements, and salary ranges on the same kinds of computerized counseling and guidance systems. However, the need for on-site exploration (informational interviews, shadowing, etc.) can never be replaced by written or computerized information. Only persons who are currently working in particular occupations can provide the most up-to-date information about the realities of career paths and the expected directions of the future.

The explorations of self and of career options will lead a student to consider any of the three directions: renewing or reentering his/her initial career choice, entering or continuing college academic course work or training programs, or transferring the skills and experience from the original career into the new career. Career counselors must be equipped and ready to provide the appropriate kinds of information at each juncture.

And in the realities of the future, it is very likely that students will circle through this process several times! Individuals retiring from one profession and considering a new one will need to go through the same process, with perhaps different issues and lifestyle considerations to examine. A model like "Charting Career Transitions" can adapt to fit the career planning needs of many different populations of college students or past graduates and can provide a visual reminder of the "next steps" to pursue in the process.

B.J. Bryant, Director Educational Career Services, Ohio State University

Continued

5.03 ATTACHMENT

CHARTING CAREER TRANSITIONS *Continued*

ORIGINAL CAREER FIELD

Original Career

- Past experiences
- Current occupation

Exploration/Transition

- Self Assessment
- Interests
- LifeStyles/Values
- Explorations of careers
- Research/reading/computerized assistance
- Informational interviews/personal inquiry
- Decision Making
- Commitment to career options

Retraining

- Continuing Ed.
- Degree Program
- Training Program
- Apprenticeship

New Career: Job Search

- Redesign resume for alternative occupations
- Implement job search campaign: personal contacts, networking, advertisements, placement office
- Prepare to interview (research, practice)
- Apprenticeship

NEW CAREER FIELD

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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: 9-12

OUTLINE: Counselor explains Career Clusters using the following handouts.

STRATEGIES/ACTIVITIES

TEACHER:

COUNSELOR: Students will complete interest inventories.

Examples:

- CAI
- EXPAN Career Search
- SDS
- SOICC – Career Assessment Guide

PARENT:

COMMUNITY:

EVALUATION: Students are able to use career inventories in the planning process.

5.04a ATTACHMENT

EXPLANATION OF HOLLAND'S CATEGORIES

Holland's categories are used for Interest Inventory Interpretation. There are six categories, and all jobs fall into one of these areas of personality types. Following is an explanation of each type so you will better understand the breakdowns. Which personality type do you think you are?

1. The **REALISTIC** person deals with his/her environment in an objective, concrete and physically manipulative manner. He/she avoids goals and tasks that demand subjectivity, intellectual or artistic expressions, or social abilities. He/she is described as unsociable, emotionally stable, materialistic. He/she prefers agricultural, technical, skilled trade, and engineering vocations. He/she likes activities that involve motor skills, things and structure, such as athletics, scouting, crafts, shop work, etc. He/she avoids supervisory and leadership roles, social situations in which he would be the center of attention, and intellectual or verbal tasks that require abstract thinking. He/she has a single outlook, more mathematical than verbal ability, and the operation of machines, tools and vehicles increases his/her sense of well being and power.
2. The **INVESTIGATIVE** person deals with his/her environment by the use of intelligence; he/she manipulates ideas, words and symbols. He/she prefers scientific vocations, theoretical tasks, reading, collecting, algebra, foreign languages, and such creative activities as art, music and sculpture. He/she avoids social situations and sees himself as unsociable, persistent, scholarly, and introverted. He/she achieves primarily in academic and scientific areas and usually does poorly as a leader. He/she has a complex outlook and scores high in both verbal and mathematical aptitudes. The intellectual person is more scholarly, original, independent, and self-confident, but less practical, emotionally stable and conventional than the realistic person.
3. The **SOCIAL** person handles his/her environment by using his/her skills in handling and dealing with others. He/she is typified by his/her social skills and his/her need for social interaction. He/she prefers educational, therapeutic and religious vocations, and such activities as church, government, community service, music, reading, dramatics, etc. He/she sees himself/herself to be a leader, good speaker, popular and aggressive. He/she tends to have high verbal and low mathematical aptitude. He/she has much concern for human welfare and for helping dependent individuals.
4. The **CONVENTIONAL** person deals with his environment by choosing goals and activities that carry social approval. His/her approach to problems is stereotyped, correct, and unoriginal. He/she creates a good impression by being neat, sociable, conservative. He/she prefers clerical and computational tasks, identified with business people, and puts a high value on economic matters. He/she sees himself/herself as shrewd, dominant, controlled, rigid, and stable. He/she has more mathematical than verbal aptitude. He/she reduces stress by social conformity and by ingratiating himself/herself with others. He/she differs from the social person by possessing greater self-control and by being more hardheaded and less dominant and nurturant.
5. The **ENTERPRISING** person copes with his/her environment by choices which permit him/her to express adventurous, dominant, enthusiastic, and impulsive qualities. He/she is characterized as persuasive, verbal, extraverted, self-accepting, self-confident, aggressive, and exhibitionist. He/she prefers sales, supervisory, and leadership vocations and activities which satisfy his/her need for dominance, verbal expression, recognition and power. He/she likes athletics, dramatics, public speaking, interviewing. He/she dislikes confining, manual, non-social activities. He/she sees himself/herself as dominant, sociable, cheerful, adventurous, impulsive, and emotionally stable. He/she asserts himself/herself by struggling for power, developing athletic abilities, acquiring possessions and exploiting others. He/she differs from the conventional person by being more sociable, aggressive, dominant, original, and adventurous and less responsible, dependent, and conservative.
6. The **ARTISTIC** person deals with his/her environment by creating art forms and products. He/she relies upon his/her subjective impressions and fantasies in seeking solutions to problems. He/she prefers musical, artistic, literary, and dramatic vocations, and activities which are creative in nature. He/she dislikes masculine activities and roles such as auto repair and athletics. He/she sees himself/herself as unsociable, submissive, introspective, sensitive, impulsive, and flexible. He/she is usually more original than the members of any other group and has higher verbal aptitude than mathematical.

