Career Development Planning Guide
CAREER DAY
PLANNING GUIDE

Developed by the
Career Services Division
Oklahoma Department of Vocational and Technical Education
The purpose of this guide is to help educators plan and organize Career Days. Therefore, we encourage you to reproduce any page or form in this guide to use as handouts or in any other way that will assist you in hosting a successful Career Day.

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Preface

This Career Day Planning Guide is designed to help schools plan and host a successful Career Day. We believe that Career Days can help students relate the courses they are taking now to their future careers. As an instructional tool, the Career Day plays an important role in helping students make the connection from school to work.

Many individuals contributed their expertise to make this guide possible. We especially wish to express our appreciation to Marjorie Powers, career specialist, for her effective leadership in developing this guide and to Jorja Jacobs, career specialist, for her help in the compilation process. We also extend our thanks to Gloria Koch for assuming the graphic design, layout, and typesetting responsibilities and to Kathryn Anderson for editing this document. To them and to everyone else who contributed their time and expertise to make this guide a reality, we say thank you.

Cliff Harris
Career Services Coordinator
Introduction

Many educators have expressed a desire to host a Career Day at their schools in order to help students relate the courses they are taking now to their future careers. Consequently, this guide was developed to share information that we believe will be useful in planning and hosting a successful Career Day.

If you are reading this guide, you probably already understand the basic concepts of career development. Students, on the other hand, rarely think about the transition they will make from one life stage to another and, therefore, attend school without realizing they are being educated to become productive members of society. This goal usually means getting a job and earning a salary. Other aspects of productivity, such as volunteer efforts, citizenship contributions, family obligations, and leisure time activities are also included in the definition of career development.

Career development is a lifelong process through which individuals come to understand themselves as they relate to the world of work and their role in it. Career development is now generally accepted as including an individual’s total lifestyle — occupation, education, social responsibility, and leisure time activities.

As a school district begins to implement a program to enhance the transition of students from school to work, the developmental nature of this process becomes apparent. The National Career Development Guidelines were developed to assist schools in making their career development program sequential, developmental, and comprehensive in nature. There are 12 competencies for each life stage. These life stages are elementary, junior high/middle school, high school, and adult. The competencies are divided into three categories: self-knowledge, educational and occupational exploration, and career planning. Under each competency, there are indicators which may be used to design activities to enhance a student’s knowledge in that area.

For your use in incorporating these concepts into your existing curriculum, a copy of the National Career Development Guidelines — Competencies and Indicators is included in the appendix on pages 22-32. The indicators are useful if you want students to demonstrate what they know within one of the national career development competencies.

Careers with similar interests and duties can be grouped into clusters to help students learn about their career options. As students become familiar with these, they can see that there are careers of all educational and training levels within each career cluster. A method of “clustering” careers is shown on page 35. These Career Clusters were designated by the U.S. Department of Education for grouping careers with similar interests and related job skills.
How these Career Clusters can be used to infuse career development and a Career Day into the normal curriculum is discussed later in this guide. During the career awareness phase — when students are in elementary school — we believe students should be introduced to the idea of “clustering” or grouping careers. This allows middle school and junior high students — who are in the career exploration phase — to explore careers grouped in their preferred clusters.

Career interest inventories are also a useful tool for students to use during the career exploration phase. A list of career interest inventories is included under the heading Career Assessments on page 39-41. Some of these inventories reference the student’s interest in the U.S. Department of Education’s career clusters. These clusters are used in Oklahoma Career Search and “Plans of Study” available from the Oklahoma Department of Vocational and Technical Education.

This Career Day guide is designed to be read in its entirety. Since career development is a developmental process, the ideas included within this guide build upon each other. For example, ideas mentioned in the elementary school information are not repeated in the middle school or high school information. By reading the entire guide, you will learn concepts that can be included at all levels, and you can incorporate these “building blocks” into your school’s program.

We believe the information in this guide will help you establish a Career Day for your school. Forms, checklists, sample letters, and other information, which others have used to make their Career Days successful, are included in the appendix. The Activities, Games, and Bulletin Boards sections provide ideas for incorporating career information into the normal school curricula. The educational interest level has been indicated for these activities, but teachers often find that these ideas are adaptable to older students as well.

Students learn more from a Career Day when it is an integrated activity rather than a stand-alone event. When students see the connection between careers and what they are learning in school, they become more motivated learners in the subject areas required for that career. A Career Day becomes infused into the curriculum when classroom teachers use career-related activities before and after the event.

As a school district begins to implement a program to help students make the transition from school to work, the developmental nature of this process becomes apparent. Occupational awareness is an important part of the career development process. It helps students understand more fully the variety of career options available to them. A Career Day is an excellent means of providing students with this occupational awareness.
CAREER DAY PLANNING GUIDE

So what do you want to be when you grow up? Many educators believe one of the best ways to help students answer this question is to host a Career Day. When people from the community come to the school to discuss their careers, it helps students understand more fully the variety of career options available to them. This occupational awareness is an important part of the career development process.

A Career Day can be an integral part of the elementary career awareness, junior high/middle school career exploration, and senior high career planning process in your school if the activity is planned in detail with sufficient care taken to help students and teachers understand the real purpose of the program. A Career Day can be a successful activity for developing a true school, parent, student, and community cooperative endeavor.

CAREER DAYS VS. CAREER FAIRS

Once you have decided to have a career exploration event for your students, you must decide if the activity will be a Career Day or a Career Fair. These two activities are organized very differently and serve different purposes. There are certain advantages and disadvantages inherent in each event.

During a Career Day, speakers talk to a student audience for a designated amount of time. One advantage is that these presentations are usually in a classroom where the students are not distracted by other presentations, and the speakers have a definite time frame for their presentations. The Career Day format allows a speaker to plan for a specific number of participants and handouts. Organizers of the Career Day also know exactly how many careers each student will learn about during the event. One disadvantage is that a Career Day requires the cooperation of many teachers, who must allow both their classroom time and space to be used.

During a Career Fair, students usually go from booth to booth and talk with professionals about their careers. Career Fairs are normally held in a gymnasium or cafeteria, so they do not disrupt the normal classroom schedule as much as a Career Day does. During the Career Fair, students are free to go to any booth. This can be either an advantage or disadvantage. The advantage is that truly motivated students can discuss the career individually with a professional. A disadvantage is that students often do not stay to ask questions or listen to the entire presentation. Another disadvantage is that the organizers of the Career Fair have no guarantee that students will learn about new career options because students are free to roam from booth to booth.
The information in this guide refers to Career Days rather than to Career Fairs. Some information applies only to Career Days, which are often more difficult to organize because they involve scheduling both students and classroom space. However, many of the explanations and suggestions can apply to either event.

CAREER DAYS IN THE ELEMENTARY SCHOOL

When planning a Career Day, you will organize the event according to the age of the participating students. For an elementary Career Day, where the object is career awareness, the students usually are not given a choice of career presentations. High school students, on the other hand, have definite career interests that they wish to explore and should be given a choice of career speakers.

Ask Parents to Participate

Due to their developmental stage, elementary students are delighted when teachers invite their parents to class. A Career Day is an excellent chance to involve parents as speakers and still reinforce the designated career areas. Teachers can use parent surveys to discover what parent resources are available. Several forms to help you establish a parent resource file are included in the appendix on pages 45, 46, and 47.

When you begin your career development awareness phase at the elementary level, you will want to provide parents with information about the process and how they can participate with their children at home. An information sheet for parents, Helping Children Make Career Plans, is included on page 48.

Reinforce the Curriculum

Teachers are especially pleased when speakers reinforce what the teachers are teaching in the classroom. Consequently, the normal subject area curriculum as a guide is one way of planning Elementary Career Days. This method allows different types of careers to be explored each year without duplication.

Requesting information about hobbies, leisure time activities, and travel on the Parent Resource File form (page 47) allows you to choose parent speakers who can share their experiences to reinforce certain areas of the curriculum. This is an excellent way to emphasize the total career development concept, including lifestyle and leisure time/volunteer activities. As speakers, these parents can share their interests and show how they incorporate these interests into their leisure time activities as well as within their chosen careers.

Career Days for elementary students sometimes have special "slants" to provide activities that particularly interest students in this developmental stage. One example is to have a Vehicle Day where students expand their awareness of the many types of careers that use special vehicles. Various vehicles can be parked in
the parking lot, and classes of students can be given time to explore them and talk to their drivers — a policeman, firefighter, ambulance driver, truck driver, etc.

A Career Day can also be connected to a special holiday or event in the community. For example, on Halloween provide students with a chance to dress up in clothes representing the career of their choice. This is an excellent introductory activity for inviting speakers into the classroom. Connecting career speakers to the careers of early settlers or “town fathers” is another option for Founders Day or statehood celebrations.

The career clusters provide yet another theme for Career Days. Expose elementary students to the career clusters by using the clusters as the organizational tool to connect certain careers with the curriculum. For instance, if one grade level has a unit theme on plants, a Career Day featuring the Agricultural Cluster can be used to reinforce this theme.

Make the Presentations Age-Appropriate

Usually, the entire elementary school does not participate in the Career Day. Organizers have found that a Career Day is easier to manage for only one grade level or the intermediate grades. Additional Career Days can be planned for the students who do not participate this time.

It saves time and effort if the speakers move from classroom to classroom instead of the students. Naturally, the time allowed for each presentation is much shorter for elementary students than high school students. Speakers should be aware that
active participation in an activity or demonstration is extremely important for these younger students, although it is helpful at any age.

The younger the audience, the more important it is that speakers receive tips on making their career age-appropriate. It is very easy for speakers to discuss their careers with elementary students if they receive information and advice about the developmental age of the audience. For example, they should use a vocabulary easily understood by elementary students. For information on student characteristics and tips for speaking to students, refer to pages 49 and 50.

Prepare the Students

Students need to understand that when speakers visit their classroom, the speakers are usually taking time off from work. Students should discuss good manners and how they will behave with guest speakers several days before the event. Teachers may wish to role play the event so the students know what to expect.

It is important that students be taught questions to ask about careers and that the speakers be provided with a copy of these questions. Examples of elementary-level career questions are shown on page 53. Explain to students that asking questions about a speaker's salary is a sensitive issue. Many companies do not allow salary information to be discussed. Students should phrase the question to ask the "salary range" or ask about "entry-level salaries" rather than the salary of the speaker.

Teachers may want to ask older elementary students to keep a notebook of career information. A form can be assigned to be completed during the career speaker's presentation. Information from many careers can then be compared in a future assignment. A sample recording form, Career Information File, is included on page 51.
Prepare the Teachers

Teachers, as well as students, should be prepared for the Career Day speakers. Although teachers may not be used to having “non-teachers” in their classrooms making presentations, it is their responsibility to see that students are getting the information they need. The teacher should remember that, while the speaker is the expert on the career, the teacher is the expert on how the information should be presented to be understood by the students.

The teacher should feel comfortable interrupting the speaker when necessary. Sometimes the teacher can clarify questions or terminology. Teachers are also more familiar with how to redirect inappropriate student questions, comments, or behavior. The speaker may also need help with the distribution of handout materials so they will not detract from the presentation. Suggestions for Teachers, shown on page 52, will help teachers prepare for Career Day speakers.

Field trips to various businesses and industries will also help teachers prepare for Career Day. Many schools have arranged for their teachers to receive staff development credit if they take tours of businesses. This allows teachers to learn what business procedures, what employee skills, and what subject area skills are needed for various jobs. This type of knowledge helps teachers guide career speakers during presentations in their classrooms.

CAREER DAYS FOR MIDDLE SCHOOL AND JUNIOR HIGH STUDENTS

Middle school and junior high students may have definite career interests and know which careers they want to investigate. At this age, they also want more freedom to choose the career information they will receive. You will want to take this into consideration when organizing a Career Day for this age level.

It is more difficult to arrange the logistics if students are given choices of career speakers. However, the choices students make often indicate their interests. Organizers can arrange for speakers to go to classrooms where the speaker’s career reinforces a teacher’s subject area. This also benefits teachers by allowing them to hear about careers that reinforce their subject. At the same time, students can follow their normal class schedule and still hear about a variety of careers. One advantage of not giving a choice to this age student is that students are exposed to careers that they have not previously explored. Exploration needs to be the emphasis during this stage of career development.

