

Activity

Want Ad Abbreviations

Related Subject

Language Arts

National Career Development**Guidelines: VI**

Skills to locate, understand, and use career information

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill E

Objective

Students will use the classified ad section of the newspaper to complete a worksheet.

Opening

"It seems as if every year students have a language of their own. You use words that adults do not understand the meaning of. You also use hand signals for different things. When students are looking for a job, there are also special words and abbreviations used in classified ads. These ads are one source of job leads. When you understand what you are reading, it can make job hunting a little bit easier."

Activities

- Use the WANT AD ABBREVIATIONS handout.
- Have students look through the classified ads of a local paper to locate job openings.
- Have students use the WANT AD ABBREVIATIONS handout to read the ads and answer the questions on WANT AD QUESTIONS worksheet.

- Have students turn in their worksheets.

Related Activity

Search classified ads on the INTERNET and compare with newspaper ads.

Closure/Evaluation

Students will have learned how to find job openings in the classified ad section of a newspaper and will have used skills learned previously to determine specified information on those jobs listed.

Materials/Supplies

Classified ads from local paper, WANT AD ABBREVIATIONS worksheets (for review), WANT AD QUESTIONS, pens or pencils.

WANT AD ABBREVIATIONS

Instructions: Keep these abbreviations in your notebook to use as a permanent reference.

- | | |
|----------------|----------------------------|
| 1. acctg | accounting |
| 2. adv | advancement |
| 3. aft | after |
| 4. agcy | agency |
| 5. appt, app't | appointment |
| 6. avail | available |
| 7. BA | Bachelor of Arts |
| 8. bgnr | beginner |
| 9. bkpg | bookkeeping |
| 10. btwn, bt | between |
| 11. bus | bus boy or girl |
| 12. clk | clerk |
| 13. coll grad | college graduate |
| 14. comm | commission |
| 15. d | day(s) |
| 16. dept | department |
| 17. dep | dependable |
| 18. dict | dictation |
| 19. dip | diploma |
| 20. EOE | equal opportunity employer |

21. equiv	equivalent
22. eves	evenings
23. exc, excl	excellent
24. exp, xp	experience
25. exp nec	experience necessary
26. exp pref	experience preferred
27. f/c	full charge
28. f/pd	fee paid
29. fcty	factory
30. f/t, ft	full time
31. gd	good
32. grad	graduate
33. hr	hour
34. hrly	hourly
35. HS	high school
36. immed	immediate
37. info	information
38. inq	inquire
39. intrstg	interesting
40. intvw	interview
41. jr	junior
42. knl, knwl	knowledge
43. loc	location

44.	max	maximum
45.	m/f	male/female
46.	mfg	manufacturing
47.	mgt	management
48.	mgr	manager
49.	mc, m	month
50.	nec	necessary
51.	nite, nt	night
52.	ofc	office
53.	oppty	opportunity
54.	ot	overtime
55.	pd vac	paid vacation
56.	per annum, p/a	per year
57.	perm	permanent
58.	pref	preferred
59.	pm	afternoon
60.	pos	position
61.	p.t., pt	part time
62.	qualif	qualification
63.	req'd, re'd	required
64.	refs	references
65.	rep	representative
66.	reas	reasonable

67. resp	responsible
68. sal	salary
69. secy	secretary
70. st	start
71. stat	statistician
72. sr	senior
73. vac	vacation
74. vet	veteran
75. vic	vicinity
76. wk	week
77. w/	with
78. w/wo	with or without
79. wkday	weekday
80. wkend, wknd	weekend
81. wtd	wanted
82. w/o, wo	without
83. wpm	words per minute
84. x	extension (telephone)
85. yr	year

WANT AD QUESTIONS

Name _____

Instructions: Cut out a want ad from the newspaper and answer these questions in complete sentences.

1. Who is this job for? _____
2. What kind of work is it? _____
3. Do you need the experience? _____
4. Where is the job located? _____
5. Do you need special qualifications? _____
6. What are these qualifications? _____

7. What are the hours for this job? _____
8. What is the salary? _____
9. How do you apply for this job? _____
10. Where do you apply for this job? _____

11. Would you want this job? _____
12. Why or why not? _____

13. Are there any benefits in this job? _____
14. What abbreviations are in this ad? What does each mean? _____

Activity

Job Geography

Related Subject

Social Studies, Geography

National Career Development Guidelines: VI

Skills to locate, understand, and use career information.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill F

Grades 9-12 Language Arts
Program Skill D

Objective

The students will identify various ways occupations can be classified.

Opening

Explain to the students that occupations are geographically oriented. Have students brainstorm occupations related to the ocean.

Activities

- Pick a college major or technical training program that is geographically oriented, such as oceanography, dance and theater, fashion design, mining engineering, archiving and curating, terrazzo work, groundskeeping, aerospace, archaeology, astronomy, computer typography, equestrian and equine studies, gunsmithing, forest product technology, fisheries sciences, linguistics, etc.

- Use *Career Search* to find what schools offer that program or major and where they are located. List the occupations to which that major or program is related.
- Does this major or program lead to a job that would be dependent on the size of a city or the area of the country or both? Locate on the map two educational/training facilities that offer your chosen major or program. Use the *Occupational Outlook Handbook* to learn what specific areas of the nation are good employment prospects for the occupation(s) related to your program or major. In those specific areas, look at climate, lifestyle/leisure prospects, cost of living, etc.

Related Activity

Write the local chamber of commerce for answers to these questions (or the college). Ask the local chamber for the job opportunities available in that community.

Closure/Evaluation

Students collected information from various sources (at least two sources) and located at least two training facilities on the map.

Materials/Supplies

*Oklahoma Career Search, Occupational Outlook Handbook, Guide for Occupational Exploration, map, stick pins, envelopes, stamps, stationary, addresses of chambers (addresses of training facilities are in *Career Search*).*

Activity

Occupational Rewards

Related Subject

Language Arts

National Career Development Guidelines: VI

Skills to locate, understand, and use career information.

Suggested Oklahoma P.A.S.S.

Grades 6-10 Technology Education Program Skill 3

Objective

Students will explore various careers of interest by using resource materials available at school to expand their knowledge of the career opportunities available.

Opening

The teacher will ask all students to express individually what they think is the most important reward from a job, other than money.

Activities

- Distribute WHAT I WANT FROM A JOB worksheet.
- Provide students with a list of resources that are available in the media center's Career Resource area.
- Ask students to think about the reward of working.
- Have students complete WHAT I WANT FROM A JOB worksheet.
- Have students select three or four jobs in which they have an interest from Part B of the WHAT I WANT FROM A JOB worksheet or from the career resources in the media center.

