

Career Information & Exploration

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Lesson Plans

Lesson Plans focus on career development competencies in areas of self-knowledge and career planning, occupational and education exploration, and job search. Each Lesson Plan contains five sections that correspond with the National Career Development Guidelines, as well as links to career-based articles. Lesson plans are specifically designed to assist career professionals with students and clients in the career exploration process.

The five sections are broken down into:

1. **Focus & Review** ~ states the focus of the lesson plan and highlights the review process.
2. **Statement of Objectives** ~ states the objectives the participant is to learn.
3. **Teacher Input** ~ outlines ways to instruct participants in completing the activity.
4. **Guided Practice** ~ highlights discussion points for groups.
5. **Closure** ~ states suggestions for completion of activity.



In some instances, **Technology Connections** are provided. These connections are just one more way for facilitators to link online and other technology to the lesson plan. Just look for the technology icon.

Activities & Worksheets

Worksheets are pre-made career development activities for students and clients to further explore careers and interests. Activity answers will vary depending on participants' self assessments and answers to questions about individual interests.

By completing activities, participants are actively engaged in seeking out career resources. This assists in better acquainting individuals with the tools and resources available to them.



This logo represents ISEEK or MnCareers-produced activities. Feel free to **adapt these exercises** according to your needs.

LESSON PLAN: CAREER CLUSTERS IN *MnCareers*

MATERIALS:

- Copy of *2010 MnCareers*
- Description of career pathways framework (page 20 of *MnCareers*; www.iseek.org/guide/counselors/counselorclusters.html)

1. FOCUS AND REVIEW

- Use *MnCareers* to demonstrate to participants:
 1. The availability of career information.
 2. The connection between education and career goals.
 3. How occupations are classified for easy retrieval of information.

2. STATEMENT OF OBJECTIVES

- Participants will understand the relationship between education and work.
- Participants will learn how to locate, evaluate and interpret career information.
- Participants will learn methods of classifying occupations.

3. TEACHER INPUT

- Ask participants in large or small groups to list as many occupations they can think (20-30 occupations). Write these on the chalk board or paper.
- Define career fields or clusters as an organizational system of classifying careers. Discuss how clustering occupations can aid in career research. Return to the list of careers and discuss different ways the careers could be clustered.
- Instruct the class to find a career cluster from *MnCareers* that is of interest to them.

4. GUIDED PRACTICE

- Briefly discuss what information is in the occupational headings of *MnCareers* occupations, work definitions, interest profiles, wages, education and job outlook.
- Discuss education requirements for various occupations.

5. CLOSURE

- Inform students where further career information and resources are located (many national and Minnesota-specific resources are listed in *MnCareers*). Also discuss with students about the role of the Internet in career information, and encourage them to locate information online to share at a later time.



Technology
Connections:

CareerOneStop (www.careeronestop.org)
ISEEK (www.iseek.org)
MCIS (license required: <http://mncis.intocareers.org>)
e-folio Minnesota (www.efoliominnesota.com)

Adapted from:

Career Choices in North Carolina, 2003 Career Development and User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

LESSON PLAN: CAREER DECISION-MAKING

ARTICLES: 7 Steps to Decision-Making (*Facilitator Guide* pg. 10)
Career Decision-Making (*Facilitator Guide* pg. 49)
Career Planning Myths (*Facilitator Guide* pg. 51)
Educational Planning Myths (*Facilitator Guide* pg. 130)

1. FOCUS AND REVIEW

- Present decision-making as:
 1. A necessary life skill to be developed before leaving high school.
 2. Something that is individual and unique.

2. STATEMENT OF OBJECTIVES

- Participants will identify the seven steps to decision-making.
- Participants will apply this model to everyday decision-making as it relates to career decisions.

3. TEACHER INPUT

- Plan an activity that requires students to set goals. Re-visit that goal during various times in the semester to determine whether the goal is still important and if appropriate time has been dedicated to its completion.
- Set short-term goals for the students to experience the goal-setting process.

4. GUIDED PRACTICE

- Discuss both Career and Educational Planning Myths. Have each student learn the seven steps to decision-making as they apply to ordinary, everyday events, and how they apply to career decision-making.