If your school wants your students to provide input for the selection of speakers, you can ask them to name the career clusters or panels of speakers in which they have the most interest. This could be used as a guideline for obtaining speakers and also scheduling them into certain classrooms. A career interest questionnaire for this purpose is shown on pages 56-57. If your school wants students to select the speakers of their choice and design their own schedule at the Middle School/ Junior High level, refer to the high school section of this guide beginning on page 9.
Choose a Variety of Careers for Presentation

At this level, organizers should not emphasize the same careers students were exposed to in elementary school. As a school district develops its career development program and more interaction takes place between the schools, this becomes easier.

Career development activities for senior high students should reinforce the concept that all career areas of interest have connected careers which require different amounts and types of education. Panels of career speakers discussing their related careers within a career cluster is an excellent presentation method to use for this age level.

Since, according to the Department of Labor, 75 percent of jobs in the future will require one or two years of intensive training after high school rather than a college degree, it is important for students to be exposed to these types of careers. New and emerging careers are another area which Career Day organizers may wish to explore in deciding on what careers to include in the Career Day.

Another consideration in speaker selection is the gender of the speaker. Students need to realize that careers are not “gender specific.” Actually speaking with a woman about working as an engineer or with a man about being a nurse has a much greater impact on the students than someone telling them that “anyone can have this career.” This is also true when exposing students to careers open to
people with disabilities. Having a role model discuss his/her career has a great influence. For example, students begin to understand that the job qualification is arm strength rather than being a man.

The "subject areas used" section on the Career Resource Survey (see page 58) enables you to choose speakers whose jobs use certain subject areas. This is also an easy way to cross-reference speaker forms when you create a speaker file. Often, by using the subject area on this form, you can arrange for panels of speakers to be together whose jobs are quite diverse — even though they require training and emphasis from the same school subjects.

Prepare the Students, Speakers, and Teachers

As mentioned in the section on elementary school Career Days, speakers should know some of the characteristics common to the age of students they will be addressing (see page 49). Most speakers will also appreciate receiving copies of Speaking to Students About Your Career (see page 50) and Career Day Questions for Middle School Students (page 54) before they prepare their presentations. Students can also use this last handout to select questions to ask the speaker. The questions can be more detailed and the list longer as the students grow older. Teachers should discuss with their students what behavior is appropriate during Career Day. Teachers also have certain responsibilities, and some suggestions for teachers are shown on page 52.

CAREER DAYS FOR HIGH SCHOOL STUDENTS

By high school, students usually have some idea of the careers that interest them, and they will want to choose the career presentations they attend. This is especially true if your school, throughout the school year, invites career speakers from the community to reinforce various areas of the curriculum. Providing students with choices gives them a sense of independence and responsibility. It also increases student interest. To organize a Career Day of this type, see the Career Day Planning Questionnaire on page 56.

Occasionally, teachers planning a Career Day decide to have a Career Night so that normal class schedules are not disrupted. Some schools elect to have an activity immediately after school, while others choose to have the Career Night in the early evening.

The advantage, in addition to not disrupting class time, is that this becomes a voluntary activity. Students who come want to be there! The disadvantage is that often the students who choose not to come are the ones who would benefit the most. Another disadvantage is that a large percentage of students work after school or during the evening hours or participate in athletics and other extracurricular activities. These students, who would like to participate, often don’t have the opportunity.
Do Advance Planning

Planning should begin at least three months in advance of your Career Day to organize the event and prepare speakers, faculty, and students. Meet with the school principal at the beginning of the school year to arrange a date before the calendar gets too crowded. Determine the purpose and theme of your Career Day. For example, the purpose may be to expose students to one career and some related fields or it may be to focus on a career cluster. You may also choose to have a variety of careers represented.

The next step is to select the target group. Do you want the Career Day to be for the entire school or should it be limited to only one grade level at the high school? To ensure the success of the Career Day, you will need the support of faculty, administration, students, parents, and the business community. When people are involved in planning and preparing for an event, they take “ownership” of the project and have a vested interest in its success, improvement, and continuation.

Develop Faculty Support

Meet with the teachers to enlist their support of the Career Day. Ask for volunteers to serve on a committee to organize the activity. Provide these teachers with a brief outline of the purpose and general philosophy of a Career Day.

Be sure to emphasize that the speakers will discuss how curriculum subject areas are used in the world of work. Mention the career clusters, if you are emphasizing them in speaker selection, and how the career clusters reinforce various subject areas.

Stress to the teachers that the Career Day is not supposed to be a stand-alone event. Activities for and after the Career Day can reinforce students’ normal subjects. If you are willing to distribute possible connecting activities, let the faculty know that they will receive these lessons later. Don’t distribute the lessons at this first meeting because too much information can cause resentment. For information on lessons connecting subjects and Career Days, see Career Games shown on pages 72-74.

Develop Student Interest

Enlist help from student organizations such as VICA, FFA, FHA, etc., to develop the feeling that this is a special event. Ask these students to be involved with the planning, organizational, and leadership aspects of the Career Day. Encourage interested students to serve on the planning committee.

If the target group is seniors, select outstanding juniors to act as student guides for the speakers. This will help build prestige for the event next year. Refreshments for speakers can also be prepared by students.
Develop Community Support

Contact local service clubs, such as Business and Professional Women, Kiwanis, Rotary, Lions, etc., and ask for their support in sponsoring the event. Civic organizations are a great source for speakers, help with publicity and postage, and funding for food and drink. They are also a good source of general information that can prove helpful in planning and facilitating the event. Each of these service organizations have a Youth Committee appointed to work with young people, schools, and other community groups.

Form a Committee

Your planning committee should be determined by the needs of your school. The committee should contain five to ten members with a representative from each group that will be involved in Career Day. For example, your committee members might represent the school faculty, students, parents, businesses, and community organizations such as Business and Professional Women, Rotary, Kiwanis, Lions Club, Chamber of Commerce, etc.

At your first meeting, give each of your committee members a folder of materials related to Career Day. The folder might include the Student Interest Survey form, Career Clusters, Duties of the Committee, Speaker Confirmation form, and Evaluations (copies of these forms are provided in Appendix D). Deadlines should be set by the committee for conducting the Student Interest Survey and receiving the Speaker Confirmation forms.

Assign one committee member to be in charge of publicity for the event. A photograph of the committee members at work can accompany a short article to the newspaper that tells about the meetings, the Career Day, and its benefits. Just prior to the event, a speaker's picture may be used to help publicize the Career Day.

Survey the Students

Survey the students, or a sampling of the students, to determine their career interests. Always leave space on the page for the students to add any suggestions. A sample survey, Career Day Planning Questionnaire, is included on pages 56-57.

The survey helps prepare students for the Career Day. Ask the person giving the survey to discuss the purpose and general plan for the Career Day (see Speaking to Students About Your Career on page 50). Stress to the students that a Career Day experience is a vital part of their educational process.

Tally the surveys to determine the careers that have the greatest amount of student interest. A student organization can help with this task. Make definite speaker assignments to prevent any misunderstanding and to avoid having two people speak on the same career.
Obtain Speakers

Once the areas of interest, career clusters, or occupations have been selected (based on the surveys), find speakers who are currently working in these selected fields. When this is not possible, ask your staff if they have had jobs outside of teaching that they might be willing to discuss with the students. Too often, we overlook a valuable resource — our staff and parents. You may also ask civic organizations to help you secure speakers. Your faculty can also suggest speakers for Career Day. Enlist the seniors or members of a student organization to serve as student planners to work with the community leaders. Assign these students to the career area of their particular interest.

Contact speakers by telephone and secure a definite commitment that they will participate in your Career Day. Tell speakers both the date and times involved. Your scheduling process will be easier if you ask speakers for several sessions. For example, they could spend an entire morning or afternoon at your school.

Emphasize the need for speakers to plan an activity or demonstration using the tools and materials they usually work with or to bring a video that demonstrates the job they do. For example, a chef could bring ingredients to make a food dish, a baker could bring a cake to decorate, a hair stylist could do a haircut (with permission from a parent), and an optician might bring a video showing how to properly insert a contact lens into the eye.

Ask speakers to discuss the educational requirements and skills needed on their jobs. Have them emphasize public school subjects such as math, science, and English as well as postsecondary educational requirements. They should also discuss what they like and dislike about their jobs, the advantages and disadvantages, duties of the job, tools needed, hours worked, fringe benefits, dress requirements, days worked, and what advice they would give students wanting to enter this field.

Tell the speakers you will enclose two handouts, Student Characteristics and Speaking to Students About Your Career, in their confirmation letter (see pages 49-50). You, on the other hand, should complete the form Career Day Speaker (page 61) while arranging for speakers over the phone. This form will help you record the information you will need for their confirmation letter.
Send Speaker Confirmation Letters

Shortly after making the phone calls inviting your speakers, the counselor or someone at the school should write confirmation letters and prepare them for mailing. Confirmation letters should include such information as the date, time, location of school, age level of the students, length of time for the presentation, and number of students in each session. A sample confirmation letter, Confirmation Letter for Speakers, is shown on page 60. In the letter, you should also remind the speakers about any demonstrations they agreed to do. If special equipment is indicated, you should discuss it in the letter. Finally, remember to enclose the handouts for speakers with the letter.

Typing, assembling, and mailing the confirmation letters is a good project for the business class. You may also approach civic organizations to help provide postage. If necessary, they may even type the letters for you.

Work Out the Logistics

Once you have determined the careers that will be represented, make a list for the students. Have the students indicate their first, second, third, and fourth choices. When possible, give the students their first choice. Students from a student organization can sort the student requests into presentation audiences. The day
prior to Career Day, give each student a schedule of what room each speaker is in and where the student should report.

Arrange for the number of rooms needed and set them up to accommodate each speaker's presentation. Be sure the room is large enough for the number of registered students.

Have programs printed (extreme care should be taken with proper names and titles of speakers and businesses). Civic organizations may be able to help with the programs, or this may be a project for the business class if they have the proper computer software.

Arrange for audiovisual personnel to tape some of the sessions for future use. This is a wonderful opportunity to add to the file of occupational tapes in the resource center. Be sure to obtain permission from each speaker before taping the speaker's presentation.

Ask teachers to prepare their students to interview the speakers about their careers. Lists of interview questions, which can be given to students, are included on pages 53-55. Teachers should be given a packet of information on each speaker who will be in their room. Teachers should also receive a list of students expected to attend each presentation. Suggestions for Teachers are shown on page 52.

**Appoint Student Guides**

Choose a social committee to arrange snacks for the presenters. Coffee, soft drinks, fruit, and rolls or cookies should be provided for speakers in a break room where student guides will be on hand to serve them.

Meet with the student guides to go over their duties. They should be available to escort speakers to their classrooms, distribute programs and name tags, direct speakers to the lounge, etc. (see Responsibilities of Student Guides on page 62). Ask students to make individual schedules for the speakers with room numbers of the classrooms to which they are assigned. Ask the teachers to observe how well the student hosts are fulfilling their role for the speaker assigned to their rooms. The teacher should offer suggestions to the student hosts as needed.

**Plan Publicity**

Begin discussing publicity with your committee at its first meeting and designate a chairperson. It should be an ongoing process of publicizing each step of the preparation as well as the event. Ask media representatives to attend some of the planning sessions to photograph the students, sponsoring groups, and teachers working together. Having a media person serve as a committee member would be very beneficial. He/she could also serve as one of the speakers.
Contact the local newspaper and radio station about the Career Day story. Tell them they will receive a news release. It should emphasize that this special event presents an informative, realistic view of the world of work, which will help students with planning for future training/education. A sample news release is shown on page 70-72.

Approximately one week after you think the media contact has received the Career Day news release, call and ask if the news release was received. Ask if the media contact has questions about the event. This follow-up can assure coverage of the event.