- Using resources provided, the students should investigate the jobs they select.

Related Activity

Have students list what they would do if money were not a factor.

Closure/Evaluation

After having completed the WHAT I WANT FROM A JOB worksheet, students selected three or four jobs they were interested in and examined them in relation to the job rewards list, using the resource list provided by the teacher or other career resources.

Materials/Supplies

WHAT I WANT FROM A JOB worksheets, resources for research, pencils or pens.

WHAT I WANT FROM A JOB

Name _____

Directions: Study the left-hand column and then rate yourself in the center as to how important each job reward is to you. In the right-hand column (TYPICAL JOBS), list a typical job that you think applies to each job reward.

Job Rewards	Very Important	Moderately Important	Not Important	Typical Job
1. High Income (Over \$40,000)				
2. Middle Income (\$12,000 - \$40,000)				
3. Moderate or lower income (\$12,000 or below/yr.)				
4. Security				
5. Risk or adventure				
6. Interesting and varied responsibility; chance to exercise initiative and make own decisions				
7. Short hours				
8. Vacations				
9. High standing in community				
10. Early retirement				
11. Light physical work				
12. Outdoor work				
13. Pleasant working conditions				
14. Variety of duties every day				
15. Same duties every day				
16. Chance to be creative				
17. Chance to be alone				
18. Chance to be with people				

WHAT I WANT FROM A JOB

Part B

The following illustration describes typical jobs for the JOB REWARDS listed.

Do the jobs listed here match the typical jobs you have chosen for each job reward?

Job Rewards	Typical Job
1. High Income (Over \$40,000)	Some professions, large businesses, high-level sales work, professional athletes, some jobs in entertainment.
2. Middle Income (\$12,000 - \$40,000)	Most professions and businesses, skilled trade, some sales and technical work, some in entertainment.
3. Moderate or lower Income (\$12,000 or below/yr.)	Clerical, some sales, operatives, service workers, laborers, farmers.
4. Security	Government work, jobs with large companies having employee benefit plans, jobs in unionized industries.
5. Risk or adventure	Some sales, jobs in advertising, entertainment, jobs abroad, starting a business or working for a new company.
6. Interesting and varied responsibility; chance to exercise initiative and make own decisions	Most professions, most businesses at management level, some outside sales, some craftsmen jobs.
7. Short hours	Most factory and routine office jobs.
8. Vacations	Longest in teaching; also in government work of all kinds.
9. High standing in the community	Jobs requiring high degree of skill and education.
10. Early retirement	Policemen's and firemen's jobs, armed forces, some dangerous jobs such as mining.
11. Light physical work	Routine assembly jobs, light sales jobs, many clerical jobs.
12. Outdoor work	Surveying, some construction work, some home maintenance work; forestry, wildlife management; greenhouse, nursery and landscape work; tree surgery, orchard, and farm work.
13. Pleasant working conditions	Jobs in modern factories, offices, supermarkets, air-conditioned stores.
14. Variety of duties every day	Repair work of most kinds, sales work, installation of machinery or appliances; some office jobs—especially in smaller companies; public relations work.
15. Same duties every day	Routine typing and filing jobs; assembly jobs, cashier jobs.
16. Chances to be creative	Tailoring and dressmaking, cabinetmaking and carpentry, jobs in commercial art, advertising, writing, interior decorating, entertainment.
17. Chances to be alone	Forestry; truck driving; some laboratory jobs; jobs as night watchman, nurseryman, greenhouse worker; some research or library work.
18. Chance to be with people	Sales work; social service work; receptionist jobs; legal, medical and dental work; waiter/waitress work; public relations work.

Activity

Research Occupation

Related Subject

Language Arts

National Career Development Guidelines: VI

Skills to locate, understand, and use career information.

Suggested Oklahoma P.A.S.S.

Grades 6-10 Technology Education Program Skill 3

Objective

Students will use a variety of interests relevant to a subject area and will research occupations within the interest area.

Opening

The teacher will go around the room and ask each student's career choice. When the student answers with a broad occupation, cite specific occupations (i.e., lawyer: criminal, bankruptcy, probate, or international law).

Activities

- Schedule the Career Resource area in the media center.
- Day 1: Divide class into small groups and assign each group a particular interest area. (Teacher may want to use only the areas that pertain to this class subject matter, e.g., language arts.)
- Students receive orientation to the Career Search program and other career materials.
- Day 2: Each group will fill out the OCCUPATIONAL STUDY SHEET.

- Each student in the group is required to collect all the data for each occupation (two to four days).
- Day 2 through Day 4: Students use the career information and resource center equipment on a rotating basis. When each group has used the Career Search and at least two other career sources, they will begin to compile the information for the final group report to be shared with the class.
- Day 5: Group reports and class discussion. Students may be asked at the end of the unit for their reaction to this experience.

Related Activity

Students may locate persons working in the occupations they have researched and ask them to speak to the class. Have students interview a person with an occupation they have researched and give an oral report. Students may use resources listed to complete the CAREERS SCAVENGER HUNT.

Closure/Evaluation

Students will have demonstrated the ability to identify multiple occupations for which a person with a given interest might be suited.

Resources

Career Search, Encyclopedia of Careers, Dictionary of Occupational Titles, Occupational Outlook Handbook, and other occupational information available to students.

Materials/Supplies

OCCUPATIONAL STUDY SHEET, pens or pencils, and paper.

OCCUPATIONAL STUDY SHEET

Name of Occupation _____

Job Duties _____

Would I like doing these things? _____

Working Conditions

Would this be dangerous or a physical health problem? _____

Would working hours or travel be a problem? _____

Is this occupation available locally? _____

Worker Requirements

Do the job requirements fit my personality? _____

What talents or abilities are required? _____

Can I meet the physical requirements? _____

What activities or opportunities for experience would be available while I'm in school? _____

Earnings and Advancement

What is the average salary? _____

Are fringe benefits good? _____

What opportunities for advancement are available? _____

What is the employment outlook for the future? _____

Related Education and Training

What type and amount of education and training are required?

