

For Use With Career Connections . . . Learning to Earning

Teachers: Use this guide with *Career Connections* magazine to encourage classroom discussion about its content.

Highly Competitive Occupations - Can You Handle the Competition?

Article 1, Pages 1 and 2

1. Ask your students to identify other competitive occupations not listed?
2. Discuss back-up plans for the other popular occupations.

Test Your Career Reflexes

Article 2, Pages 3 and 4

1. Have your students complete the Interest Inventory on page 3 and 4.
2. Have your students view resources that provide occupational information, such as *Occupational Outlook Handbook* (OOH), www.bls.gov/oco and find their top clusters in the cluster index of the *Oklahoma Career Information System* (OKCIS), <http://okcis.intocareers.org/>.
3. Ask students to list three occupations of their choice within each of their top three Career Clusters.

16 Career Clusters

Article 3, Pages 5 and 6

1. Discuss the definition for each cluster.
2. Poll students to find out what career direction they are planning to take. Discuss career and technology programs that could complement their career plans.
3. Ask students to locate their three highest Career Clusters from their interest inventory. Does the personal qualities describe them?

Plans of Study

Article 4, Pages 7 and 8

1. Discuss the educational levels involved in the world-of-work (i.e., technology centers, community college, university, etc.)
2. Ask your students to define internship, job shadow, and work-based/work-site learning. (An internship is an extended, paid or non-paid, supervised, practical experience in the workplace linking school and job tasks. Job shadow is a career awareness/exploration opportunity in which a student observes or "shadows" a worker for a designated period of time to learn about that worker's career. Work-based learning is to provide students with work experiences that provide instruction in such things as positive work attitudes, employability skills, and participative skills. These experiences may occur within the classroom or the workplace. Work-site learning is a planned learning experiences for students, under the guidance of a workplace mentor, to develop specific technical competencies and general workplace competencies. Experiences may also occur in a school-based enterprise, simulation, or special project.
3. Discuss the importance of the above mentioned experiences and how they can help their future.
4. Have your students decide their career plan for grades 9-16 using the Health Career Cluster, their school schedule (i.e., seven-period day, block schedule) and educational level they have chosen.

13 Steps to Success - Career Information on the Internet

Corrections to Article 5, Pages 9 and 10 are located at the end of this document.

1. Ask students to list three occupations of their choice within each of their top three Career Clusters from page 3 and 4.
2. Have your students complete steps 3, 7, 8,9, and 11 for two of their chosen occupation.

3. Seven out of ten students say they will own their own business. Have your students' complete step 10 and discuss advantages and disadvantages of owning their own business. (OKCIS provides an entrepreneurial assessment quiz under heading "Self-Employment.")

Mapping Out a Plan - How Do I Prepare? NOTE: Provide students with graduation requirements and course schedule.

Article 6, Pages 11

1. Have students begin a tentative plan of study centered on their individual cluster of interest.
2. Ask students to list required core classes for each year on the plan of study.
3. Have students list electives that support their selected career clusters.

Oklahoma's Hot 25 Occupations

Article 7, Page 12

1. Ask your students if a person should choose a career just because the outlook for that specific job looks promising. Why or why not?
2. Discuss what the 10 hottest jobs were 10 years ago. What does this change tell you about future jobs or jobs that are "hot" today?

Fastest Growing Occupations 1995: Computer Engineers; Computer Support Specialists; Systems Analysts; Home Health Aides; Desktop Publishing Specialists; Medical Assistants; Database Administrators; Data Processing Equip Representatives; Dietetic Technicians; Investigators, Clerical Physician Assistants; Social/Human Service Assistants; Paralegals & Legal Assistants

Receive College Credit Through Cooperative Alliance

Article 8, Page 13

1. Lead a class discussion on how students can receive college credit (i.e., AP classes, concurrent classes, etc.).
2. Contact your local technology center to get a list of programs that qualify for college credit.

Planning for the Future – What's a Week Worth?