Furnish an article to the school newspaper telling about the Career Day, date, sponsors, etc. About six weeks before Career Day, start using the public address system at school to announce this special event, place posters in the halls and on bulletin boards, and show special videos. Continue to develop interest through the press (school and community) with special activities connecting classroom activities to careers. A list of speakers who have accepted can be placed on bulletin boards and used in news articles. The speakers for Career Day can also be announced over the public address system. Every effort should be made to be sure that all students’ career interests are included. This will make them eager to participate.

Get an article about the Career Day in the Superintendent’s Bulletin to parents. The event should also be announced at PTA meetings or a “Back to School Night” so that parents understand the importance of having their children understand career options and planning for the future.

Create a Command Center

A checklist has been included on page 63 to help you make your final preparations. It will help you double check and assure yourself that you have not forgotten any detail.

When Career Day finally arrives, you will need a “command center.” Many Career Day coordinators use the registration table for this purpose. All teachers, students, and speakers should be told that they can come here if any problems develop.

Remember to have a list at the table of where all students are supposed to be, in addition to where all speakers are located. This will make it easy to change or substitute speakers for students if a speaker does not come or is late in arriving. Knowing which rooms have extra chairs will also be helpful.
Evaluate the Career Day

Speakers should receive thank-you notes for participating in your Career Day. A sample letter that can be customized for your school is shown on page 67. Of course, speakers always enjoy notes handwritten by individual students. Teachers can encourage students to write thank-you letters by giving them as a class assignment.

Evaluations should be completed to provide input for planning next year's Career Day. Sample evaluation forms for speakers, students, and faculty are provided on pages 64, 65, and 66. Information from this evaluation should be compiled so it can be used next year. You may want to assign this duty to a member of the planning committee.

EDUCATION AND TRAINING AFTER HIGH SCHOOL

You may wish to provide students with some basic information about occupational training and education beyond high school. This can be done in classroom presentations or one-on-one sessions with individual students.

Students need to realize that there is a difference between private and public training/educational institutions. They often do not understand that the basic orientation of the institution will influence the cost of the education as well as the policies for admission. Students should have the various costs associated with education and training explained to them. They need to understand the idea of credit hours and how tuition and fees are charged after high school. Understanding articulation and obtaining credit for previously taken courses may also be a new concept. They may be surprised to discover they will have to buy their own books and materials. Housing costs should also be explored with them.

Students may not have had the opportunity to explore training options through Oklahoma Career Search. This computer program supplies information about public and private universities and junior colleges, private training schools, Oklahoma area vocational and technical schools, and Oklahoma Tech Prep consortium partnerships and articulation agreements. Oklahoma Career Search does not include a total listing of private one- and two-year training options. These can be explored through references such as the American Trade School Directory.

Provide Training Information Within a Career Fair

Some schools elect to include training options and postsecondary education options within their Career Fairs. Booths for this purpose may include representatives from the military, vocational schools, junior colleges, four-year colleges, and universities. Provided with these very different choices, students often choose to collect information from the training options in preference to visiting professionals about their careers.
Offer Separate Training and Career Events

Because of the difference in the objective of the two types of booths — career and training — schools often decide to hold two different fairs — one for careers and a separate one for training and education after high school. To provide career information during a Training Fair, several computers set up with the Oklahoma Career Search program can be made available to students. This avoids a "competition" between training representatives and career representatives for the time of the students.
Appendix A

The National Career Development Guidelines
THE NATIONAL CAREER DEVELOPMENT GUIDELINES

Competencies and Indicators

for

Elementary School Level
Middle/Junior High School Level
High School Level
Adults

The National Career Development Guidelines were developed to assist the process of creating a national awareness that certain competencies are required of students to be prepared for the world of work in the 21st century. The National Guidelines are intended to be used to strengthen existing guidance programs — not to replace them.
ELEMENTARY SCHOOL LEVEL

Self-Knowledge

COMPETENCY I: KNOWLEDGE OF THE IMPORTANCE OF SELF-RESPECT.
Indicators:
Describe positive characteristics about self as seen by self and others.
Identify how behaviors affect school and family situations.
Describe how behavior influences the feelings and actions of others.
Demonstrate a positive attitude about self.
Identify personal interests, abilities, strengths, and weaknesses.
Describe ways to meet personal needs through work.

COMPETENCY II: SKILLS TO INTERACT WITH OTHERS.
Indicators:
Identify how people are unique.
Demonstrate effective skills for interacting with others.
Demonstrate skills in resolving conflicts with peers and adults.
Demonstrate group membership skills.
Identify sources and effects of peer pressure.
Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: AWARENESS OF THE IMPORTANCE OF GROWTH AND CHANGE.
Indicators:
Identify personal feelings.
Identify ways to express feelings.
Describe causes of stress.
Identify and select appropriate behaviors to deal with specific emotional situations.
Demonstrate healthy ways of dealing with conflict, stress, and emotions in self and others.
Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

COMPETENCY IV: AWARENESS OF THE BENEFITS OF EDUCATIONAL ACHIEVEMENT.
Indicators:
Describe how academic skills can be used in the home and community.
Identify personal strengths and weaknesses in subject areas.
Identify academic skills needed in several occupational groups.
Describe relationships among ability, effort, and achievement.
Implement a plan of action for improving academic skills.
Describe school tasks that are similar to skills essential for job success.
Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: AWARENESS OF THE RELATIONSHIP BETWEEN WORK AND LEARNING.
Indicators:
Identify different types of work, both paid and unpaid.
Describe the importance of preparing for occupations.
Demonstrate effective study and information-seeking habits.
Demonstrate an understanding of the importance of practice, effort, and learning.
Describe how current learning relates to work.
Describe how one's role as a student is like that of an adult worker.
COMPETENCY VI: SKILLS TO UNDERSTAND AND USE CAREER INFORMATION.
Indicators:
- Describe work of family members, school personnel, and community workers.
- Identify occupations according to data, people, and things.
- Identify work activities of interest to the student.
- Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
- Describe jobs that are present in the local community.
- Identify the working conditions of occupations (e.g., inside/outside, hazardous).
- Describe ways in which self-employment differs from working for others.
- Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: AWARENESS OF THE IMPORTANCE OF PERSONAL RESPONSIBILITY AND GOOD WORK HABITS.
Indicators:
- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
- Demonstrate positive ways of performing work activities.
- Describe the importance of cooperation among workers to accomplish different tasks.
- Demonstrate the ability to work with people who are different (e.g., race, age, gender).

COMPETENCY VIII: AWARENESS OF HOW WORK RELATES TO THE NEEDS AND FUNCTIONS OF SOCIETY.
Indicators:
- Describe how work can satisfy personal needs.
- Describe the products and services of local employers.
- Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: UNDERSTANDING HOW TO MAKE DECISIONS.
Indicators:
- Describe how choices are made.
- Describe what can be learned from making mistakes.
- Identify and assess problems that interfere with attaining goals.
- Identify strategies used in solving problems.
- Identify alternatives in decision-making situations.
- Describe how personal beliefs and attitudes affect decision-making.
- Describe how decisions affect self and others.

COMPETENCY X: AWARENESS OF THE INTERRELATIONSHIP OF LIFE ROLES.
Indicators:
- Describe the various roles an individual may have (e.g., friend, student, worker, family member).
- Describe work-related activities in the home, community, and school.
- Describe how family members depend on one another, work together, and share responsibilities.
- Describe how work roles complement family roles.

COMPETENCY XI: AWARENESS OF DIFFERENT OCCUPATIONS AND CHANGING MALE/FEMALE ROLES.
Indicators:
- Describe how work is important to all people.
- Describe the changing life roles of men and women in work and family.
- Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: AWARENESS OF THE CAREER PLANNING PROCESS.
Indicators:
- Describe the importance of planning.
- Describe skills in a variety of occupational groups.
- Develop an individual career plan for the elementary school level.
MIDDLE/JUNIOR HIGH SCHOOL LEVEL

Self-Knowledge

COMPETENCY I: KNOWLEDGE OF THE INFLUENCE OF A POSITIVE SELF-CONCEPT.
Indicators:
- Describe personal likes and dislikes.
- Describe individual skills required to fulfill different life roles.
- Describe how one's behavior influences the feelings and actions of others.
- Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: SKILLS TO INTERACT WITH OTHERS.
Indicators:
- Demonstrate respect for the feelings and beliefs of others.
- Demonstrate an appreciation for the similarities and differences among people.
- Demonstrate tolerance and flexibility in interpersonal and group situations.
- Demonstrate skills in responding to criticism.
- Demonstrate effective group membership skills.
- Demonstrate effective social skills.
- Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: KNOWLEDGE OF THE IMPORTANCE OF GROWTH AND CHANGE.
Indicators:
- Identify feelings associated with significant experiences.
- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development of an individual.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Educational and Occupational Exploration

COMPETENCY IV: KNOWLEDGE OF THE BENEFITS OF EDUCATIONAL ACHIEVEMENT TO CAREER OPPORTUNITIES.
Indicators:
- Describe the importance of academic and occupational skills in the work world.
- Identify how the skills taught in school subjects are used in various occupations.
- Describe individual strengths and weaknesses in school subjects.
- Describe a plan of action for increasing basic educational skills.
- Describe the skills needed to adjust to changing occupational requirements.
- Describe how continued learning enhances the ability to achieve goals.
- Describe how skills relate to the selection of high school courses of study.
- Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: UNDERSTANDING THE RELATIONSHIP BETWEEN WORK AND LEARNING.
Indicators:
- Demonstrate effective learning habits and skills.
- Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.
COMPETENCY VI: SKILLS TO LOCATE, UNDERSTAND, AND USE CAREER INFORMATION.
Indicators:
Identify various ways that occupations can be classified.
Identify a number of occupational groups for exploration.
Demonstrate skills in using school and community resources to learn about occupational groups.
Identify sources to obtain information about occupational groups, including self-employment.
Identify skills that are transferable from one occupation to another.
Identify sources of employment in the community.

COMPETENCY VII: KNOWLEDGE OF SKILLS NECESSARY TO SEEK AND OBTAIN JOBS.
Indicators:
Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
Describe terms and concepts used in describing employment opportunities and conditions.
Demonstrate skills to complete a job application.
Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: UNDERSTANDING HOW WORK RELATES TO THE NEEDS AND FUNCTIONS OF THE ECONOMY AND SOCIETY.
Indicators:
Describe the importance of work to society.
Describe the relationship between work and economic and societal needs.
Describe the economic contributions workers make to society.
Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: SKILLS TO MAKE DECISIONS.
Indicators:
Describe personal beliefs and attitudes.
Describe how career development is a continuous process with a series of choices.
Identify possible outcomes of decisions.
Describe school courses related to personal, educational, and occupational interests.
Describe how the expectations of others affect career planning.
Identify ways in which decisions about education and work relate to other major life decisions.
Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: KNOWLEDGE OF THE INTERRELATIONSHIP OF LIFE ROLES.
Indicators:
Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
Identify how work roles at home satisfy needs of the family.
Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
Describe advantages and disadvantages of various life role options.
Describe the interrelationships between family, occupational, and leisure decisions.
COMPETENCY XI: KNOWLEDGE OF DIFFERENT OCCUPATIONS AND CHANGING MALE/ FEMALE ROLES.
Indicators:
- Describe advantages and problems of entering nontraditional occupations.
- Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
- Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: UNDERSTANDING THE PROCESS OF CAREER PLANNING.
Indicators:
- Demonstrate knowledge of exploratory processes and programs.
- Identify school courses that meet tentative career goals.
- Demonstrate knowledge of academic and vocational programs offered at the high school level.
- Describe skills needed in a variety of occupations, including self-employment.
- Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
- Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.
HIGH SCHOOL LEVEL

Self-Knowledge

COMPETENCY I: UNDERSTANDING THE INFLUENCE OF A POSITIVE SELF-CONCEPT.
Indicators:
Identify and appreciate personal interests, abilities, and skills.
Demonstrate the ability to use peer feedback.
Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
Demonstrate an understanding of environmental influences on one's behaviors.
Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: SKILLS TO INTERACT POSITIVELY WITH OTHERS.
Indicators:
Demonstrate effective interpersonal skills.
Demonstrate interpersonal skills required for working with and for others.
Describe appropriate employer and employee interactions in various situations.
Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: UNDERSTANDING THE IMPACT OF GROWTH AND DEVELOPMENT.
Indicators:
Describe how developmental changes affect physical and mental health.
Describe the effect of emotional and physical health on career decisions.
Describe healthy ways of dealing with stress.
Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

COMPETENCY IV: UNDERSTANDING THE RELATIONSHIP BETWEEN EDUCATIONAL ACHIEVEMENT AND CAREER PLANNING.
Indicators:
Demonstrate how to apply academic and vocational skills to achieve personal goals.
Describe the relationship of academic and vocational skills to personal interests.
Describe how skills developed in academic and vocational programs relate to career goals.
Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
Describe how learning skills are required in the workplace.