5.04b ATTACHMENT

EXPLANATION OF HOLLAND'S CATEGORIES *Continued*

Category Characteristics

REALISTIC TYPE

Robust, rugged, practical, physically strong
Uncomfortable in social settings
Good motor coordination
Weak verbal and interpersonal skills
See themselves as mechanically & athletically inclined
Stable, natural, persistent
Prefer concrete to abstract problems
Have conventional political economic goals
Rarely perform creatively in the arts or science
Like to build things with tools
Like to work outdoors
Cool to radical new ideas
Like to work with big, powerful machines
Buy boats, campers, snowmobiles motorcycles

SOCIAL TYPE

Sociable, responsible, humanistic, religious
Like to work in groups
Have verbal and interpersonal skills
Avoid both intellectual problem solving and physical exertion
Enjoy curing, training, developing, or enlightening others
Understanding, helpful, idealistic
Dislike working with machines or in highly structure situations
Like to discuss philosophic questions
Concerned with welfare of others
Cooperative, friendly, generous
Attend lots of workshops, other group experiences

CONVENTIONAL TYPE

Prefer well-ordered environments
Like systematic verbal and numerical activities
Avoid ambiguous situations and problems involving interpersonal relationships
Conscientious, efficient, practical
Identify with power
Value material possessions and status
Orderly, persistent, calm
Averse to free, unsystematic, exploratory behavior in new areas
Do not seek out leadership
Stable, well-controlled, dependable
Most effective at well-defined tasks
Save their money or buy conservative things (furniture, houses)

INVESTIGATIVE TYPE

Scientific orientation
Task-oriented, all wrapped up in their work
Introspective and asocial
Think through rather than act out problems
Strong need to understand the world
Enjoy ambiguous tasks
Prefer to work independently
Have unconventional attitudes
See themselves as lacking in leadership skills
Confident of their intellectual abilities
Analytical, curious, reserved, independent
Great dislike for repetitive activities
Buy telescopes, calculator, electronic equipment

ARTISTIC TYPE

Like art, music, drama, other creative interests
Prefer free, unstructured situations
Impulsive, non-conforming, independent
Averse to rules
Deal with problems through self-expression in art
Value beauty and esthetic qualities
Expressive, original, intuitive
Like to work in free environments
Like small, intimate groups
Willing to take risks to try something new
Dress in freer styles than other people
Have need for individualistic expression
Not assertive about own capabilities
Sensitive and emotional
Spend money on art objects, books, records painting

ENTERPRISING TYPE

Good verbal skills, persuasive
Strong leaders
Avoid work involving long periods of intellectual effort
Strong drive to attain organizational goals
Concerned with power, status, & leadership
Aggressive, popular, self-confident, sociable
High energy level
Adventuresome, ambitious
Enjoy making things happen
Value money and material possessions
Dislike science and systematic thinking
Buy big cars, nice clothes, country club memberships

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.05 Use research and information resources to obtain career information.

GRADE: 9-12

OUTLINE: School-to-Work Internet Resources. The following is a list of home pages that may be of interest to students, parents, educators, employers, and others involved in school-to-work activities. The list is by no means comprehensive, so make sure to add your favorite web sites to the list!

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR:

National STW homepage

www.stw.ed.gov: National STW - Homepage with many excellent links to other states, organizations, etc. Also has current reports, projects and information related to school-to-work.

Career Exploration

www2.ncsu.edu/unity/lockers/users/l/lkj: - Access to career information.

www.careerexplorer.com: - Access to career library, student guides and more.

www.eweb.com: - Source for career-related topics.

www.careermosaic.com: - Source for career-related topics.

www.cec.sped.org: - Special education.

North Carolina Links

www.joblink.state.nc.us: - NC JobLink One Stop Career Centers.

www.mfglinks.org: - National Skill Standards project in which NC is a participant.

www.soicc.state.nc.us/soicc: - NC state Occupational Coordinating Committee.

www.ncpublicschools.org: - NC Department of Public Instruction.

Continued

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.05 Use research and information resources to obtain career information.

GRADE: 9-12

Continued

National Organizations and Resources

www.bellsouth.net/k-12: BellSouth integrated curriculum information.

www.nelc.org: National Employer Leadership Council.

www.jobcorps.org: Job Corps.

www.ajb.dni.us: America's Job Bank.

www.acteonline.org: Association of Career and Technical Education

www.nab.com: National Alliance of Business.

www.cord.org: CORD – Center for Occupational Research and Development.

www.thomson.com/rcenters/stc/default.html: School-to-Careers page with many helpful links.

Data and Search Engines

www.noicc.gov: - National Occupational Information Coordinating Committee.

www.bls.gov: - Bureau of Labor Statistics

ericir.sunsite.syr.edu: - Educational Resources Information Center (national search database).

www.education-world.com: - Education Search Engine.

PARENT:

COMMUNITY:

EVALUATION: Students are able to access educational and career planning websites and are knowledgeable about their use.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.06 Use the Internet to access career planning information.

GRADE: 9-12

OUTLINE: Students are introduced to state sponsored career development websites.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: You will want to use the internet whether you are a job seeker, career changer or a career explorer because...

- There are hundreds of jobs listed that may not be listed elsewhere.
- It increases your "network" of people willing to give you leads and advises you in your job search.
- You can send your resume electronically to save time and postage.
- You can research potential employers and companies to be better prepared for interviews.
- You can get career information and career planning tips.

This list of state sites will give you a starting point. Additional state, national and other career-related sites are available in the Career Choices User's Guide and on the SOICC Home Page.

**CAREER INFORMATION:
SOICC**

www.soicc.state.nc.us/soicc/ - Daily "Career News," career information, career planning, SOICC products and workshops.