Where can I get these courses or training? _____

What is the estimated cost? _____

How will I finance this? _____

Sources of More Information

CAREERS SCAVENGER HUNT

1. What does a quartermaster do?
2. What does an underwriter do?
3. True or False: A physician's assistant works without a doctor's supervision.
4. In the military services, helicopter pilots are:
(a) men, (b) women, (c) men and women
5. Name an occupation that is considered similar to an electroencephalographic technologist.
6. What is another name of a cartographer?
7. Where can you find the names of schools that teach fashion design?
8. What does tenure mean for a public school teacher?
9. Whom could you write to find out more about becoming a glazier?
10. What does a recreation worker do besides play?
11. Describe a job that is in the sports and athletics field, and tell the salary range and the education or training required.
12. What is the job description for a shipfitter?
13. How many millwrights were employed in 1994?
14. What are the working conditions of a surveyor?
15. What do actuaries do?
16. Using *Career Search*:
 - a. Print a letter to Arizona State University requesting a brochure.
 - b. Print information about Oklahoma State University.
 - c. Print information about a scholarship.
 - d. Print a job description of your choice (one page).
17. Which guest speaker have you enjoyed the most and why?

Activity

Application Forms

Related Subject

Language Arts

National Career Development Guidelines: VII

Knowledge of skills necessary to seek and obtain jobs.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill F
Grades 9-12 Language Arts
Program Skill D

Objective

Students will complete an application form using neat writing. Students will be accurate in filling in the information.

Opening

Explain to the students they will complete a quiz. This quiz will show students how important it is to read and follow directions. Tell students that when they fill out a job application, it is very important to follow directions and fill out the application completely.

Write your own quiz. Generally, the first question may ask them to write their name in the upper right-hand corner. The second question may ask students to read all questions thoroughly. The very last question may say, "Now that you have read each question, you only need to answer questions 1 and 2."

Activities

- Distribute sample application forms to students. The applications can come from local businesses, nonprofit organizations, employment office, etc.
- Have students read the complete application form before they write ANYTHING.
- Call the students' attention to being neat and accurate.
- Have the students gather the information needed to fill out the form (example: phone numbers, addresses, social security number, names of references, etc.).
- Have the students complete the form applying for a specific job (i.e., sales clerk) and turn it in for grading.
- Have students correct any mistakes made or fill in any blank spaces not filled out (if appropriate).

Related Activity

Display on the bulletin board or on the wall all *neat and accurately* completed applications.

Closure/Evaluation

Students will be able to fill out an application form correctly and neatly. Students can enter information into portfolio as appropriate.

Materials/Supplies

Sample application forms, pens with blue or black ink.

Activity

Interviews

Related Subject

Language Arts

National Career Development Guidelines: VII

Knowledge of skills necessary to seek and obtain jobs.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
 Program Skill I
 Grades 9-12 Language Arts
 Program Skill F

Objective

Students will recognize and demonstrate effective interview techniques.

Opening Statement

After students are seated, walk up to each one of them and shake hands with them. As you are shaking hands with students, talk about first impressions. You also need to tell them the importance of a good handshake. They need to be made aware of what a handshake can say about a person.

Activities

- Have students discuss:
 - What is a job interview?
 - What happens at a job interview?
 - What are appropriate actions in an interview? (Discuss promptness, clothing, honesty, etc.)
- Have students role play job interviews with each other using THE DIRTY THIRTY.

- Videotape the interviews for students to analyze their behavior during an interview.
- Allow time for group discussion and feedback from each group.
- Ask several employers from the community to visit with the class about interviewing. Ask them to conduct mock interviews with volunteer students.

Related Activity

Discuss with students how to dress, what to take with them, and how to speak during an interview. Use the DIRTY THIRTY questions. Have students write how they would answer each one of the questions. They can practice these questions with one another.

Closure/Evaluation

Let students choose a job from the classified ad section of the newspaper and fill out an application for that particular job. Then conduct mock interviews.

Materials/Supplies

Generic job application forms, newspapers, THE DIRTY THIRTY handout.

THE DIRTY THIRTY

1. What can I do for you?
2. Tell me a little about yourself.
3. What position are you seeking?
4. Why did you choose this career field?
5. Why do you want to change career fields?
6. Why would you like to work for us?
7. Tell me about your schooling. What was your grade average?
8. What jobs have you had? How did you obtain them? Why did you leave them?
9. What did you like best and least about your last job?
10. Why do you want to leave your current job?
11. What do you consider your greatest accomplishment?
12. What are your greatest strengths and weaknesses?
13. Where do you see yourself in five years?
14. Would you consider going into business for yourself?
15. You appear to be overly qualified for this position. Why would you be interested in something that seems to be beneath you?
16. We have many qualified applicants. Why should we hire you?
17. Describe a situation when . . .
18. What are your weaknesses?
19. Do you have a list of references that we may check?
20. There are some extended periods of nonemployment in your work history. Explain.
21. How do you feel about working for an older or younger supervisor, or a supervisor of the opposite sex?
22. Would you be willing to take a polygraph test?
23. Would you be willing to take a drug test?
24. Will you go where the company sends you?
25. What would you do if . . . ?
26. Would you consider permanent or temporary employment?
27. How long do you expect to work for us?
28. When can you start to work?
29. What are your ideas on salary?
30. Do you have any questions?

Activity

Letter of Recommendation

Related Subject

Language Arts

National Career Development Guidelines: VII

Knowledge of skills necessary to seek and obtain jobs.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
 Program Skill I
 Grades 9-12 Language Arts
 Program Skill F

Objective

Students will compose a letter of recommendation for employment.

Opening

Explain to the students what a letter of recommendation should contain. Also, explain the reason employers ask for letters of recommendation and how they use the letters to determine which applicant to hire.

Activities

- Provide sample letters of recommendation.
- Have students follow the instructions on the handout RECOGNIZING STRENGTHS to write a letter of recommendation.
- Have students select a partner from their classmates.
- Have students use clean paper and an ink pen to compose a letter of recommendation about their partner.

- Have students proofread each letter. If corrections are made, compose and turn in the final draft of the letter.

Related Activity

Have students outline their achievements and then give their outline to their partner to use in writing a letter of recommendation.

Closure/Evaluation

Students will have demonstrated their ability to write a proper business letter of reference recommending a classmate for a job.

Materials/Supplies

RECOGNIZING STRENGTHS handouts, pens, paper.

RECOGNIZING STRENGTHS

Name _____

Instructions: Assume one of your classmates is about to be hired for a job. This job is especially important because it is the one job your classmate has been hoping to get. The only thing standing between your classmate and this job is a letter of recommendation. You have been asked to write this letter.

Dear Prospective Employer:

Activity

Occupational Glossary

Related Subject

Language Arts

National Career Development Guidelines: VII

Knowledge of skills necessary to seek and obtain jobs.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill H

Grades 9-12 Language Arts
Program Skill E

Objective

The students will define terms related to occupations.