COMPETENCY V: UNDERSTANDING THE NEED FOR POSITIVE ATTITUDES TOWARD WORK AND LEARNING.
Indicators:
Identify the positive contributions workers make to society.
Demonstrate knowledge of the social significance of various occupations.
Demonstrate a positive attitude toward work.
Demonstrate learning habits and skills that can be used in various educational situations.
Demonstrate positive work attitudes and behaviors.
COMPETENCY VI: SKILLS TO LOCATE, EVALUATE, AND INTERPRET CAREER INFORMATION.
Indicators:
Describe the educational requirements of various occupations.
Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
Describe the concept of career ladders.
Describe the advantages and disadvantages of self-employment as a career option.
Identify individuals in selected occupations as possible information resources, role models, or mentors.
Describe the influence of change in supply and demand for workers in different occupations.
Identify how employment trends relate to education and training.
Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: SKILLS TO PREPARE TO SEEK, OBTAIN, MAINTAIN, AND CHANGE JOBS.
Indicators:
Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
Demonstrate academic or vocational skills required for a full or part-time job.
Demonstrate skills and behaviors necessary for a successful job interview.
Demonstrate skills in preparing a resume and completing job applications.
Identify specific job openings.
Demonstrate employability skills necessary to obtain and maintain jobs.
Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
Demonstrate an understanding that job opportunities often require relocation.
Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: UNDERSTANDING HOW SOCIETAL NEEDS AND FUNCTIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK.
Indicators:
Describe the effect of work on lifestyles.
Describe how society’s needs and functions affect the supply of goods and services.
Describe how occupational and industrial trends relate to training and employment.
Demonstrate an understanding of the global economy and how it affects each individual.
COMPETENCY IX: SKILLS TO MAKE DECISIONS.
Indicators:
- Demonstrate responsibility for making tentative educational and occupational choices.
- Identify alternatives in given decision-making situations.
- Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
- Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
- Identify steps to apply for and secure financial assistance for postsecondary education and training.

COMPETENCY X: UNDERSTANDING THE INTERRELATIONSHIP OF LIFE ROLES.
Indicators:
- Demonstrate knowledge of life stages.
- Describe factors that determine lifestyles.
- Describe ways in which occupational choices may affect lifestyle.
- Describe the contribution of work to a balanced and productive life.
- Describe ways in which work, family, and leisure roles are interrelated.
- Describe different career patterns and their potential effect on family patterns and lifestyle.
- Describe the importance of leisure activities.
- Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: UNDERSTANDING THE CONTINUOUS CHANGES IN MALE/FEMALE ROLES.
Indicators:
- Identify factors that have influenced the changing career patterns of women and men.
- Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
- Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
- Identify courses appropriate to tentative occupational choices.
- Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: SKILLS IN CAREER PLANNING.
Indicators:
- Describe career plans that reflect the importance of lifelong learning.
- Demonstrate knowledge of postsecondary vocational and academic programs.
- Demonstrate knowledge that changes may require retraining and upgrading of employees’ skills.
- Describe school and community resources to explore educational and occupational choices.
- Describe the costs and benefits of self-employment.
- Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative educational programs.
- Demonstrate skills necessary to compare education and job opportunities.
- Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.
ADULTS

Self-Knowledge

COMPETENCY I: SKILLS TO MAINTAIN A POSITIVE SELF-CONCEPT.
Indicators:
Demonstrate a positive self-concept.
Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
Identify achievements related to work, learning, and leisure and their influence on self-perception.
Demonstrate a realistic understanding of self.

COMPETENCY II: SKILLS TO MAINTAIN EFFECTIVE BEHAVIORS.
Indicators:
Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
Identify symptoms of stress.
Demonstrate skills to overcome self-defeating behaviors.
Demonstrate skills in identifying support and networking arrangements (including role models).
Demonstrate skills to manage financial resources.

COMPETENCY III: UNDERSTANDING DEVELOPMENTAL CHANGES AND TRANSITIONS.
Indicators:
Describe how personal motivations and aspirations may change over time.
Describe physical changes that occur with age and adapt work performance to accommodate these.
Identify external events (e.g., job loss, job transfer) that require life changes.

COMPETENCY IV: SKILLS TO ENTER AND PARTICIPATE IN EDUCATION AND TRAINING.
Indicators:
Describe short- and long-range plans to achieve career goals through appropriate educational paths.
Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).
Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: SKILLS TO PARTICIPATE IN WORK AND LIFE-LONG LEARNING.
Indicators:
Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
Describe how educational achievements and life experiences relate to occupational opportunities.
Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).
COMPETENCY VI: SKILLS TO LOCATE, EVALUATE, AND INTERPRET CAREER INFORMATION.
Indicators:
Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).
Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
Describe the uses and limitations of occupational outlook information.
Identify the diverse job opportunities available to an individual with a given set of occupational skills.
Identify opportunities available through self-employment.
Identify factors that contribute to misinformation about occupations.
Describe information about specific employers and hiring practices.

COMPETENCY VII: SKILLS TO PREPARE TO SEEK, OBTAIN, MAINTAIN, AND CHANGE JOBS.
Indicators:
Identify specific employment situations that match desired career objectives.
Demonstrate skills to identify job openings.
Demonstrate skills to establish a job search network through colleagues, friends, and family.
Demonstrate skills in preparing a resume and completing job applications.
Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.
Demonstrate effective work attitudes and behaviors.
Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success.
Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).
Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, community agencies).
Identify skills that are transferable from one job to another.

COMPETENCY VIII: UNDERSTANDING HOW THE NEEDS AND FUNCTIONS OF SOCIETY INFLUENCE THE NATURE AND STRUCTURE OF WORK.
Indicators:
Describe the importance of work as it affects values and lifestyle.
Describe how society's needs and functions affect occupational supply and demand.
Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
Demonstrate an understanding of the global economy and how it affects the individual.
Career Planning

COMPETENCY IX: SKILLS TO MAKE DECISIONS.
Indicators:
Describe personal criteria for making decisions about education, training, and career goals.
Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits, and other conditions of employment.
Describe the effects of education, work, and family decisions on individual career decisions.
Identify personal and environmental conditions that affect decision-making.
Demonstrate effective career decision-making skills.
Describe potential consequences of decisions.

COMPETENCY X: UNDERSTANDING THE IMPACT OF WORK ON INDIVIDUAL AND FAMILY LIFE.
Indicators:
Describe how family and leisure functions affect occupational roles and decisions.
Determine effects of individual and family developmental stages on one’s career.
Describe how work, family, and leisure activities interrelate.
Describe strategies for negotiating work, family, and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: UNDERSTANDING THE CONTINUING CHANGES IN MALE/FEMALE ROLES.
Indicators:
Describe recent changes in gender norms and attitudes.
Describe trends in the gender composition of the labor force and assess implications for one’s own career plans.
Identify disadvantages of stereotyping occupations.
Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: SKILLS TO MAKE CAREER TRANSITIONS.
Indicators:
Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.
Describe strategies to use during transitions (e.g., networks, stress management).
Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).
Describe an individual career plan, updating information from earlier plans and including short- and long-range career decisions.
Appendix B

Career Clusters
Message to Students

This is your career planning folder. It is designed to help you plan and make satisfying career decisions. You need to recognize that your interests, skills, and goals are essential clues in helping you make those satisfying career decisions. You must know what you are looking for in a career and how to plan ahead to achieve what you want. Likewise, you also need to know what employers and postsecondary schools are looking for when they select someone for a job or a student for admission.

Career decision making is a lifelong process. There is no magic time when you will suddenly know what it is you want to be “when you grow up.” In fact, it is highly likely you will have more than one career during your lifetime. However, you can start now to acquire an appreciation of yourself and the talents you can bring to any career you choose.

Making decisions, especially career decisions, is difficult at times. Other people can help. Your family, school, and community are good sources of information. Keep an open mind and realize that regardless of your color, creed, race, or sex, you have many choices. By making decisions, planning ahead, and setting goals, you can accomplish what is important to you.

- **Agriculture**: concerned with the science, production, marketing, and/or servicing of agriculturally related products.
- **Business**: concerned with the organization, administration, and technology of governments, industry, and business enterprises.
- **Construction**: concerned with the building and maintenance of various types of structures.
- **Design, Communication, & Art**: concerned with the creation and/or transfer of ideas or information.
- **Education**: concerned with helping individuals develop skills and acquire knowledge.
- **Health**: concerned with the providing of services and/or products relating to the health of people or animals.
- **Manufacturing**: concerned with the changing of raw materials into useful products.
- **Personal Service**: concerned with meeting the needs of individuals by providing household, food, cleaning, personal, or protective services.
- **Repairs & Mechanics**: concerned with the servicing and/or repairing of machines or products.
- **Sales & Marketing**: concerned with selling or marketing of products and/or services.
- **Science & Technical**: concerned with solving problems, developing innovations, or providing scientific or technical services.
- **Social Science**: concerned with the study of societies and/or the delivery of a variety of social or religious services.
- **Transportation**: concerned with the movement of people and/or goods.
Appendix C

Career Assessments
CAREER ASSESSMENTS

The following is a list of career assessments that the authors have used. These assessments are easy to find, easy to use, and inexpensive. Some of the interest inventories can be used within others on the list. For example, Self-Directed Search codes, Career Game codes, and ASVAB can be used within *Oklahoma Career Search*. *Oklahoma Career Search* also has two other interest inventories.

Interest Inventories

(AG-O, BIZ-O, CER-O, DAC-O, IND-O, SCI-O)

*Vo-Tech Quick Screener, E-WOW-A* (Adults and High School)

*JOB-O, JOB-O A*

*Available from:*

CFKR Career Materials, Inc.
P.O. Box 4
Belmont, CA  94002

Jist Works, Inc.
720 North Park Avenue
Indianapolis, IN  46202

*Armed Services Vocational Aptitude Battery (ASVAB)*

*Source:*

U.S. Department of Defense
HQUSMEPCOM/MEPCT-E
2500 Green Bay Road
North Chicago, IL  60064

U.S. Military Entrance Processing Command
(Call your local recruiter.)

*CAI The Career Exploration Inventory*

A guide for Exploring Work, Leisure, and Learning
Jist Works, Inc.
720 North Park Avenue
Indianapolis, IN  46202

*Career Game*

Rick Trow Productions
P.O. Box 291
New Hope, PA  18938
Oklahoma Career Search
Oklahoma Department of Vo-Tech Education
CIMC Resale Division
1500 West Seventh Avenue
Stillwater, OK  74074-4364
1-800-654-4502

COPS, COPS-R, COPS II
Edits
P.O. Box 7234
San Diego, CA  92167

COPP Career Orientation and Planning Profile
Center on Education and Training for Employment
Vocational Instructional Materials Laboratory
1900 Kenny Road
Columbus, OH  43210

Oklahoma Department of Vo-Tech Education
CIMC Resale Division
1500 West Seventh Avenue
Stillwater, OK  74074-4364
1-800-654-4502

Interest Checklist
Oklahoma Employment Service
U.S. Department of Labor, Employment, and Training Administration
U.S. Employment Service
(Call your local Employment Office.)