CAREER NAVIGATOR:

www.exd.state.nc.us - Access to range of employment resources (e.g., day care, transportation, housing), employer and job listing, etc.

NC Career Explorer:

<http://tour.bridges.com/> - Subscription service through NC SOICC, to career development library of articles, interviews, information and array of services.

Continued

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.06 Learn to use the Internet to access career planning information.

GRADE: 9-12

Continued

JOB INFORMATION:

Employment Security Commission:

www.esc.state.nc.us - Access to state job listings and applications, and to state and national Job Bank and Talent Bank; labor market information.

Department of Commerce:

www.commerce.state.nc.us - Information about business climate, sports, development, links to economic development associations and chambers of commerce.

EDUCATION & TRAINING SITES

Department of Public Instruction:

www.dpi.state.nc.us - Public schools Info net offers system information, school calendar, publications, classroom resources, information for students and parents.

Community College System:

<http://bull.ncdcc.cc.nc.us> - Access to individual colleges; (and jobs available at colleges); system information, publications.

University of North Carolina:

www.ga.unc.edu/ - Access to UNC campuses and virtual campus tours, prospective student information, publications, system information.

Association of Independent Colleges and Universities:

www.nccihe.org/ - Access to private colleges and association information.

Department of Labor:

www.dol.state.nc.us/DOL/ - General Information; or information about apprenticeships: www.doleta.gov/bat/

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.06 Learn to use the Internet to access career planning information.

GRADE: 9-12

Continued

Job Ready:

www.jobready.state.nc.us/ - Information about state school-to-work initiative; "things to do"; news.

State Education Assistance Authority:

www.ncseaa.edu - Access financial aid information, under resource "Student Financial Aid for North Carolinians."

JOB ASSISTANCE SERVICES

Job Link (State One-Stop initiative)

www.joblink.state.nc.us/ - Information about collaborative state agency services offered at Job Link Centers; links to local sites. For information and services, call or visit your local Job Link Center or these partner agency offices in your area (and look for links on their home pages).

Division of Employment and Training:

www.jtpa.state.nc.us/ - JTPA provides counseling, job training and education for dislocated workers and economically disadvantaged individuals.

Division of Vocational Rehabilitation Services DVR provides evaluations, counseling and education and training services to assist persons with mental and/or physical disabilities into full-time employment.

Division of Social Services, Work First: Work First provides job readiness and job search assistance to move adults seeking public assistance immediately into full-time employment.

Employment Security Commission: ESC provides job information, job placement assistance and unemployment services to all North Carolinians.

PARENT:

COMMUNITY:

EVALUATION: Students can effectively access and use educational planning internet websites.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.07 Describe traditional and non-traditional occupations and how these relate to career choice.

GRADE: 9-12

OUTLINE: Counselor explains the changing roles of women and minorities.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor.

COUNSELOR: Handout - "The Changing Roles of Men and Women." The connotation and denotation of traditional career pathways is explored with the students.

PARENT:

COMMUNITY:

EVALUATION: Students are able to list several traditional and non-traditional careers in which they are interested in exploring further.

5.07 ATTACHMENT

THE CHANGING ROLES OF MEN AND WOMEN

CONNOTATION/DENOTATION

Many people feel that some of our English words are unfair to women. These people feel that some words in our language discriminate against women.

Read the following puzzle – can you figure it out?

A man and his son are driving home from a football game. There is a fatal accident. The man dies and the son is rushed to the hospital. The surgeon enters the operating room and begins working on the boy. The surgeon looks at the boy's face and exclaims, "Oh, no! It's my son!"

How can this be? Stumped? If your thinking cap is not on securely, this one could be a problem. Before the brain teaser is answered, a point is to be made.

If you are similar to most other people you may automatically think of men being surgeons, lawyers or truck drivers. Traditionally men have filled these positions. However, the tables are turning and an ever increasing number of women are filling these positions. As you have undoubtedly guessed, the surgeon in the brain teaser was the injured boy's mother.

The teaser is one example of showing that many English words have male connotations (implied meanings). Not only do many words have male connotations, but they have also left women out or even put them down. For example, read the items below:

1. The leader of a group is traditionally called a chairman – what if the leader is female?
2. The electrician who comes to fix a blown fuse is a repairman. What if it were a female electrician?
3. "He," "him," "his" are usually used to indicate all people (men and women). "Everyone should correct his own paper," is an example.

In recent years, many women's organizations have been working to change these connotations but there are so many such words that it is a long process. One of the biggest areas of concern regarding word connotations is the use of terms that describe women according to occupations. There are countless examples of occupations-related words such as: businessman, policeman, groceryman, repairman, mailman. If you describe a man with a full time job as a businessman, what might you call a woman with the same position? For many years a woman in this position has been known as a career girl. However, at this point in time, many women's groups feel the use of the word "girl" lessens the work importance of a woman. Therefore, these groups are striving to coin new words which will describe both men and women in the same position. So, "businessman" becomes "businessperson." "Repairman" is now "repairperson".

Continued

5.07 ATTACHMENT

THE CHANGING ROLES OF MEN AND WOMEN *Continued*

Listed below you will find more terms that discriminate against one sex or the other. First, see how many similar words you can add to the list. Secondly, see how many new terms you can think of which could apply to either a man or a woman.

Old Term	New Term	Old Term	New Term
1.tomboy	1. _____	17.statesman	17. _____
2.frogman	2. _____	18.clergyman	18. _____
3.manager	3. _____	19.garbage man	19. _____
4.mermaid	4. _____	20.maid	20. _____
5.snowman	5. _____	21.weatherman	21. _____
6.manhole	6. _____	22.doorman	22. _____
7.congressman	7. _____	23.housewife	23. _____
8.busboy	8. _____	24.watchman	24. _____
9.handyman	9. _____	25.sportsman	25. _____
10.policeman	10. _____	26.manmade	26. _____
11.fireman	11. _____	27.mankind	27. _____
12.office boy	12. _____	28.nursemaid	28. _____
13.milkman	13. _____	29.serviceman	29. _____
14.fisherman	14. _____	30.statesman	30. _____
15.countryman	15. _____	31.alderman	31. _____
16.nobleman	16. _____	32.space man	32. _____

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.08 Understand how changing economic and societal needs influence employment trends and future training.

