Career Activity File

Work Ethics and Career Clusters

Career Development Month
November 2004
The Guidance Division of the Oklahoma Department of Career and Technology Education is pleased to provide the 2004 *Career Activity File* to teachers and counselors. This booklet will provide some practical ideas and suggestions on work ethics and career clusters.

**Work Ethics**

Good work ethics involve determining what is right or wrong in the workplace, then doing the right thing. The work ethic is a cultural norm that places a positive moral value on doing a good job and is based on a belief that work has intrinsic value for its own sake (Cherrington, 1980; Quinn, 1983, Yankelovich & Immerwahr, 1984). Ethical behavior includes following personal and professional codes of ethics, such as being honest, maintaining good attendance (and explaining any absences), starting work on time and being productive while at work, keeping confidential matters to yourself, avoiding gossip and disputes, following workplace rules and regulations, respecting your co-workers, and keeping your promises.

In today's work setting, employees need to have a strong work ethic. This is important because we are in the "information age," where employees often set their own schedules, work with less direct supervision, and frequently experience change and innovation in their work.

**Career Clusters**

The U. S. Department of Education has identified 16 career clusters, which represent the major career opportunities for main industry sectors. Career Clusters prepare learners of all ages for the information age as schools, colleges, and employers strive for higher achievement in science and math as well as communication skills.

One key to improving learner achievement is providing learners with relevant contexts for studying and learning. Career Clusters offer these contexts by linking school-based learning with career-related experiences. Ethics and Legal Responsibilities is one of ten topics covered in the knowledge and skills for each cluster. Four of the 16 clusters are highlighted in this *Career Activity File*.

Please duplicate and share the enclosed materials with parents, teachers, administrators, and other concerned with career development. You may view our Web site at [www.okcareertech.org/guidance](http://www.okcareertech.org/guidance) to download a copy of this booklet along with its past issues. If you have any questions, contact Janet Hawkins at 405-743-5123 or jhawk@okcareertech.org.

Web site addresses were accurate, and all content on referenced Web sites was appropriate during development and production of this product. However, because Web sites sometimes change, the Guidance Division takes no responsibility for a site's content. The inclusion of a Web site does not constitute an endorsement of that site's other pages, products, or owners. You are encouraged to verify all Web sites prior to use.
The right to swing my fist ends where the other man’s nose begins.

Oliver Wendell Holmes

“Live your life as though every act were to become a universal law.”

Henry David Thoreau

People may doubt what you say, but they will believe what you do.

Unknown

Treat others the way you want to be treated.

The Golden Rule

“Half a truth is a whole lie.”

Sam Levenson

“Love all. Trust a few. Do wrong to none.”

William Shakespeare

“Do to others what you would have them do to you.”

# Career Activity File — Work Ethics and Career Clusters

## Introduction Letter

### Work Ethics

- Ethical Tips for School Counselors ................................................................. 5
- Work Ethic Guidelines ....................................................................................... 6
- Work Ethic Web Sites ......................................................................................... 8
- International Ethics ............................................................................................ 10
- “I Can Make a Difference” ................................................................................... 12
- Everyone Is a Manager . . . You Manage Yourself .......................................... 13
- Ethics and Legal Responsibilities by Cluster ............................................... 14
- Harassment .............................................................................................................. 15
- Classroom Mission Statement ......................................................................... 16

### Lessons:

- Elementary Lesson .......................................................................................... 17
- Middle Grades Lesson ....................................................................................... 20
- High School Lesson .......................................................................................... 24

*Career*Tech Resource Center ...................................................................... 30

### 16 Career Clusters

- Career Information Alphabet ........................................................................... 32
- Career Cluster Survey ....................................................................................... 34
- The 16 Career Cluster Definitions .................................................................... 37
- Elementary Career Clusters Definitions ......................................................... 39
- World-of-Work Map and U.S. Department of Education Career Clusters ........ 41
- Career Cluster Framework ................................................................................ 42
- Career Cluster Critical Components Measures ............................................. 43
- Activities for Career Clusters ............................................................................ 46
- Career Cluster Web Sites .................................................................................. 47
- Samples of Cluster Plan of Study and Requirements ...................................... 48
  - Health Science ................................................................................................ 48
  - Hospitality and Tourism ................................................................................. 50
  - Law, Public Safety, and Security ................................................................. 52
  - Science, Technology, Engineering, and Mathematics .................................. 54
- Saving the Career Cluster Plan of Study .......................................................... 56
- High School Plan of Study Check Sheet ............................................................ 57
- Hospitality and Tourism Scenario ..................................................................... 58
- Greeting Card Manufacturing Company Entrepreneur Project ................... 60

### Lessons:

- Elementary Lesson .......................................................................................... 63
- Middle Grades Lesson ....................................................................................... 65
- High School Lesson .......................................................................................... 67

### Products and Resources

- Teachers as Advisors Rubric ............................................................................ 73
- Plans of Study Rubric ......................................................................................... 78
- America’s Career Resource Network — Parent Brochures ............................. 79
- ABC’s of Career Awareness and Career Exploration Exemplary Program Award .. 80
- Special Needs Information ............................................................................... 80

### Career Poster and Poetry Contest

### Careers of the Future

### Career Games

### Bulletin Board Ideas

www.okcareertech.org/guidance - 3 -
School counselors face ethical challenges every day. Whether you are new to the field or have been practicing for years, legal and ethical challenges can still throw you for a loop. From confidentiality issues to records maintenance, from duty of care to sexual harassment issues, a school counselor’s legal and ethical questions can spring up from every corner.

The American School Counselors Association provides a number of resources and services to help members meet these legal and ethical challenges as comprehensively as possible. They offer the following tips to help school counselors:

1. Act in the best interests of the student clients at all times. Act in good faith and in the absence of malice.

2. Inform student clients of possible limitations on the counseling relationship prior to the beginning of the relationship.

3. Increase awareness of personal values, attitudes, and beliefs; refer when personal characteristics hinder effectiveness.

4. Actively attempt to understand the diverse cultural backgrounds of the clients with whom you work, including your own cultural/ethnic/racial identity and its impact on your values and beliefs about the counseling process.

5. Function within the boundaries of personal competence. Be aware of personal skill levels and limitations.

6. Be able to fully explain why you do what you do. A theoretical rationale should undergrid counseling strategies and interventions.

7. Encourage family involvement, where possible, when working with minors in sensitive areas that might be controversial.

8. Follow written job descriptions. Be sure what you are doing is defined as an appropriate function in your work setting.

9. Read and adhere to the ethical standards of your profession. Keep copies of the ASCA Ethical Standards for School Counselors on hand; review them periodically and act accordingly.

10. Consult with other professionals (colleagues, supervisors, counselor educators, professional association ethics committee, etc.). Have a readily accessible support network of professionals.

11. Join appropriate professional associations. Read association publications and participate in professional development opportunities.

12. Stay up-to-date with laws and current court rulings, particularly those pertaining to counseling with minors.

13. Consult with a knowledgeable attorney, when necessary. In questionable cases, seek legal advice prior to initiating action.

Check out the American School Counselors Association’s Web site at http://www.schoolcounselor.org/content.asp?contentid=166
Work Ethic Guidelines

A person of good character is trustworthy, respectful, responsible, fair, caring, and a good citizen.

Trustworthiness
• Work scheduled hours.
• Provide honest feedback on progress and problems.
• Work with little supervision.
• Give proper notice of anticipated absences.
• Keep confidences; never reveal private information, and honor a person’s right to privacy.
• Be honest, reliable, and ethical in all business dealings.
• Refuse to steal, misuse, or abuse company time, property, or equipment.
• Refuse to lie, cheat, deceive, manipulate, exploit, or take advantage of others.

Respect
• Treat supervisors, co-workers, vendors, and customers with courtesy, honor, and respect.
• Build mutual respect and long-term relationships by listening to and communicating openly with others within the workplace and with customers.
• Be friendly and cooperative.
• Value and honor all people; follow the Golden Rule.
• Have an open mind and act justly by listening to and acknowledging the opinions and differences of others.
• Work as a team member.
• Be open to and accept instruction or correction.
• Accept instruction and modify behavior when necessary.

• Respect the dignity, privacy, and freedom of all.
• Submit to the authority of a supervisor and to workplace rules.
• Use good manners; be courteous and polite.

Responsibility
• Take pride in work — show initiative, recognize what needs to be done, pay attention to detail, pursue excellence, and be prepared.
• Be loyal in attendance and always punctual.
• Follow instructions.
• Strive to improve abilities, learn new skills, and take on broader responsibilities.
• Assert personal views in a reasonable manner.
• Be accountable for the services and products provided; fulfill commitments.
• Persevere and get the job done.
• Manage time and resources wisely.
• Don’t promise more than you can provide to employees and customers.
• Set realistic goals and strive diligently to achieve them.

Fairness
• Make decisions based on facts.
• Promote and model a positive attitude.
• Be free of bias – open-minded, just, without favoritism or prejudice, listen to and respect the opinions and differences in others.
• Be willing to negotiate and exercise give-and-take to achieve group success.
• Use tact and courtesy.
• Use only your share of available resources and equipment.
• Share knowledge, ideas, and skills with others.
• Be flexible regarding diverse expectations, situations, and leadership styles.
• Establish policies to prevent employee dishonesty in reporting expenses, time, and absences.

Caring
• Understand and strive for harmony between employer, employees, vendors, and customers.
• Demonstrate a positive attitude.
• Show kindness and sensitivity to the feelings of others.
• Express gratitude.
• Take time to help others.
• Do quality work and attend to details.
• Be a team player.
• Take time to talk to people face-to-face about issues.
• Evaluate work performance accurately.
• Demonstrate confidence without arrogance.
• Show a personal concern for fellow employees, customers, and vendors.

Citizenship
• Show initiative by being a helpful, resourceful, cooperative, and supportive team player.
• Demonstrate a positive and enthusiastic work attitude.
• Understand and contribute to the organization.
• Follow company policies, regulations, and procedures.
• Ensure compliance with regulations.
• Accurately report hours worked and expenses incurred.
• Take care of equipment and resources.
• Demonstrate interest in ethical, political, economical, and environmental issues that affect the company, your career, your community, and our nation.
• Maintain an active role in school and community activities.
• Pursue lifelong learning.
• Volunteer without expectation of recognition or reward when help is needed.
• Be a role model and a mentor to new employees.
• Consider the effect of workplace activities on the environment.

Source:

If your morals make you dreary; depend on it, they are wrong.

Robert Louis Stevenson

“Ethics will be restored when most individuals come to the realization that they play for a common team.”

Lester C. Thurow
Work Ethic Web Sites

On-Line Lessons
http://www.coe.uga.edu/workethic/
Presented in a 10-day format, these on-line instructional lessons/activities are designed for use in schools or training programs where learners are being encouraged to appreciate the importance of work ethic, further develop their own work habits and attitudes, and improve employability skills.

Teaching Ethics in Public Schools
http://www.iusd.k12.ca.us/curriculum/ethics
PowerPoint presentation presented by Irvine Unified School District.

Work Ethic Inventory
http://www.coe.uga.edu/workethic/
Students answer 50 work ethic descriptors from the “Occupational Work Ethic Inventory” and/or Employability Skills Assessment that most accurately describe their standards for that item. The score will provide information on interpersonal skills, initiative, and dependability.

The Ethics of American Youth – 2002 Report Card
A report by the Josephson Institute of Ethics shows cheating, stealing, and lying by high school students continue to be issues of concern. A survey of 12,000 high school students showed that students admitting they cheated on an exam at least once in the past year jumped from 61 percent in 1992 to 74 percent in 2002.

Youth to Work, U. S. Department of Labor
http://www.osha.gov/SLTC/teenworkers/questions.html (case sensitive)
Assists America’s youth in preparing to enter the workforce by addressing their rights and responsibilities. Answers questions ranging from “How many hours can a 14-year-old work?” to “Does an employer have to give you a break in a four-hour shift?”

Whootie Owl’s Stories to Grow By
http://hazel.forest.net/whootie/default.html
Kid-approved collection of folk and fairy tales based on themes of human values. Click on “Folk and Fairy Tales from Around the World That Help Kids Grow.”

Students Learn Respect — Thanks to Good Manners!
http://www.education-world.com/a_curr/curr232.shtml
Web resources for teaching respect and good manners through stories, poems, songs, games, biographies, lesson plans, and activities.

Responsive Classroom
http://www.responsiveclassroom.org/
Responsive Classroom is an approach to teaching that strives to fully integrate social and academic learning throughout the school day and seeks to create a caring community where students are able to become strong and ethical thinkers. The Responsive Classroom involves classroom organization, a morning meeting, rules and logical consequences, choice time, guided discovery, assessment, and reporting to parents.
Work Ethic Web Sites, cont.

Workplace Fairness
http://www.workplacefairness.org/
The goal of this site is to bring together workers, employers, and policy makers to achieve fairness in the workplace.

American School Counselor Association (ASCA) Ethical Standards
http://www.schoolcounselor.org/content.asp?contentid=173
In this document, ASCA specifies the principles of ethical behavior necessary to regulate and maintain the high standards of integrity, leadership, and professionalism among its members. Members and non-members may view this document and identify common violations of these standards in your work setting. Develop a list of strategies to react to these violations.

Students Talking About Respect, Inc.
http://www.starespect.org/
Students Talking About Respect, Inc., is a nonprofit educational corporation dedicated to preventing hatred and violence among young people. STAR Chapters provide a forum and a format for students to discuss respect, to develop respect for themselves and others, and to empower themselves to prevent hatred and violence in their school and community. Students also plan and conduct “outreach programs” to bring the message of respect to people of other ages in their community.

The Random Acts of Kindness Foundation
http://www.actsofkindness.org/
“The Random Acts of Kindness Foundation inspires people to practice kindness and to ‘pass it on’ to others. Now there is a resource that will help you remember and even define ‘Acts of Kindness,’ all the while helping make clearer the importance of these acts. You’ll have the opportunity to see what others in your area are doing. There are kindness quotations, inspirational stories, a Teacher’s Corner for Shared Ideas, and Resource Guides.”

How to Refuse to Do an Inappropriate Task for Your Boss
http://www.ehow.com/ehow/ehowDetails.jsp?index=1011&id=16075
or http://www.ehow.com/how_16075_refuse-inappropriate-task.html
These days, it’s rare to find a job free from the burden of office politics. If the only problems you encounter are with fellow employees, count yourself among the lucky. But if your boss asks you to do an inappropriate task, you may need this advice.

Cheating Behavior
The University of Texas compiled a very comprehensive list of cheating strategies, included in the Appendix on page 43.
Looking at the scandals in corporate America, Gary J. Niels, finds a parallel with student cheating: the intense pressure for short-term gain.
http://privateschool.about.com/cs/forteachers/a/cheating.htm
This article will help you be aware of different forms of cheating.
International Ethics

Internationals are initially more introverted than Americans, which often leaves the false impression that their English or interpersonal skills are weak. Nothing could be further from the truth.

Many international students begin studying English as a second language at a very early age and eventually use it as their media of instruction in academic courses. The average GPA for international students is equal to or higher than those of their American peers attending U.S. institutions of higher education. Functioning as an international in a foreign country requires fortitude, intelligence, dedication, patience, an accommodating attitude, and a fierce work ethic.

Despite our misconceptions, internationals in the American workforce continue to flourish and increase. The USA technology industry would be hard-pressed to survive without them. Our economy has long been dependent upon contributions of international labor. With 95 percent of the world population residing outside of USA borders, this trend will most likely continue. This makes it imperative that we better understand the customs and cultures of the international workforce.

Here are some points to consider about the international workforce: Issues and Suggestions for Resolution.

**Issue — 1.** Work tends to be more formal and structured (less open and casual).
**Suggestion** — Deviation from formality will probably require directions from a supervisor.

**Issue — 2.** Conversation and communication are more rigidly professional (through channels).
**Suggestion** — This is a code of conduct that is tied to respect; change may be a slow process.

**Issue — 3.** Dress is definitely more formal with no casual Fridays, no sneakers, no flip-flops.
**Suggestion** — Again, deviation will most likely require a supervisor’s instruction to do so.

**Issue — 4.** Greetings are expected and honorific (good morning/afternoon/evening).
**Suggestion** — Reciprocation of greetings is the polite thing to do but may also be less formal.

**Issue — 5.** Greetings may differ based upon one’s age or level of importance.
**Suggestion** — Internationals would not expect the same reciprocation but would appreciate it.

**Issue — 6** Shaking hands is a commonly accepted practice but public affection is not.
**Suggestion** — Some cultures kiss and hug but most Asians prefer to respect one’s personal space.

**Issue — 7.** Bowing is a sign of respect (Japan); the deeper the bow, the greater the respect.
**Suggestion** — Hand shaking is okay, but bowing is much more respectful, especially to elders.

**Issue — 8.** Social interaction with company employees is far less casual.
**Suggestion** — This would not be the norm and would probably require direction as well.

**Issue — 9.** Discussion of family matters at work is inappropriate.
**Suggestion** — Family discussions are more appropriate at social events away from work.

**Issue — 10.** Supervisors are treated much more formally and rarely questioned.
**Suggestion** — Supervisors should make a point to initiate any desired interaction.

**Issue — 11.** Supervisors would not normally socialize with employees informally.
**Suggestion** — This integration will not usually occur without an invitation from the supervisor.

**Issue — 12.** International supervisors make their instructions detailed and understood.
**Suggestion** — Avoid slang in instruction and use examples to help employees visualize.
International Ethics, cont.