Opening

Discuss with students the variety of terms that each occupation has. Explain that some terms are common among all occupations.

Activities

- Distribute the OCCUPATIONAL GLOSSARY handout.
- Have students review all of the vocabulary listed on the OCCUPATIONAL GLOSSARY handout.
- Have students use each of the vocabulary words from the glossary in context.
- Discuss with the students the vocabulary words that they could not use in context.
- Have students learn to spell the vocabulary words from the OCCUPATIONAL GLOSSARY.

- Have students save the OCCUPATIONAL GLOSSARY for future use.

Related Activity

Students create a rap, word search, crossword puzzle, or flash cards using the OCCUPATIONAL GLOSSARY.

Closure/Evaluation

Students will be able to spell all vocabulary words from the OCCUPATIONAL GLOSSARY handout. Students will be able to use all words in context correctly.

Materials/Supplies

OCCUPATIONAL GLOSSARY handout, paper, pens or pencils.

OCCUPATIONAL GLOSSARY

Name _____

Keep this glossary to use as a reference.

Agency	The office engaged in doing business for someone else, or an administrative unit of government
Applicant	A person who applies for a job
Application form	An information sheet to be filled out by a person who wants a job
Aptitude test	A test that can show a person's best talents
Appearance	How a person looks
Attitude	A manner of feeling or acting that shows one's disposition or opinion
Benefits	Payments other than salary given by a company to its employees
Bonus	Extra money given to an employee for doing a good job
Career	The kind of work a person does for a number of years
Classified advertising	Advertising compactly arranged, according to subject, as in newspaper columns
Contract	A written promise between two or more people agreeing to do something
Co-worker	A person who works with another
Credit	Buying things with a promise to pay later
Deductions	Money taken from earnings to pay for taxes, insurance, and other items
Dependability	Able to be trusted to do what is expected

Dues	Money paid for membership in a group
Employee	A person working for a company or for another person
Employer	A person or company that hires workers
Employment agency	An office that matches workers with jobs
F.I.C.A.	Letters that refer to the Social Security program
Federal taxes	Money based on a percentage of income and collected by the federal government
Fringe benefits	An extra compensation, such as free insurance received by employees over and above their salaries
Grooming	Cleanliness and neatness of appearance
Initiative	Readiness and ability to work without waiting to be told to begin
Interests	Things a person likes
Interview	Meeting between an employer and an applicant for a job
Interest test	A test that can help show what a person likes to do
Letter of application	A letter written to an employer giving information about the applicant and asking for an interview
Motivation	An inner urge that inspires a person to action with a sense of purpose
Net pay	Amount left from earnings after all deductions
Occupation	Job, business, trade
On-the-job training	Learning a skill or trade by studying and working on the job
Overtime	Working more hours than a standard work week
Payroll savings	A certain amount deducted from a paycheck and deposited in a special interest earning account

Pension	Regular payments received after retirement
Preference	Choice of one thing over another
Productive	Getting work done
Punctual	Being on time
Qualifications	Abilities, knowledge, skills, and enough experiences to do the job
Recommendation	Speaking in favor of a person
Reference	A person who can be contacted for information about an applicant's character and abilities
Resume'	A listing of a job applicant's previous employment experience, education, etc.
Responsibility	The ability to answer for and stand behind the work you do
Salary	Pay for working
Skill	Ability to do something
Social Security	A U.S. Government insurance program
Union	A number of employees joined together to bargain collectively
Values	Principles or standards of a person, such as honesty, integrity, etc.
Want ads	Small newspaper ads that describe jobs that are available
Withholding tax	Money deducted from a paycheck for state and federal taxes
Yellow pages	The section of yellow pages in the telephone book that lists goods and services

Activity

Resumés

Related Subject

Language Arts

National Career Development Guidelines: VII

Knowledge of skills necessary to seek and obtain jobs.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill I

Grades 9-12 Language Arts
Program Skill F

Objective

Students will complete a resume for employment.

Opening

Ask students to indicate by a show of hands if they have any previous job experience. Afterwards, tell them they may not realize it, but each and every one of them have job experience of some sort. Go through the list of things a young person may be doing at home such as babysitting, mowing the lawn, changing a flat tire, putting oil in a vehicle, etc. They do have experience.

Activities

- Discuss how beneficial a resume can be to them.
- Give them RESUME ASSIGNMENT and tell them how to write a resume to suit the job for which they are applying.

- Tell them that even though they may not have a work history, they have done things that can impress a potential employer such as attendance, grade point average, music lessons, sports, extracurricular activities, etc.
- Using the job applications previously filled out by each student, guide students individually through writing a resumé for those positions.

Related Activity

Have students take resumé to a copy shop to be duplicated on resumé paper. Add the copy to their portfolio.

Closure/Evaluation

Students will have demonstrated their ability to write a resumé. Students can enter information into portfolio as appropriate.

Materials/Supplies

Sample resumés, RESUME ASSIGNMENT handout.

RESUME ASSIGNMENT

Name _____

Address _____ City _____

State _____ ZIP Code _____ Phone _____

Date _____

School _____

School Address _____

Career Objective _____

Subjects Studied _____

Student Activities _____

Work Experience (name of company, address, job title, job responsibilities, employment dates)

Volunteer Work _____

Special Skills and Interests _____

Please list three references. Give name, position, address, number of years known.

1. _____

2. _____

3. _____

Activity

Budgets

Related Subject

Math

National Career Development Guidelines: VIII

Understanding how work relates to the needs and functions of the economy and society.

Suggested Oklahoma P.A.S.S.

Grade 8 Math
Program Skill IV, A-B

Objective

Students will list their needs for preparing a budget.

Opening

Discuss with students that income from working will be the determinant of our lifestyle.

Activities

- Have students list three things they will need to spend their income on if they are totally responsible for themselves.
- Have the students prioritize the list in order of the most important (vital needs) to the least important.
- Have students determine how much it will cost to pay for the three things on their list.
- Have students determine how much money they would need to earn in order to pay for all of the items on the list and to pay for deductible items such as social security, state and federal taxes, insurance, etc.

- Discuss with students the difference in gross pay and net pay.
- Have the students set up a budget to show how they can pay for the three items. (Ask students: How much would you need to pay out of each pay period? Could you buy one of the three items each pay period?)
- Discuss the value of being able to pay for an item rather than having to borrow money for it or buying it on credit.

Related Activity

Have students determine how much money is charged in interest on a credit card used to pay for a chosen item. Using <http://www2.homefair.com/calc/salcalc.html> address, compare the cost of living in one town to another.