GRADE: 9-12

OUTLINE: Students use economic forecasting trends in career planning.

ACTIVITIES/STRATEGIES:

TEACHER: See activity for counselor.

COUNSELOR:

- Counselor will have students fill in the pie chart with their estimations of the percentages first.
- Counselor will give realistic figures.
- Students will brainstorm why how these percentages have changed since 1950 and how they will change by the year 2050.

PARENT:

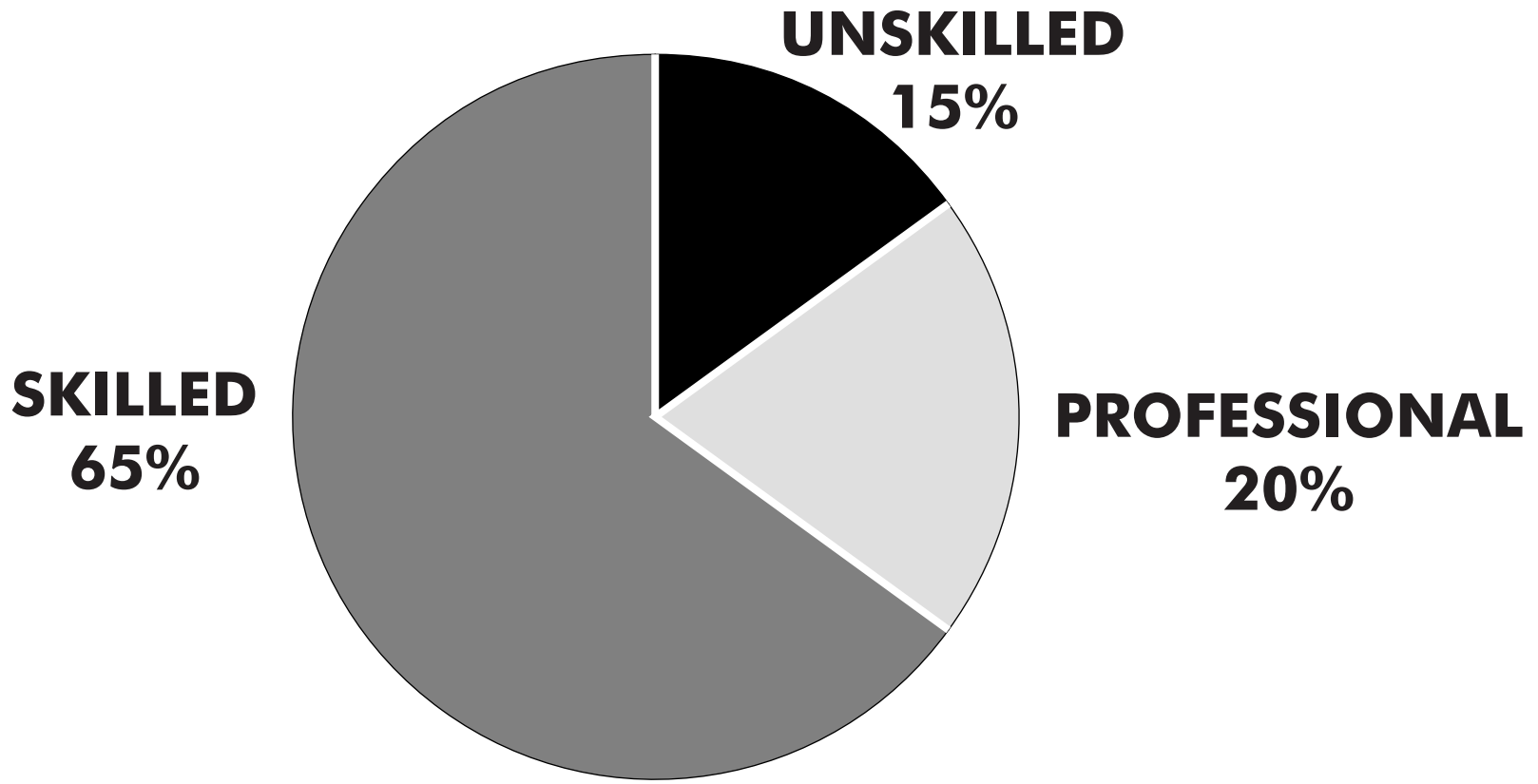
COMMUNITY:

EVALUATION: Students are able to identify several key economic trends and their impact on future career opportunities.

5.08 ATTACHMENT

CHANGING LABOR DEMANDS

In North Carolina, as nationally, there will be an increased demand for skilled workers and workers who have completed education beyond the high school level. Between 1992 and 2005, jobs requiring education after high school will grow faster than those requiring only high school. (Department of Labor statistics)



LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.08 Understand how changing economic and societal needs influence employment trends and future training.

GRADE: 9 or 11

OUTLINE: Students in history class prepare a report on the jobs and careers of at least three generations of their families. They identify the skills those jobs required and how the jobs have changed over the years.

ACTIVITIES/STRATEGIES:

TEACHER: Serves as resource for pointing students in helpful directions.

COUNSELOR: Serves as facilitator and resource by offering materials in the career center and/or computers in the counseling suite to use in the preparation of the report.

PARENT: Offers to be interviewed about his/her job and to serve as a primary source.

COMMUNITY PEOPLE: Other family members also contribute their perceptions and experiences to the interview/report process.

EVALUATION: Peers listen to report and ask questions based on their experiences with their reports as well as to satisfy their inquisitiveness.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.09 Demonstrate awareness of the education and training needed to achieve career goals.