**Issue** — 13. Any questioning of supervisors would be considered inappropriate.

**Suggestion** — Be clear on instructions and ask, “Do you have questions or can I help you?”

**Issue** — 14. Employees consider job assignments “their personal responsibilities.”

**Suggestion** — Ownership of assignments should be expected, encouraged, and rewarded.

**Issue** — 15. Employees follow supervisor’s instruction (inappropriate to think outside the box).

**Suggestion** — Innovation is not as valued as compliance. Again, directions will dictate actions.

**Issue** — 16. Employees are not encouraged to be self-starters but to await instruction.

**Suggestion** — If you want employees to “think outside the box,” tell them it’s okay to do so.

**Issue** — 17. Employees are expected to do the job they are assigned (not question procedure).

**Suggestion** — Instruct employees to report problems; otherwise, they will simply adjust to them.

**Issue** — 18. Employees work until assignment/responsibility is complete (regardless of time).

**Suggestion** — With hourly employees, let them know that it is acceptable to pass assignments on to the person on the next shift or to complete the assignment the next day.

**Issue** — 19. Delegation is appropriate at leadership/administrative positions.

**Suggestion** — The power of delegation and chain of command should be made clear.

**Issue** — 20. “Customer is always right” sometimes conflicts with an assignment.

**Suggestion** — This concept is sometimes inconsistent with ownership/responsibility and should be clarified so as not to cause confusion with the employee.

**Issue** — 21. Females in some cultures are not always recognized as authority figures.

**Suggestion** — Many societies are not as gender equitable as the USA; clarify chain of command.

**Issue** — 22. Females in some cultures have dress restrictions.

**Suggestion** — Slacks; short skirts; exposed hair, face, and skin, are not always acceptable. (Ask employees upon hiring if they have cultural restrictions related to dress.)

**Issue** — 23. Females may have difficulty enforcing instructions.

**Suggestion** — Make administrative directives and chain of command clear to all employees.

**Issue** — 24. Westernized females may sometimes be perceived as inappropriately forward.

**Suggestion** — Initial training/instruction on harassment/discrimination guidelines is prudent.

---

**Source:**

Timothy T. Huff, manager, Office of International Students and Scholars, Oklahoma State University.

The mission of the Office of International Students and Scholars is to assist the university and its international community in the appropriate application of federal regulations that affect this constituency, to facilitate the education and personal development of international students and scholars, and to assist with culture exchange and enrichment at Oklahoma State University and in the Stillwater community.

http://osunet.okstate.edu/iss/default.asp
“I Can Make a Difference”

Students are provided with age-appropriate journals in which they record their good deeds, simple acts of kindness that make a positive difference in the lives of others. Brainstorm a list of possible good deeds the students can do (relating to respect, caring, and citizenship). For example:

- Pick up litter in the schoolyard or in the neighborhood.
- Say something nice to a classmate.
- Help their brother, sister, or friend.

The students can write each entry in their journals as follows:

- Describe your good deed.
- Tell how it made a difference for others.
- Tell how it made a difference for you.

**Example:**

Date ________________________________

Deed ________________________________

_____________________________________

_____________________________________

_____________________________________

---

**Four Steps to Success**

The following four steps can be used for your *I Can Make a Difference* activities. As students become familiar with the process, they can see how the process of becoming a good citizen grows.

1. **Preparation:** Students first spend time preparing for their service experiences by thinking about what needs to be done at home, school, and in the community, and then planning specific good deeds to address those needs.

2. **Participation:** Students then complete their “good deeds” activities individually or with others in a group. When they become familiar with the ideas of good deeds, students find that there are many opportunities for good citizenship every day.

3. **Reflection:** Students are then guided through a small group or individual reflection on their contribution by sharing their personal reaction, the reaction of others, and the needs which the good deeds addressed. All reflection focuses on what the activity meant to the student. The student journal is structured to encourage ongoing reflection.

4. **Continuous Assessment:** Students are assisted in the continuous assessment of their own growth in school performance, community service, citizenship, and self-esteem.

---

**For information, contact:**
The Feinstein Foundation, Alan Shawn Feinstein, Founder and President
37 Alhambra Circle, Cranston, RI 02905
(401) 467-5155, (401) 941-5913
Fax (401) 941-0988  asf@intap.net
Everyone Is a Manager . . . You Manage Yourself

Working relationships are founded on trust. Employers, co-workers, and customers are expected to be honest. Deceiving the employer by abusing sick leave and altering work schedule hours is a form of dishonesty.

Ask yourself these questions before you “call in”:

• Do I really feel too sick to work?

• If I have an appointment, can I get it changed to my day off?

• How do my co-workers feel about my calling in?

• Am I putting more work on my co-workers?

• Will my clients miss me?

• How many days have I called in this year?

• Do I have the right to take time off my job whenever I feel like it?

• Does my employer have the right to fire me for always calling in?

• When I took this job, did I say I would be at work on a full-time schedule?

• How do I feel when my co-workers call in?

• Who really gets hurt when I'm absent?

• Would I put up with this if I were the boss?

• Will all of the days I am absent be on my record?

• Will this hurt me when applying for another job or promotion?

Source Unknown

“Do not do to others that which would anger you if others did it to you.”

Socrates (Greece, 5th century BCE)
Implementing the 16 Career Clusters provides a qualified workforce for employers and/or prepares students for entry into postsecondary education and training. Academic and technical instructors work together to plan curriculum with clearly identified objectives. Putting the Career Clusters into practice prepares students, both academically and technically, and increases their employability skills. Students will see the relevance of the curriculum if it has real-world activities and scenarios.

Ethics and Legal Responsibilities foundation knowledge and skill statements are located across all 16 Career Clusters and represent what all students within the cluster should achieve, regardless of the pathway. Ethics and Legal Responsibilities were identified by industry and are required for success in occupations within the cluster.

Include examples of the “Measurement Criteria” from the Career Clusters knowledge and skills in activities and lessons that you plan for your students. (Source: http://www.okcareertech.org/iis/careerclusters.htm)

Measurement Criteria

Health Science
• Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence.
• Maintain confidentiality.
• Practice within licensure, certification, registration, and legislated scope of practice.
• Apply the doctrine of informed consent.
• Follow mandated standards for workplace safety, i.e., OSHA, CDC, CLIA.
• Discuss bio-ethical issues related to health care.

Hospitality and Tourism
• Interpret workman’s compensation requirements and forms.
• Maintain and understand standard of confidentiality.
• Identify ethical and legal situations which occur in the workplace.
• Apply ethical standards to the delivery of quality performance, products, and work.
• Explain legal responsibilities of employees with government laws and regulations, including responsible liability.

Law, Public Safety, and Security
• Describe an approach to a real world situation.
• Define professional responsibility.
• Develop solutions that Law, Public Safety, and Security personnel can do to enhance public trust.
• Explain the dynamics of employee integrity.
• Given a specific situation, outline strategies for responding to unethical and illegal actions in different workplace situations by individuals.

Science, Technology, Engineering, and Mathematics
• Evaluate the pros and cons of current ethical questions and scenarios, for example, environmental stewardship, genetic research, and living subjects in research.
• Follow legal requirements for the treatment of people in the workplace (ADA, EEO).
• Follow requirements of regulatory agencies in the scientific, mathematics, engineering, or technology field (e.g., NFPA, OSHA, EPA, ADA, EOE, FCC).
• Develop personal ethics for real-life situations/experiences in science, technology, engineering, and mathematics.
• Explain fundamentals of patents, trademarks, copyrights, and proprietary information.
• Recognize and refute misleading information.
• Evaluate methods for protecting and conserving resources.
Harassment

Harassment of employees is a real and serious problem in the workplace. It can affect any employee, regardless of gender, race, age, or disability. Harassment can threaten an employee’s physical or emotional well-being and makes it difficult for an employee to achieve his or her career goals.

Definitions of Harassment

What is harassment?
Attention that annoys and interferes with work, performance, creativity, and/or rights.

What is sexual harassment?
Attention, both verbal and physical, aimed at one’s gender.

Employers can address harassment by implementing a harassment policy. This lets employees know that sexual harassment and other forms of harassment will not be tolerated.

Note: Harassment is not tolerated at all levels, including elementary and secondary schools as well as colleges and universities. Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act prohibits discrimination, including harassment.

Resources: Refer to “Work Ethics and Character Education” page in this booklet on Sexual Harassment resources that can be checked out through the Resource Center of the Oklahoma Department of CareerTech.

“What is right is right, even if no one is doing it. What is wrong is wrong, even if everyone is doing it.”

Unknown
Classroom Mission Statement

A mission statement provides students a sense of direction, standards, and goals for achieving them. The mission statement should be a clear, concise statement that says who you are, what you do, how you do it, and for whom you do it.

Who you are
What you do
How you do it
For whom you do it

Write your own classroom mission statement. An example is provided.

We’ll start off with “Who we are”:
Eighth-grade English students

Next, we will include “What we do”:
Study reading and literature;
apply writing, grammar, usage, and mechanics; use skills in oral language, listening, and speaking; and make sense of what we see through visual literacy

Then we will include “How we do it”:
Through novels, stories, poems, activities, presentations, essays, and creative projects that are completed by self

And lastly, “For whom we do it”:
For our future training institutions and employers, ourselves, and others with whom we want to share ideas

Now it is your turn to write your class mission statement. Be sure to communicate it to parents, faculty, community, and students during Open House, PTA/PTO meetings, on letterhead paper, on bulletin boards, and in the school newsletter.

Who we are:

Next, we will include “What we do”:

Then we will include “How we do it”:

And lastly, “For whom we do it”: 
Wasted Time

Calculate how much it would cost a company if a worker is paid $5.15 an hour, works five days a week, and comes in 15 minutes late each day.

1. How many minutes per week are wasted?
   
   15 minutes x 5 days = _______ minutes wasted per week.

2. How many minutes per month are wasted?
   
   _______ minutes per week x 4 weeks = _______ minutes wasted per month.

3. How many hours are wasted in one month?
   
   _______ minutes per month – 60 minutes = _______ hours wasted per month.

4. How much money does the company lose each month in wasted time with that one worker?
   
   _______ hours wasted per month x $5.15 per hour = $_______ lost per month.

5. How much money does the company lose in a year in wasted time with one worker?
   
   $_______ wasted per month x 12 months = $_______ lost per year.

Note:  60 minutes = 1 hour
       4 weeks = 1 month
       12 months = 1 year
Watch your habits . . .

Discuss these two pages on how good and bad work habits can follow you. One page shows a workplace and illustrates how these habits may be carried over from the classroom to the job.

Source: Career Connection: Elementary Level, CS9013
Order by calling 1-800-654-4502.
they may follow you!
Employers trust their employees because they are dependable and hard working. But there are a small number of employees who are dishonest. The dishonest employees view the one time occurrence rather than the multiplier effect that can last over the year. Many businesses lose large sums of money from employees, and this can cause layoffs or prevent raises.

Directions: Read and solve each problem.

1. Mrs. Adams has extra-bright colored pencils for her students to use in the classroom. Sue Ann liked the pencils so much that she took one. Mrs. Adams pays 90 cents for a package of three. How much does one pencil cost? (a)______
   If six pencils were taken each month for seven months, how much money would Mrs. Adams be losing in pencils? (b)______

2. Emily has a part-time summer job at a local ice cream shop. Mary, a friend, stops by three times a week to visit Emily. Each time she visits, Emily gives her an ice cream cone that costs $2.50, free of charge. How much money is the store losing each week when Emily fails to charge for the three cones? (a)______
   How much money is the store losing with Emily during the 10-week summer job? (b)______

3. Jim works in a concession stand three nights a week for 22 weeks. He is allowed to have one free drink, the second drink at half price, and the third at full price. Jim averages three 50-cent drinks each time he works but does not pay for any. How much money is he not paying per week? (a)_____ For four-weeks? (b)____ For 22 weeks? (c)____

4. Jose works in a different county than his girlfriend. He would call her long distance twice a day and talk an average of 15 minutes each call. Mr. Nelson, his employer, received his phone bill and noticed 40 calls that he did not make. How many minutes did Jose talk to his girlfriend? (a)______ The employer’s phone charge is five cents a minute. How much money will Jose need to repay Mr. Nelson? (b)______

5. Marie works an eight-hour day as a billing clerk in a small company. She has worked at the company for two years making $8.52 an hour. Marie is normally 15 minutes late for work each morning. How much money is the employer losing per day with her stealing time? (a)______
   How much per a five-day week? (b)______ How much per year (50 weeks, without vacation time)? (c)______

6. Todd works at a convenience store and is not allowed to read the magazines during his shift. Todd takes, without paying, five $4.50 magazines a month. What is the total amount he takes in one month? (a)______ In six months? (b)______

Answers:

1. (a) $30 (b) $12.60
2. (a) $7.50 (b) $75
3. (a) $2.25 (b) $9 (c) $49.50
4. (a) 600 minutes (b) $30
5. (a) $2.13 (b) $10.65 (c) $532.50
6. (a) $22.50 (b) $135
Ethic Word Problems

“Cause and effect” is a term related to why things happen (cause) and what happens as a result (effect).

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan has stayed out late attending a concert.</td>
<td>Juan called in sick because he was too tired to work. This caused Owen was slow at servicing the two areas at the business client was tired of waiting on Jim who was Jim lost a sales contract for his local company.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>because he was too tired to work. This caused Owen to work lunch alone instead of having two waiters to serve customers.</td>
<td>the restaurant. Many customers, including Jim, were late returning to work.</td>
</tr>
<tr>
<td>The sister used her gas money to buy a purse and earrings.</td>
<td>The sister to one of the Wildcat players didn’t have gas in her car.</td>
<td>These Wildcat players did not have transportation to the game.</td>
</tr>
<tr>
<td>Used trash, paper cups, and aluminum cans are thrown in the back of the pickup while Brad is driving.</td>
<td>Trash blows out the back of the pickup while Brad is driving.</td>
<td>Trash hits a prized rose bush in full bloom.</td>
</tr>
<tr>
<td>Custodian purchases one case of paper towels to last one month.</td>
<td>Students play in bathroom, tearing paper towels into small pieces and scattering them on floor.</td>
<td>Students use paper towels in place of toilet paper.</td>
</tr>
<tr>
<td>Mary forgot to take her gum out of her mouth before entering the computer lab.</td>
<td>She quickly attached the gum under her chair, but it dropped to the floor.</td>
<td>Joe removed the gum while sitting in the car.</td>
</tr>
<tr>
<td>David’s friend called an hour before he was scheduled to baby sit to see if he wanted to go watch his favorite basketball team play.</td>
<td>David must choose between what he has already agreed to or go to the basketball game.</td>
<td>Joe’s mom didn’t notice the gum and placed a blanket on top of the sticky mess.</td>
</tr>
</tbody>
</table>

Directions: Have students draw a line under the cause and two lines under the effect in each scenario. There may be more than one effect. Complete the empty areas in the fifth scenario to finish the story line. Optional: Have students make up their own “cause and effect” story line.
Workplace Problems

Brainstorm problems that can arise with each area (equipment, tools, space, and materials). List the cost factor that can result from the problem. (The problem would be the “cause,” and the cost factor would be the “effect.”

Cost factor could be monetary cost, loss of productivity, loss of sales, frustrated worker and/or customer.

Example:

Copy Machine
Problem: Making unnecessary copies

1. Shared Workspace

2. Break Room/Refrigerator/Sink

3. Computer/Fax Machine

Role Play Situations Involving Business Ethics

Choose one of the following topics or create one yourself. Then participate in a role-playing situation. Discuss how you think these situations should be handled after the role-playing is complete.

Activities
• Calling in sick when you are not.
• Sneaking “freebies” to family and friends.
• Copying homework when yours isn’t finished.
• Taking staples, staplers, tacks, tape, or other property from your workplace.
• Recording extra hours on your timecard.
• Engaging in conflict with your manager.
• Failing to give a full day’s work for a full day’s pay.

Related Subjects
Social Studies
English
Careers

National Career Development Guidelines
Competency VIII
Understanding how work relates to the needs and functions of the economy and society.

Suggested Oklahoma P.A.S.S. Concept
Middle Grades
Oral Presentation


Never let your sense of morals prevent you from doing what’s right.

Isaac Asimov
Describe How to Handle Ethical Conflicts

Our ethical values are put on the line many times, sometimes on a day-to-day basis, because of our fear of failure or of being fired or feeling disloyal. How would you handle the following situations? Be honest! After you have completed the activity, discuss your responses with the class.

Activities

1. You have just found out that you are not being paid as much as a fellow worker who was hired at the same time and with your same qualifications.

2. You were fired from your last job for being late too many times. You have learned your lesson and realize that punctuality is essential for job success. Would you leave the information off your job application?

3. A friend is causing productivity problems in your unit because of an alcohol/drug abuse problem. What do you do?

4. Your boss tells you to alter a financial report.

5. Your supervisor gives you credit for work on a report that was done by a co-worker in your department.

6. List below the things you would NOT do, even at the risk of being fired!

Related Subjects
English
Careers
Social Studies

National Career Development Guidelines
Competency VIII
Understanding how societal needs and functions influence the nature and structure of work.

Suggested Oklahoma P.A.S.S. Concept
High School
Analyze and Synthesize Information
Reading Comprehension

Karen, a senior at Bigfork High School, is enrolled in a cooperative education class. She is required to work part-time to fulfill the requirements for her class. Karen works in a women's clothing store so that she can learn fashion merchandising. She wants to own a clothing store someday. She is a cheerleader and has to be at all the games to cheer with the squad. She also has to make time for cheerleading practice and schoolwork.

Karen’s father dies suddenly, and her family begins to rely more on the income from her job. At work, one of the employees is doing a poor job of marking the merchandise and stocking the shelves. When Karen is blamed for it, she tries to explain to her boss that she didn’t stock that order, but she’s not certain the boss believed her. Money has been disappearing from the cash register, and all part-time employees are under suspicion. Knowing that she isn’t guilty, Karen tries to do each task promptly. She always looks for more to do and never just stands around visiting.