Closure/Evaluation

Students will be able to set up a budget, compute gross pay and net pay, and understand the value of paying for items as they are obtained rather than borrowing or using credit to get items.

Materials/Supplies

Paper, pens or pencils.

Activity

High School Pays

Related Subject

Math

**National Career Development
Guidelines: VIII**

Understanding how work relates to the needs and functions of the economy and society.

Suggested Oklahoma P.A.S.S.

Grade 8 Math
Program Skill 2-B

Objective

Students will relate staying in school with future earnings.

Opening

How much do you think your high school education is worth?

Activities

- Look at average monthly earnings by education levels.
- Using the handout, HIGH SCHOOL PAYS, ask students to add up the monthly differences in salaries over time as specified in the handout.

Related Activity

Look at the handouts on Fastest-Growing Occupations in Oklahoma requiring certain education levels.

Closing/Evaluation

Students write and complete the following sentence in their journal. "I believe that a high school education is important because . . ."

Materials/Supplies

HIGH SCHOOL PAYS — RETURN ON INVESTMENT FOR SCHOOL ATTENDANCE handout.

High School Pays—Return on Investment for School Attendance

Average monthly earnings with h.s. diploma	\$1,077
Average monthly earnings without a h.s. diploma	<u>- 492</u>
Per month difference	\$ 585

Per month difference	\$ 585
Months per year	<u>x12</u>
\$ Difference per year	\$ 7,020
Average number of lifetime working years	<u>x47</u>
Extra lifetime earnings with h.s. diploma	\$329,940

Days per school year	180
Years of high school	<u>x4</u>
Days at high school	720
Hours per day at school	<u>x6</u>
Hours spent in high school	4,320

\$329,940 (extra lifetime earnings) divided by 4,320 (hours spent in high school) equals \$76.37 (earnings over lifetime for every hour spent in high school).

TEACHER'S KEY

Note: Student handout for this activity is shown on next page.

High School Pays—Return on Investment for School Attendance

Average monthly earnings with h.s. diploma	\$1,077
Average monthly earnings without a h.s. diploma	- 492
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Per month difference	\$ 585
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Average number of lifetime working years	x47
Extra lifetime earnings with h.s. diploma	\$ <u> </u>

Days per school year	180
Years of high school	x4
Days at high school	<u> </u>
Hours per day at school	x6
Hours spent in high school	<u> </u>

\$_____ (extra lifetime earnings) divided by _____ (hours spent in high school) equals \$_____ (earnings over lifetime for every hour spent in high school).

Top 25 Occupations in Oklahoma Requiring No More than a High School Diploma

These are the 25 fastest-growing occupations requiring less than a high school diploma from now until 2005.

Occupation Title	Annual Growth Rate	Annual Openings	Average Typical Starting Wage
Home Health Aide	7.33%	316	\$6.05
Amusement & Recreation Attendants	7.66%	255	\$6.15
Nursing Aides & Orderlies	4.11%	1,061	\$5.57
Waiters & Waitresses	3.29%	1,939	\$3.14
Guards	3.73%	423	\$6.80
Child Care Workers	3.46%	579	\$5.18
Counter & Rental Clerks	3.91%	349	\$5.25
Receptionists & Information Clerks	2.80%	529	\$6.27
Demonstrators, Promoters & Models	4.06%	142	\$6.86
Mechanic & Repairer Helpers	2.72%	161	\$6.55
Janitors & Cleaners	1.98%	850	\$5.76
Cooks, Fast Food	2.10%	370	\$5.02
Ushers, Lobby Atts. & Ticket Takers	8.40%	53	\$4.25
Maintenance Repairers, Gen. Util.	1.84%	657	\$7.72
Maid & Housekeeping Cleaners	1.93%	286	\$4.88
Personal & Home Care Aides	6.91%	44	\$6.05
Gardeners & Groundskeepers, Excl. Frm.	2.06%	198	\$5.79
Hosts & Hostesses: Rest. & Lounge	2.38%	133	\$4.85
Cooks, Short Order	2.22%	145	\$4.96
Cabinetmakers & Bench Carpenters	2.51%	104	\$7.56
Insulation Workers	4.47%	43	\$9.24
Food Preparation Workers	1.73%	318	\$4.88
Meat, Poultry & Fish Cutters	2.48%	97	\$6.50
Paving, Surfacing & Tamping Oprs.	3.37%	58	\$7.43
Roofers	2.70%	70	\$11.54

The occupations included in this list have been ranked with equal weight given to the growth rate and the number of openings.

Source: *Workforce Oklahoma/Occupational Outlook 2005*. Data compiled by the Oklahoma Employment Security Commission, Economic Research and Analysis Division. Publication produced in cooperation with the Oklahoma State Occupational Information Coordinating Committee.

Top 25 Occupations in Oklahoma Requiring Some Postsecondary Training

These are the 25 fastest-growing occupations requiring some postsecondary training from now until 2005.

Occupation Title	Annual Growth Rate	Annual Openings	Average Typical Starting Wage
Police Patrol Officers	4.38%	479	\$8.67
Teacher Aides & Education Assts.	4.25%	229	\$5.15
Dental Assistants	5.70%	154	\$7.10
Correction Officers	4.41%	184	\$7.21
Medical Assistants	6.96%	130	\$6.69
Licensed Practical Nurses	3.15%	573	\$8.50
Aircraft Engine Specialists	3.38%	332	\$10.65
Heat, A/C & Refrig. Mechanics	4.37%	173	\$9.54
Fire Fighters	3.38%	260	\$8.28
Medical Records Technicians	6.22%	113	\$7.09
Adjustment Clerks	3.57%	152	\$6.94
Physical & Correct Therapy Assistants	7.10%	78	\$7.02
Bill & Account Collectors	3.69%	121	\$6.96
Data Processing Equipment Rprs.	6.61%	71	\$11.37
Computer Support Specialists	9.50%	64	\$12.21
Emergency Medical Technicians	4.35%	90	\$6.42
Teacher Aides, Paraprofessional	2.88%	158	\$5.27
Medical Secretaries	3.45%	116	\$6.55
Dental Hygienists	6.15%	68	\$12.73
Cooks, Restaurant	2.31%	421	\$5.66
Court Clerks	3.62%	93	\$7.99
Clerical Supervisors	2.05%	620	N/A*
Radiologic Technologists	5.02%	62	\$9.91
Surgical Technologists	5.29%	54	\$7.23
Sheriffs & Deputy Sheriffs	4.63%	42	\$7.59

The occupations included in this list have been ranked with equal weight given to the growth rate and the number of openings.