GRADE: 9-10

OUTLINE: Students interview high school graduates about what they are doing, what they would do differently if they would return to high school, and what advice they would give to current students.

STRATEGIES/ACTIVITIES:

TEACHER: Teaches interviewing skills and serves as a resource.

COUNSELOR: Assists students in locating certain graduates; offers facilitative advice.

PARENT: Encourages student to conduct thorough interviews; coaches.

COMMUNITY: Interviewees come from the community and participate as partners in the career and educational exploration being conducted through the interviews.

EVALUATION

- Students share with the class what they learned in researching and writing the paper.
- Students are interviewed in a tutorial situation.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA, pp. 14-15.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.09 Demonstrate awareness of the education and training needed to achieve career goals.

GRADE: 11

OUTLINE: Types of education and training needed to achieve career goals are reviewed. Use the handout “Kinds of colleges” as an information session for students.

STRATEGIES/ACTIVITIES:

TEACHER: See counselor activity.

COUNSELOR:

PARENT:

COMMUNITY:

EVALUATION: Students can identify the educational requirements of three careers which they have interest in.

5.09 ATTACHMENT

KINDS OF COLLEGES

Business College/School: Business colleges/schools fall into two categories: those which specialize either in business administration or in a two-year secretarial course with supplementary liberal arts courses or other institutions which offer only business or secretarial courses and may or may not be regionally accredited.

College: An institution that offers educational instruction beyond the high school level in two-year or four-year programs.

Community College: Two-year public institutions of higher learning which provide workforce preparation and academic curricula, terminal and transfer.

Terminal: An academic program that is complete in itself. A student who finishes it may not apply to a four-year college for further study without completing additional course requirements.

Transfer: Academic program that is designed to lead into a four-year course at another college or university.

Engineering or Technological College: Independent professional school, which provides four-year training programs in the fields of engineering and the physical sciences. They are often known as Institutes of Technology or Polytechnic Institutes.

Graduate School: University, offering masters, doctoral, or professional degrees after the completion of a bachelor's degree.

Junior College: Two-year institution which offers programs similar to those offered in the community colleges as well as one-year certificates in certain trade and technical skills.

Land Grant Institution: Public college or institution for which the government granted or gave the land.

Liberal Arts College: A four-year institution which emphasizes a program of broad undergraduate education. Pre-professional or professional training may be available but is not stressed.

Military School: Federal military academies prepare officers for the Army, Navy, Marines, Air Force, and Coast Guard. These institutions (West Point, Annapolis, and the Air Force and Coast Guard Academies) require recommendation and appointment by members of Congress. Private and state-supported military institutes, however, operate on a college application basis. All offer degree programs in engineering and technology with concentrations in various aspects of military science.

Nursing School: There are three kinds of nursing schools. At schools affiliated with hospitals, students receive R.N. degrees upon completion of their training. At schools affiliated with four-year colleges, students receive both B.S. and R.N. degrees and have potential for entering the field of nursing administration. Other schools offer Licensed Practical Nursing Programs of at least one year's duration.

Proprietary School: A privately owned institution which offers vocational programs such as business, cosmetology, or automotive training.

Technical School: A two-year institution which offers terminal occupational programs intended to prepare students for immediate employment in fields related to engineering and the physical sciences. These schools may also offer one-year certificate programs in certain crafts and clerical skills.

University: An academic institution which grants undergraduate and graduate degrees in a variety of fields and which supports at least two degree-granting professional schools that are not exclusively technological, such as medicine, journalism, or agriculture. It is composed of a number of schools or colleges, each of which encompasses a general field of study.

Adapted from College Counseling from A to Z, Pamela Kloepfel, Ed.D.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

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

OBJECTIVE: 005.10 Assess and modify their educational plan to support career goals.

GRADE: 9-12

OUTLINE: Students have opportunity to learn about high school requirements for graduation.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR:

Activity:

1. Explain credit system and course requirements needed for high school graduation.
2. Explain and have students fill in by grade those courses which are required.
3. Have students select the elective courses they would like to take for each grade level.
4. Have students identify and list the extracurricular activities in which they would like to participate. Include all organizations, sports, musical groups and honor societies.

PARENT:

COMMUNITY:

EVALUATION: Students have identified and selected all required courses, electives and extracurricular activities that will meet graduation requirements and their individual goals.

5.10 ATTACHMENT

EDUCATIONAL PROFILE SHEET

The career in which I am now interested is: _____

List below the courses you have taken, are taking, or will take which will help you enter this field if you choose to continue in this direction. List all courses for past, present, and future. (Remember that some grades have certain requirements and that certain courses must be taken in order to graduate.)

9th 1s 2s		10th 1s 2s	
Total Credits _____		Total Credits _____	

Total credits for grades 9-12: _____

To graduate, a student must accumulate _____ semester credits between 9th and 12 grades. This number must include _____ in English, _____ in history or social studies. _____ in physical education, _____ in math, and _____ in science. If there are others, explain:

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Employ strategies to achieve future career success and satisfaction

OBJECTIVE: 005.10 Assess and modify education plan to support career goals.

GRADE: 9

OUTLINE: Student prepares his/her individual six-year career map using high school course descriptions in the Career Pathways as well as information from at least two post secondary catalogs—one from a 2-year school and the other from a 4-year institution. Student analyzes course offerings, prerequisites, foci, and duration of program areas. Student determines which courses to pursue in order to finish with degree [or certification] in his/her career area. The goal becomes for the student to determine whether she/he needs the preparations of two-year or four-year post-secondary schools.

STRATEGIES/ACTIVITIES

TEACHER: Teaches analysis and research skills.

COUNSELOR: Shares 6-year map models with students; provides materials such as catalogs and course selection guides; stresses importance of planning and setting goals.

PARENT: Discusses family issues about educational preparation; reflects observations about the student's strengths, interests, commitment.

COMMUNITY: Assist by offering personal experiences or by serving as mentors for students interested in pursuing the community people's career choices.