Unfortunately, all the pressures are starting to get to her. She has already lost ten pounds and has no appetite. She cries easily and often, sometimes for almost no reason. A couple of times after games, her friends have tried to pressure her into relaxing by using drugs. So far she has refused, but it is getting harder and harder for her to cope with the pressures and problems.

Activities
Answer the following questions about Karen.

1. What goals has she set?
   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________

2. Is Karen facing positive or negative stress, or both? Explain the stressors.
   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________

3. Describe the stress Karen is experiencing.
   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________

4. Does Karen have a problem that could be helped with time management skills? Explain.
   ___________________________________
   ___________________________________
   ___________________________________
   ___________________________________
5. What positive or negative ways of coping is Karen using?
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________

6. What else might help Karen?
Note: The earlier a person seeks help, the easier the recovery.
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________

7. What agency might be able to help Karen? (Research this answer with local health officials, the Yellow Pages, etc.)
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________

8. Predict what you think will happen to Karen during the next year.
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________

Related Subjects
English
Careers

National Career Development Guidelines
Competency VIII
Understanding the impact of growth and development.

Suggested Oklahoma P.A.S.S. Concept
High School
Reading Comprehension

<table>
<thead>
<tr>
<th>Career Activity File — Work Ethics and Career Clusters</th>
</tr>
</thead>
</table>

**Dear Ms. Ethics**

Divide into teams and take on the role of Ms. Ethics to discuss these work ethic scenarios. Decide who benefits and who loses. What are the possible consequences? What suggestions would you give to these people so that they won’t lose their jobs?

---

**Dear Ms. Ethics,**

Sharon works part-time at a construction company as a finish carpenter’s helper installing molding, baseboards, and door frames. She is well-liked and completes her work on schedule. Sharon returns to work after all the employees have left to use the same equipment to construct a stereo cabinet. She believes there is no harm in using the equipment because she knows how to use the machines and she is not using company time. Sharon is confident that the supervisor would say it was all right if asked to use the equipment.

*From a Worried Co-Worker*

---

**Dear Ms. Ethics,**

Justin assists customers on rates, styles, and features of cellular phones at the Telecommunications Outlet. He is knowledgeable about each brand of phone in the store. There is one phone that he wants to purchase, but its price is more than he can afford even with his five percent discount. The phone has more features and is smaller than any other brand. One evening when Justin is writing down his hours on the time card, he pencils in more hours than he had worked. Justin thinks the large company will not miss the small amount of money, plus he plans to use the money to buy the phone. Owning the phone will provide him with more experience in using the phone, which, in turn, will enable him to be a better phone salesman and sell more phones for the company.

*From a Perplexed Friend*

---

**Dear Ms. Ethics,**

Amy cleans the rental apartments and makes sure all appliances are in working order for Ace Property Management Company. She works quickly and takes the initiative to look for other items that need cleaning or fixing. Each day the work team stops for lunch at 12 o’clock. Amy heads home to eat lunch and watch her favorite soap opera. Amy knows she has a 10-minute drive back to work. When one o’clock gets closer, she cannot pull herself away from watching the preview of the next day’s episode. Each day she returns to work 10 minutes late. Amy feels she gets more cleaning done than the other workers, so it is all right to take a longer lunch.

*From an Upset Friend*
Dear Ms. Ethics,
Drew works as a school concession worker for all home games. All workers are allowed to have one free drink, the second drink for half price, and the third for full price. All food items are full price, including the gum. Even with the fans blowing, it is always hot and stuffy in the concession stand. Drew always has three to four drinks when he works, but he never pays. He says no one will know, so why pay.

From a Frustrated Co-Worker

Dear Ms. Ethics,
Chance works as cashier at a large store. He is required to scan all merchandise for the customer. The best part of his job is visiting with customers and friends. Every month, like clockwork, two friends stop by to persuade Chance not to scan in the magazines they want because they do not have the money to pay for them. When Chance says he can’t do this, their answer is, “I thought you wanted to be my best friend.” Chance really wants to be accepted by these friends, so he agrees to let them have the magazines without charging them.

From a Worried Friend

Dear Ms. Ethics,
During the Christmas holiday, Amber works as a part-time attendant in a clothing store. Her duties are to assist the customers, keep all clothes folded, and ring up the merchandise. Last month when Amber went to work, there was a new line of beautiful men’s sweaters. She wanted to buy a blue sweater for her boyfriend so that it would bring out the blue in his eyes. She didn’t have any money, and payday was a couple of weeks away. Afraid that the blue sweater would sell, she took it home. She planned to pay after the next payday but never got around to paying for it.

From a Disappointed Friend
Ethical Law Dilemmas

The teacher discusses six basic pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Refer to Character Counts! http://www.charactercounts.org

Directions: Divide the students into teams to read each scenario, discuss which pillar of character should be addressed, and how the team would handle the situation. One person from each team will present what was decided.

1. While investigating a traffic accident, you learn that the offending driver is a police officer from another jurisdiction. Decide as a team what to do:
   Pillar(s) of Character:

2. You assist another officer with a street-level narcotics arrest. When the case goes to court, the officer’s report doesn’t really parallel what actually happened. It’s your turn to testify. Decide as a team what to do:
   Pillar(s) of Character:

3. You suspect one of your fellow officers is possibly using narcotics. He has recently gone through a divorce, home foreclosure, and bankruptcy. He has always been a very good officer but now seems to be simply going through the motions. Decide as a team what to do:
   Pillar(s) of Character:

4. Your best friend’s brother joins the police department. He is assigned to your precinct. After a few weeks, it becomes obvious that he just isn’t cut out to be a police officer. Further training might help, but he probably isn’t right for this line of work. One day, your commanding officer happens to informally ask you how the rookie is doing. How do you respond?
   Decide as a team what to do:
   Pillar(s) of Character:

Source: These scenarios are used with the New Orleans Police Officers during training in workplace ethics. Duane Carkum, Louisiana State University, Ag Center.
The Resource Center at the Oklahoma Department of Career and Technology Education offers a library of materials (print and non-print) for checkout to Oklahoma educators. [www.okcareertech.org/resrc/default.htm](http://www.okcareertech.org/resrc/default.htm) or phone 405-743-5163.

Materials may be checked out for one month and renewed if no one else is waiting on them. Items are loaned on a first-come, first-served basis. There is no fee for borrowing the items, but the borrower is responsible for return postage. The Resource Center offers subject bibliographies as tools for selecting items to borrow.

*Life skills attitudes on the job* 158.1BRE
This book will show you how to be successful at work. Companies want employees who know how to follow directions, are responsible, can get along with others, and are honest.

*Business ethics* [videorecording] [Video] 174 BUS
This program is a collection of ethically questionable scenarios that involve viewers by asking them how they would respond to each. It should be used as a means to open up a dialogue and discuss these sticky situations among peers.

*Not for sale: Ethics in the American workplace* [Video] 174.4 NOT
Ten-episode video set with leader’s guide designed to teach business ethics to high school classes. Leader’s guide includes lesson plans for ten 50-minute sessions and also a single lesson plan, which can be taught in either one or three hours.

*Social skills intervention guide: Practical strategies for social skills training* 302.14 ELL
Manual with a total of 43 lessons follows a step-by-step teaching model. Skills are grouped around Cooperation, Assertion, Responsibility, Empathy, and Self-Control. Use the book for teaching social skills in any setting. Includes the most effective methods available for planning intervention and developing missing prosocial skills.

*Sexual harassment and how to stop it* [Video] 344.01
This video is an excellent resource for educating youth about sexual harassment. It uses role-play scenarios and theatrical presentations in a high school setting to demonstrate what sexual harassment is, why it is wrong, and what to do about it. Grade level: 9-12.

*Sexual harassment: Stop it now* [Video] 344.01
The problem of peer-on-peer sexual harassment is examined within the world of teenagers. The goal of the program is to define the causes, manifestations, and solutions to sexual harassment in a way that will encourage teens to discover healthy interpersonal skills that will carry them successfully into adulthood.

*Building character in schools resource guide* 370.114 BOH
This resource offers school administrators and teachers a practical handbook for developing, assessing, improving, and institutionalizing character education in their schools. It is filled with real-life examples — both successful and
unsuccessful — of character education efforts. It clearly illustrates the differences among values, virtues, and points of view; and it presents guidelines for designing effective lessons, units, assessments, and classroom activities.

Superintendent’s and administrator’s guide to character education 370.114 HOD
This booklet serves as a primer on character education and addresses the important questions and answers that superintendents and central office administrators must understand before implementing a character education program within their school district.

Teaching virtues: Building character across the curriculum 370.114 JAC
This highly acclaimed book shows educators how to weave character education into all subjects across the curriculum.

How to change a rotten attitude: A manual for building virtue and character in middle and high school students 370.114 LOE
This book shows how to help students assess bad feelings, change their perspective, figure out what’s right, and become students of good character. A “Virtue Assessment Questionnaire” is a key part of this book.

Character education through children’s literature 370.114 OSU
Sheryl O’Sullivan discusses why character education is important in elementary and middle schools and provides a rationale for using children’s literature as the instructional vehicle.

Teaching children to care: Classroom management of ethical and academic growth, K-8 371.102 CHA
Provides information to teach children to learn how to care for themselves, their fellow students, their environment, and their work.

Building a caring, cooperative classroom: A social skills primer 371.395 BEL
This book offers 30 easy-to-follow lessons to help K-3 students learn critical social skills integrated through language arts themes.

Job savvy: How to be a success at work 650.1 LUD
Being successful at work is more than being on time. This resource covers how to make a good impression, getting along with supervisor and co-workers, and doing the right thing.

Workplace ethics: Lessons to strengthen character by modeling trustworthiness, respect, responsibility, fairness, caring, and citizenship 658.3008 LSU
Workplace Ethics was developed to provide workplace partners a resource that can be used to build a workforce, workplace, and community of character. The materials are based on the Six Pillars of Character and support the work of Character Counts!, a project of the Josephson Institute of Ethics.
Career Information Alphabet

Career information is a combination of information about yourself and information about the world of work.

A. Annually review courses and programs, updating your plan of study.

B. Be sure your career has future growth and opportunities; check out labor market information at http://www.acinet.org/acinet. Click on “General Outlook” under the heading “Career Information.”

C. Certain licensed and certified occupations will not hire people with drug and/or felony convictions.

D. Discuss high school graduation requirements and college entrance requirements with a counselor.

E. Earn college credit while in high school through advanced placement classes, cooperative agreements, and/or concurrent enrollment.

F. Formulate a job search plan. Use your completed application, resumé, and interviewing skills.

G. Gather information about technology centers, military, and colleges for further education and training.

H. Have conversations with your parents for their input and suggestions on career pathways.

I. Investigate careers through career fairs and career days offered at your school or technology center.

J. Jog your memory and assess your interests, aptitudes, and experiences for career clues.

K. Keep certificates, reports, and awards in a portfolio to show skills have been mastered.

L. List career choices that will provide desired lifestyle. (Match with your interests, abilities, and career values.)

M. Motivate yourself to attend school every day on time and be ready and willing to work.

N. Nontraditional careers are worth investigating; a person’s gender should not stand in the way of your career choice.

O. Observe careers through job shadowing and internships.

P. Plan to take courses that will enrich and enhance your plan of study for your career pathway.

Q. Quality volunteer services you provide in your community can lead to valuable skills in the future.

S study the knowledge and skills of the career cluster you are pursuing.

Taking the easy route in school often limits career choices.

U se career exploration/planning software such as Oklahoma Career Information System at http://okcis.org.

V isualize your short and long-term goals.

W orking more than 20 hours while attending school may affect your grades.

X enophobia, the fear of strangers, will limit your opportunity for career success.

Y our high school diploma will open doors, and further education/training will open even more doors.

Z estfully pursue your career goals.
# CAREER CLUSTER SURVEY

**Name**  
__________________________  
__________________________

**School**  
__________________________  
**Date**  
__________________________

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see what box has the highest number. Find the corresponding cluster on pages 37 and 38 to see which cluster you may want to explore further.

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn how things grow and stay alive.</td>
<td>#1</td>
<td>1. Perform routine, organized activities but can be flexible.</td>
<td>#4</td>
</tr>
<tr>
<td>2. Make the best use of the earth’s natural resources.</td>
<td></td>
<td>2. Work with numbers and detailed information.</td>
<td></td>
</tr>
<tr>
<td>3. Hunt and/or fish.</td>
<td>#2</td>
<td>3. Be the leader in a group.</td>
<td></td>
</tr>
<tr>
<td>4. Protect the environment.</td>
<td></td>
<td>4. Make business contact with people.</td>
<td></td>
</tr>
<tr>
<td>5. Be outdoors in all kinds of weather.</td>
<td></td>
<td>5. Work with computer programs.</td>
<td></td>
</tr>
<tr>
<td>6. Plan, budget, and keep records.</td>
<td></td>
<td>6. Create reports and communicate ideas.</td>
<td></td>
</tr>
<tr>
<td>7. Operate machines and keep them in good repair.</td>
<td>#3</td>
<td>7. Plan my work and follow instructions without close supervision.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read and follow blueprints and/or instructions.</td>
<td>#2</td>
<td>1. Communicate with different types of people.</td>
<td>#5</td>
</tr>
<tr>
<td>2. Picture in my mind what a finished product looks like.</td>
<td></td>
<td>2. Help others with their homework or to learn new things.</td>
<td></td>
</tr>
<tr>
<td>3. Work with my hands.</td>
<td></td>
<td>3. Go to school.</td>
<td></td>
</tr>
<tr>
<td>4. Perform work that requires precise results.</td>
<td></td>
<td>4. Direct and plan activities for others.</td>
<td></td>
</tr>
<tr>
<td>5. Solve technical problems.</td>
<td></td>
<td>5. Handle several responsibilities at once.</td>
<td></td>
</tr>
<tr>
<td>6. Visit and learn from beautiful, historic, or interesting buildings.</td>
<td>#3</td>
<td>6. Acquire new information.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use my imagination to communicate new information to others.</td>
<td>#3</td>
<td>1. Work with numbers.</td>
<td>#6</td>
</tr>
<tr>
<td>2. Perform in front of others.</td>
<td></td>
<td>2. Work to meet a deadline.</td>
<td></td>
</tr>
<tr>
<td>3. Read and write.</td>
<td></td>
<td>3. Make predictions based on existing facts.</td>
<td></td>
</tr>
<tr>
<td>4. Play a musical instrument.</td>
<td></td>
<td>4. Have a framework of rules by which to operate.</td>
<td></td>
</tr>
<tr>
<td>5. Perform creative, artistic activities.</td>
<td></td>
<td>5. Analyze financial information and interpret it to others.</td>
<td></td>
</tr>
<tr>
<td>6. Use video and recording technology.</td>
<td></td>
<td>6. Handle money with accuracy and reliability.</td>
<td></td>
</tr>
<tr>
<td>7. Design brochures and posters.</td>
<td></td>
<td>7. Take pride in the way I dress and look.</td>
<td></td>
</tr>
</tbody>
</table>
### Career Activity File — Work Ethics and Career Clusters

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be involved in politics.</td>
<td></td>
<td>1. Care about people, their needs, and their problems.</td>
<td></td>
</tr>
<tr>
<td>2. Negotiate, defend, and debate ideas and topics.</td>
<td>#7</td>
<td>2. Participate in community services and/or volunteering.</td>
<td>#10</td>
</tr>
<tr>
<td>3. Plan activities and work cooperatively with others.</td>
<td></td>
<td>3. Listen to other people's viewpoints.</td>
<td></td>
</tr>
<tr>
<td>4. Work with details.</td>
<td></td>
<td>4. Help people be at their best.</td>
<td></td>
</tr>
<tr>
<td>5. Perform a variety of duties that may change often.</td>
<td></td>
<td>5. Work with people from preschool age to old age.</td>
<td></td>
</tr>
<tr>
<td>6. Analyze information and interpret it to others.</td>
<td></td>
<td>6. Think of new ways to do things.</td>
<td></td>
</tr>
<tr>
<td>7. Travel and see things that are new to me.</td>
<td></td>
<td>7. Make friends with different kinds of people.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work under pressure.</td>
<td>#7</td>
<td>1. Work with computers.</td>
<td></td>
</tr>
<tr>
<td>2. Help sick people and animals.</td>
<td></td>
<td>2. Reason clearly and logically to solve complex problems.</td>
<td></td>
</tr>
<tr>
<td>3. Make decisions based on logic and information.</td>
<td>#8</td>
<td>3. Use machines, techniques, and processes.</td>
<td></td>
</tr>
<tr>
<td>4. Participate in health and science classes.</td>
<td></td>
<td>4. Read technical materials and diagrams and solve technical problems.</td>
<td></td>
</tr>
<tr>
<td>5. Respond quickly and calmly in emergencies.</td>
<td></td>
<td>5. Adapt to change.</td>
<td></td>
</tr>
<tr>
<td>6. Work as a member of a team.</td>
<td></td>
<td>6. Play video games and figure out how they work.</td>
<td></td>
</tr>
<tr>
<td>7. Follow guidelines precisely and meet strict standards of accuracy.</td>
<td>#11</td>
<td>7. Concentrate for long periods without being distracted.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
<th>Activities that describe what I like to do:</th>
<th>Total number circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Investigate new places and activities.</td>
<td>#9</td>
<td>1. Work under pressure or in the face of danger.</td>
<td></td>
</tr>
<tr>
<td>2. Work with all ages and types of people.</td>
<td></td>
<td>2. Make decisions based on my own observations.</td>
<td></td>
</tr>
<tr>
<td>3. Organize activities in which other people enjoy themselves.</td>
<td>#12</td>
<td>3. Interact with other people.</td>
<td></td>
</tr>
<tr>
<td>4. Have a flexible schedule.</td>
<td></td>
<td>4. Be in positions of authority.</td>
<td></td>
</tr>
<tr>
<td>5. Help people make up their minds.</td>
<td></td>
<td>5. Respect rules and regulations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Observe and analyze people's behavior.</td>
<td></td>
</tr>
</tbody>
</table>
### Career Activity File — Work Ethics and Career Clusters

#### Activities that describe what I like to do:
1. Work with my hands and learn best that way.
2. Put things together.
3. Do routine, organized and accurate work.
4. Perform activities that produce tangible results.
5. Apply math to work out solutions.
6. Use hand and power tools and operate equipment/machinery.
7. Visualize objects in three dimensions from flat drawings.