* Data not available.

Source: *Workforce Oklahoma/Occupational Outlook 2005*. Data compiled by the Oklahoma Employment Security Commission, Economic Research and Analysis Division. Publication produced in cooperation with the Oklahoma State Occupational Information Coordinating Committee.

Top 25 Occupations in Oklahoma Requiring at Least a Bachelor's Degree

These are the 25 fastest-growing occupations requiring a bachelor's degree from now until 2005.

Occupation Title	Annual Growth Rate	Annual Openings	Average Typical Starting Wage
Systems Analysts	5.98%	288	\$15.88
Teachers, Special Education	4.68%	231	\$11.82
Registered Nurses	3.27%	901	\$13.36
Teachers, Preschool & Kindergarten	5.44%	163	\$11.25
Instructors & Coaches, Sports	4.41%	176	\$12.15
Residential Counselors	5.82%	128	\$8.35
Human Services Workers	7.22%	115	\$7.03
Social Workers, Med & Psych	4.49%	138	\$11.47
Recreation Workers	4.84%	128	\$6.52
Food Service & Lodging Mgrs	2.98%	354	\$9.30
Teachers, Secondary School	2.50%	855	\$11.59
Computer Engineers	7.86%	77	\$17.02
Marketing, Adver & Public Rel Mgrs	2.84%	248	\$15.65
Physical Therapists	6.56%	75	\$20.24
Teachers & Instructors	2.95%	157	\$12.75
Construction Managers	3.58%	108	\$14.96
Personnel, Training & Labor Mgrs	2.87%	147	\$14.36
Medicine & Health Service Mgrs	3.37%	109	\$14.70
Physicians	2.48%	198	\$52.89
Database Administrators	7.45%	54	\$14.06
Respiratory Therapists	5.53%	58	\$9.65
Counselors	2.82%	101	N/A*
Insurance Adjusters, Examiners	2.88%	90	\$11.02
Engineering, Math & Nat Sci Mgrs	2.64%	106	\$19.26
General Managers & Top Execs	1.43%	1,508	\$19.11

The occupations included in this list have been ranked with equal weight given to the growth rate and the number of openings.

* Data not available.

Source: *Workforce Oklahoma/Occupational Outlook 2005*. Data compiled by the Oklahoma Employment Security Commission, Economic Research and Analysis Division. Publication produced in cooperation with the Oklahoma State Occupational Information Coordinating Committee.

Activity

Positive Contributions

Related Subject

Health

**National Career Development
Guidelines: VIII**

Understanding how work relates to the needs and functions of the economy and society.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Health
Program Skills N and K

Objective

The student will identify positive and negative effects of stress.

Opening

Have students describe positive contributions people make to society.

Activities

- Distribute the QUESTIONNAIRE worksheet.
- Have students complete the QUESTIONNAIRE worksheet.
- After students have completed the worksheet, discuss their answers. Emphasize the potential worth of every person to make positive contributions in society.
- Ask students to make a list of five ways their classmates (without mentioning names) can maximize their potential in the following areas:
 - Courtesy toward each other
 - Study and class participation in subjects
 - Respect for school rules of conduct
 - Respect for school property

- Relationships with school staff

- When the lists are completed, compile them on the chalkboard under the related headings.

Related Activity

Have all students select one way in which they will use their potential in a positive way for the next two weeks. Have students encourage one another during this time. After the two weeks, ask students to discuss their findings.

Closure/Evaluation

Students explore health-related problems due to stress.

Materials/Supplies

QUESTIONNAIRE worksheets, pens or pencils, paper.

QUESTIONNAIRE WORKSHEET

Name _____

1. What is *potential*? Define it and give examples.

2. Does every person possess potential for making positive and negative contributions to society? Explain your answer.

3. What are some of the positive ways people can use their potential to aid life in their communities?

4. What are some of the ways people can use their potential to negatively influence life in their communities?

5. What are some of the positive ways students can use their potential to improve school life?

6. What are some of the ways students can use their potential to negatively influence school life?

7. Do all students have the potential for being a source of encouragement for their classmates? Give examples.

8. Do all students have the potential to discourage their classmates? Give examples.

Activity

Decision-Making Steps

Related Subject

Health

National Career Development Guidelines: IX

Skills to make decisions.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Health
Program Skill K

Objective

Students will describe the process of making a decision.

Opening

Discuss decisions students make on a daily basis.

Activities

- Distribute DECISION-MAKING STEPS handout.
- Ask students to discuss different types of decisions they have had to make (those requiring a quick decision and those requiring a more thoughtful process).
- Have students discuss their personal steps in decision making, with regard to attitudes and beliefs.
- Introduce the basic steps of decision making.
 - Identify the problem.
 - Generate all possible alternatives.
 - Select the best alternatives.
 - Identify consequences of the selected alternatives.
 - Act on the decision.
- Discuss the procedure indicated in each of the decision-making steps.

Related Activity

Students choose a problem that they need to solve by using the decision-making steps. An example could be to drop and add a course.

Closure/Evaluation

Students will identify different types of decisions and describe ways of making those decisions.

Materials/Supplies

DECISION MAKING STEPS, chalkboard, chalk, list of decision-making steps.

DECISION-MAKING STEPS

1. Identify the problem.
2. Generate all possible alternatives.
3. Select the best alternative(s).
4. Identify consequences of the selected alternatives.
5. Act on the decision.

Example of Personal Steps in Decision Making

1. Recognize the problem.
2. Identify and define the problem.
3. Select alternatives for solving the problem.
4. Predict consequences for each alternative.
5. Develop a plan for solving the problem.
6. Take action toward solving the problem.
7. Follow through on activities needed to solve the problem.
8. Evaluate progress toward solving the problem.
9. Identify alternate activities needed to complete the solving of the problem.
10. Identify consequences of alternative activities.
11. Select best alternative activities to facilitate solving the problem.
12. Evaluate and reevaluate throughout the process until the problem is solved.
13. Once the problem is solved, accept the responsibility and the consequences.
14. Evaluate the entire process.

Activity

Future Plans

Related Subject

Language Arts

National Career Development Guidelines: IX

Skills to make decisions.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill A

Objective

Students will list experiences to assess future plans in their preferred career goal.

Opening

Encourage students to sit back and relax in their seats. Allow a few minutes for the group to become quiet. Tell them you are about to read a short story about life. Ask them to use their imaginations to picture themselves as vividly as possible in the story.