EVALUATION

- Student has 6-year map, based on his/her interests.
- If and when she/he changes his/her minds, he creates another 6-year map that is congruent with his current career and educational interests.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.11 Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences.

GRADE: 9-12

OUTLINE: Students participate in various work-based opportunities.

Option A—Arrange for **twelfth grade** students in vocational classes to spend 80 hours in structured work-based learning related to their technical majors. Make sure a trained worksite mentor oversees the learning experience. Have each student work with a mentor to develop a worksite plan.

Option B—Arrange for **eleventh grade** students to work 40 hours of work-based learning in their major fields during eleventh grade or to work in their major fields during the summer before twelfth grade.

Option C—Arrange for **tenth grade** students to work two days at a worksite related to their career interests.

Option D—Arrange for **ninth grade** students to hear a range of guest speakers whose careers involve all career clusters. Also, help ninth graders find appropriate site to jobshadow for a least one-half day in areas of career interest. Show videotapes such as **Enter Here** to help students grasp the requirements for certain careers. Assign special projects to research career interests. Resources such as **North Carolina Career Explorer**, an internet subscription service purchased through SOICC, can be accessed at school or at home.

STRATEGIES/ACTIVITIES

TEACHERS, COUNSELORS, PARENTS, AND COMMUNITY: Work as partners to provide these experiences for students.

Trained Mentor: Guide each student in his/her work-based experiences and as he /she develops a worksite plan.

EVALUATION

- Students share with their peers the information they learned in their work-based experiences.
- Students interviewed in a tutorial situation.
- Students submit a journal containing their reflections and observations while on-site.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY

005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.12 Select coursework that is related to career interests

GRADE: 10

OUTLINE: Arrange for **tenth grade** students to investigate technical, academic, or fine arts majors for an in depth study in grades 11 and 12. The investigation would result in a paper stating why a particular major is a good choice for the student.

STRATEGIES/ACTIVITIES

TEACHER: Facilitate and teach the method for research and writing the paper.

COUNSELOR: Provide online resources, names of contact people in the field, and other materials; provide registration materials that concur with career clusters; counsel students as to best course choices for his/her career interests.

COMMUNITY: Agree to be interviewed or to go to the classroom as a guest speaker; provide information about particular business sites/opportunities. Communicate the high school courses they took [or wish they could have taken] which helped with career planning and understanding.

EVALUATION

- Paper is evaluated/graded by the assigning teacher as well as by a community resource person working in a congruent career area.
- Student compares his/her course selections with the suggested courses in the model four [or six] year plans.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY

005.00 Students will employ strategies to achieve future career success and satisfaction.

OBJECTIVE: 005.13 Maintain a career planning portfolio.

GRADE: 9

OUTLINE: Students in ninth grade begin an electronic portfolio, using an internet subscription service such as North Carolina Career Explorer, CD's, or disks. Each year they update their transcripts, 4-year academic plans, awards and honors, and work experience. They scan into the portfolio copies of their academic performances such as papers and pictures of projects. Students take their portfolio copies with them upon graduation.

STRATEGIES/ACTIVITIES

TEACHER: Introduce the portfolio format and give ninth grade students permission to manage their own portfolios--either through use of on-site or home computers. Require students to bring copies of their portfolio contents at least twice per year so that progress can be determined. Work with teachers at the next grade level to assure the continuation of the portfolio and to determine which foci to use at each grade level.

COUNSELOR: Assist ninth grade teachers by sharing a list of resources in the counseling center; team teach the format of the portfolio with the ninth grade teachers and with any other teachers who request assistance; facilitate the process by helping students determine resources and by discussing contents with parents when the career/educational conference occurs annually.

PARENT: Take an interest in your student's portfolio; help him/her with decisions about information to include; encourage him to meet deadlines for submission and to update the contents as she/he matures as a student.

EVALUATION

- Grades during high school years are based on meeting deadlines and including required content.
- Final portfolios are judged by panel of business people and post secondary educators as to valid content, aesthetics, and organization [or other stated components].

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.01 Compare the relationship between educational achievement and career success.

GRADE: 9-12

OUTLINE: Students interview adults they admire about the role of high school in a successful career. Adults advise students about the steps to take if a student wants to follow in the adult's footsteps.

STRATEGIES/ACTIVITIES

TEACHER: Makes the assignment; teaches interview and research skills.

COUNSELOR: Facilitates by suggesting people who the students can interview; helps students to determine the questions to ask; offers the resources of the counseling office.

PARENT: Shares his/her experiences; suggests friends and acquaintances who are successful in the field that the student wants to pursue; does not push his/her personal career choices—unless asked.

COMMUNITY: Respond positively if asked to be interviewed; suggest friends and acquaintances for student to interview if further information is necessary.

EVALUATION:

- Audio cassette of interview.
- Written summary of interview with student's conclusions.
- Oral report to peers.

*High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15.
SCANS, U.S. Department of Labor and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.*

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.02 Explain how work can help to achieve personal success and satisfaction

GRADE: 9-12

OUTLINE: Convene a panel of business people, educators, professionals, entertainers who have earned success and demonstrated their satisfaction in their work. After brief statements relevant to their career success and satisfaction, panelists will urge students with congruent interests to accompany them into a break out session where students might ask questions and engage in discussion with the panelists.

STRATEGIES/ACTIVITIES:

TEACHER: Help to recruit the panelists; teach students the etiquette required for such an occasion; assist with appropriate questions; teach note taking.

COUNSELOR: Help to recruit the panelists; offer resources in the counseling office for follow-up research; discuss related fields with students or suggest business people to contact with follow up questions.

PARENT: Volunteer to be a panelist if you have experienced professional success and satisfaction; urge your student to prepare for the panel by doing out of class research; attend the panel session if invited to be present.