Occupational Clues - A Career Interest Survey
Oklahoma Department of Vo-Tech Education
Resource Center
1500 West Seventh Avenue
Stillwater, OK  74074-4364
1-800-522-5810

Jist Works, Inc.
720 North Park Avenue
Indianapolis, IN  46202

The Self-Directed Search
A Guide to Educational and Vocational Planning
Jist Works, Inc.
720 North Park Avenue
Indianapolis, IN  46202
Aptitude Assessment Instrument

CAPS
Edits
P.O. Box 7234
San Diego, CA 92167

Combination Assessment Instruments

Discover
ACT Educational Services Division
P.O. Box 168
Iowa City, IA 52243
Appendix D

Forms and Information Sheets for Your Career Day
ESTABLISHING A PARENT RESOURCE FILE

A Parent Resource File is a great idea if teachers will really use it! This should be determined before the parents are asked for their help because parents will resent volunteering and then never being asked to speak. Teachers should be excited about the development of a file and its benefits before the file is established. The following five tips will help you set up a successful system.

1. The filing system used to file parents’ names and the topics about which they will speak may dictate how much the file is used.
   - Use topics the teachers think correspond with the units or concepts they teach rather than job titles. For instance, a name might be used if filed under fossils rather than under paleontologist. This would allow people who have a hobby connected to fossils to be listed in addition to those people employed as professionals in the field.
   - Each parent can be cross-referenced in many ways: job, hobby, travel experiences, subject areas used on a job, etc. For example, an architect could be listed under architecture, pyramids, bridges, tools, angles, materials, etc.
   - Use a “see also” card to list similar topics.
   - The cross-reference topic cards should list the student’s name so that information such as the parent’s phone number can be looked up in the student’s file.

2. The filing system should be explained to teachers so that they know how to use it. A hands-on training session will acquaint teachers with the topics in the file and the resource parents available.

3. The Parent File should be easily accessible for the teachers. Locating it in the teachers’ lounge is helpful because the telephone will be needed for contacting the parents. The school library is another convenient location.

4. Color coding of the student/parent names by grade is important so that the resource can move with the student to another building. This enables an entire group of parent names to be easily pulled from the file and inserted into another existing file. When the forms are originally sent home to parents, each grade level should be given a different color form.

5. It is important to explain the use of the file and the filing system to parents. If possible, it should be done in person, such as at a “Back to School Night” or PTA meeting. Each parent will complete a form. Since the top half will be separated from the bottom half of the form, parents need to complete both sections. If parents understand how topics they list will be used in the cross-reference system, they will take more time in listing information and topics. They will also provide the same information several times on different colored pieces of paper if they understand that the form moves with each child from building to building.
ASKING PARENTS TO HELP WITH CAREER DAYS

The following letter may be typed on your school’s letterhead and sent home with your students. The form on the next page should be enclosed with the letter. It allows the parents to share information about their work.

Dear Parents:

We are beginning a Career Development program in the ____________ Public Schools to acquaint students with the “working world” of our community, state, and nation. We want our students to know how workers use the subjects they learn at school in their jobs. Students will have the opportunity to learn about specific occupations and the importance of the subjects they study in school.

You can help provide our students with new ideas and interests that enhance our classroom activities. We are asking parents and people from the community to visit our classrooms and discuss their occupations and roles in the world of work. Would you be willing to come to our classroom and share information about your occupation? We will provide a list of suggestions to help you plan your presentation.

Please complete the enclosed form and return it to your child’s teacher. If you would like more information about the program, please feel free to contact us. We hope you will participate in our Career Development program.

Sincerely,

Enclosure
**PARENT RESOURCE FILE**

Public Schools is asking you to help our students learn about the world of work! Students need to become familiar with all phases and types of work — paid and unpaid.

Please complete this form and return it to the teacher.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Home Phone</td>
</tr>
<tr>
<td><strong>Father’s Name</strong></td>
<td>Business Phone</td>
</tr>
<tr>
<td>Company</td>
<td>Address</td>
</tr>
<tr>
<td>Occupation</td>
<td>School Attended</td>
</tr>
</tbody>
</table>

School subjects especially needed on my job

Hobby

Travel

Are there uniforms, pictures, tools, materials, etc., used in your work that you could bring to share with the students?

When could you visit?

Day of Week Time of Day

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Home Phone</td>
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<tr>
<td><strong>Mother’s Name</strong></td>
<td>Business Phone</td>
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<td>Company</td>
<td>Address</td>
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<tr>
<td>Occupation</td>
<td>School Attended</td>
</tr>
</tbody>
</table>

School subjects especially needed on my job

Hobby

Travel

Are there uniforms, pictures, tools, materials, etc., used in your work that you could bring to share with the students?

When could you visit?

Day of Week Time of Day
HELPING YOUR CHILD MAKE CAREER PLANS

Career decision making is a process, not an event that occurs at a given time. Your child’s future career will be influenced by events that start occurring in the preschool years and continue throughout life. Here are some ways in which you can assist your child in positive career development.

Encourage your child to think about the question, “What will I do when I grow up?”

Talk with your child at an early age about specific careers. Encourage your child to read and ask questions about careers. Ask your child to think of alternative choices.

Eliminate sex bias in thinking about your child’s future career. Teach your child that a person’s sex doesn’t matter; it’s ability that counts.

Don’t hesitate to respond when your child asks, “What do you think I should be when I grow up?” Point out talents and interests that your child possesses and discuss jobs that are related to these areas.

Tell your child in a positive way about the work that you do. Neither encourage or discourage your children from choosing your line of work.

Encourage your child to ask people about their jobs. If your child is interested in a particular job, ask if your child can visit to see what the job actually involves. Take your child on field trips to see various people at work in factories, offices, auto repair shops, retail stores, etc.

Help your child explore hobbies and other leisure-time activities that are productive and useful.

Help your child understand how very important his/her school work will be in later job decisions.

Encourage your child to engage in part-time work outside the home.

Encourage your child to visit with teachers and counselors about future career plans and expectations.

You may want to visit with your child’s teacher or counselor to discuss your child’s career plans. Ask about your child’s Plan of Study.

Help your child understand that it will be equally important to acquire a set of specific job skills and a set of adaptable skills for occupational success.

Remember a college degree is no longer the best or surest route to occupational success. Encourage your child to think about all kinds of postsecondary education.
STUDENT CHARACTERISTICS

Students have certain characteristics associated with their age and level of development. The following characteristics may be used as guidelines to help you prepare your career presentations.

Students: Kindergarten - Grade 3
- has limited attention span (15-20 minutes for one activity)
- views experiences in relation to self (views experiences as revolving around self)
- has limited vocabulary — needs explanations in simple, concrete terms
- experiences center around home and school
- is learning basic skills
- enjoys doing simple tasks, likes “to work”
- needs to see the relationship between the world of work and school

Students: Grades 4-6
- has a somewhat longer attention span of 20-30 minutes for one activity
- views experiences in relation to self and others
- has expanding vocabulary but still needs explanation in simple terms
- has previous experiences centered on home, school, and community
- is working to refine basic skills
- is realizing “it’s a big world out there”
- enjoys doing a work task
- needs to see the relationship between school and the world of work

Students: Grade 7-8
- has attention span of up to 30 minutes for one activity
- needs specific information about education and training, requirements for jobs, relevance of school subjects, and importance of attendance and attitudes
- needs to ask questions
- needs information on occupational descriptions, salary range, job ladder, and entry-level requirements
- has vocabulary of young adult, but still does not understand technical terms

Students: Grades 9-12
- has expressed interest in several career fields
- is mature enough to do individual exploration of self and career fields
- needs a chance to “get the feel of the job” through shadowing, field trips, co-op education, apprenticeships, etc.
- would gain insight into a particular job through shadowing, field trips, etc.
- needs to relate school subjects to real work situations
- has vocabulary approaching adult level but needs explanation of technical terms
SPEAKING TO STUDENTS ABOUT YOUR CAREER

The following information should help you prepare for the Career Day. Be sure and allow time for students to ask questions about your career.

Purpose: Provides students an opportunity to interview adults about their careers.
Develops an awareness of the world of work. Shows the students how their school work relates to work as an adult.

Attire: Wear the uniform or clothes you normally wear to work. Explain its purpose and value (including any safety equipment worn).

Tools, Equipment, Samples of Work:
If possible, bring items that you use in your job and have a “show and tell” during your presentation. The use of slides, films, charts, and actual tools or even the blackboard will add visual interest to your presentation.

Terminology:
The students will be interested in terminology used on your job. Remember that it will have to be explained.

Tips:
1. In explaining your work, remember that a job title often means little to the students. It is better to describe your work and give examples of what you do.
2. Actively involve the students in your presentation if you can. You may ask them to participate in a task or assist in a demonstration, or you can simply direct questions to them. No matter what age level you’re working with, you’ll find you get a much better response if the students can do something, rather than just listen.
3. Watch the students and if they become restless, involve them or ask them a question.
4. Make this simple statement at the beginning of your presentation: “Be sure to ask any questions as soon as you think of them.” This will eliminate confusion on the part of the students.
5. Any “handout” material you bring should be distributed at the end of your presentation unless the material is needed during the presentation. You can then ask the students to put it aside when it has been used. Allowing time at the end of the presentation to circulate any items you may have brought will help you avoid the risk of competing with your own materials.
CAREER INFORMATION FILE

Use this sheet to record information about careers.

1. Describe a typical day on this job.

2. What school subjects are used in this job?

3. Why did you choose this career?

4. What do you like about your job?

5. What kind of special training and skills do you need for this job?
1. Teachers should be in their rooms at least 15-20 minutes before the speaker and students arrive.

2. Make sure that there are enough chairs to seat everyone.

3. As the room host, you are responsible for introducing the speakers and keeping them on an appropriate time schedule for their presentations. Ask each speaker to allow time for questions. Please remain in the room during the presentation.

4. Please post a list of students for each session outside your door.

5. Be sure to check roll.

6. After each session, remind the speakers that refreshments are available.

7. To stimulate discussion, assign students to ask questions. This will prevent one student from monopolizing the session. Suggested questions for elementary, middle school/junior high, and high school students are shown on the next three pages.

8. Please express the school’s appreciation to the speakers for their participation in the Career Day activities.
CAREER DAY QUESTIONS
FOR ELEMENTARY SCHOOL STUDENTS

1. What do you do in your job?
2. What is a typical day like on your job?
3. What hours do you work?
4. What school subjects are important for this job?
5. How and when did you decide to enter this job?
6. Did you have a career plan that you followed?
7. What do you like best about your work? Why?
8. What do you like least about your work? Why?
9. What changes have happened in your career area since you have been working?
10. What can I do to get ready for a job like yours?
CAREER DAY QUESTIONS
FOR MIDDLE SCHOOL STUDENTS

1. How did you first get interested in your job? How did you decide on this career/job? What other alternatives did you consider?

2. What is a typical workday like? Would you change anything about your job?

3. What are your usual working hours?

4. What school subjects are beneficial to your career/job? How do you use these subjects?

5. What do you like best about your job? What do you like least about your job?

6. What personal characteristics are important in your job? (Working with people, data, things, good speaking and writing skills, working under pressure, working inside or outside.)

7. What type of training did you need, and how long did you train for this job?

8. What changes have taken place in your career since you began working? What changes do you see in the future?

9. Does your job depend on others? Could you tell us how this works?

10. Did you have a career plan to follow?

11. Did school prepare you adequately for your work?

12. How do you coordinate your family/home/job responsibilities?

13. Would you alter your choice of career if you were making the choice today? Why?
1. What school subjects are beneficial to your career/job? How do you use these subjects?

2. What is a typical workday like? What type of interests and abilities would help a person be successful in your occupation?

3. What tools do you use?

4. What hours do you work during the day? Do you work different shifts? What are your working conditions? Do you work indoors, outdoors, or both?