Activities

- Read aloud the ROAD OF LIFE story.
- Distribute copies of the story to everyone.
- Allow students 10-15 minutes to write down some of the paths they might follow.
- Next, ask students to fill out MY FUTURE CAREER GOAL worksheet.
- Ask students to compare their first and second sheets. Ask them to identify information from their second sheet that would explain some of the paths they chose to follow on the first sheet.

- Discuss the relationship between the information on both sheets, i.e., paths they chose and experiences they have already had, noting discrepancies, complementary ideas, etc.

Related Activity

Invite speakers from the military, vocational school, and college.

Closure/Evaluation

Students will assess personal experiences that will influence future plans and goals.

Materials/Supplies

ROAD OF LIFE worksheets, ROAD OF LIFE story, pens or pencils.

ROAD OF LIFE

Name _____

Picture yourself in your mind, and imagine that you are standing on a road that appears to be very, very long. You realize that as you go down this road, there will be many points at which you must decide which fork in the road you want to follow. You begin walking and very shortly you come to an area marked High School where there are a number of paths to follow. These paths are marked *College Education*, *Vocational Education*, and *College and Vocational Education*. Which one will you follow? You continue down one of these paths until you come to a fork in the road with two signs — *Drop out of school* and *Continue high school*. Which one will you follow? You continue your journey, and shortly you come upon a number of paths from which you must select. They are labeled *Get a job*, *Go on to college*, *Get vocational or apprenticeship training*, *Get married*, *Go in the military*. Which path will you follow? You now continue on your selected path and discover that at almost every step, there is a decision to make — to have children or not, where to live, where to vacation, what to do when you retire. You may feel this is a long road and that many decisions have to be made at once, but you should consider some of the alternative paths. Open your eyes now, and take a sheet of paper and write down some of the paths you think you might follow on the Road of Life.

"ROAD OF LIFE"

Name _____

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

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

Experiences/activities with friends or family I have enjoyed.

School subjects I enjoy/do well in.

My Future Career Goals

Clubs, hobbies I enjoy; sports I do well.

Work experiences (voluntary or paid) in which I was successful.

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

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

Activity

Where Does the Time Go?

Related Subject

Math

National Career Development Guidelines: IX

Skills to make decisions.

Suggested Oklahoma P.A.S.S.

Grades 9-12 Math
Program Skills IV - B and C

Objective

Students will describe how time is spent in one day.

Opening

The teacher will ask students how they spend the majority of their time and list their answers on the chalkboard.

Activities

- Distribute CATEGORY QUESTIONS worksheet.
- Have students estimate the number of hours or parts of an hour they spend each day doing the suggested activities shown on the worksheet.
- Have students draw a 5-inch circle and make a pie graph to illustrate their answers to the activity questions.
- Students can divide the circle into quarters of six hours each. This may make it easier to graph.

- Have students discuss in groups the relationship of the amount of time spent on an item of interest and success with that activity. (Talk about areas in which students have been unsuccessful occasionally; these areas could include low interest areas or areas in which skills were not developed.)
- Have students compare their graphs with each other.

Related Activity

Begin a permanent planner.

Closure/Evaluation

Students will have constructed a pie chart showing the amount of time they spend on certain activities and discussed any relationships between time spent and success attained.

Materials/Supplies

CATEGORY QUESTIONS worksheets, paper, compass, pencils or pens.

CATEGORY QUESTIONS

Name _____

Estimate how many hours or parts of an hour you spend on each of the following areas on a typical school day. Your estimate will not be exact, but it should add up to a total of 24 hours. Illustrate by making a pie chart on the blank part of this page.

How many hours do you spend:

Sleeping?

Attending school?

Doing homework?

Performing chores at home?

Working? (At a paying job, babysitting, lawn mowing, etc.)

Interacting with peers? (Socializing, telephone calls, team sports, etc.)

Watching TV?

Alone? (Reading, practice music, at play)

With family? (Include meal times)

Other activities? (Miscellaneous)

THINGS TO DO TODAY . . .

THINGS TO DO TODAY . . .

DATE _____	COMPLETED	DATE _____	COMPLETED
1. _____	<input type="checkbox"/>	1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	5. _____	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	6. _____	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	7. _____	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	8. _____	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	9. _____	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	10. _____	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	11. _____	<input type="checkbox"/>
12. _____	<input type="checkbox"/>	12. _____	<input type="checkbox"/>

Activity

Leisure Activities

Related Subject

Language Arts

National Career Development Guidelines: X

Knowledge of the interrelationship of life roles.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill F

Grades 9-12 Language Arts
Program Skill D

Objective

Students will describe a leisure activity that can be done for hours.

Opening

Define leisure activities.

Activities

- Have students discuss leisure activities they do now.
- Have students compose a paper entitled I CAN BE HAPPY FOR HOURS, JUST . . .
- Have students make a cartoon illustration, compose a poem, or write a short story about a leisure activity they enjoy.
- Ask students to share their finished product (cartoon, poem, short story) with the class, and ask them if this leisure activity helps relieve tension when they do it.
- Have students discuss the purpose of leisure activity.

- Have students identify some occupations that are considered leisure occupations. (Examples: Cruise ship jobs, golf course jobs, scouting jobs, etc.)

Related Activity

Students list their hobbies and discuss how they can turn these into a career.

Closure/Evaluation

Students will have identified and drawn an illustration of an activity in which they participate that makes them happy. Students also will have identified jobs that relate to leisure activities.

Materials/Supplies

Paper, pencils or pens.

Activity

Lifestyles

Related Subject

Language Arts

National Career Development**Guidelines: X**

Knowledge of the interrelationship of life roles.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skills A, D, and G

Objective

Students will identify roles and lifestyles of the adult they interview.

Opening

Discuss lifestyles and life roles with students.

Activities

- Distribute the LIFESTYLE INTERVIEW SUMMARY.
- Have students describe the type of lifestyle they would like to have when they become independent.
- Have students describe the type of life roles they see themselves playing in the next 20 years. (Examples: Worker, mother, father, etc.)
- Have students interview at least three adults about their life roles and lifestyle, using the LIFESTYLES INTERVIEW SUMMARY.
- Have students discuss the findings of their interviews. What did they find that they were not expecting? What did they find out that may have some influence on their future decisions?

Related Activity

Students compare salary range and amount of leisure time from INTERVIEW SUMMARY. Using <http://www2.homefair.com/calc/salcalc.html> address, compare cost of living from one town to another.

Closure/Evaluations

Students will have interviewed three adults about their life roles and their lifestyles to become more informed about the interrelationship of life roles and the importance of planning their future careers.