COMMUNITY: Accept the invitation to be a panelist; prepare to deliver an interesting and succinct introduction; be willing to accept that students might not understand what you do and that you might have to offer detailed explanations; think about examples of success and satisfaction that mark your career.

EVALUATION:

- Break out groups reflect what they have learned within small groups of six-to-eight people.
- Small groups cooperatively determine a work-based project to pursue—such as a job shadowing day so that they can observe the presenter in his work environment.
- Small groups report to the break out session audience as well as to their peers in follow-up classroom sessions.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.03 Indicate how personal preferences and interests that influence career choices and success.

GRADE: 9-12

OUTLINE: Student will take an interest inventory such as the Holland Self-Directed Search [or any other accessible one]. The assessment following the inventory will indicate career areas to research, based on the student's profile.

STRATEGIES/ACTIVITIES

TEACHER: Work with counselor to select the most nearly appropriate assessment tool for the students involved; assist in the assessment session(s) by answering questions and keeping students on-task; use the assessment information for in-class discussions and further use.

COUNSELOR: Explain assessment procedures and administer assessment; interpret results and double-check to be certain that students complied to the assessment instructions; record the profile in the student's records so that future counseling sessions can use the profile information.

PARENT: Request that his/her student be assessed and that parent be informed of the assessment results; use the results with his/her student to engage in conversation about the student's future; encourage his/her student to research career areas in which the student expresses interest.

COMMUNITY: Agree to allocate funds so that assessment can occur; ask students about their profiles in job interviews or casual conversation.

EVALUATION:

- Each student will have an assessment profile.
- Each student must research at least three career suggestions and report to his/her peers in small group settings.
- Adults will interview students about the student's interpretation of the profile.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.04 Understand that the changing workplace requires lifelong learning and acquiring new skills.

GRADE: 9-12

OUTLINE: Interview a manager and a worker at a business that is closing its doors. The goal is to determine what—if any—changes would have been necessary to continue operation.

Next, interview a manager and a worker in a flourishing business to determine what differences—if any—exist in this workplace and the one closing.

Class will determine the characteristics to question at both locations so that all students will be dealing with essentially the same body of information.

STRATEGIES/ACTIVITIES

TEACHER: Helps form interview questions; teaches the sensitivity essential for asking tough questions of people about to lose their employment; serves as a facilitator.

COUNSELOR: Shares resources in the counseling office; works with the teacher in discussing the project with the students; advises students.

PARENT: Talks with student about his/her work experiences, particularly if she/he has experienced either the sadness of losing a job or the elation of being in a company whose star is on the rise; also assists with questions for the interviews; possibly, suggests interviewees from his/her acquaintances.

COMMUNITY: Participate as interviewees; share career experiences.

EVALUATION:

- Verbatim report of the interview [based on audio tapes of the interview]
- Conclusions reached by consensus of the class.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.05 Describe the effect of work on lifestyles

GRADE: 9-12

OUTLINE:

- Jobshadow in a plant with 2nd and 3rd shifts. Talk with workers about their schedules away from work. How do they accommodate to working hours different from most other workers? Question them about stress levels and physical requirements at work and at home.
- Interview a marine biologist, a teacher, a professional sportsman, a dancer, a minister, and a chef to determine how the work they do affects their lives away from work.

STRATEGIES/ACTIVITIES:

TEACHER: Determine whether each student will conduct the entire project or whether groups of students will share the tasks.

Teach the skills necessary to interview their subjects, to state the goals of the project, and to record the responses. Facilitate as hurdles arise in the process.

COUNSELOR: Share the resources of the counseling office; team teach with the teacher—possibly advising one particular group of students; facilitate when students have problems in the process. Emphasize the people skills involved in such a project.

PARENT: Encourage your student to do his/her best; share with him/her the aspects of your career which affect your lifestyle; question him/her about workers' responses and how she/he intends to interpret these responses

COMMUNITY: Participate if your site is asked; share work experiences.

EVALUATION:

- Class establishes a profile of commonality among those jobs that share similar characteristics.
- Class lists the differences that exist among jobs that share similar characteristics.
- Invite the interviewees to visit the class to hear the class's conclusions and to respond to them.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.06 Understand the importance of equity and access in career choice.

GRADE: 9-12

OUTLINE:

- Invite a woman who is a doctor [or a contractor, lawyer...] and who is in her fifties to speak to your class about her challenges in accessing her profession. Ask her also to address the biases that might continue in her career.
- Also, invite a younger female [late 20's or early 30's] who is a doctor [or a contractor or a lawyer] to address your class about her challenges in accessing her profession. The women may speak on the same day or separately; however, the same day would permit them to make comparisons and contrasts.
- Invite a physically challenged person to address similar issues of accessibility and equity.

STRATEGIES/ACTIVITIES:

TEACHER: Before the speakers arrive, lead a class discussion on definitions for equity and access. Do their definitions concur with the speakers'? Teach the etiquette involved with guest speakers; help students form questions to ask the speakers; provide follow-up activities.

COUNSELOR: Attend the presentations; team teach with the teacher to address issues of exceptionalism; facilitate the presentation(s) and the follow-up(s).

PARENT: Share on-the-job experiences with your student, particularly those with aspects of lack of equity and access; discuss a colleague who has succeeded despite lack of equity and access.

COMMUNITY: Participate as a presenter; share written company policy which addresses issues of equity and access; cite statistics about non-traditional jobs and other exceptionalities—especially how your company handles these positively.

EVALUATION: Group discussion and consensus about access and equity.

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.07 Understand that work is an important and satisfying means of personal expression.

GRADE: 11-12

OUTLINE:

- Students videotape artists, performers, architects, research scientists, and teachers [or any assortment of workers] and ask them why they stay in their jobs—and to share specific examples/details.
- Student is assigned a short-term, real life project that has a product relevant to the work-based learning component as a major part of the project. Student reports on what she/he derived from the work attached to his/her project/product.