Article 9, Page 14

1. Discuss and create a list of items that fall under the term "basic needs."
2. Have students decide which job rewards they want in an occupation (i.e., job security, career advancement, benefits, working conditions, vacations, etc.) and rank them.

On Your Own . . . Can You Support Your Lifestyle?

Article 10, Pages 15 and 16

1. Discuss the importance of budgeting.
2. Have your students figure their monthly expenses. (OKCIS provides a "Reality Check" activity. Select "Quick Links.")
3. What are some of the ways math skills - percentages, multiplication, and subtraction - apply to real life?

What Do Employers Want? How to Get and Keep a Job

Article 11, Pages 17

1. Lead a class discussion on the importance of work ethics. Why is it important to accept responsibility, accomplish work, use time wisely, and arrive on time?
2. Ask the class what Derek could do to keep his job.

Do You Have Employability Skills?

Article 12, Page 18

1. Ask students to investigate other reasons for dismissal.
2. Have students work in teams to list other bad habits for each employability skill.

Corrections to *Career Connection Magazine* pages 9 –10.

13 STEPS to SUCCESS

Career Information on the Internet

You can easily get “information overload” when researching your future career. Follow these steps to explore your career possibilities

Use these Web resources to guide you along the way

1. Identify opportunities by using the “Career Plan Checksheet.” Select your grade and print out the checksheet.

http://okcareertech.org/cac/Pages/resources_products/Career%20Path/okcareertech/student/get_started.htm

2. Obtain career information from teachers, counselors, parents, and adults.

3. Download, print, and follow the instructions to complete a Career Cluster Interest Inventory.

http://www.okcareertech.org/cac/Pages/resources_products/Career%20Path/okcareertech/student/int_inventory.htm

4. Identify skills and training requirements for your occupation.

<http://www.bls.gov/oco>

<http://okcareertech.org/cac/Pages/OKCIS/okcis.htm>

<http://www.careervoyages.gov>

NOTE: Try out the trail site of OKCIS. Then check with your counselor to see if your school can give you access to OKCIS.

5. Develop and update a plan of study each year while in high school and college.

For a blank student plan of study:

http://www.okcareertech.org/cac/Pages/resources_products/Career%20Path/okcareertech/student/student_plan.htm

<http://okcareertech.org/okcareerclusters/sixteen.htm>

Select a “Career Cluster” scroll down to “Sample Cluster Plan of Study.”

6. Develop a portfolio to showcase growth and achievement and continue to update as interests and experiences change.

http://www.quintcareers.com/job_search_portfolio.html

7. Investigate occupation through job shadowing or personally interview people already on the job about day-to-day work.

<http://www.in.gov/icpr/webfile/formsdiv/48416.pdf>

8. Check labor market information (LMI) to see if jobs in your chosen occupation will increase or decline.

<http://www.oesc.state.ok.us/lmi/>

Select from the right menu “Economic Development Resources.”

Select from the left menu, “Employment and Industry Projections.”

Select from the heading “Long-Term Employment Projections,” (use the most recent listing)

Select “Occupational Projections.” To locate a specific occupation, select “Edit” from the computer toolbar and click on “Find.”

9. Locate training/education for your chosen occupation.

Technology centers: <http://www.okcareertech.org/main/map/map.htm>

Military: <http://www.todaymilitary.com/>

College/University: <http://okcollegestart.org/home.aspx>

10. Learn what industries employ people in your chosen occupation.

<http://www.bls.gov/oco/cg/home.htm>

11. Look at the risk/rewards of having your own business.

<http://www.ruraleship.org/content/content/pdf/ESelfTest.pdf>

12. Research working conditions (indoor, outdoor, overtime, shift work, and travel) for your chosen occupation.

<http://www.bls.gov/oco>

<http://okcareertech.org/cac/Pages/OKCIS/okcis.htm>

<http://www.careervoyages.gov>

NOTE: Try out the trail site of OKCIS. Then check with your counselor to see if your school can give you access to OKCIS.

13. Improve your work ethic and work skills through part-time jobs and volunteering.

http://www.coe.uga.edu/workethic/on_linelesson.htm