Materials/Supplies

LIFESTYLE INTERVIEW SUMMARY worksheets, pens, or pencils.

LIFESTYLE INTERVIEW SUMMARY

Name _____

Occupation _____

Instructions: Interview someone in your neighborhood or community. Be prepared to read the results to the class.

Type of lifestyle _____

Life roles _____

High points _____

Low points _____

Amount of leisure time _____

Is this enough time for you? _____

Would you like to change your lifestyle? _____

How? _____

Why? _____

Salary Range _____

Activity

Male/Female Roles

Related Subject

Health

National Career Development Guidelines: XI

Knowledge of different occupations and changing male/female roles.

Suggested Oklahoma P.A.S.S.

Grades 9-12 Health
Program Skill I

Objective

Students will describe traditional male and female career roles and question the reasons for maintaining such divisions.

Opening

Explain to the students that this activity is to show that many rewarding career choices can be made from areas traditionally thought suitable for one gender.

Activities

- Distribute the CAREER LIST worksheets.
- Ask the students to identify whether each is predominately a male or female occupation.
- Have students select four of these occupations, determining the qualifications and physical requirements for each selection.
- Discuss qualifications and physical requirements and question whether there is a good reason for these occupations being predominately male or female.

- List on the chalkboard some prospective employers of these occupations. (Would these employers be apt to hire both male and female in each identified occupation?)
- Have students discuss why certain people may or may not be hired for their previously selected careers. Are the reasons valid? What steps can be taken to change stereotypical attitudes?

Related Activity

Invite speakers of nontraditional roles to discuss their occupations.

Closure/Evaluation

Students have thoughtfully examined the influence that gender and tradition have on obtaining jobs and how this consideration enters into a career choice.

Materials/Supplies

CAREER LIST worksheets, resource materials for research, pens or pencils, paper, chalkboard, chalk.

CAREER LIST

1. Firefighter
2. Teacher
3. Model
4. Bus Driver
5. Sales Clerk
6. Police Officer
7. Doctor
8. Musician
9. News Reporter
10. Lawyer
11. Physical Therapist
12. Farmer
13. Sports Player
14. Engineer
15. Pilot
16. Accountant
17. Banker
18. Barber
19. Computer Programmer
20. Graphic Artist
21. Dentist
22. Construction Worker
23. Mechanic
24. Minister
25. Actor/Actress
26. Secretary
27. Governor
28. Veterinarian
29. Sanitation Worker
30. Nurse
31. Flight Attendant
32. Writer
33. Inventor
34. Ranger
35. Clown
36. Architect
37. Cook
38. Cosmetologist
39. Systems Analyst
40. Laser Technician

Activity

Traditional/Nontraditional Roles

Related Subject

Information Skills

National Career Development Guidelines: XI

Knowledge of different occupations and changing male/female roles.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill G

Objective

Students will examine educational requirements of careers for male and female roles.

Opening

Discuss traditional and nontraditional roles.

Activities

- Have students draw a vertical line to divide a piece of paper in half. Label one side "Male Roles" and the other side "Female Roles."
- Have students write down as many roles or jobs as they can think of in each category.
- Have the male students in class research the female positions and the female students research the male positions. Find at least three facts about each career, including educational requirements.
- Have students cut out pictures from magazines that relate to the career and place on a poster board. Have students write their research facts under the pictures.

- Have students discuss that occupations can be done by both men and women.

Related Activity

Have students decide which gender accomplishes household tasks such as taking out trash, paying bills, mowing the lawn, and vacuuming carpet.

Closure/Evaluation

Students will have examined careers traditionally engaged in by the opposite sex and the skill or educational requirements necessary for these careers.

Materials/Supplies

Magazines, books, poster board, paper, pencils or pens, scissors, glue.

Activity

Career Interviewing

Related Subject

Language Arts

National Career Development Guidelines: XII

Understanding the process of career planning.

Suggested Oklahoma P.A.S.S.

Grades 6-8 Language Arts
Program Skill F

Objective

Students will interview a selected adult about his/her first job.

Opening

Discuss with students a way to research an occupation by interviewing a person in the occupation.

Activities

- Divide the class into small groups.
- Have groups identify some occupations they would like to know more about.
- Schedule time for students to work with *Career Search* to find out information about different occupations.
- Use PREPARE YOUR INTERVIEW QUESTIONS handout to develop interview questions for workers in the identified occupations.
- Organize the interviewing of workers in selected occupations and ways of reporting data back to class.
- Students report the findings from the interview back to class.

- Make a list of occupations. Identify the career cluster to which each career listed belongs.

Related Activity

Students can transfer their information electronically to be placed in a designated area where other students can use this information on similar reports.

Closure/Evaluation

Students will have increased their knowledge and awareness of various careers by participating in a number of activities. Students can enter information into portfolio as appropriate.

Materials/Supplies

PREPARE YOUR INTERVIEW QUESTIONS handout, chalkboard, chalk, paper, pens or pencils.

PREPARE YOUR INTERVIEW QUESTIONS

The following questions can be used to obtain information about an occupation. Within your team, add other questions to help you gain additional information.

1. Please describe your job.
2. What should I know about this particular career? (Include labor market information.)
3. What subjects, experiences, or training would best prepare me for this career?
4. What do you like best about this job?
5. What do you not like about this job?
6. Please describe your job. How do you spend a typical day?
7. Is there another person who could give me more information about this career?

Activity

Plans of Study

Related Subject

Any Subject

National Career Development Guidelines: XII

Understanding the process of career planning.

Suggested Oklahoma P.A.S.S.

Grades 6-10 Technology Education
Program Skill 2

Objective

Students will organize and plan a tentative high school program based on a career interest.

Opening

Review the 13 career clusters and related careers.

Activities

- Ask students to select one or two career(s) that interest them.
 - If they select a specific career area (example: newspaper), have them be specific as to job title (reporter, editor, typesetter, proofreader, etc.).
- Using the high school curriculum/program handbook from your school district, have the students organize and plan their high school coursework plan based upon their career interests.

Related Activity

For all students willing to participate, arrange an individual shadowing experience with a person employed in a career of interest to the student.

Closure/Evaluation

Students have organized a high school coursework plan based upon their specified career interest selected from the 13 career clusters. Students can enter information into portfolio as appropriate.

Resources

Six-year Plan of Study and Career Option Folder, Oklahoma Department of Vo-Tech Education.

Materials/Supplies

High school curriculum guide, Six-Year Plan of Study, Career Option Folder, pens or pencils.

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