STRATEGIES/ACTIVITIES:

TEACHER: Assist each student in determining a real life project geared to his/her interests; facilitate when she/he encounters glitches but do not solve the problem for her/him; brainstorm a product with her/him but make the student sort and determine solutions; define celebration when attached to a difficult or challenging task.

COUNSELOR: Share the resources in the counseling office; facilitate when students need direction but do not offer solutions; ask open ended questions which make the student examine his/her feeling about his work.

PARENT: Point out areas in which your student has expressed interest or ability; facilitate but do not offer solutions; hold your child responsible for developing the project himself./herself.

COMMUNITY: Be a subject of the video; offer your services as a business or community resource; be facilitative but do not offer solutions; make the student dig for answers.

EVALUATION:

- Videotape to analyze.
- Journal writings to reflect stages of the project's progress.
- Reports to peers includes demonstration of the product from the project.
- Student mentors someone else who wants to do a similar project and product.

6.07 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 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.08 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.

GRADE: 9-12

OUTLINE: Form a panel of students who have demonstrated ability in various areas: forensics, drama, academics, athletics, sales, invention, entrepreneurship. Ask them to address their motivations for success and their goals.

Task the audience with taking notes of the why and how issues of each panelist.

STRATEGIES/ACTIVITIES:

TEACHER: Teach the basics of presenting as a member of a panel; prepare the students in the audience with their responsibilities as note takers/ recorders; discuss listening skills.

COUNSELOR: Share resources in the counseling office; assist teacher in determining appropriate panelists; team with the teacher in asking open-ended questions relevant to the panel discussion.

PARENT: Attend the presentation if invited; assist your student if she/he is a panelist in preparing a succinct presentation; be an editor but do not do the work intended for the student.

EVALUATION: Require entire group to analyze AND write a summary of the traits that become parts of success, whether in school or in business.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.09 Use conflict management skills with peers and adults.

GRADE:9-12

OUTLINE: Using various sources such as North Carolina Career Explorer [an internet subscription available through NC SOICC], each student will research conflict management. With specific emphasis on negotiation and compromise, students will discuss the steps essential in negotiation and compromise.

STRATEGIES/ACTIVITIES:

TEACHER: Seize the day by planning this activity after conflict calling for negotiation has occurred in class; enlist the counselor or the Peer Helping instructor in finding sources for research on the art of negotiation

COUNSELOR: Serve as the facilitator; offer assistance but do not do the research for the students

PARENT: Listen to the information that your child has learned; volunteer to use the information the next time you and your child should negotiate instead of conflict!

COMMUNITY: Trained conflict managers in many businesses or agencies are willing to audit discussions and facilitate.

EVALUATION:

- Students teach class about the subject on which they specifically focused.
- Ask students to explain in their own words what they have learned.
- Give a pop quiz that consists of their listing, in order, the steps of negotiation.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

*Materials: Refer to "Negotiation Skills," the attachment for 008.06
<http://nc.cx.bridges.com/explorer/browse/bs/negotiat/howto.htm>*

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.10 Demonstrate how to work cooperatively with others as a team member.

GRADE: 9-12

OUTLINE: Before the school year begins, plan at least five team projects during the year.

STRATEGIES/ACTIVITIES:

TEACHER: Arrange the groups by some prior design so that cronies will not form exclusive groups. Give each team member duties--to include outside assignments. Explain the teaming process before each team begins its project, varying the emphasis each time. The first time, bring information from a source such as North Carolina Career Explorer [internet subscription available though NC SOICC] and share an article on teamwork with all class members. Furnish a rubric of teaming from 1-to-5, with 5 being the best score.

COUNSELOR: Role play with the teacher and several other adults what not to do in a team; assist the teacher in finding sources for good information about teaming; team teach so that you observe half of the groups in action.

PARENT: Discuss with your student the situations requiring teaming on your job; share what works for you in a teamwork situation; make known your decision to be assertive but not aggressive in teaming situations—and not to violate the rights of others.

EVALUATION:

- Using the rubric, team members assign a number from 1—5 for each member’s participation—to include a grade for himself/herself.
- Each group discusses the dynamics of the group.
- Student writes an essay about teaming as accomplished in class.

High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15

LESSONS

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
CAREER DEVELOPMENT**

COMPETENCY 006.00 Students will understand the relationship among personal qualities, education and training, and the world of work.

OBJECTIVE: 006.11 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences.

GRADE: 11-12

OUTLINE: From Workforce Development Education Blueprints [or other sources such as Curriculum Integrator (CORD)], students will research the employability skills for the career cluster in which they are involved in work-based experiences such as mentoring, internship, or jobshadowing.

STRATEGIES/ACTIVITIES:

TEACHER: Lead students in the development of a matrix which lists the employment readiness skills in the student's cluster area; e.g., business, health, auto services. Instruct students to keep this matrix with them at all times during the work-based experience. Students keep a log on the matrix that records—initially--each significant instance of skills use. After students have grown accustomed to recording the incidents, they should seek occasions to be involved in the skills which are more complex and less general.

COUNSELOR: Share sources for finding lists of career cluster skills; ask students to tell you their most interesting implementation of skills; invite them to mentor younger students who are researching the area in which the older student is involved in work-based learning.

PARENT: Ask your student what she/he learned on the job today that was new, difficult, or challenging; help him/her make connections between his/her job experiences and his/her interests and strengths; discuss with him/her how she/he feels about a career in a similar occupation.

EVALUATION:

- Students submit the skills log on a regular schedule for the teacher to analyze and use as a basis for recommendations.
- Students report to their classmates about unusual or new skills required on the job.
- Students score well on the VoCATS Post -est in their classes connected with their work-based experiences.

*High Schools That Work Site Guide 5: Guidance from the Southern Regional Education Board in Atlanta, GA., pp.14-15
"How to Build 21st Century Job Skills"
<http://nc.cx.bridges.com/explorer/browse/bs/century/resource/htm>*