<table>
<thead>
<tr>
<th>Total number circled</th>
<th>____ #13</th>
</tr>
</thead>
</table>

#### Total number circled __________ #13

#### Activities that describe what I like to do:
1. Interpret formulas.
2. Find the answers to questions.
3. Work in a laboratory.
4. Figure out how things work and investigate new things.
5. Explore new technology.
6. Experiment to find the best way to do something.
7. Pay attention to details and help things be precise.

<table>
<thead>
<tr>
<th>Total number circled</th>
<th>____ #15</th>
</tr>
</thead>
</table>

#### Total number circled __________ #15

#### Activities that describe what I like to do:
1. Shop and go to the mall.
2. Be in charge.
3. Make displays and promote ideas.
5. Persuade people to buy products or to participate in activities.
6. Communicate my ideas to other people.
7. Take advantage of opportunities to make extra money.

<table>
<thead>
<tr>
<th>Total number circled</th>
<th>____ #14</th>
</tr>
</thead>
</table>

#### Total number circled __________ #14

#### Activities that describe what I like to do:
1. Travel.
2. See well and have quick reflexes.
3. Solve mechanical problems.
4. Design efficient processes.
5. Anticipate needs and prepare to meet them.
6. Drive or ride.
7. Move things one place to another.

<table>
<thead>
<tr>
<th>Total number circled</th>
<th>____ #16</th>
</tr>
</thead>
</table>

#### Total number circled __________ #16

---

**Disclaimer:** Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.
## The 16 Career Clusters Definitions

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Description</th>
<th>Sample Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</td>
<td>Produce Buyer, Botanist, Veterinarian, Agricultural Engineer, Forest Manager</td>
</tr>
<tr>
<td>Architecture</td>
<td>Careers in designing, planning, managing, building, and maintaining the built environment.</td>
<td>Surveyor, Landscape Designer, Electrician, Projector Inspector, Highway Worker, Environmental Engineer</td>
</tr>
<tr>
<td>A/V Technology &amp; Communications</td>
<td>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</td>
<td>Video Technician, Camera Operator, Scriptwriter, Press Operator, Graphic Designer</td>
</tr>
<tr>
<td>Business Management &amp; Administration</td>
<td>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</td>
<td>Risk Manager, Accountant, Human Resource Manager, Cost Analyst, Sales Engineer</td>
</tr>
<tr>
<td>Education</td>
<td>Planning, managing, and providing education and training services, and related learning support services.</td>
<td>Child Care Director, Elementary Teacher, Counselor, Social Worker, Dean, Principal</td>
</tr>
<tr>
<td>Finance</td>
<td>Planning, services for financial and investment planning, banking, insurance, and business financial management.</td>
<td>Investment Advisor, Economist, Auditor, Loan Officer, Actuary, Bank Teller</td>
</tr>
<tr>
<td>Government &amp; Public Administration</td>
<td>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</td>
<td>Senator, Cryptographer, Ambassador, City Manager, Border Inspector, Tax Examiner</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</td>
<td>Paramedic, Phlebotomist, Transcriptionist, Dietary Technician, Microbiologist, Physician</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, and recreation events and travel-related services.</td>
<td>Reservationist, Interpreter, Travel Agent, Resort Instructor, Museums/Zoos/Aquariums Exhibit Developer</td>
</tr>
</tbody>
</table>
Preparing individuals for employment in career pathways that relate to families and human needs. **Preschool Teacher, Career Counselor, Geriatric Service Worker, Cosmetologist, Consumer Advocate**

Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services. **Network Technician, Database Administrator, Game Programmer, Web Designer, Multimedia Producer**

Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. **Youth Services Worker, Firefighter, Private Investigator, Police Detective, Judge, Law Clerk**

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering. **Tool and Die Maker, Manufacturing Engineer, Calibration Technician, Logisticians, Safety Engineer**

Planning, managing, and performing marketing activities to reach organizational objectives. **Entrepreneur, Sales Executive, Merchandise Buyer, Sales Representative, Research Associate, Field Representative**

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services. **Chemist, Statistician, Lab Technician, Civil Engineer, Mechanical Engineer**

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance. **Pilot, Warehouse Manager, Diesel Engine Specialist, Traffic Engineer, Cargo and Freight Agent**

My top three clusters of interest are:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

For more information, check with a career counselor at your high school, CareerTech center, higher education institution, or one-stop career centers.
Elementary Career Clusters Definitions

Agriculture, Food and Natural Resources
The jobs in this cluster are concerned with conservation, production, and selling of agricultural products. Occupational examples include Fish and Game Warden, Botanist, and Geologist.

Architecture and Construction
The jobs in this cluster help design, plan, build, and fix things. Occupational examples include Sheet Metal Worker, Bulldozer Operator, and Electrician.

Arts, A/V Technology and Communications
The jobs in this cluster help make, create, and/or communicate ideas and thoughts through performing arts, design, or journalism. Occupational examples include Actor/Actress, Broadcast Technician, and Florist.

Business, Management, and Administration
The jobs in this cluster help plan, organize, and evaluate businesses and industries. Occupational examples include Accountant, Certified Public Accountant, and Court Reporter.

Education and Training
The jobs in this cluster help people learn about themselves and the world around them. Occupational examples include Counselor, Librarian, and Teacher.

Finance
The jobs in this cluster provide financial and investment planning, banking, and insurance services. Occupational examples include Tax Preparers, Auditors, and Loan Officers.

Government and Public Administration
The jobs in this cluster help perform government functions at the local, state, and federal levels. Occupational examples include Mayor, Postal Clerk, and Election Supervisor.

Health Science
The jobs in this cluster help people with their physical and mental concerns. Occupational examples include Dental Assistant, Pathologist, and Pharmacist.
**Hospitality and Tourism**
The jobs in this cluster provide services for others through travel planning, hospitality services in hotel, restaurants, and recreation. Occupational examples include Event Planner, Concierge, and Recreation Director.

**Human Services**
The jobs in this cluster help family and individuals through counseling and related services. Occupational examples include Child Care Worker, Social Worker, and Funeral Director.

**Information Technology**
The jobs in this cluster help design, develop, support, and manage hardware, software, and multimedia systems. Occupational examples include Computer Programmer, Web Designer, and Animator.

**Law, Public Safety, and Security**
The jobs in this cluster provide legal and protective services for people and property. Occupational examples include Police Officer, Judge, and Rescue Worker.

**Manufacturing**
The jobs in this cluster help with changing raw materials into useful products, services, and/or repair of machines or products. Occupational examples include Printing Press Operator, Millwright, and Design Engineer.

**Marketing, Sales, and Service**
The jobs in this cluster deal with selling or marketing products (goods) and services (something that is done). Occupational examples include Sales Engineer, Retail Salesperson, and Advertising Managers.

**Science, Technology, Engineering, and Mathematics**
The jobs in this cluster discover new ways to solve problems, provide scientific research, and technical support. Occupational examples include Aerospace Engineer, Ecologist, and Laser Technician.

**Transportation, Distribution, and Logistics**
The jobs in this cluster help move people and/or things by road, pipeline, air, railroad, and/or water. Occupational examples include Surveyor, Air Traffic Controller, and Railroad Engineer.
Oklahoma based the above model on the ACT World-of-Work Map in order to crosswalk the 6 ACT Career Clusters to the 16 U.S. Department of Education Clusters. This version does not imply endorsement by ACT or the U.S. Department of Education.
Career Cluster Framework

Career clusters can be used as a framework for creating a seamless educational system. Follow the suggested framework to implement career clusters in your local district.

• Each cluster should be organized to **represent all educational achievement levels**, reflecting a range of options for students after high school.

• Each cluster **should be flexible, allowing students to change career goals**, career pathways and career clusters as they gain new knowledge and different experiences supported by the business and industry partner(s) for the cluster.

• Each cluster should promote curriculum and instruction linkages, which **help students see practical applications** for their knowledge and improve their academic and technical achievement.

• Each cluster should include **academically rigorous course sequences** to strengthen future career mobility and ensure lifelong learning.

• Each cluster should include recommended CareerTech electives related to the career areas and should allow all students to be involved in **work-based learning experiences** as they refine their career focus.

• Each cluster should include a **career planning process**, which is individualized and incorporates high academic standards and technical training that complements career goals.

• Each cluster should include a process for connections related to **job placement or further learning** within the community employee base.

• Each cluster must have **measurable results** for students, community, and business and industry partners.

“There is no substitute for hard work.”

Thomas Edison
## Career Cluster Critical Components Measures

(A Health Cluster Rubric example of a career cluster)

<table>
<thead>
<tr>
<th>Component</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Support</td>
<td>The superintendent, principal, and school board members are informed of the Health Career Cluster process and components. They provide scheduled chunks of time for the teaching team to meet together, arrange professional development opportunities for the teaching team, and encourage student participation and community/parent support for the Health Career Cluster.</td>
<td>The superintendent, principal, and school board members are informed of the Health Career Cluster program. They think it is a good idea but do not spend time with the team or have a clear perception of the process or components.</td>
<td>The superintendent and principal are not particularly in favor of the Health Career Cluster, and the faculty members are on their own to try to figure out how to implement the program. The school board knows little about the Health Career Cluster and does not see its value since it is not an academic program.</td>
</tr>
<tr>
<td>Shared Planning Time</td>
<td>Teaching teams’ schedules are designed to provide regularly scheduled large chunks of time for program planning and curriculum design. They have at least one full day each month to work together, compare student progress, and evaluate curriculum effectiveness.</td>
<td>Teaching teams have the same schedule so they have one free period each day for shared program planning, curriculum design, and other career cluster-related activities.</td>
<td>Teaching teams are not acknowledged and must try to do planning and other preparation during lunch or before or after school.</td>
</tr>
<tr>
<td>Career Development</td>
<td>Each student in the Health Career Cluster has a scheduled meeting with a career counselor or teacher advisor at least on two occasions each school year to develop and/or revise his or her career-education plan. Students base their career plan on a solid foundation of career awareness and exploration experiences in the health field, including interest and achievement assessment results and input from parents and educators.</td>
<td>Students in the Health Career Cluster develop their career-education plan based on solid career awareness and exploration experiences in the health field and with the input of parents and educators. Students meet with parents and a career counselor or teacher advisor to revise plan at least once a year. Assessment results are also used to help develop the career-education plan.</td>
<td>Students in the Health Career Cluster develop their own career-education plan based on several career awareness and exploration experiences in the health field. They may have the opportunity to meet with the career counselor once each school year.</td>
</tr>
<tr>
<td>Professional Development</td>
<td>The administration, teaching faculty, and career counseling staff jointly participate in professional development activities that help build their skills and knowledge in teaching strategies and the health career cluster area. They also join their health industry partners for training on new equipment and processes.</td>
<td>Teachers are provided resources and release time to attend one professional development activity each year. Additional professional development is scheduled on their own time outside of the school day.</td>
<td>Release time for professional development is not made available for other than school-related in-service sessions.</td>
</tr>
<tr>
<td>Standards-Based Curriculum</td>
<td>Curriculum is designed to address both the Health Career Cluster foundation standards and appropriate academic standards. Curriculum expands, enhances, and reinforces academic content and, as a result, improves both health science and academic achievement.</td>
<td>Curriculum is focused on the Health Career Cluster foundation standards. Little attention is paid to academic content.</td>
<td>Traditional curriculum is offered. It may or may not address any standards.</td>
</tr>
</tbody>
</table>
## Career Cluster Critical Components Measures, cont.

<table>
<thead>
<tr>
<th>Component</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student-Centered Learning</strong></td>
<td>Students are involved in the design and development of their coursework. When working with projects, for example, they select the topic, complete the research, and design and participate in the presentation of their work.</td>
<td>Students are provided with an outline of the course with expected outcomes. They are given a list of project topics from which to make a selection.</td>
<td>Curriculum is offered in a traditional mode with teachers presenting the information and students responding as directed.</td>
</tr>
<tr>
<td><strong>Education Partnerships</strong></td>
<td>Elementary school, middle school, high school, career technical school, and college/university faculty are included in the Health Career Cluster-learning continuum. Career technical schools, community colleges, and university articulation or cooperative agreements are negotiated and in place. When appropriate, shared faculty and labs are utilized.</td>
<td>There are articulation and cooperative agreements and classroom learning continuum opportunities, but they are restricted to single teaching faculty and courses.</td>
<td>Education partnerships have not been developed.</td>
</tr>
<tr>
<td><strong>Industry Partners</strong></td>
<td>Industry partners are representative of the entire Health Career Cluster community, as available. They include all aspects of the industry (i.e., hospitals, skilled nursing facilities, medical and dental independent and group practices, research and biotechnology labs, emergency care centers and other practitioners). The industry partners are members of the teaching team and participate in shared professional development and curriculum design. They also provide supervision and assessment of students during workplace learning explorations and internships.</td>
<td>Industry partners participate with the Health Career Cluster as guest speakers and site supervisors during workplace learning experiences.</td>
<td>Industry partners are limited to individual classroom participation based on acquaintances with members of the teaching faculty.</td>
</tr>
<tr>
<td><strong>Multi-Measure Assessments</strong></td>
<td>Assessment includes both cumulative (projects, research papers, portfolios, workplace learning or community service) and on-demand (multiple choice, presentation, demonstration, scenario response) measures and meets the criteria for several disciplines.</td>
<td>Assessment is limited to on-demand modalities or a single cumulative modality and only measures content for one discipline.</td>
<td>Assessment is traditional, e.g., multiple choice, matching and true-false items.</td>
</tr>
<tr>
<td><strong>Inter-disciplinary Teams</strong></td>
<td>Curriculum is created and taught by teams of academic and health science instructors and addresses specific standards for each participating discipline. The content is typically designed around a common theme with a culminating activity, product, or service as a result of the instruction.</td>
<td>Teachers from two disciplines work together to connect content around a common health theme or project.</td>
<td>Curriculum is taught in isolated courses. Faculty may discuss what each does that supports the other, but the curriculum is not aligned and assessments do not address more than a single discipline.</td>
</tr>
</tbody>
</table>
## Career Cluster Critical Components Measures, cont.

<table>
<thead>
<tr>
<th>Component</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flexible Schedules</strong></td>
<td>Schedules are flexible and allow for interdisciplinary team-managed blocks of time as needed for projects, labs, and other action-based activities. Teacher teams design the schedule, weekly or monthly, depending upon the focus of the curriculum component during the selected time period.</td>
<td>Pre-determined blocks of time are assigned to particular disciplines, e.g., science-math combined class may meet for three hours, three days per week. There may or may not be a Health Career Cluster discipline connection.</td>
<td>The school schedule is organized in traditional blocks of time.</td>
</tr>
<tr>
<td><strong>Integrated Curriculum</strong></td>
<td>The integrated curriculum is developed by a team of teachers representing the academic content that will be integrated into the Health Career Cluster program or that will integrate the career cluster content into the academic program. Standards from the subjects included in the integration are identified and noted.</td>
<td>The health science faculty identifies academic content that is enhanced, expanded, or reinforced through the health science program content.</td>
<td>Integration is not addressed in the academic or career cluster course.</td>
</tr>
<tr>
<td><strong>Creative and Innovative Teaching Strategies</strong></td>
<td>Thematic instruction, projects, role-play, demonstrations, panel discussions, debates, team building, complex thinking, problem solving activities, leadership and other teaching strategies are incorporated into the program as appropriate. Student-centered learning is applied when practical. All content is reinforced through application and practice. Workplace learning is incorporated into the program.</td>
<td>Each lesson includes one application to reinforce the content. Workplace learning is optional.</td>
<td>The content is taught in traditional lecture, read, and test mode.</td>
</tr>
<tr>
<td><strong>Workplace Learning</strong></td>
<td>All students participate in one or more workplace learning experiences consistent with their career plans. The workplace learning may include volunteering, explorations, job shadows, community service, service learning, and internships. They may take place in industry locations, university, college or career technical sites, or other community facilities. They may also include virtual visits for those in remote locations. The workplace learning is directly related to and consistent with the classroom instruction.</td>
<td>Each student has limited job shadow experience opportunities. The experience is related to the students’ career goals.</td>
<td>Workplace learning is not a part of the program.</td>
</tr>
<tr>
<td><strong>Parent and Community Involvement</strong></td>
<td>Parents/guardians are informed of the program content, participate in the career decision-making process, assist in the classroom as needed, and support the program in various settings. Community groups offer program support through sponsorships and publicity. They assist with identifying workplace learning sites and building industry partnerships.</td>
<td>Parents/guardians and community groups receive written or electronic notification of the specific career cluster program and its various activities. They are invited to participate.</td>
<td>Parents/guardians and community groups are not actively involved in the career cluster program. They receive responses as requested.</td>
</tr>
</tbody>
</table>
Activities for Career Clusters

Science, Technology, Engineering, and Mathematics (STEM)
Related Subject: Science
Related Occupation: Civil Engineer, Water Resources Engineer
Activity: Students work in teams to analyze the temperature, turbidity, and salinity of the school’s water.
Graded On: Completeness of student journals with note observations, collected data, created tables and graphs, illustrations of what is found using the microscope for microorganisms.

