This guide is to be used with Career Connections magazine to encourage classroom discussion about its content. We encourage teachers to come up with additional ideas to supplement and enhance Career Connections magazine.

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Highly Competitive Occupations - Can You Handle the Competition?

Article 1, Pages 1 and 2
- Ask students to list their top 10 dream jobs. Have them determine if any of their choices are on the list of highly competitive occupations.
- Ask your students to identify other highly competitive occupations that are not listed.
- Identify major employers and back-up occupations for the other occupations the students identified.
- Discuss back-up plans for the other competitive occupations.

Test Your Career Reflexes

Article 2, Pages 3 and 4
- After the students have answered the questions on activities they like to do, have them identify and write down their top three Career Clusters.
- Have your students view resources that provide occupational information such as OK Career Guide and the Occupational Outlook Handbook.
  - www.okcareerguide.org
  - https://www.bls.gov/ooh/
- Ask students to list three occupations of their choice within each of their top three clusters.

16 Career Clusters

Article 3, Pages 5 and 6
- Discuss the definition for each cluster and how occupations are put into clusters.
- Poll students to find out what career direction they are planning to take. Discuss career and technology programs that could complement their career plans.
- Ask students to locate the three highest Career Clusters from their interest inventory. Ask if the personal qualities describe them.
- Have your students take the Interest Assessment, Skills Confidence Assessment, and Work Values Assessment in OK Career Guide and compare results.

Individual Career and Academic Plan (ICAP)

Article 4, Pages 7 and 8
- Discuss the different educational levels involved in preparing for your career (i.e., technology centers, community college, university, etc.).
• Ask your students to define internship, job shadowing and work-based/work-site learning.
  • An **internship** is an extended, paid or unpaid, supervised, practical experience in the workplace linking school and job tasks.
  • **Job shadowing** is a career awareness/exploration opportunity in which a student observes or “shadows” a worker for a designated period of time to learn about that worker’s career.
  • **Work-based learning** provides students with work experiences that provide instruction in such things as positive work attitudes, employability skills, and participative skills. **Work-site learning** is a planned learning experience for students, under the guidance of a workplace mentor, to develop specific technical competencies and general workplace competencies. Experience may also occur in a school-based enterprise, simulation or special project.
  • Discuss the importance of the above mentioned experiences and how they can help the students’ future career plans.
  • Have your students decide their career plan for grades 9 - 16 using their chosen career cluster, their school schedule (i.e., block schedule, seven-period day, traditional, etc.) and the education level they have chosen. This can be completed in My Ed Plan in OK Career Guide.

### 13 Steps to Success - Career Information on the Internet

Article 5, Pages 9 and 10
• Ask students to list three occupations of their choice within each of their top three Career Clusters from pages 3 and 4.
• Have the students complete steps 3, 6, 7, 8, 9, and 11 for two of their chosen occupations.
• Many students say they will own their own business. Have your students complete step 10 and discuss the advantages and disadvantages of owning their own business.

### Mapping Out a Plan - How Do I Prepare?

Article 6, Page 11
**Note:** Provide students with graduation requirements and course schedule.
• Have students begin their planning based on their individual clusters of interest.
• Ask students to list required core classes for each year of their ICAP.
• Have students list electives that support their selected clusters. After they have made their lists, they can input these into My Ed Plan in OK Career Guide.
Oklahoma’s Hot 25 Occupations

Article 7, Page 12

- Ask students if a person should choose a career just because the outlook for that specific job looks promising and why or why not?
- Discuss what the top ten hottest jobs were ten years ago. What does this change say about future jobs or jobs that are “hot” today?
- Note: The following jobs were “hot” in 2008: educator, scientist, health care worker, artist, police officer, childcare worker, and cosmetologist. The following were considered recession-proof occupations: accountant, educators, entertainers, utility workers, home and car repair personnel, alternative energy workers, health care workers, lawyers and legal assistants, and debt collectors.

Oklahoma’s Promise

Article 8, Page 13

- Discuss the guidelines for Oklahoma’s Promise with the class. Information can be found at http://www.okhighered.org/okpromise
- Remind students that they must take core classes and need to maintain a 2.5 GPA. Core classes include the required number of credits in the following subjects:
  - English
  - Laboratory Science
  - Mathematics
  - History and Citizenship Skills
  - World Language/Non-English Language
  - Computer Technology

Planning for the Future - What’s a Week Worth?

Article 9, Page 14

- Discuss and create a list of items that fit into the category of “basic needs.”
- Have students decide which job rewards they want in an occupation (i.e., job security, career advancement, benefits, working conditions, vacations, etc.) and rank them in order of importance. Students can take the Work Values Assessment in OK Career Guide to see which values take priority for them.
On Your Own . . . Can You Support Your Lifestyle?

Article 10, Pages 15
- Discuss the importance of budgeting.
- Have the students go to https://www.epi.org/resources/budget/ and put in the city where they want to live. Have them determine the number of adults and children the budget will need to support to see the cost of some basic needs.
- Have students figure out their monthly expenses.
- Ask the students some of the ways math skills apply to real life. Include such skills as percentage, multiplication, subtraction, etc.

Planning for Your Career . . . 1, 2, 4, or More

Article 11, Pages 16
- Explain the different levels of education.
- In each of the students’ three chosen career clusters, have them choose a job in each of the following categories: one year of postsecondary education, two years of postsecondary education, four years of postsecondary education, and more than four years of postsecondary education. Have them compare the options and weigh the benefits and costs.
- Discuss with students how the level of education they will need for a particular job may change depending on life circumstances and how they should be aware of their options.

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

Article 12, Page 17
- Define and discuss the meaning of “work ethics.”
- Lead a class discussion on the importance of good work ethics. Discuss why it is important to accept responsibility, accomplish work, use time wisely, and arrive on time.
- Ask the class what Derek could do to keep his job.

Do You Have Employability Skills?

Article 13, Page 18
- Ask the students to investigate other reasons why employees are dismissed.
- Have students work in teams to list other bad habits for each employability skill.
Dropping Out Isn’t Smart

Article 14, Page 19

• Discuss the statistics comparing dropouts to graduates and how the impact can reach into an adult life.

• Ask students to compare the wages of a dropout to those of a high school graduate, technical school graduate, and a college graduate.