5. Was this your first career choice? If not, what was your first choice?

6. How long have you had this job?


8. What type of education/training is necessary for this kind of work?

9. What special benefits does your company offer its employees?

10. Does your work have any special safety requirements? Are you required to wear special clothing?

11. Does your job depend on others? Do you work in teams?

12. How has technology changed your job? What changes do you see in the future?

13. Are people with your skills usually needed? Where else can you work with your skills?

14. About how much money can a beginning worker earn for this kind of work?

15. How do you coordinate your family/home/job responsibilities?
CAREER DAY PLANNING QUESTIONNAIRE

Name of Student ____________________________________________________________

_________________________________________ will host a Career Day starting at

(name of school) ____________________________________ on ______________________ (date)

(time) __________________________________________

Will you attend? Yes_____ No_____  

Circle two occupational areas in which you would like to work, and underline a specific job in each area. This will assist us in planning for speakers.

1. AGRICULTURAL: agricultural engineer, farm manager, landscape architect, veterinarian, other ________________________________

2. BUSINESS: accountant/auditor, actuary, advertising agent, clerical supervisor, computer programmer, other ________________________________

3. CONSTRUCTION: architect, brick mason, carpenter, civil engineer, drafter, electrician, painter, other ________________________________

4. DESIGN, COMMUNICATION, AND ART: actor/actress, commercial artist, dancer/choreographer, designer, florist, interpreter/translator, model, photographer/camera operator, research worker, writer/editor, other ________________________________

5. EDUCATION: adult vocational education teacher, college faculty member, counselor, education administrator, elementary school teacher, librarian, secondary school teacher, special education teacher, vocational rehabilitation counselor, other ________________________________

6. HEALTH: chiropractor, clinical laboratory technician, dental assistant, dental hygienist, dialysis technician, dietitian/nutritionist, electrocardiographer technician, home health aide, licensed practical nurse, nuclear medicine technician, occupational therapist, optician, pharmacist, physician, radiologic technician, registered nurse, respiratory therapist, surgical technician, other ________________________________

7. MANUFACTURING: assembler (precision), bindery worker, chemical equipment operator, compositor and typesetter, machinist, millwright, numerical control machine-tool operator, photoengraver and lithographer, printer/graphic artist, sheet metal worker, other ________________________________
8. PERSONAL SERVICE: barber, building manager, child care worker, cook/chef, corrections officer, cosmetologist, firefighter, flight attendant, food service manager, funeral director, police officer, postal supervisor, recreation worker, other______________

9. REPAIRERS AND MECHANICS: aircraft mechanic, auto body repairer, auto mechanic, biomedical equipment technician, computer service technician, diesel mechanic, heating and cooling mechanic, industrial machine repairer, jeweler, robotics technician, other______________

10. SALES: automobile salesperson, counter and rental clerk, insurance agent, manufacturer’s representative, real estate sales agent, retail sales manager, retail salesperson, sales engineer, wholesale trade sales worker, other______________

11. SCIENCE AND TECHNOLOGY: aerospace engineer, biological scientist, biomedical engineer, broadcast technician, chemical engineer, chemist, geographer, geologist and geophysicist, laser technician, marine engineer, mathematician, mechanical engineer, meteorologist, nuclear engineer, physicist, surveyor, other______________

12. SOCIAL SCIENCE: archivist and curator, clergy, economist, human services worker, judge, lawyer, marriage counselor, psychologist, social worker, sociologist, substance abuse counselor, urban and regional planner, other______________

13. TRANSPORTATION: air-traffic controller, airplane pilot, bus driver, dispatcher, industrial traffic manager, reservation agent, travel agent, truck driver, other______________

14. ARMED FORCES INFORMATION: Army, Navy, Marine Corps, Air Force, National Guard, Reserve Program, Coast Guard, other______________

15. LEISURE TIME ACTIVITIES: sports, chess, coin collecting, cycling, fishing/hunting, golf, gymnastics/dancing, horseback riding, lapidary/rocks, marksmanship, model airplanes/trains, motorcycling, outdoor activities/mountain climbing/camping/hiking, rodeo, sailing/boating, scuba diving, sewing, skating/skiing, wrestling/weight lifting, other______________

16. POST-HIGH SCHOOL PLANS: attend college, attend two-year college or some kind of training, attend technical school, go to work, enter Armed Forces, undecided, other plans______________
CAREER RESOURCE SURVEY

Our school is developing a resource file of speakers who can enhance the educational experiences of our students. There are several ways that you can help our students understand how their school subjects relate to their future jobs. For example, you could conduct a hands-on activity, having students do something that is a part of your workday; make a presentation, including tools and equipment, about your work, hobby, or special interest; or give a hands-on presentation on how math, science, English, or social studies fits into your job. Also, would you be willing to participate in a mentoring or shadowing program for our students? If you are willing to help our school, please provide us with the following information.

1. Name ____________________________________________

2. Title or Topic ______________________________________

3. Address __________________________________________

4. Telephone Number _________________________________

5. Please describe briefly your qualifications and area of expertise or the type of program you might present. (If you need more room, please use the back of this sheet.)

6. How do you use math, science, English, or social studies in your job?

7. What are your hobbies or special interests that you would be willing to share with our students?

8. Please list the days of the week and the hours you would be available to assist students.

9. Please give the name, address, and phone number of two persons in the community who can be contacted as references.

10. Are you willing to participate in a mentoring or shadowing program?
DUTIES OF THE PLANNING COMMITTEE

1. After reviewing the Career Day Planning Questionnaire completed by students (see pages 56-57), brainstorm for names of possible speakers.

2. Ask committee members to call prospective speakers. Be sure to ask only one person to represent each job to avoid having two speakers discussing the same job.

3. At the time of contact, secure a definite “Yes” or “No” from the prospective speaker. This prevents any misunderstanding as time nears for the Career Day.

4. If at all possible, get speakers who are actively engaged in the work they discuss.

5. Be sure your speakers for Career Day know the time, place, and their responsibilities. Tell the speakers they will receive a confirmation letter from the counselor (see example on the following page). Each speaker should have a time limit and allow time at the end of the presentation for students to ask questions.

6. Committee members should report promptly to the committee chairperson about acceptances along with needed information about each speaker. A form for your use is on page 61. Committee members should turn in the names of speakers agreeing to come to Career Day at least three weeks prior to the event.

7. Committee assignments to write thank-you letters to speakers should be made at this time.

8. Arrange for physical setup of rooms, etc., to ensure that seating arrangements will accommodate the number of students indicated by the Career Day Planning Questionnaire.

9. Have programs printed (proofread carefully to ensure accuracy on proper names and job titles of speakers).

10. See that Junior Guides know their duties in escorting speakers to proper rooms, handing out programs, etc.

11. Make arrangements with the school’s audiovisual personnel to tape some of the presentations in each interest area. This is an excellent method of developing a file of occupational tapes for future student use.

12. Continue to develop interest and advertise your Career Day by sending news releases to your local media — newspaper and radio/television stations.
SAMPLE CONFIRMATION LETTER TO SPEAKERS

(Letter should be sent on school letterhead.)

(Date)

(Name)
(Title)
(Company)
(Address)
(City), (State) (ZIP)

Dear Ms. or Mr. (Last Name):

Thank you for agreeing to come to ____________ High School during our Career Day to speak to ________ grade students about your career as a ______________. Please emphasize any school subjects that are especially needed in your career.

I was pleased that you plan to use a video as an introduction to your talk. I will arrange to have a VCR and TV available for your use.

Our students will enjoy seeing the samples of your work that you plan to bring. I am enclosing a copy of Speaking to Students About Your Career and Student Characteristics with this letter. These handouts may help you as you design your presentation and determine what type of information you wish to share with our students. Please allow time at the end of your presentation for students to ask questions.

We have scheduled your Career Day presentation as follows:

Date: ___________________________ __________ High School
Time: __________ — __________
(address)
Time: __________ — __________
(city)
Time: __________ — __________

When you arrive, please report to the check-in desk in the main lobby. Students will be waiting to escort you to the correct classroom. We have arranged time for you to have a break and refreshments between your presentation.

To locate our high school, come east on Highway 270, turn south (right) onto Highway 9, then turn west (right) onto Broadway Avenue. The building is located on the north (right) side of the street.

Again, thank you for your willingness to participate in our Career Day. The students will benefit greatly from being able to learn about your career. If you have any questions, please call me at (telephone number).

Sincerely,

(Name)
(Title)
<table>
<thead>
<tr>
<th>Speaker (full name)</th>
<th>Title and Place of Business</th>
<th>Home Address</th>
<th>Daytime Phone Number</th>
</tr>
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<tbody>
<tr>
<td>Career</td>
<td>Attorney</td>
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<tr>
<td>1.</td>
<td>Mr. David Smith, Attorney, Smith &amp; Smith, 1857 Elm Street, 372-3111</td>
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<td>Career</td>
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<td>Career</td>
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This completed form should be returned to the counselor no later than (date). It is essential that this information be obtained promptly in order to have speaker names for news releases and the Career Day programs. Thank you.
RESPONSIBILITIES OF STUDENT GUIDES

1. Decorate each classroom with the theme of the speaker's career.

2. Make a schedule with room numbers and a list of students for each room.

3. Set up the registration table, make the nametags, and register the guests and speakers.

4. Greet all guests and speakers at the door, introduce yourself, and escort the speakers to the correct classroom, after making sure they have a nametag, schedule, and program.

5. Be sure to tell speakers and guests where the rest rooms, lounge, and refreshments are located before leaving them at the classroom.

6. Introduce all speakers to their classroom hosts.
CHECKLIST FOR CAREER DAY

1. Send out confirmation letters at least two months in advance of the Career Day.

2. Call speakers the day before to confirm their schedule.

3. Prepare and post the list of speakers.

4. Set up a check-in table at the entry of school.

5. Prepare nametags for speakers.

6. Remind student hosts to greet visitors and escort them to their rooms. Students should also show speakers the location of the lounge and rest rooms.

7. Schedule one break for each speaker.

8. Have additional presenters and rooms in order to allow break time for speakers.

9. Have teachers ready to substitute for speakers who fail to make it.

10. Divide students among presentations so that each room can accommodate the speaker and students comfortably.

11. Discuss courtesy and school standards with the students.

12. Provide the students with a list of questions that the speaker is prepared to answer. Discuss types of questions students might ask the speaker to gain more information.

13. Prepare a hospitality room for speakers.

14. Arrange a special lunch for the speakers.
CAREER DAY EVALUATION
(For Students)

Students, please help us evaluate this year’s Career Day and plan for next year by completing this form. Thank you for your comments.

1. The Career Day gave me an opportunity to explore my career interest.  
   Agree: 5 4 3 2 1

2. The first session was very informative.  
The career field was ______________________  
   Agree: 5 4 3 2 1

3. The second session was very informative.  
The career field was ______________________  
   Agree: 5 4 3 2 1

4. The third session was very informative.  
The career field was ______________________  
   Agree: 5 4 3 2 1

5. Did you learn things you wanted to know from today’s speakers?  
   Agree: 5 4 3 2 1

6. What other information would you like to receive from the speakers next year?  
   __________________________________________  
   __________________________________________  
   __________________________________________  
   __________________________________________  

7. How can your counselor or teacher help you continue your search for a career?  
   __________________________________________  
   __________________________________________  
   __________________________________________  
   __________________________________________  

Name_______________________________________ Date_________________________
CAREER DAY EVALUATION
(For Teachers)

Teachers, please help us evaluate this year's Career Day. Your input will help us plan next year's event. Thank you.

1. The Career Day was well organized.  5 4 3 2 1
2. Students were interested in the presentations.  5 4 3 2 1
3. Was the speaker in your room prepared?  5 4 3 2 1
4. Did the speaker in your room answer questions from the students satisfactorily?  5 4 3 2 1
5. Did the speaker in your room have some type of hands-on demonstration or activity for the students?  5 4 3 2 1
6. Would you suggest we follow the same format next year?  5 4 3 2 1

7. What can we do better?

8. Additional comments?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
CAREER DAY EVALUATION
(For Speakers)

Speakers, please help us evaluate this year's Career Day. Your input will help us plan next year's event. Thank you.