Health Science
Related Subject: Math
Related Occupation: Cardiologist
Activity: Students measure how fast the heart is beating while sitting, after walking and after completing a set of jumping jacks.
Pulse Rate lesson: http://teachers.altschools.org/science/
Graded On: Calculate and record pulse rates while at rest, walking, and after jumping jacks.

Law, Public Safety, and Service
Related Subject: Science
Related Occupation: School Resource Officer
Activity: Students plan a safety program by inviting presenter(s) on bike safety, cyber safety, poison control center, and/or fingerprinting.
Graded On: Organization, scheduling, communication, and evaluation of participants.

Hospitality and Tourism
Related Subject: Geography
Related Occupation: Director of Convention and Visitors Bureau
Activity: Students will make a brochure about a city of their choice or teacher’s choice. Students fold paper into thirds to make a brochure. Title each panel to include a cover page, arts and entertainment, restaurants, activities, shopping, and lodging. On the cover page, include name of city, map of city location, and author’s name. Students include information on four arts and entertainment, four restaurants, four activities, four shopping stores, and four hotels/motels in their brochure.
Graded on: Graphics, organization, research, format, spelling, grammar, and creativity.
## Career Cluster Web Sites

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science, Technology, Engineering, and Mathematics (STEM)</strong></td>
<td><a href="http://www.generation-e.ca/eng/index.html">http://www.generation-e.ca/eng/index.html</a></td>
<td>Find out if you are suited to become an engineer. Complete activities and mazes to test your skill. Learn what engineers do in the many fields of engineering.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.eweek.org/site/DiscoverE/activities/readinglight.shtml">http://www.eweek.org/site/DiscoverE/activities/readinglight.shtml</a></td>
<td>Building Laser communications systems (Grade level 5-12)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.eweek.org/site/DiscoverE/activities/finker.shtml">http://www.eweek.org/site/DiscoverE/activities/finker.shtml</a></td>
<td>Make an object that doesn’t float or sink — it flinks. (Age level 8-10)</td>
</tr>
<tr>
<td></td>
<td><a href="http://magma.nationalgeographic.com/ngm/0304/feature5/index.html">http://magma.nationalgeographic.com/ngm/0304/feature5/index.html</a></td>
<td>Jane Goodall, primatologist, meets the chimpanzees of Congo’s Goualougo Triangle. An article, exclusive photographs, and field notes from the photographer make a real you-are-there scenario.</td>
</tr>
<tr>
<td><strong>Health Science</strong></td>
<td><a href="http://www.hargis.info/ems/testpage.htm">http://www.hargis.info/ems/testpage.htm</a></td>
<td>Do you have what it takes to be an Emergency Medical Technician? Check out this self-evaluation.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.vh.org/welcome/tour/index.html">http://www.vh.org/welcome/tour/index.html</a></td>
<td>Virtual Hospital has included a wealth of images — ordinary and extraordinary — to help give patients and provides a better understanding of how the body works when it’s healthy and when it’s affected by disease or injury.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.vh.org/welcome/vch/forkids/index.html">http://www.vh.org/welcome/vch/forkids/index.html</a></td>
<td>This site is for parents, kids, and teens. KidsHealth provides families with accurate, up-to-date, and jargon-free health information they can use along with games and activities.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.ojp.usdoj.gov/nij/dnainitiative/welcome.html">http://www.ojp.usdoj.gov/nij/dnainitiative/welcome.html</a></td>
<td>Civil Service exam study guides for corrections officer, police officer, and firefighter.</td>
</tr>
<tr>
<td><strong>Hospitality and Tourism</strong></td>
<td><a href="http://www.acfakron-canton.org/page1.htm">http://www.acfakron-canton.org/page1.htm</a></td>
<td>Glossary of culinary terminology</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.chefann.com/">http://www.chefann.com/</a></td>
<td>Ann Cooper, Executive Chef</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.nrpa.org/">http://www.nrpa.org/</a></td>
<td>National Recreation and Parks Association</td>
</tr>
<tr>
<td><strong>Teacher/ Counselor Resources</strong></td>
<td><a href="http://www.EducationPays.org">http://www.EducationPays.org</a></td>
<td>An educational outreach program designed to show students the economic advantages of continuing their education.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.careervoyages.org">http://www.careervoyages.org</a></td>
<td>Career Voyages Web site, a collaboration between the Departments of Labor and Education, provides a variety of resources for students to explore careers.</td>
</tr>
</tbody>
</table>
This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner’s educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

<table>
<thead>
<tr>
<th>High School</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English I</strong></td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
<td></td>
</tr>
<tr>
<td><strong>Algebra I or Geometry</strong></td>
<td>Geometry or Algebra II</td>
<td>Algebra II, Trigonometry or Pre-Calculus</td>
<td>Pre-Calculus, Trigonometry, or Calculus</td>
<td></td>
</tr>
<tr>
<td><strong>Biology I</strong></td>
<td>Chemistry I</td>
<td>Anatomy and Physiology or Physics</td>
<td>AP Biology or AP Chemistry</td>
<td></td>
</tr>
<tr>
<td><strong>Geography/State History</strong></td>
<td>World History</td>
<td>American History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses/Electives</strong></td>
<td><strong>Required Courses/Electives</strong></td>
<td><strong>Additional High School Electives</strong></td>
<td><strong>Technology Center Electives</strong></td>
<td></td>
</tr>
<tr>
<td>PE, Health, Art, Foreign Language, or Computer Technology</td>
<td>PE, Health, Art, Foreign Language, or Computer Technology</td>
<td>Introduction to Health Science, Medical Terminology, Sports, Medicine, Health, Accounting, Additional Science coursework</td>
<td>Health Science Technology, Health Careers Certification, Nursing Option, Dental Assisting, Medical Assisting</td>
<td></td>
</tr>
</tbody>
</table>

**Career Electives**

Health or Health Academy Classes | Health or Health Academy Classes |

**Postsecondary**

- Practical Nursing
- Dental Assisting
- Emergency Medical Technician
- Occupational Therapist Assistant
- Physical Therapist Assistant
- Surgical Technology
- Advanced Unlicensed Assistant

**Technology Center**

- Dental Hygienist
- Occupational Therapy Assisting
- Orthotic Prosthetics Technician
- Physical Therapy Assistant
- Radiology Technician
- Respiratory Care
- Biotechnology

**Community College**

- Dentist
- Nursing
- Medical Technologist
- Doctor of Osteopathic Medicine
- Pharmacist
- Physical Therapist
- Physician
- Veterinarian Science

**College/University**

- EKG Technician
- Pharmacy Technician
- Central Sterile Processing Technician
- Veterinary Assistant
- Medical Transcriptionist
- Conversational Spanish

**Work-Based Learning Options**

| Job Shadowing: |
| Certified Nurse Aide |
| Certified Medication Aide |
| CPR/First Aid Certification |
| Alzheimer’s/Geriatric Care Training |
| Phlebotomy |
| Medical Coding |

**Short-Term Training Options**

| Internship/Mentorship: |
| Certified Nurse Aide |
| Certified Medication Aide |
| CPR/First Aid Certification |
| Alzheimer’s/Geriatric Care Training |
| Phlebotomy |
| Medical Coding |

| On-the-Job Training: |
| Certified Nurse Aide |
| Certified Medication Aide |
| CPR/First Aid Certification |
| Alzheimer’s/Geriatric Care Training |
| Phlebotomy |
| Medical Coding |

For more information, visit www.okcareertech.org and www.okhighered.org.
**Health Science Career Cluster**

Requirements may include but are not limited to the following:

<table>
<thead>
<tr>
<th>You should like:</th>
<th>You should be able to:</th>
<th>Possible physical abilities:</th>
<th>Opportunities for experience:</th>
<th>Methods of entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with people.</td>
<td>Communicate effectively.</td>
<td>Have good vision, either naturally or with correction.</td>
<td>Summer, part-time, and volunteer work at a hospital or clinic.</td>
<td>Direct application to employers.</td>
</tr>
<tr>
<td>Activities of a scientific and technical nature.</td>
<td>Work effectively with others.</td>
<td>Hear well, either naturally or with correction.</td>
<td>Military service.</td>
<td>Consulting newspaper ads.</td>
</tr>
<tr>
<td>Working with processes, machines, and techniques.</td>
<td>Evaluate information based on personal judgment and/or measurable standards.</td>
<td>Possess manual dexterity and use of fingers, hands, and arms.</td>
<td>Participation in co-op programs at a technology center or college.</td>
<td>Consulting professional journals and associations.</td>
</tr>
<tr>
<td>Helping people.</td>
<td>Use logical, clear, step-by-step procedures in your work.</td>
<td>Have good perception of depth and color.</td>
<td>Career and technology student organizations (i.e., HOSA). (Because of the specialization involved in some of the health occupations, opportunities for experience may be somewhat limited.)</td>
<td>Consulting school placement offices.</td>
</tr>
<tr>
<td></td>
<td>Work within precise limits or standards of accuracy.</td>
<td>Able to assist in lifting of patients and/or equipment.</td>
<td>Work-based and/or work-site learning.</td>
<td>Consulting state employment offices.</td>
</tr>
<tr>
<td></td>
<td>Perform a variety of duties that may change frequently.</td>
<td>Stand long periods of time.</td>
<td>Job shadowing.</td>
<td>Taking civil service exams.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Online job placement sites.</td>
</tr>
</tbody>
</table>

For More Sources of Information:


World of Work Map Regions: 9, 10, and 12
### Career Plan of Study

Learner Name _____________________________________________________       Date ______________________________________________________

Learner Signature __________________________________________________       Advisor Signature _________________________________________

Parent/Guardian Signature (if required) ________________________________

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

<table>
<thead>
<tr>
<th>High School</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td></td>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Algebra II, Trigonometry or Statistics</td>
<td>Pre-Calculus, Trigonometry, or Statistics</td>
</tr>
<tr>
<td></td>
<td>Physical Science or Biology I</td>
<td>Biology I or Chemistry I</td>
<td>Chemistry or Physics</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Geography/State History</td>
<td>World History</td>
<td>American History</td>
<td>Economics/Government</td>
</tr>
<tr>
<td>Required Courses/Electives</td>
<td>PE, Health, Art, Foreign Language, or Computer Technology</td>
<td>PE, Health, Art, Foreign Language, or Computer Technology</td>
<td>Hospitality Careers Orientation</td>
<td>Hospitality Careers I and II</td>
</tr>
<tr>
<td>Career Electives</td>
<td>Family and Consumer Science I</td>
<td>Career Orientation</td>
<td>Food Science and Personal Nutrition</td>
<td>Food Services I and II</td>
</tr>
<tr>
<td>Career Electives</td>
<td>Family and Consumer Science II</td>
<td>Hospitality Careers I and II</td>
<td>Hotel/Motel Marketing</td>
<td>Technology Center Electives</td>
</tr>
<tr>
<td>Career Electives</td>
<td>Hospitality Careers Orientation</td>
<td>Food/Motel Marketing Co-op</td>
<td>Hotel/Motel Marketing Management</td>
<td></td>
</tr>
<tr>
<td>Career Electives</td>
<td>Hospitality Careers Management</td>
<td>Restaurant and Food Service Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Electives</td>
<td>Food Services I and II</td>
<td>Hospitality/Administration Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Electives</td>
<td>Hospitality Careers I and II</td>
<td>Restaurant and Food Service Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more information, visit [www.okcareertech.org](http://www.okcareertech.org)

<table>
<thead>
<tr>
<th>Postsecondary</th>
<th>Technology Center</th>
<th>Community College</th>
<th>College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Food Services I and II</td>
<td>Travel and Tourism Management</td>
<td>Hospitality/Administration Management</td>
</tr>
<tr>
<td></td>
<td>Hospitality Careers I and II</td>
<td>Hotel, Motel, Restaurant Management</td>
<td>Restaurant and Food Service Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Culinary Arts/Chef Training</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parks, Recreation and Leisure Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For more information, visit <a href="http://www.okcareertech.org">www.okcareertech.org</a></td>
<td>For more information, visit <a href="http://www.okhighered.org">www.okhighered.org</a></td>
<td>For more information, visit <a href="http://www.okhighered.org">www.okhighered.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work-Based Learning Options</th>
<th>Short-Term Training Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Shadowing:</td>
<td>Travel — Airline Agent</td>
</tr>
<tr>
<td>Internship/Mentorship:</td>
<td>Food Management Sanitation Certification</td>
</tr>
<tr>
<td>On-the-Job Training:</td>
<td>Food Services Practices</td>
</tr>
<tr>
<td></td>
<td>Cake Decorating</td>
</tr>
<tr>
<td></td>
<td>Gourmet Cooking</td>
</tr>
<tr>
<td></td>
<td>Artesian Bread Bakery</td>
</tr>
<tr>
<td></td>
<td>Conversational Spanish</td>
</tr>
</tbody>
</table>
# Hospitality and Tourism Career Cluster

Requirements may include but are not limited to the following:

<table>
<thead>
<tr>
<th>You should like:</th>
<th>You should be able to:</th>
<th>Possible physical abilities:</th>
<th>Opportunities for experience:</th>
<th>Methods of entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work that is organized and routine.</td>
<td>Perform a variety of duties that may change often.</td>
<td>See well, either naturally or with correction.</td>
<td>Summer or part-time employment.</td>
<td>Direct application to employers.</td>
</tr>
<tr>
<td>Activities involving direct contact with people.</td>
<td>Direct, control, and plan an entire activity or activities of others.</td>
<td>Be able to lift and carry up to 50 pounds.</td>
<td>Co-op programs through high schools, technology centers, or community colleges.</td>
<td>Consulting state employment offices.</td>
</tr>
<tr>
<td>Working with all ages.</td>
<td>Work under pressure.</td>
<td>Hear well, either naturally or with correction.</td>
<td>Career and technology student organizations (e.g., FCCLA, SkillsUSA).</td>
<td>Consulting school placement offices.</td>
</tr>
<tr>
<td>Communicating information to others.</td>
<td>Follow instructions.</td>
<td>Maintain good health.</td>
<td>Work-based and/or work-site learning.</td>
<td>Online job placement sites.</td>
</tr>
<tr>
<td></td>
<td>Work various time shifts with some lasting longer than eight hours.</td>
<td>Stoop, kneel, crouch, and crawl.</td>
<td>Job shadowing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CareerTech courses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Two-year or four-year degree courses or programs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Military service.</td>
<td></td>
</tr>
</tbody>
</table>

For More Sources of Information:


World of Work Map Regions: 1, 2, and 7
# Career Plan of Study

**Learner Name _____________________________________________________**  
**Date ______________________________________________________**

**Parent/Guardian Signature (if required)**

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner’s educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

<table>
<thead>
<tr>
<th>High School</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English I</strong></td>
<td><strong>English II</strong></td>
<td><strong>English III</strong></td>
<td><strong>English IV</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Algebra I or Geometry</strong></td>
<td><strong>Geometry or Algebra II</strong></td>
<td><strong>Algebra II, Trigonometry or Pre-Calculus</strong></td>
<td><strong>Pre-Calculus, Trigonometry, or Calculus</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Science or Biology I</strong></td>
<td><strong>Biology or Chemistry I</strong></td>
<td><strong>Chemistry, Physics, or AP Biology</strong></td>
<td><strong>Physics or Environmental Science</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Geography/State History</strong></td>
<td><strong>World History</strong></td>
<td><strong>American History</strong></td>
<td><strong>Economics/Government</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Required Courses/Electives**
- PE, Health, Art, Foreign Language, or Computer Technology

**Career Electives**
- Technology Education
- Tech Connect
- Career Orientation

**Career Electives**
- Technology Education
- Tech Connect
- Career Orientation

**Additional High School Electives**
- Speech
- Debate
- Psychology
- Sociology
- Street Law/Business Law

### Technology Center

- Criminal Justice
- Law Enforcement
- Firefighter Training
- Emergency Medical Technician
- Cyber Security

For more information, visit [www.okcareertech.org](http://www.okcareertech.org)

### Community College

- Emergency Medicine Science
- Criminal Justice
- Pre-Law
- Crime Victim/Survivor Services
- Police Science
- Fire Protection Technology

For more information, visit [www.okhighered.org](http://www.okhighered.org)

### College/University

- Criminal Justice
- Political Science
- Sociology
- Fire Protection and Safety Technology
- Law

For more information, visit [www.okhighered.org](http://www.okhighered.org)

### Work-Based Learning Options

- Job Shadowing:
- Internship/Mentorship:
- On-the-Job Training:

### Short-Term Training Options

- Crime Scene Investigation
- American Red Cross First Aid
- CPR
- Standardized Field Sobriety Testing
- EMT I
- Unarmed Security Guard
- EMT II
- Introduction to Technical Rescue
- Paramedic
- Vehicle and Machinery Rescue
- Rope Rescue
- Fire Pump Maintenance
- Conversational Spanish

This is a sample of the 16 Career Cluster Plans of Study located at [http://www.okcareertech.org/guidance](http://www.okcareertech.org/guidance). Select: Career Cluster Plans of Study, Click on “Cluster Icon.” Revise, save to hard drive and/or print.
# Law, Public Safety, and Security Career Cluster

Requirements may include but are not limited to the following:

<table>
<thead>
<tr>
<th>You should like:</th>
<th>You should be able to:</th>
<th>Possible physical abilities:</th>
<th>Opportunities for experience:</th>
<th>Methods of entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activities which involve direct contact with people.</td>
<td>• Communicate effectively, both orally and in writing.</td>
<td>• See and hear well, either naturally or with correction.</td>
<td>• Military service.</td>
<td>• Direct application to employers.</td>
</tr>
<tr>
<td>• Activities which involve communication of ideas, data, and information.</td>
<td>• Follow orders quickly and exactly.</td>
<td>• Speak clearly and understandably.</td>
<td>• Summer or part-time employment.</td>
<td>• Consulting school placement offices.</td>
</tr>
<tr>
<td></td>
<td>• Make decisions based on verifiable data and/or personal judgment.</td>
<td>• Maintain good health.</td>
<td>• Being a volunteer firefighter or law clerk.</td>
<td>• Consulting state employment offices.</td>
</tr>
<tr>
<td></td>
<td>• Work as part of a team.</td>
<td>• Lift and carry 50 to 100 pounds.</td>
<td>• Work-based and/or work-site learning.</td>
<td>• Consulting professional journals and associations.</td>
</tr>
<tr>
<td></td>
<td>• Work in dangerous situations.</td>
<td>• Climb, bend, crawl, stoop, and kneel.</td>
<td>• Job shadowing.</td>
<td>• Taking civil service examinations.</td>
</tr>
<tr>
<td></td>
<td>• Adhere to strict rules of ethics.</td>
<td></td>
<td>• Career and technology student organizations.</td>
<td>• Online job placement sites.</td>
</tr>
<tr>
<td></td>
<td>• Work under stressful situations.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For More Sources of Information:


World of Work Map Regions: 3, 4, and 12
Career Plan of Study

Learner Name _____________________________________________________       Date ______________________________________________________
Learner Signature __________________________________________________       Advisor Signature _____________________________________ ______
Parent/Guardian Signature (if required) ________________________________

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner’s educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

<table>
<thead>
<tr>
<th>High School</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td></td>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Algebra II, Pre-Calculus or Trigonometry</td>
<td>Trigonometry or Calculus</td>
</tr>
<tr>
<td></td>
<td>Physical Science or Biology I</td>
<td>Biology I or Chemistry I</td>
<td>Chemistry or Physics</td>
<td>AP Biology, AP Chemistry, or AP Physics</td>
</tr>
<tr>
<td></td>
<td>Geography/State History</td>
<td>World History</td>
<td>American History</td>
<td>Economics/Government</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses/Electives</th>
<th>Required Courses/Electives</th>
<th>Additional High School Electives</th>
<th>Technology Center Electives</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Career Electives</th>
<th>Career Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>TechConnect Manufacturing</td>
<td>TechConnect Manufacturing</td>
</tr>
<tr>
<td>Technology Education</td>
<td>Technology Education</td>
</tr>
<tr>
<td>Agriscience I</td>
<td>Agriscience II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Center</th>
<th>Community College</th>
<th>College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automated Manufacturing Technology</td>
<td>Design Engineering Technology</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Drafting and CAD</td>
<td>Pre-Engineering</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Electronics</td>
<td>Industrial Drafting</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Industrial Maintenance</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Manufacturing Engineering Technology</td>
<td>Chemistry</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>Precision Machining</td>
<td>Physics</td>
<td>Chemistry</td>
</tr>
<tr>
<td>For more information, visit <a href="http://www.okcareer-tech.org">www.okcareer-tech.org</a></td>
<td>Mathematics</td>
<td>Physics</td>
</tr>
<tr>
<td>For more information, visit <a href="http://www.okcareer-tech.org">www.okcareer-tech.org</a></td>
<td>Mechanical Science and Systems Analysis</td>
<td>Management Science and Systems Analysis</td>
</tr>
<tr>
<td>Work-Based Learning Options</td>
<td>Short-Term Training Options</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Job Shadowing:</td>
<td>Safety Training</td>
<td></td>
</tr>
<tr>
<td>Internship/Mentorship:</td>
<td>Visual Basic 6</td>
<td></td>
</tr>
<tr>
<td>On-the-Job Training:</td>
<td>VB Net</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wireless Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internet and Network Security</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AutoCAD</td>
<td></td>
</tr>
</tbody>
</table>

*These courses are part of the Project Lead the Way curriculum. More information is available at www.pltw.org.
Science, Technology, Engineering and Mathematics Career Cluster

Requirements may include but are not limited to the following:

<table>
<thead>
<tr>
<th>You should like:</th>
<th>You should be able to:</th>
<th>Possible physical abilities:</th>
<th>Opportunities for experience:</th>
<th>Methods of entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activities of a scientific and technical nature.</td>
<td>• Reason logically and use logical, step-by-step procedures.</td>
<td>• See well, either naturally or with correction.</td>
<td>• Summer or part-time employment.</td>
<td>• Direct application to employers and civil service offices.</td>
</tr>
<tr>
<td>• Activities that involve the use of machines, techniques, and processes.</td>
<td>• Understand the meanings of words and present information effectively.</td>
<td>• Hear well, either naturally or with correction.</td>
<td>• Military service.</td>
<td>• Consulting newspaper ads.</td>
</tr>
<tr>
<td>• Activities that require creative thinking to solve problems.</td>
<td>• Perform work within precise standards of accuracy.</td>
<td>• Use your arms, hands, and fingers to reach for, handle, and manipulate objects.</td>
<td>• Co-op programs in secondary and postsecondary schools.</td>
<td>• Consulting placement offices.</td>
</tr>
<tr>
<td>• Communication of ideas and information.</td>
<td>• Visualize three-dimensional objects from diagrams and see detail in objects or drawings.</td>
<td>• Speak clearly.</td>
<td>• Participation in science and technology clubs.</td>
<td>• Taking civil service exams.</td>
</tr>
<tr>
<td>• Activities dealing with things and objects.</td>
<td>• Direct and plan an entire activity or activities of others.</td>
<td>• Stoop, kneel, crouch, and/or crawl.</td>
<td>• Career and technology student organizations, (i.e., TSA).</td>
<td>• Consulting state employment offices.</td>
</tr>
<tr>
<td></td>
<td>• Make decisions using personal judgment or verifiable data.</td>
<td></td>
<td>• Work-based and/or worksite learning.</td>
<td>• Consulting professional journals and associations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Job shadowing.</td>
<td>• Online job placement sites.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• CareerTech courses.</td>
<td></td>
</tr>
</tbody>
</table>

For More Sources of Information:


World of Work Map Regions: 8
Saving the Career Cluster Plan of Study

Customizing and/or saving the Career Cluster Plan of Study:

Locate:  http://www.okcareereth.org/guidance/cc_plans_study.html

Click on:  One of the 16 Career Clusters

Decide which of the two choices you will use:

I.  You may make changes to document on the Internet.
Two choices to save document:

A.  Click on:  File: Select: Close

   It will ask you:
   Do you want to save changes:
   Yes:  Saves your changes.
   No:  Discards your changes.
   Cancel:  Keep this document open.
   Click yes if you want to save to your hard drive.

B.  Click on:  File: Select: Save As

   Once the document has been saved, the Internet screen will turn white. If you need to go back to the original document, click on the back button and go into Cluster Plan of Study.

II.  You may save document without changes directly to your hard drive and make changes from <Word>.

A.  Click on File: Select: Close
   It will ask you:
   Do you want to save changes?
   Yes:  Saves your changes.
   No:  Discards your changes.
   Cancel:  Keep this document open.
   Click yes if you want to save to your hard drive.

B.  Click on:  File: Select: Save As

   Once the document has been saved, the Internet screen will turn white. If you need to go back to the original document, click on the back button and go into Cluster Plan of Study.
High School Plan of Study Check Sheet

Provide a planning template that will accommodate the student’s current high school schedule (e.g., six-period day, seven-period day, block schedule or trimester).

Using the student’s current high school transcript, record the courses and programs already completed. Be sure to record all course work for ninth grade and above. (Note: Some eighth-grade courses may be counted for high school credit — Algebra I, etc.).

Record the current academic and CareerTech program or courses in which the student is currently enrolled.

Compare completed course work with their student’s high school graduation requirements and document those requirements still to be earned.

Using the student’s chosen career cluster and pathways, choose appropriate academic and CareerTech courses to complete the student’s high school schedule.

Ensure that each student’s plan will meet college entrance requirements.

Items to consider:

1. Are there additional academic courses that would strengthen the plan of study?
2. Are there additional elective or CareerTech courses that would strengthen the plan of study?
3. Will the student be prepared to enter a college degree program if appropriate?
4. What information can the student use from his/her ACT or ACT-PLAN, ACT-EXPLORE assessment?
5. Does the opportunity exist for CareerTech courses to count for academic credit?
6. Are there additional short-term courses that would provide the student with additional skills for his/her chosen career field?
7. Have you determined when the student should revisit, revise, and strengthen his/her plan of study?
8. How will you share the student’s plan of study with appropriate partners (e.g., technology center staff, college recruiters, etc.)?
9. Have parents or guardians been included in the planning and review process?
Hospitality and Tourism Scenario

Title
Check-Out Hotel Guest

Standards
Demonstrate practices and skills involved in lodging occupations.

Competencies
Demonstrate front desk skills.
Perform cash handling, accounting, and financial transactions.

Workplace Context/Situation
You are the Hotel Desk Clerk who is expected to check the guest out of his/her hotel room. Guest is in a hurry and needs to split the bill between business and personal charges. Guest will pay with credit card and cash. After everything is complete, the guest notices a mistake on the bill. Assist the guest in resolving the problem. The mistake could be one of the following:
- Overcharge of room rate (more than quoted)
- Double charged for one night
- Charged for a movie guest did not order
- Charged for a phone call that did not connect

Corrections to Satisfy the Guest
- Make a room rate adjustment for the difference between the two rates and credit the guest’s account.
- Credit the guest’s account for one night.
- Remove the movie charge from the guest’s account.
- Remove the phone charge from the guest’s account.

Academic Skills Required
- Demonstrates competence in speaking to provide, distribute, or find information. LA4
- Adapts listening strategies to utilize verbal and nonverbal content of communication. LA6
- Mentally, manually, and by calculator, adds, subtracts, divides, multiplies whole and mixed numbers, fractions, decimals; calculates square root, percentages, and formulas. MA-1-5
- Uses computer for information processing. SC499

Workplace Skills
(From VTECS Workplace Skills)
D001 Communicate orally with others.
F007 Identify how to treat people with respect.
H003 Identify solutions to a problem and their impact.
J001 Identify established rules, regulations, and policies.
J004 Assume responsibility for decisions and actions.
J006 Display initiative.
K002 Demonstrate basic knowledge of computing.
L006 Display a positive attitude.

Materials/Resources Needed
Instructor will need to provide: a computer and forms used to make corrections, if any, that are used to balance at the end of the shift. Student will need a pen.
Performance Criteria
1. Check room number for any extra charges (i.e.: room service, movie rental, phone calls, etc.).
2. Determine number of days guest stayed and add taxes (hotel, city, state).
3. Calculate the guest’s total bill and post it to guest account.
4. Explain charges and collect payment, both credit card and cash.
5. Provide correct change when guest pays with cash.
6. Correct any discrepancy.
7. Ask if there is anything else you can do for the guest.

Handling Angry Guests
• Look and act professional at all times.
• Speak in a calm, steady voice.
• Give the guest your full attention.
• Make the guest feel important.
• Listen to what the guest is saying.
• Empathize with the guest.
• Apologize for the error.
• Take ownership of the problem.
• Fix the problem quickly and efficiently. Never send the guest to find his/her own solution. Bring the solution to the guest.
• Empowerment... desk clerk needs the authority to make it right.
• Follow up and pass along information to other concerned departments.
• Remember, if the guest doesn’t leave feeling happy/satisfied, we’ve lost the guest’s repeat business.
• Thank the guest for staying.

Source: Borrow from the Oklahoma Department of CareerTech, Resource Center, 371.39 BRI Briscoe, Melissa. Developing a scenario/Melissa Briscoe. –Decatur, GA: VTECS, 2002

We could learn a lot from crayons: some are sharp, some are dull, some are pretty, some have weird names, and all are different colors — but they all exist very nicely side by side in the same box. 
Unknown
Greeting Card Manufacturing Company
Entrepreneur Project

This project was developed to help integrate business and industry within the classroom to give students hands-on awareness of the relationship between school and work. Students apply their knowledge of math, language arts, reading, social studies, and writing while working cooperatively in the real world of work to produce greeting cards. While students are learning and applying knowledge of academics, they are engaged in seven of the 16 Career Clusters with education and training woven throughout the project.

The outline is a snapshot view of how to start a company. It is important for the teacher to visit each site to become aware of all the facets in starting a company. Information from the visits help in preparing lesson plans and activities.

After speakers come to the school or students visit the site to learn the skills, students finalize the articles of incorporation and sale of stock. Students can begin producing the greeting cards by January and sell them for Valentine’s Day.

I. Career Awareness

*(Business Management and Administration)*

A. Human Resource person visits.
The class learns to apply appropriate dress, grooming, and social skills when they visit the sites or have a guest speaker.
1. Teacher awareness – phone call
2. Student awareness – classroom speaker
3. Discussion of appropriate skills
4. Skills and training for Human Resources Specialist

*(Finance)*

B. Students visit a bank.
Students are divided into small groups to shadow workers in each department. Students watch for math, communication, and cooperative skills used on the job.
1. Teacher awareness – on site
2. Student awareness – on site
3. Departmental functions within bank
4. Employee skills and training

*(Law, Public Safety, and Security)*

C. Attorney visits class.
An attorney works with the class in writing articles of incorporation, establishing bylaws, and selling stock certificates. Customers who purchase stock will not receive dividends on their investment; any profit made by the company will be used to purchase additional equipment for this project.
1. Teacher awareness – on site
2. Student awareness – classroom speaker
3. Skill and training requirements for a law career
4. Types of law careers

This project was developed to help integrate business and industry within the classroom to give students hands-on awareness of the relationship between school and work. Students apply their knowledge of math, language arts, reading, social studies, and writing while working cooperatively in the real world of work to produce greeting cards. While students are learning and applying knowledge of academics, they are engaged in seven of the 16 Career Clusters with education and training woven throughout the project.

The outline is a snapshot view of how to start a company. It is important for the teacher to visit each site to become aware of all the facets in starting a company. Information from the visits help in preparing lesson plans and activities.

After speakers come to the school or students visit the site to learn the skills, students finalize the articles of incorporation and sale of stock. Students can begin producing the greeting cards by January and sell them for Valentine’s Day.
5. Discussion of legal aspects of setting up a corporation

(Arts, A/V Technology, and Communications)

D. Students visit newspaper manufacturing plant.
   Students observe the printing and advertising process. Students write ads for the newspaper as a writing assignment.
   1. Teacher awareness – on site
   2. Student awareness – on site
   3. Departmental functions within newspaper plant
   4. Employee skills and training

(Marketing, Sales, and Service)

E. Car salesperson visits.
   A salesperson speaks to class about cooperation in the workplace, salesmanship, and marketing. He/she relates these topics to selling any product.
   1. Teacher awareness – on site
   2. Student awareness – classroom speaker
   3. Departmental functions within car lot
   4. Types of careers

F. Small business management coordinator from a technology center visits class.
   A small business management coordinator can assist in developing a business plan.
   Students conduct market surveys and cost analysis.
   1. Teacher awareness – on site
   2. Student awareness – classroom speaker
   3. Types of careers

G. Site and speaker visits are completed in September.

II. Corporation Development

(Law, Public Safety, and Security)

A. Decide on corporate name and logo (lesson plan included).

B. Elect officers of corporation:
   1. President
   2. Vice President of Personnel
   3. Vice President of Finance
   4. Vice President of Sales
   5. Vice President of Marketing
   6. Vice President of Inventory
   7. Vice President of Health Control
   8. Vice President of Production

C. Attorney will help prepare facsimile of Articles of Incorporation (lesson plan included).

D. Weekly board meetings begin once production starts.

(Science)

E. Prepare stock certificates

F. Sell stocks (10 cents per share).

(Law, Public Safety, and Security)

G. Attorney will act as an advisor and work with officers of the corporation.

(Business, Management, and Administration)

H. Job application and selections:
   1. Administrative Assistant
   2. Personnel Department
   3. Accounting Department
   4. Sales Staff
   5. Marketing Department
   6. Warehouse/Inventory
   7. Safety and Health Department
   8. Production Department
I. Prepare business cards — can be computer generated.

J. Proposal is submitted to principal and superintendent for business license.

K. This process will begin first of November.

III. Financing

A. Second visit to bank:
   1. Officers of corporation make application.
   2. Officers apply to bank for commercial loan — business capital.

B. Bank will act as financial advisor and work with vice president of finance during course of project.

IV. Manufacturing

A. Class purchases supplies: computer paper, color copy paper, paper for packaging, price tags, sales slips/receipts, poster board, magic markers, two videotapes, string or ribbon for packaging, cost of making copies, cash drawer.

B. Class produces cards using computer, printer, and copier.

C. Students package product.

D. Price of product is determined by figuring cost and profit margin (lesson plan included).

E. Students maintain inventory.

F. Students advertise product (lesson plan included).

G. Class sells product (lesson plan included).

H. Manufacturing representative will work as advisor with the vice presidents of Sales, Inventory, and Production during course of project.

I. Production will last from January through May.

V. Culmination of Project

A. Corporate officers return to bank to pay off commercial loan.

B. Profits are used to purchase item for school (to be decided on by officers and employees of the class corporation).

C. Celebration is held.
The purpose of this activity is to introduce the term *cluster*. *Sorting, grouping,* and *classifying* are other terms used for *cluster*.

**Definition: Cluster**
A group of things that are alike in one or two ways.

Example: Cluster of fruits

Apple    Banana    Pear    Orange

**Related Subject**
Math

**National Career Development Guidelines**
Competency VI
Skills to understand and use career information.

**Suggested Oklahoma P.A.S.S. Concept**
Elementary
Analyzing Data

**Activities**
- Group your students in different ways:
  - Different eye color
  - Different hair color
  - Different colors of clothes
  - Different colors of shoes
  - Different ages
  - Different pets

- Have the students guess what attribute was used to group them. Reinforce the term *cluster* in place of group.

- Relate other types of math grouping activities the class has already experienced.

**Evaluation**
Students will be evaluated on how well they work together.
The purpose of this activity is for students to become familiar with occupations related to this cluster. Choose a career cluster to explore and use the extra lines in the right-hand column to add to this activity.

**National Career Development Guidelines**
Competency VIII
Awareness of how work relates to the needs and functions of society.

**Suggested Oklahoma P.A.S.S. Concept**
Elementary
Oral Communication

**Activity**
- Divide the class into two teams.
- As the teacher holds up one of the objects, each team alternately names a job that uses that object.
- One point is given to each team for a correct answer.
- When the teams can no longer think of any jobs, then another object is held up.
- After the winning team is declared, students will discuss the meaning of work in the occupations they have identified.

- If you conduct this activity every Tuesday, you could call it Tuesday Tool Time.
- ________________

**Note:** Prior to this activity, discuss with students that occupations have tools to help them. Discuss tools parents use:

When my mother fixes her hair, she uses ________ tools.
When my dad makes supper, he uses ________ tools.
When my mom mends a torn shirt, she uses ________ tools.

**Materials/Supplies**
A variety of different tools used by various workers in this occupational cluster.

Which Cluster?

This activity is designed to raise awareness of various careers and how they fit into the 16 Career Clusters. Students will determine into which cluster various occupations fit.

Related Subjects
Careers
Language Arts

National Career Development Guidelines
Competency VI
Skills to locate, understand, and use career information.

Suggested Oklahoma P.A.S.S. Concept
Middle Grades
Career Awareness

Activities
• List various occupations from each career cluster on a 3 x 5 card. Write the cluster headings on the chalkboard.

• Provide each student with a copy of “The 16 Career Cluster Definitions” handout (located on pages 39 and 40) and discuss each cluster.

• Hand out the occupation cards to students until none are left.

• Ask the students to tape their cards under the cluster they think is correct for that occupation.

• Have students discuss why they put cards where they did. (Some occupations may belong in more than one cluster.)

Evaluation
Students will be evaluated on the chalkboard activity and participation in the discussion.

Materials/Supplies
Chalkboard, tape, 3 x 5 cards, “Career Cluster” handout

Resource: Career Development Activities, Middle/Junior High CS1101. Order by calling 1-800-654-4502.
Students will organize and plan a tentative high school program based on a career interest as part of this activity.

Related Subject
Careers

National Career Development Guidelines
Competency XII
Understanding the process of career planning.

Suggested Oklahoma P.A.S.S. Concept
Middle Grades
Planning

Activities
• Review the 16 Career Clusters and related careers using the “Career Clusters Definition” handout.

• Ask the students to select one or two careers that interest them.

Note: If they select a specific career area, such as a newspaper, have them be specific about the job title, such as reporter, editor, typesetter, proofreaders, etc.

• Have the students use the Oklahoma Career Information System software to research their selected careers and the educational requirements they will need for these careers.

• Using the high school curriculum/program handbook from your school district, have the students organize and plan their high-school course work plan based upon their career interests. Revise and print the 16 Career Cluster Plan of Study at www.okcareertech.org/guidance/cc_plans_study.html

• Arrange for each student who wishes to do so, a shadowing experience with a person who is employed in a career that interests the student.

Evaluation
Students will be evaluated on their course plan and shadowing experience, if applicable.

Materials/Supplies
High school curriculum guide, “Career Clusters” handout, paper, pen/pencil, computer, Oklahoma Career Information System software.

Career Day

The student will develop an awareness of positions in which there are opportunities for advancement.

Related Subject
Careers

National Career Development Guidelines
Competency VI
Skills to locate, evaluate, and interpret career information.

Suggested Oklahoma P.A.S.S. Concept
High School
Written Communication

Activities
• Students will interact with a large number of women and men who are employed in a variety of traditional and nontraditional career areas.
• Discuss the purpose of Career Day.
• Invite a number of men and women who work in various careers to the school to speak to the students about the benefits, satisfactions, and responsibilities of their jobs. Provide the speaker with the “Career Day Interaction Outline” worksheet prior to the Career Day in order to allow him or her to prepare accordingly.

• Provide the students with the “Career Day Interaction Outline” worksheets to fill out on three speakers.
• Ask or have the students participate in the Career Day activities.
• Invite parents to attend the Career Day with their child/children or to be a speaker.

Evaluation
Students will be evaluated on the completed “Career Day Interaction Outline” worksheet information they received from each session. The Career Day activities may be further evaluated through follow-up activities and discussions.

Materials/Supplies
“Career Day Interaction Outline” worksheet, guest speakers, paper, pen/pencil

# Career Day Interaction Outline

Name ____________________________________________________________

Speaker’s name _________________________  Speaker’s job _________________________

1. What were the factors that influenced the speaker’s choice?
   - _______________________________________________________________
   - _______________________________________________________________
   - _______________________________________________________________
   - _______________________________________________________________

2. Did the speaker integrate his/her values, interests, and abilities into his/her career choices?
   - _______________________________________________________________
   - _______________________________________________________________
   - _______________________________________________________________
   - _______________________________________________________________

3. What did the speaker give as a range of earning and benefits in his/her career field?
   - _______________________________________________________________
   - _______________________________________________________________
   - _______________________________________________________________

4. What did the speaker give as satisfactions or dissatisfactions that exist in his/her career?
   - _______________________________________________________________
   - _______________________________________________________________
   - _______________________________________________________________
   - _______________________________________________________________
   - _______________________________________________________________

5. What is the nature of his/her career on a day-to-day basis?
   - _______________________________________________________________
   - _______________________________________________________________
   - _______________________________________________________________
   - _______________________________________________________________
6. How is the speaker’s lifestyle affected by his/her career choice?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

7. What is the occupational outlook for careers in this speaker’s field? For women? For men?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

8. What did you learn from this speaker that will have an effect on your career choice?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

9. What things did the speaker say about his/her career that especially attracted your interest?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

10. What things about this career did you not like?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Finding Out About Clusters

Related Subjects
Social Studies
Language Arts

National Career Development Guidelines
Competency VIII
Understanding how work relates to the needs and functions of the economy and society.

Suggested Oklahoma P.A.S.S. Concept
High School
Brainstorming

Activities
• Review the 16 Career Clusters and related careers using “The 16 Career Cluster Definitions” handout.

• Divide the class into teams of three to four students. Have them select a career cluster to use for this assignment. Have them determine the primary function of their cluster in the world of work and write three reasons why this cluster is important to our economy.

• Ask each team to list three jobs within their cluster that require postsecondary training/education and three jobs that do not require further training/education. Suggest the teams use the Oklahoma Career Information System (OKCIS) software and other career information resources for their research.

• Have the teams select one occupation from each of the groups (additional training/education, no further training/education) and summarize the working conditions, school subjects used, worker requirements, education/training requirements, employment outlook, and salary for each.

• Ask the teams to select a product or service and outline the process of creating the product or service from start to finish (see the Additional Resources section for possible products and services). Ask them to identify all the career clusters involved and write a summary of how the clusters are interrelated.

Additional Resources
Possible products/services include designing a home, making and distributing a fast-food meal, making and distributing an athletic shoe or article of clothing, or running a nursing home. Remind the students that they should outline the entire process, starting with the initial idea and following through to presenting it to the public.

Materials/Supplies
Computer, Oklahoma Career Information System software, other career information publications, paper, pen/pencil

Products and Resources

Work Ethics Products and Resources

Workplace Ethics
This video covers attendance and punctuality, personal appearance, workload, safety and accident prevention, vacations, leaves of absence, resignations, confidentiality of company information, outside employment, personal finances, personal business, and general conduct.

*Price:* Contact [http://okcareertech.org/cimc/catalog.htm](http://okcareertech.org/cimc/catalog.htm) Select online catalog, enter postal code, click Workforce Prep, then Life Skills Series, scroll to the bottom of page.

*Grade Level:* 11-Adult

*Order Number:* BS7100

Working Smarter
Learn six methods of working smart: Be reliable and responsive, do what your boss thinks is important, take initiative, be positive, develop communication skills, and learn to work well with others.

*Develop your personal style:* Keep your emotions in check, consider developing an “at-work” personality, play the “office politics” game, ask for feedback, observe successful people in the workplace, and study your manager’s style.

*Price:* Contact [http://okcareertech.org/cimc/catalog.htm](http://okcareertech.org/cimc/catalog.htm) Select online catalog, enter postal code, click Workforce Prep, then Life Skills Series, scroll to the bottom of page.

*Grade Level:* 11-Adult

*Order Number:* BS7101

Employee Survival Skills—Human Relations
This CD-ROM contains a set of computer slide presentations. This computer presentation set includes the following: human relations, personal appearance, personal traits, honesty and integrity, self-esteem, acting responsibly, using feedback for personal growth, adjusting to change, self-understanding, self-control, assertiveness, orderly and systematic behavior, positive working relationships, creativity, goal setting, time management, obtaining employment, and initiative.

*Price:* Contact [http://okcareertech.org/cimc/catalog.htm](http://okcareertech.org/cimc/catalog.htm) Select online catalog, enter postal code, click Marketing Education, then Specialized Marketing Education Materials, scroll to the bottom of page.

*Grade Level:* 11-Adult

*Order Number:* DE8045

Career Cluster Products and Resources

Career Clusters: Awareness Activities for K-6
This collection of activities is designed to enhance the awareness of each of the 16 Occupational Clusters. The activities were all developed by teachers and career counselors. The book consists of 17 sections: one for each of the 16 clusters and one for career clusters in general. Each cluster has from three to five activities and accompanying handouts. An additional feature is the inclusion of several project-based activities that cover several career clusters at the same time.

*Grade Level:* Elementary

*Order Number:* CS1207
Career Clusters: Focusing Education on the Future Brochure
This brochure provides an overview of the Career Clusters concept and how high schools, educators, guidance counselors, employers, industry groups, parents, and learners can use career clusters to support career success. (Sold in sets of 10)
Grade Level: Middle Grades - Adult
Order Number: CC9017
Price: $5

Set of 17 Career Cluster Brochures
Each of the 16 cluster brochures provides an overview of each pathway for that cluster with sample occupation and careers, postsecondary certificates and licensure requirements, and the employment outlook. Set includes one each of the following brochures:
Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business, Management, and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, and Security; Manufacturing; Marketing, Sales and Service; Science Technology, Engineering and Mathematics; Transportation, Distribution, and Logistics; and Focusing Education on the Future.
Grade Level: Middle Grades - Adult
Order Number: CC9000
Price: $8.50

Career Clusters: Project-Based Learning Activities
Experts in each of the career cluster areas created this collection of 16 scenarios. It includes a teacher section and student workbook, as well as vocabulary used in the cluster.
Grade Level: High School
Order Number: CS1208

How to Order?
You can order online 24 hours a day, or give us a call. Our toll-free (U.S. only) customer service number is 800-654-4502. Customer service hours are 8:00 a.m. to 4:30 p.m. Central Time. You may also fax an order to 405-743-5154 (a form is available in our catalog or online).

Curriculum and Instructional Materials Center
Oklahoma Department of Career and Technology Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364
Toll-free ordering: 800-654-4502
http://www.okcareertech.org/cimc
This rubric is designed to assist in rating the current implementation status of your school’s Teachers as Advisors program. This self-rating tool will assist school personnel in setting systemic goals. It can highlight at what level your program is being implemented, and it can serve as a benchmarking tool for improvement. Please mark all responses that apply for each statement that has been implemented at your school. Add the number of check marks in each area. Please contact the Guidance office for assistance or additional information at www.okcareertech.org/guidance or 1-800-522-5810.

Describe your primary responsibility: (Choose only one)

(a) Superintendent  (f) Academic Teacher
(b) High School Principal  (g) Elective Teacher
(c) Middle School Principal  (h) Career/Technical Teacher
(d) Assistant Superintendent  (i) Guidance Counselor
(e) Assistant Principal  (j) Other _______________________

Planning Process

A. Administrative support:

____ Administrative leaders work in concert with teacher
____ Review/discuss teacher as “advisor” role during teacher evaluation
____ Review teacher expectations during hiring process
____ Appoint a “Teachers as Advisors” (TAA) program coordinator
____ Organize and work with a planning committee that includes parents, students, faculty, and other stakeholders
____ Approve established goals and a plan of action
____ Market program name/logo
____ Foster communication among parents, teachers, counselors, and students about the program
____ Provide via technology opportunities to tour or observe model “TAA” school programs
____ Provide “Teachers as Advisors” orientation for key staff
____ Actively participate as an “advisor” to a group of students
____ Develop a school master schedule that allocates time for advisement activities

____ Total of 12 points possible for Section A
Set Calendar

B. Yearly Calendar Schedule:
   _____ Establish planning committee meeting times
   _____ Target staff training dates
   _____ Schedule regular student advisory meeting sessions, exercising care to
      minimize the impact on a single class period
   _____ Schedule parent/teacher/student conference dates/times
   _____ Conduct enrollment utilizing TAA process and available resources

_____ Total of 5 points possible for Section B

Curriculum

C. Curriculum Development and Implementation (To be addressed by
   planning committee and administration)
   _____ Develop and administer a student advisory needs assessment
   _____ Identify or develop grade-level materials for program use
   _____ Prepare lessons/advisor outline guide
   _____ Copy materials for use by advisors
   _____ Identify categories to be incorporated into the development of student
      portfolios

Suggested lessons include but are not limited to: (Please check lessons
   being utilized. Each check mark counts one-half (.5) point toward total.)
   _____ Develop a plan of study to identify course selection
   _____ Interpret interest inventories/academic assessments
   _____ Create resumé writing
   _____ Demonstrate employability skills
   _____ Improve study skills
   _____ Explore lifelong learning options
   _____ Figure grade point average (GPA)
   _____ Address high school graduation requirements
   _____ Learn college and military entrance requirements
   _____ Develop a portfolio related to future goals
   _____ Utilize the United States Department of Education (USDA)
      16 Career Clusters (www.careerclusters.org) to explore
      potential career opportunities
   _____ Other ________________________________________________

_____ Total of 11 points possible for Section C
Advisor Time With Students

D. Student Advisement:
   _____ Work with career cluster or single grade peer groups for one to four years as a unit
   _____ Meet with small, equitably distributed groups of students
   _____ Meet a minimum of six to ten times per year
   _____ Meet with advisory group for a minimum of 30 to 45 minutes
   _____ Provide a senior seminar to address grade-specific needs

   ____ Total of 5 points possible for Section D

Teacher Training

E. Teacher Involvement
   _____ Train staff on TAA topics prior to advisor/advisee time
   _____ Establish peer mentors for “new” advisors
   _____ Train substitutes, new staff, and support staff on the use of TAA materials
   _____ Train advisors with guidance counselor’s assistance prior to sessions (Planning committee responsibility)
   _____ Provide advisors inquiry-only access to advisees’ records regarding attendance, grades, discipline, etc., on “need-to-know” basis

Teacher training includes but is not limited to: (Please check training opportunities being offered. Each check mark counts one-half (.5) point toward total.)
   _____ TAA program purposes, curriculum, and benefits
   _____ Advisor responsibilities/duties for “quality”
   _____ Orientation to technology center programs
   _____ Cooperative agreements
   _____ Completion of enrollment forms/personal data
   _____ Sequence of core class selection
   _____ Academic progress, attendance, and future plans
   _____ Enrollment forms
   _____ Plans of study for students (See Plan of Study Rubric)
   _____ Assessment interpretation (Interest inventories, ACT, etc.)
   _____ Career Clusters
   _____ High school graduation requirements and NCAA requirements
   _____ College entrance requirements
   _____ Other

   ____ Total of 12 points possible for Section E
Parent/Student/Advisor Conference

F. Parental Participation
   ____ Increase parental attendance at conferences and their involvement in the
   ____ enrollment process
   ____ Provide a course description booklet
   ____ Provide information booths (e.g., yearbook, PTA-PTO, student
       organizations, military, postsecondary education, etc.)
   ____ Update students’ plan of study at least annually

Observed benefits at your school: (Please check measurable benefits
observed at your school. Each check mark counts one-half (.5) point toward total.)
   ____ Increased parental participation/attendance (75% or above)
   ____ Improved course scheduling
   ____ Decreased schedule changes
   ____ Increased faculty ownership for “student” success
   ____ Increased time for counselors to focus on counseling
   ____ Increased student participation in enrollment with parents
       as a team
   ____ Increased knowledge of educational opportunities
   ____ Improved understanding of graduation requirements/college
       entrance requirements
   ____ Increased enrollment in math and science
   ____ Greater number of students with a “career” plan/focus on
       higher achievement
   ____ Increased number of partners (i.e., businesses, colleges, etc.)
   ____ Higher Academic Performance Index (API) score

____ Total of 10 points possible for Section F

Marketing

G. Community and Parental Public Relations
   ____ Provide letter to inform parents of program purpose and meeting dates
   ____ Maintain contact with parents regarding student progress and TAA
       activities
   ____ Publish a newsletter (bi-annual, annual, quarterly, etc.)
   ____ Report to the community on a regular basis about the program and its
       results (TV, radio, etc.)

____ Total of four points possible for Section G
**Career Activity File — Work Ethics and Career Clusters**

**Evaluation**

H. **Program Evaluation and Improvement**
   ____ Parents evaluate conference/enrollment time
   ____ Students evaluate advisor time and conference/enrollment time
   ____ Teachers evaluate advisor time and conference/enrollment time
   ____ Advisory Committee compiles, reviews, and shares program evaluation results
   ____ Program adjustments are made prior to the next school year’s session

____ Total of five points possible for Section H
____ GRAND TOTAL for Section A through Section H

---

**Evaluating Your Teachers as Advisors (TAA) Program**

*Add one (1) bonus point if additional specific lessons are listed after “Other” in Section C and one (1) bonus point if additional specific training topics are listed after “Other” in Section E*

<table>
<thead>
<tr>
<th>Advanced (Majority of criteria checked in each section)</th>
<th>Proficient (Minimum of 3 criteria checked in each section)</th>
<th>Basic (Minimum of 2 criteria checked in each section)</th>
<th>Developing (Must have at least 1 criterion checked in each section)</th>
<th>Not Yet Established (No criteria checked in one or more sections)</th>
</tr>
</thead>
<tbody>
<tr>
<td>56-66 Points</td>
<td>41-55 Points</td>
<td>26-40 Points</td>
<td>11-25 Points</td>
<td>11-25 Points</td>
</tr>
</tbody>
</table>

**Advanced**
Your TAA program is well established. Continue to review and self-evaluate after every session and make required adjustments as needed to continue to help students be successful.