<table>
<thead>
<tr>
<th>1. The Career Day was well organized.</th>
<th>Agree</th>
<th>Disagree</th>
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<tr>
<th>2. Students generally seemed interested in your presentation.</th>
<th>Agree</th>
<th>Disagree</th>
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<tr>
<th>3. Students asked questions that were relevant to your subject.</th>
<th>Agree</th>
<th>Disagree</th>
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<tr>
<th>4. The Career Day met your expectations.</th>
<th>Agree</th>
<th>Disagree</th>
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<tr>
<th>5. Would you suggest we follow the same Career Day format next year?</th>
<th>Agree</th>
<th>Disagree</th>
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<tr>
<th>6. Were the facilities adequate for today's activity?</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
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<tr>
<th>7. Would you be willing to participate in the following activity in the future?</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Day for next year</td>
<td></td>
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</tr>
<tr>
<td>Classroom speaker during the year</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>If so, what class?</td>
<td></td>
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<tr>
<td>Provide field trips to your business/community</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>If so, what time of day?</td>
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<tr>
<td>Provide pamphlets or brochures to the counseling office?</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

(Optional)

Name ________________________________________________________________ Title _______________________

Company ____________________________________________________________

Address ____________________________________________________________ ZIP ________________________

Phone _____________________________________________________________ Extension ________________
THANK-YOU LETTER FOR SPEAKERS
School Letterhead

Address

Dear Mr./Ms.________________:

The students of _______________ would like to thank you for arranging your schedule to spend time with us at our Career Day on _____________. Your willingness to share information with our staff and students about your career was one of the main ingredients in making our Career Day a success.

Our students appreciate your interest in our efforts to learn more about careers and the world of work. In fact, we hope we can call on you again to share more of your experiences with us.

Again, thank you for your assistance.

Sincerely,
<table>
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<tr>
<th>Date</th>
<th>Name</th>
<th>Where Employed</th>
<th>Position</th>
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MEMO

To: All Teachers
From: Principal
Subject: Career Day

Teachers, we share your excitement about the Career Day scheduled on (day and date). Please remind your students to be on their best behavior while we have visitors. Explain to them that our speakers have arranged their work schedules so that they can spend time with us. Ask your students to

- Be courteous and pleasant.
- Be helpful — offer to help our guests with any equipment needed for their presentations.
- Be on time to each session.
- Give the speakers their undivided attention.
- Ask questions, but don’t take all of the speaker’s time. (Give students a list of appropriate questions. These questions will help the students get the information they need to know about the career.)
- Ask only for the beginning salary range of the occupation — never ask about the speaker’s salary.
SAMPLE CAREER DAY NEWS RELEASE

CAREER DAY PLANNED
FOR LOCAL STUDENTS

____________________ Public Schools

Current Date

Page 1 of 2

FOR IMMEDIATE RELEASE
Contact Person:
Phone:

A Career Day for all K-12 students in the ____________ Public Schools is planned for _______ _________. Each middle school and high school student will have the opportunity to hear three career speakers from the community. Approximately 21 career speakers, each representing a different career, will participate in this event.

____________________, who serves on the School Board Advisory Council, said, “Last spring we held our first Career Day. It was so popular with both students and teachers that we are offering it again this year. We believe it plays an important role in our students’ career development. The career speakers help our students see that the school subjects they are studying now are very relevant to their success in their future jobs.”

Elementary students will also hear about careers. Many of their parents have volunteered to present information about their jobs. (Teacher's Name), fourth-grade teacher, will be in charge of organizing the career poster and poetry contest for students, judging entries, and submitting winners to the statewide contest.

Career development will receive emphasis throughout the year in the ____________ Public Schools. The Oklahoma Career Search computer program has been purchased and installed in various locations at the high school.
This year's goal is to target all eighth-graders and eleventh-graders by having them complete the career search.

Teachers in _____________ Public Schools say they want to be responsive to the needs of the students, make education more relevant to the workplace, and increase the ability of the students to apply what they learn to real life situations. The implementation of the entire career development project will take up to five years.
CAREER GAMES

Baseball

Show pictures of people in different careers. (You can also use vehicles, hats, clothing, tools, or other objects.) Have students make flash cards of career information, using pictures from magazines, newspapers, or other materials.

Divide students into two teams. Chairs are placed where “bases and home plate” would be. Team A student is “up to bat.” Pitcher (teacher) shows a flash card or object to student. Student goes to first base if the answer is correct; if answer is incorrect, first “out” is recorded. Then the next player from Team A is “up to bat.” Team A continues to play and advance around the bases until the team has three “outs.” Team B then takes their turn at answering questions and recording “runs.” Baseball rules apply to score points for reaching home. Once a team makes three “outs,” the other team goes up to bat.

Match-It Game

Teacher or older students can make flash cards of each cluster and flash cards of definitions. The cards should then be displayed so all students can see them. Students are divided into two teams. A student from Team A picks cluster and reads it from card. A student from Team B picks matching definition card and reads it. Team B gets one point if the student picked the correct definition. The next student from Team B then picks a cluster card and reads it. A student from Team A then picks the matching definition card. Teams take turns with above procedure.

Geography Careers

Have students write names of occupations on pieces of paper (one occupation per sheet) and drop them into a container. Students then take turns drawing an occupation and placing it on a map, explaining the choice of location.

Oceanographer — I would live close to an ocean. Corn Farmer — I would live where the soil is rich and the climate is mild. Senator or Representative — I would probably live in a suburb of Washington, D.C.

Job Jeopardy

Prepare clues for different occupations. Categories can be different clusters of the occupations. After the clue is given, students must answer in the form of a question.

Hangman

Play the traditional “hangman” game, but use only names of occupations for the words. Let students be the speller.
Match the Person

Divide the class into groups of four or five. Have students select a name for their group or use A, B, C, etc. Have Group A go up to the front of the room and list, on a sheet of paper so that no other class members can see, five likes and five strengths each, using only things that accurately describe themselves.

After the lists are completed, have the four students exchange lists. Have each of these four students write their new list on the chalkboard for the entire class to read. The class will evaluate these lists and try to correctly "match" them to the four persons. After each group has finished, have the four students identify his or her correct list. Scoring for the evaluation groups is as follows:

For correctly matching all four people +5 points. For incorrectly matching anyone, -1 point will be scored. A group must match all four persons to gain 5 points. Any time that a group mismatches a person, the group loses 1 point.

After Groups B and C complete the same procedure as Group A did, add up all of the points of each of the evaluation groups. The group with the most points, or least minus points, wins.

After the game has been played and the group chosen as winner, have the class discuss which characteristics were the best for describing which persons. Which were "dead giveaways"? Which characteristic would fit two or more than two other persons in the group?

Name That Job

This game is played by two or more teams of equal size and can be made more difficult or easier to meet the age and ability of those playing it. Each team selects a leader, timekeeper, and recorder. A story or problem is given. Example: A three-year-old has been in a car accident.

Each team then works quietly together so that other teams can't see or hear to make their own list of jobs. When the time is up, the teams take turns in naming and describing how their jobs correspond to the emergency situation.

Twenty Questions

Prepare cards with names of occupations on them. Have a student draw one card. Other students can ask him/her 20 questions about the occupation. See how many questions are asked until the students either guess the occupation or are stumped. Questions can only be answered with a "yes" or "no."
What's My Line?

Explore nontraditional careers with this game.

Explanation of the game: Play starts with one student acting as monitor and one as the "guest." The other class members take turns asking one question each to the guest. Only questions that can be answered yes or no can be used to help uncover the occupation of the guest. A maximum of 20 questions may be asked. The class member who correctly guesses the occupation of the guest becomes the next guest. If the occupation is not uncovered, the monitor chooses the next guest. After everyone has had a turn at being the guest, students give a brief oral report on the occupation they chose. The students are asked to include the following information in their reports: why they chose this career; why they see it as being a nontraditional career; information on aptitudes, working conditions, education and training needed; and what subjects would be helpful.

Tools of the Trade

Divide the class into pairs. One pair comes to the front of the room. One student draws from cards of occupations. This student then has 30 seconds to tell his/her partner what tools or materials a person in this occupation might use. The partner must guess what the occupation is from those clues. Switch roles and do again. Do until all students have had a turn.

Draw That Job

Prepare cards with names of occupations on them. Have a student select one card. The student gets 30 seconds to draw the occupation on the board for other students to guess. Whoever guesses correctly gets to draw the next occupation. These occupations can be related to the subject areas (such as, math, science, English, etc.).
### CAREER DEVELOPMENT ACTIVITIES FOR ELEMENTARY STUDENTS