**Proficient**
Your TAA program has engaged the majority of your school’s staff, students, and parents. The TAA activities are varied and supportive of students’ goals. Continue to challenge yourselves to find additional ways to provide students the opportunity to develop the skills they need for future success.

**Basic**
Your TAA program is meeting the standard. Continue to meet on a regular basis with your advisory committee, encourage staff participation, and seek feedback from students and parents to help make progress in what you’re doing.

**Developing**
Your TAA program is in the development stage. You most likely have been working hard to develop a program in which everyone is actively involved. You feel frustration because not everyone views it as their job to assist students in planning for their future. Continue to seek administrative support, train staff on a regular basis, and seek community assistance.

**Not Yet Established**
Seek assistance because your TAA program may need improvement or you have not worked to develop and implement a TAA program.
<table>
<thead>
<tr>
<th>Performance Element</th>
<th>1 Novice</th>
<th>2 Emerging</th>
<th>3 Developing</th>
<th>4 Meets Standard</th>
<th>5 Well-Developed/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended Requirements</strong></td>
<td>High school graduation checklist.</td>
<td>High school graduation checklist with a planned career cluster or blended academic and career/technical area of concentration.</td>
<td>High school, college, and postsecondary training entrance requirement checklist with a planned career cluster or blended academic and career/technical area of concentration.</td>
<td>School-wide plan of study that includes high school, college, and postsecondary training entrance requirements with a planned career cluster or blended academic and career/technical area of concentration.</td>
<td>Students can speak about the options, requirements, and benefits of their POS. Students are expected to complete a rigorous academic core as well as rigorous career tech courses. A copy of the POS follows the student to the tech center.</td>
</tr>
<tr>
<td><strong>Staff Involvement</strong></td>
<td>Counselor or Carl Perkins staff</td>
<td>Counselor and/or Carl Perkins staff</td>
<td>Counselor and other school staff work together on school-wide POS system.</td>
<td>Counselor and other school advisers/mentors work with assigned students on career planning to reach all students.</td>
<td>Counselor and other school advisers/mentors, and technology center or postsecondary (tech center, university/college, military) student services jointly plan and work with all students on career planning.</td>
</tr>
<tr>
<td><strong>Grade Level Group or Individual Participation</strong></td>
<td>All 8th graders involved in an orientation process individually or in groups.</td>
<td>8th grade orientation and 9th grade follow-up conference.</td>
<td>Individual and/or group advisement sessions for 9th – 10th – 11th – 12th grade students.</td>
<td>Teachers as Advisers Program available for Grades 9-12 with individual advisement.</td>
<td>Teachers as Advisers Program available for Grades 9-12 with individual advisement including a student/parent/adviser conference.</td>
</tr>
<tr>
<td><strong>Parental Involvement</strong></td>
<td>Enrollment and assessment information is sent home to parents.</td>
<td>Enrollment and assessment information is sent home to parents. Regularly scheduled Parent Teacher Conference days.</td>
<td>Enrollment and assessment information is sent home or students take information to parents, and parent’s signature is required for enrollment purposes. Regularly scheduled Parent Teacher Conference days.</td>
<td>All parents meet with student and school staff in parent-teacher-student conferences during scheduled time to develop plan of study. Parent’s signature is required for enrollment purposes.</td>
<td>All parents meet with student and school staff to develop plan of study. A parent signature is required on POS for the student to be enrolled and before class changes can be made. Parent meets with student and school staff twice annually to review and update POS.</td>
</tr>
<tr>
<td><strong>Academic and Interest Assessments</strong></td>
<td>OK EPAS (EXPLORE and PLAN) or other assessments are administered/used.</td>
<td>OK EPAS or other interest inventories are used to begin career exploration process.</td>
<td>Student assessment results are given and interpreted to the students/parents.</td>
<td>Student assessments/interest inventories/academic results are interpreted with parent/child to discuss life-career goals, course options, and hobby preferences. Assessment results are used in development of POS.</td>
<td>Student assessments/interest inventories and academic results are interpreted with parent and child to discuss life-career goals, course options, and hobby preferences to develop and review a POS.</td>
</tr>
</tbody>
</table>

Each level builds upon the previous level. It is assumed all services in the previous level are continued as the rubric works upward. This rubric is designed to assist in rating the current status of your school’s implementation of student’s Plan/Program of Study (POS). This self-rating tool assists school personnel in setting systemic goals. It can highlight what level is being implemented and it can be used as a benchmarking tool for improvement. Place a mark in the area that best describes your school’s Plan/Program of Study format. If you need assistance with strategies for program improvements, please contact our Guidance office for more information. [www.okcareertech.org/guidance](http://www.okcareertech.org/guidance) or 1.800.522.5810, ext. 159.
Parents can be active participants in their children’s schooling and can help children make sound decisions about their lives after school.

America’s Career Resource Network has identified four key topic areas for parent involvement and has developed two informational brochures under each topic. You can read the brochures online or download and print them for your convenience. Refer to these brochures in your newsletter to parents.

**Career Exploration**
Career exploration doesn’t have to be a frustrating, hit-or-miss experience. Nor does it mean your child will be locked into a certain career path from a young age. Instead, career exploration can be a fun, systematic approach to finding out what your child likes to do and how these interests might translate into future jobs.

- *Help Your Child Identify Interests*
- *Help Your Child Make Career Decisions*
- *Why Should My Child Explore Careers?*
- *Work Experience Options for High School Students*

**Starting Young**
You can plant the seeds of future success even when your child is very young. Helping your child learn, develop skills, and see the connections between school and adult life will give him or her a solid foundation from which to grow.

- *Career Awareness in Elementary School: Help Your Child Discover the World of Work*

**Helping Your Child Succeed in School:**
- *A Parent’s Guide to Elementary School Success*
- *Is Your Child Ready for Elementary School?*

**School Success**
There is a lot that parents can do to help their children succeed in school. From making sure you know your child’s teachers to creating a good home study environment, your involvement is key to your child’s success.

- *Discovering Your Child’s Preferred Learning Style*
- *Parent Involvement = Student Success*
- *Homework Tips and Study Skills*
- *Is Your Child Ready for Middle School?*
- *Is Your Child Ready for High School?*
- *What Classes Should My Child Take in Middle and High School?*

**Beyond High School**
High school graduation is not an end, but rather a transition. That means both parents and students need to be prepared for what comes next. Whether your child chooses work or more schooling, he or she should begin to prepare for life beyond high school long before graduation day.

- *What Should My Child Do After High School?*
- *Financial Aid Resources for Post-High School Education*
- *Finding the Right College*
ABCs of Career Awareness and Career Exploration
Exemplary Program Award

The ABCs Awards Recognition Program is designed to recognize national exemplary career awareness and exploration programs at the elementary and middle school levels. The ABCs will help identify, promote, and share the content and concepts of successful career awareness and exploration programs that operate across the nation. The major goals of this program are to generate interest, gain support, develop understanding, and gain commitment from all concerned and to recognize schools that promote the concept that career awareness and exploration is critical to students as they plan for their future.

Please consider applying. All districts, schools, institutions, businesses, or agencies that serve students at the elementary and middle school levels (K-8) are eligible to participate. Each participant must submit an application in order to be eligible for recognition. The program must be in operation at the time the application is considered and in compliance with guidelines and standards of the appropriate state agencies. The program must be available to all elementary/middle students within the applying school, institution, or agency.

For an application or for more information, please contact Janet Hawkins, 405-743-5123 or jhawk@okcareertech.org

Special Needs Information

The Oklahoma Association of Higher Education and Disabilities (OK-AHEAD) www.okahead.org

Located at this site is a list of scholarships specifically for students with disabilities who want to attend a postsecondary school. For a complete list with contact information, requirements, and deadlines, click on “Scholarships.”

The following disabling conditions have specific scholarships to apply for: Cystic Fibrosis, Epilepsy, Immune Deficiency Disease, Hearing Impairments, Learning Disabilities, Mental Disabilities, Physical Disabilities, Visual Impairments, and Not Specified/Other.

Special Needs of the Oklahoma Department of Career and Technology Education http://www.okcareertech.org/guidance/Special_Needs/specneeds.htm

Bookmark this site that has legislation, resources, and professional development information for special needs teachers.
Career Poster Contest
November 2004
My Career: Imagine the Possibilities!

Sponsored by the
Oklahoma Career Development Association (OCDA) and the
Oklahoma Department of Career and Technology Education

Eligibility: There are six divisions: Primary (Grades K-2), Intermediate (Grades 3-5), Middle Grades (Grades 6-8), Senior (Grades 9-12), Adult-Student (enrolled in school), and Adult (18 and older, not enrolled in school).

Theme: The poster should reflect the theme: “My Career: Imagine the Possibilities!” Each poster’s topic must relate to the theme.

Judging Criteria: Judging will be based on originality, creativity, and development of national theme. Attention will be focused on basic art principles and appropriate use of media and lettering. Only posters judged as first-, second-, and third-place school winners should be sent for judging in the state contest.

Lettering: Simple, bold lettering is preferred. Captions may be used to convey the message, attract attention, and achieve goals of clarity, vigor, and originality. All letters will be considered part of the design.

Media: Ink, pencil, collage, poster paints, magic marker, acrylic, photography, computer-generated graphics, oil, or cut and pasted paper.

NEW Size: Each poster must be created in 8 1/2- by 11-inch format.

Display: Posters are to be displayed in the student’s school during National Career Development Month in November. Winning posters must be sent to the Oklahoma Department of Career and Technology Education by December 1.

Entry Form: Copy and complete the entry form below and attach to the back of each entry.

Mail Posters Chosen as School Winners to:
Oklahoma Career and Technology Education, Guidance Division • 1500 West Seventh Avenue • Stillwater, OK 74074-4364.

Name __________________________ Grade _______ Age _______
First MI Last

Address __________________________
City ___________________________ State ZIP

School Name __________________________ e-mail __________________________

Contact Person __________________________

School Address __________________________
City ___________________________ State ZIP

School Phone __________________________ County Name __________________________

All entries become the property of OCDA/ODCTE and will not be returned.
For further information, contact: Oklahoma Guidance Internet site http://www.okcareertech.org/guidance.
Scroll down to Classroom Resources; choose your grade level. Click on Poster/Poetry Contest.
Career Poetry Contest
November 2004
My Career: Imagine the Possibilities!
Sponsored by the
Oklahoma Career Development Association (OCDA) and the
Oklahoma Department of Career and Technology Education

Eligibility: There are six divisions: Primary (Grades K-2), Intermediate (Grades 3-5), Middle Grades (Grades 6-8), Senior (Grades 9-12), Adult-Student (enrolled in school), and Adult (18 and older, not enrolled in school).

Theme: The poem should reflect the theme: “My Career: Imagine the Possibilities!” Each poem’s topic must relate to the theme.

Judging Criteria: Judging will be based on originality, creativity, development of national theme, appropriate form, execution, spelling, and grammar. Only poetry judged as first, second, and third-place winners in the school contests should be sent for judging in the state contest.

Poetic Form: Poems may be written in any poetic form, i.e., cinquain, diamante, free verse, haiku, limerick, metered, rhyming, blank verse, etc.

Size: Each poem should be typed or printed on a sheet of paper 8½ by 11 inches in 12-point font.

Display: Poems are to be displayed/read in the student’s school during National Career Development Month in November. Winning poems must be sent to the Oklahoma Department of Career and Technology Education by December 1.

Entry Form: Copy and complete the entry form below and attach to the back of each entry.

Mail Poems Chosen as School Winners to:
Oklahoma Department of Career and Technology Education, Guidance Division • 1500 West Seventh Avenue • Stillwater, OK 74074-4364.

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>MI</td>
<td>Last</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
<th>e-mail</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Phone</th>
<th>County Name</th>
</tr>
</thead>
</table>

All entries become the property of OCDA/ODCTE and will not be returned.
For further information, contact: Oklahoma Guidance Internet site http://www.okcareertech.org/guidance. Scroll down to Classroom Resources; choose your grade level. Click on Poster/Poetry Contest.
Careers of the Future
Creative Writing

artificial    coin    producer
digital      pizza    inspector
creative     coaster   officer
3-D          phone cord technician
dedicated    luggage   tester
certified    movie    engineer
industrial   clouds   clerk
mechanical   soap dish contractor
high-tech    rock     announcer
original     puppet   manager
punctual     book     designer
antique      scissors  scientist
expert       magazine  trainer
rural        popcorn  specialist
wireless     chicken  operator
flexible     car      agent
miniature    hammer   repairer
complimentary pencil  adjuster
motivational computer appraiser
vertical     tooth    coordinator

Directions
Choose one word from each column to make a new fictitious occupational title. Write the following information about this new occupation.

1. Description of what the worker does.
2. Working conditions (typical hours worked, workplace environment, and/or physical activities.
3. Training/education qualifications (able to read, write, speak well, compute, obtain a high school diploma, college, etc.)
4. Job outlook (growth or decline in job openings)
5. Earnings (annual, hourly, commission)
6. Related occupations (occupations having similar duties, skills, interests, or education).

Optional: Insert columns a, b, and c into heavy cardboard. Students pull columns up and down to make their own new occupation.

expert    rock    designer
wireless   pencil  inspector
miniature rural    computer clouds puppet
vertical   tooth    adjuster

www.okcareertech.org/guidance
Students color and cut out circles.
Insert a brad in the center of the three circles.
Students turn the circles to match the tool to the occupational hat.
Making Excuses
Ethics are principles that define behavior as right, good, and proper. List common ethical issues that may confront us at work, placing each issue on a separate flower petal. List excuses people use to overlook the ethical situation, placing each excuse on a separate flower petal.

Optional: Attach petals so they rotate freely. One petal of one flower could match one petal of the other flower.

Common ethical issues:
- Calling in sick when you are not.
- Recording extra hours on your time card.
- Sneaking freebies to family and friends.
- Conducting other business on company time.
- Taking more time than allowed for lunches and breaks.

Excuses people use:
- Just enough to get by.
- I was just doing it for you.
- It doesn’t hurt anyone.
- Everyone’s doing it.
- I’ve got it coming.

Ethical Behavior
Sketch a large tree with branches where cut-out fruit (i.e., apples) may be placed. On each fruit shape, write the phrases shown below. Attach three teacher-created baskets or plastic strawberry baskets to bottom of bulletin board. Students read the words on the fruit shape and place them in the correct containers that match that category.

Word for basket: Dependability
Words for fruit shapes: Arrive on time, Keep commitments, Return what you borrow, Be honest, Do not steal, Do not damage equipment, Do not cheat

Word for basket: Interpersonal
Words for fruit shapes: Be fair, Be compassionate, Act courteously, Help people in need, Get the facts before decisions are made, Have good manners.

Word for basket: Initiative
Words for fruit shapes: Willingness to go above and beyond, Take pride in work, Don’t quit, Set goals, Follow directions, Manage time, Be accountable, Strive for excellence, Develop new skills, Have drive and effort.

Time for Good Deeds
Make a variety of large clock faces. Each time a child does a good deed, he/she can write it on a piece of paper and attach it to the clock.

“Nothing is more important to the public welfare than to form and train our youth in wisdom and virtue.”

- Benjamin Franklin
Bulletin Board Ideas, cont.

**ABCs of Jobs**

Designate a bulletin board for the letter of the week. Use student-generated pictures.

Adventurous Andy and Amber want to travel in space as **Astronauts**.
Brave Brad and Bridget want to be **Bus Drivers**.
Considerate Carl and Crystal want to be **Computer Programmers**.
Deliberate Dan and Diane want to be **Dentists**.
Energetic Ed and Emily want to be **Electricians**.
Friendly Frank and Faith want to be **Fast Food Workers**.
Gracious Gene and Gina want to be **Gardeners**.
Helpful Henry and Heather want to be **Hotel Managers**.
Interesting Ivan and Iris want to be **Investigators**.
Jolly Justin and Judy want to be **Janitors**.
Knowledgeable Karson and Kate want to be **Kindergarten Teachers**.
Likeable Larry and Lisa want to be **Librarians**.
Mature Mike and Mary want to be **Musicians**.
Nice Ned and Nancy want to be **Nutritionists**.
Outgoing Orval and Oprah want to be **Optometrists**.
Polite Phil and Pam want to be **Pharmacists**.
Quiet Quenton and Quella want to be **Quilt Sewers**.
Relaxed Rollo and Rona want to be **Reporters**.
Sociable Steve and Susan want to be **Surveyors**.
Trustworthy Tanner and Tess want to be **Taxi Drivers**.
Unique Ulys and Ursula want to be **Upholsterers**.
Versatile Victor and Vada want to be **Veterinarians**.
Wise Wade and Wendy want to be **Writers**.
Xylophone players Xosa and Xanadu want to be **X-ray Technicians**.
Yelling Yen and Yukon want to be **Yoga Instructors**.
Zany Zed and Zip want to be **Zookeepers** and take care of animals.

“There are two kinds of sorry —
*Sorry I did wrong, Sorry I got caught.*”

– Unknown
Call a friend
to tell them about
Career Activity File
on the Internet.

http://www.okcareertech.org/guidance/