<table>
<thead>
<tr>
<th>RELATED COMPETENCIES*</th>
<th>ACTIVITY</th>
<th>L.A.</th>
<th>MATH</th>
<th>SCI.</th>
<th>S.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies: I, II, IV, V, VII, X</td>
<td>Discuss interviewing for a job. Allow students the opportunity to interview for class jobs available during the month of November.</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: VIII</td>
<td>Give students a poster size piece of paper. Let them create a tool or a machine that would be helpful in a job of their choice.</td>
<td>✓</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>Competencies: I, III</td>
<td>Have students write stories about their favorite hobby or interest. Let each child illustrate with drawings or magazine pictures.</td>
<td>✓</td>
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</tr>
<tr>
<td>Competencies: II, V, VI, X, XI</td>
<td>Have students interview parents or significant others. Find out what they do in their jobs and what they enjoy most about their jobs.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: I, II, III</td>
<td>Have a Share a Hobby Day. Students' hobbies and interests may lead to a career.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: I, II, V, VIII, IX</td>
<td>Discuss volunteering: Have students design a gift certificate for a member of their family. Pledge time and help.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: II, V, VI, VII, IX</td>
<td>Many jobs involve skills in communication. Discuss information needed when taking phone messages. Role play taking accurate phone messages. Vary the content and type of messages for fun.</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Competencies: V, VI, VII, VIII, X, XI</td>
<td>Take students on a visit to the custodian, cafeteria worker, principal, etc. Find out what duties each one does in his/her job. Pretend one of these workers stopped doing his/her job for a week. How would that affect the school?</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Competencies: V, VI, VII, VIII, X, XI</td>
<td>Make a list of the jobs students observe while traveling to and from school this week. Discuss the tools and skills needed in each job.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: V, VII, X</td>
<td>Have your students do a report on a famous person. Research all the jobs the person had in his or her lifetime. Share findings with class.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: II, V, VI, VII, VIII, X, XI</td>
<td>Have students write a job description for the perfect babysitter. It can be from the child's point of view or the babysitter's point of view.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: II, IV, V, VI, VII, IX</td>
<td>Have students poll families, neighbors, and friends about the different ways they use measurement. Make funnel cake or no-bake cookies using measurement. Discuss ways measurement is used in different careers.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: VI, VIII, IX</td>
<td>Ask students to create an imaginary business. Name it and describe the products or services offered. Design a billboard advertisement for the company.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: II, III, VI, VII</td>
<td>Divide class into small groups: have students write a song or rap about a job. Let each group perform their creation for the class.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: VI</td>
<td>Have students categorize a list of jobs into three groups: jobs that primarily involve (1) working with hands, (2) working with people, and (3) working with numbers.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: V, X, XI</td>
<td>Have students make a career collage from old magazine pictures. Students may illustrate occupations not found in magazines.</td>
<td>✓</td>
<td>✓</td>
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<th>S.S.</th>
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</thead>
<tbody>
<tr>
<td>Competencies: VI, VIII, X, XI</td>
<td><strong>Schedule parents or grandparents to visit the class.</strong> Ask them to talk about their jobs. Encourage class to write thank-you notes to each visitor.</td>
<td>✓</td>
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</tr>
<tr>
<td>Competencies: I, II, V, VII, VIII, XII</td>
<td><strong>Set up a department store with cash register, play money, and miscellaneous gift items, treats, and necessities.</strong> Discuss with your students that one reason people work is to earn money to buy things. Talk about the items in your department store and compare prices. Also discuss the meaning of necessities; talk about things that we must buy versus things that we would like to purchase that are not necessities. Role play a payday after working a full day.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Competencies: I, IV, VI, IX, X, XII</td>
<td><strong>Arrange for all students to take a career interest inventory.</strong> (The one used in <em>Oklahoma Career Search</em> is available in a paper and pencil mode and can be done quickly.) Hold follow-up sessions to analyze the results in terms of future career planning.</td>
<td></td>
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<td>✓</td>
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</tr>
<tr>
<td>Competencies: I, IV, VI, IX</td>
<td><strong>Review the 13 career clusters developed by the U.S. Department of Education and used on Oklahoma Career Search.</strong> Ask students to select one or two cluster areas that interest them. Talk about what jobs might fall under each cluster.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: VIII, X</td>
<td><strong>Have students discuss the benefits of volunteer work.</strong> Write on the chalkboard ways they have volunteered. Discuss volunteer organizations of the community. Brainstorm volunteer work they could do as a group or by themselves that relates to their career plan and the cluster in which they are interested.</td>
<td>✓</td>
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</thead>
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<tr>
<td>Competencies: IV, V, VIII</td>
<td>Help students understand that money earned in jobs is often influenced by the amount of education/skills they have. Examples: Non-high school graduate — fast food worker ($5.15/hr); high school graduate — typist ($5.75/hr); technical training — LPN ($12.00/hr); 4-year college graduate — teacher ($15.00/hr); master’s degree — librarian ($17.50/hr). Students figure salary for an 8-hour day. Have them figure the weekly (and monthly) salary.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: I, III, IX, X, XI</td>
<td>Arrange for classroom speakers on non-traditional careers, e.g., a female pilot or male nurse. Use resources such as Chamber of Commerce, service organizations, parents, vocational schools, etc., to find such nontraditional workers or students. Organize a nontraditional Career Day or Career Night for students.</td>
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<td>✓</td>
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<tr>
<td>Competencies: IV, V, VI, VIII, X, XI, XII</td>
<td>Arrange for class visits to various types of businesses. Find out about entry-level jobs, skills needed, working conditions, education needed, etc.</td>
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<td>✓</td>
</tr>
<tr>
<td>Competencies: IV, V, VII, XII</td>
<td>Get an application from one of the local businesses you have visited. Have your students fill out the application and write a resume as if applying for a job in that business.</td>
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<td>✓</td>
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</tr>
<tr>
<td>Competencies: V, VII, VIII</td>
<td>Absence from school. How many days have you been absent from school this semester? Why? Have students use minimum wage to calculate their losses. What would they lose in an 8-hour day? What would they lose in all the days they have been absent?</td>
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<tbody>
<tr>
<td>Competencies: II, IV, VI</td>
<td>Have student write a research paper. Use Oklahoma Career Search or other interest inventory to find careers of interest. To write the paper, use Career Resource Center, Occupational Outlook Handbook, Career Search, and others. To bring in other subjects, use Careers in Math, Science, History, etc.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: V, VI, IX</td>
<td>Have students write a theme describing a decision they made that involved compromise.</td>
<td>✓</td>
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<tr>
<td>Competencies: IV, VII</td>
<td>After reading a biography of a famous person, have students discuss risks that person took in implementing career goals.</td>
<td>✓</td>
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</tr>
<tr>
<td>Competencies: IV, VI, XI, XII</td>
<td>Have students shadow careers that fit into the subject area being taught. This will answer the question “Why do I have to take this?”</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: I, IV, VII</td>
<td>Write a commercial. Students write commercials that show the skills and qualities they possess that would make them a great employee.</td>
<td>✓</td>
<td></td>
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<td>✓</td>
</tr>
<tr>
<td>Competencies: VI, VII, VIII, IX, XII</td>
<td>Plan an imaginary business. Name the business, create services or products offered, list employees needed, set hours of the business, and determine job benefits.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competencies: II, IV, V, VII, IX, XII</td>
<td>Help an imaginary business get started. Develop a business card or brochure for the business. Write want ads for positions that are available. Project profits and expenditures.</td>
<td>✓</td>
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<tbody>
<tr>
<td>Competencies: IV, V, VI, VII, IX, XII</td>
<td>Develop a directory of entry-level jobs in your area. Include job descriptions, qualifications, procedures for applying, wages, and a contact person. Use newspaper ads, professional magazines, employment agencies, Oklahoma Career Search, etc.</td>
<td>✔</td>
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</tr>
<tr>
<td>Competencies: I, V, VI, VII, XI</td>
<td>Look in the want ads of newspapers. List and discuss the adjectives used to describe desirable workers.</td>
<td></td>
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</tr>
<tr>
<td>Competencies: I, II, IV, V, VII, IX, XII</td>
<td>Invite a representative from the State Employment Office to visit class. Ask him or her to bring any materials that would be helpful to students (job application forms, etc.). Have the representative talk about what employers look for, importance of computer skills, importance of basic skills, and the importance of interpersonal skills.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Competencies: I, II, IV, V, VIII, X, XII</td>
<td>Have students name one or two people who they think have made significant contributions in the community. Interview them. Try to determine their personal aspirations and definitions of success. Decide how the school or your students can recognize these individuals.</td>
<td></td>
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<td>✔</td>
</tr>
<tr>
<td>Competencies: IV, V, VI, VII</td>
<td>Have students identify occupations they would like to explore. Encourage use of Career Search, Careers for 21st Century, the Occupational Outlook Handbook, and Guide for Occupational Exploration. Have them list the school subjects that would be helpful to know for each occupation chosen.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Competencies: X, XII</td>
<td>Ask an individual who volunteers services to the community to share experiences with the class. Discuss the benefits and responsibilities of volunteer work. Encourage students to volunteer their services to help others.</td>
<td>✔</td>
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<th>RELATED COMPETENCIES*</th>
<th>ACTIVITY</th>
<th>L.A.</th>
<th>MATH</th>
<th>SCI.</th>
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<td>Competencies: I, II, IV, V, VI,</td>
<td><strong>Have students design a family tree.</strong> Research the occupations of immediate family or significant others. Use the students' findings to create a class chart showing the range of occupations.</td>
<td>✓</td>
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<td>Competencies: I, II, IV, V, VI, VII, XII</td>
<td><strong>Produce a video on interviewing.</strong> Have students demonstrate successful interviewing techniques. Use members of the community to act as resources for this project.</td>
<td>✓</td>
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<td>Competencies: III, IV, V, VIII, X, XI, XII</td>
<td><strong>Invite a senior citizens' group to talk with the class about their careers.</strong> Ask them about choices in career options through the years. Discuss the changes in technology, wages earned, education required, etc.</td>
<td>✓</td>
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<td>Competencies: II, IV, V, VI, VII</td>
<td><strong>Have students conduct a poll or survey in a mall or business area.</strong> Find out what qualities employers look for as they interview potential candidates. Graph their results.</td>
<td>✓</td>
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<td>Competencies: II, IV, IX, XI</td>
<td><strong>Arrange to visit the area vo-tech school.</strong> Observe students in action and find out about the technology needed in the workplace today.</td>
<td>✓</td>
<td>✓</td>
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*National Career Development Guidelines
CAREER DEVELOPMENT MONTH ACTIVITIES

November is Career Development Month. These activities are designed for junior high and middle school students, but many of them can also be used with elementary and high school students.

1. Congratulate all students who entered the Career Poetry or Poster contest. Send letters to parents.

2. Give students business cards inscribed “Let me help you with your future!” to encourage them to use career counseling services.

3. Arrange visits to high school career programs. Be sure to include limited English proficient (LEP) and special education students.

4. Hold group counseling sessions on career topics, e.g., “What are my interests?” or “How can I select a high school career program?”

5. Help students write a play about different careers and present it at an assembly, e.g., “Careers in the Year 2000.”

6. Help students write and develop a career newsletter focusing on specific careers and the world of work.

7. Ask students to bring hats representing different careers and to describe these careers while modeling the hats.

8. Arrange for classroom speakers on nontraditional careers, e.g., a female pilot or male nurse. Use resources such as Chamber of Commerce, service organizations, and parents to locate the speakers.

9. Have students interview workers from the local community by visiting them on the job. Write up these interviews in a career newsletter.

10. Assist students in role playing job interviews for different types of jobs.

11. Have students investigate unusual careers in Oklahoma and give oral reports to the class.

12. Arrange for all students to take a career interest inventory. Hold follow-up sessions to analyze the results in terms of future career planning.

13. Play career-related quiz games such as “What’s My Line?” or “Twenty Questions.”
14. Set up a classroom store to teach such concepts as consumer education, marketing and sales, publicity, etc. Teach business-related skills via language arts and mathematics.

15. Arrange for visits to various types of businesses and learn about entry-level jobs — skills needed, working conditions, education required, etc.

16. Organize a "Career Day" for students that focuses on nontraditional careers.

17. Visit classes to talk about your career as a guidance counselor.
CAREER DEVELOPMENT GROUP ASSIGNMENTS FOR JUNIOR HIGH AND HIGH SCHOOL STUDENTS

ASSIGNMENT: Career Education Notebook. Groups may consist of four to five students. Some activities may be done by all the group members, and some activities may be delegated. Include in the notebook a title page listing the names of all group members. A contents page should list the following activities and the appropriate page number for each one.

1. Occupation Alphabet. Go through the alphabet and list one or more occupations for each letter.

2. Why Do We Need That? Write MATH at the top of the page. List every job you can think of that would require skills learned in Math. Do the same with English, Science, and Social Studies.

3. Occupations Map. Draw a map of a square block in your downtown or shopping area. Draw boxes to illustrate the businesses/industries. Indicate in each box the occupations represented. Label streets so your block can be checked.

4. Make a Chart. Compare at least 15 different occupations. Prepare a chart to summarize findings. Compare yearly salaries, employment outlook, and educational requirements.

5. Want Ads. Keep copies of your local newspaper, from Sunday to Sunday. Read the want ads and analyze the job opportunities in your community. Summarize your findings with a graph showing the different occupations available. (If you live in a large metropolitan area, pick a single cluster of occupations for comparison.)

6. Future Jobs. Think of five or more jobs that may exist in the future (example: space colonists). Write a job description for each.

7. Person-on-the-Street Interview. Interview seven to ten people about their jobs. Your questionnaire should have at least ten questions.

8. Employer Talk. Make a list of 10 traits your group thinks an employer looks for in a potential employee. Talk to at least five employers. Ask them to list 10 things they look for in a potential employee. Compare your lists, and compile a chart that shows what was alike and what was different.

9. Classmates Interview. Ask at least 10 classmates (none in your own group) what their parents/guardians do for a living. Summarize the results of your interviews.

10. Past, Present, and Future Interview. Interview at least 10 adults. Ask these three questions: (1) what they wanted to be as young children, (2) what job they have now, and (3) what they would do if they could choose anything they wanted. Summarize your findings.
BULLETIN BOARDS

ASSIGNMENT: Group Bulletin Board. Prepare a bulletin board. Various options are listed below, or your group can think of one not listed. (If developing a bulletin board not listed, get your teacher’s approval. Each group must choose a different idea or theme. Be sure to list the names of the group members somewhere on the display.

1. Why Do We Need Math? Turn your notebook assignment into a bulletin board. Choose one subject area to display.

2. Occupation Alphabet. Use your notebook assignment, and find or draw your own illustrations for each letter’s occupation.

3. Tools of the Trade. Choose five to ten occupations that use special tools or equipment. Draw your own illustrations, cut out pictures, or bring examples of these tools and equipment. Design a bulletin board or display to show which occupations use which tools, or design it in a game format where matching is involved.

4. Fun for Me. Display pictures of people participating in leisure activities. For each picture, list occupations involved in helping provide these activities.

5. Fashion Show. Choose five to seven occupations that require distinctive clothing. Display clothing and provide “fashionable” tips on why this type of clothing is needed for the occupation.

6. Career Cluster. Design an icon to symbolize career clusters. List several occupations under their appropriate cluster.

7. Around the Town. Go to different businesses/industries in the community. Take pictures of where people work. Label each picture with the occupation and location of the job.

8. What’s Hot? Prepare a bulletin board about the fastest-growing occupations in this decade.

9. Did You Know? Start with a common object such as a sneaker. What jobs are involved in getting that sneaker to you? Follow the sneaker from its assembly to the time it was sold to you. (Example: designer, factory worker, salesperson, advertising agent, machinist, etc.)