5. CLOSURE

- Encourage students who have difficulty with decisions to talk with a school counselor for further assistance. Often poor decision-making is more than the lack of a model to follow and can be a warning of poor self-esteem. Many students require lots of assistance with college and career decisions while others are able to move quickly through the process.
- Keep this lesson positive with information on how to seek further assistance at your school with quality state career resources. (See resources: MCIS, ISEEK, MOHE, etc)

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

LESSON PLAN: NONTRADITIONAL CAREERS

Materials: Career Profiles found in *MnCareers* (*MnCareers* pgs. 24-96);
Nontraditional Employment (*MnCareers* pgs. 13).
Nontraditional Careers on ISEEK (www.iseek.org/careers/nontraditional.html)
Budgeting Basics (Worksheet #35A, page 171)
Create a Personal Budget (Worksheet #36, page 173)

1. FOCUS AND REVIEW

- Define nontraditional careers.
- Divide participants into groups. Have each group create two lists: Nontraditional careers for women and nontraditional careers for men. Can also discuss nontraditional careers for cultural groups.
- Discuss factors that might have impacted their list choices.

2. STATEMENT OF OBJECTIVES

- Participants will access career development resources.
- Participants will use labor market information to set personal goals.
- Participants will identify skills needed for occupations.
- Participants will consider nontraditional career opportunities.

3. TEACHER INPUT

- Review Monthly Budget exercise with students (Worksheets #38 and 39).
- Review Career Profiles found in *MnCareers* (pgs. 24-96).
- Highlight profiles of nontraditional occupations for men and women.
- Highlight skill sets of nontraditional careers.
- Review labor market trends such as growing or shrinking occupations at:
www.iseek.org/careers/indemand.html or www.PositivelyMinnesota.com

4. GUIDED PRACTICE

- Select an example of a nontraditional career for a male and a female (or for a cultural group). Create a chart for the group identifying the education and salary level for each.
- Have each group create a chart and answer the following questions:
 1. How do the educational requirements differ between jobs traditionally for men or women?
 2. What is the skill set used for each occupation?
 3. How do salary levels differ between nontraditional careers for men and women?
 4. Which nontraditional career(s) does each member of the group find personally interesting?

5. CLOSURE

- Have each group report their findings.

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET # 10: CAREER RESEARCH

Directions: Use information in *MnCareers* and additional resources to answer these questions about a career of your choice.

Title of Occupation: _____

1. Description of the occupation including main duties and responsibilities.

2. What are the education and training requirements for the occupation?

3. List other required qualifications such as licensing, certifications, etc.

4. What is the average wage or salary for this occupation?

5. What is the employment outlook for this occupation?

6. List the places and work environments where people in this occupation might work.

7. What are the opportunities for advancement?

8. List other occupations that are similar or related.

WORKSHEET #10, CONTINUED

9. Is this occupation available in your area? List companies or other places of employment in your area in which this occupation is located.

10. What school subjects or courses would help you to prepare for this occupation?

11. Does this occupation deal mainly with people, data, things or ideas?

12. Do you think you have the aptitude (potential ability) for this occupation?

13. This occupation interests you because:

14. List three resources (books, magazines, computerized information, etc.) used for this research.

15. List the name and title of a person(s) that helped you locate this information.

16. List the name of a person(s) you know (or know of) who is in this occupation.

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition

[State Occupational Information Coordinating Committee]

WORKSHEET # 1 1: CAREER INFORMATIONAL INTERVIEW

Directions: Select someone working in an interesting occupation to interview in person or on the phone. Spend at least 20 minutes talking with the individual and gathering information about his or her career and the occupation. Suggested questions are listed below. You can add questions related to your interests and concerns.

1. How long have you worked in this occupation?
2. What other types of jobs did you have before?
3. In this job, do you mainly work with people, data, things or ideas?
4. What do you like most about your job?
5. What are the most frequently recurring problems on your job?
6. How did you get started in this line of work?
7. What type of training is needed for this occupation today?
8. What type of technology do you use? (computer hardware, software, etc.)
9. What changes have you seen in the past few years that affect this career path?
10. What personal qualities do you feel are needed to succeed in this career path?
- 11.
- 12.
- 13.
- 14.
- 15.

Keep the answers to informational interviews in your career portfolio.

Adapted from:
Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET # 12: SKILLS SCAVENGER HUNT

Do you know that workers use the same skills on their jobs as students do in school?

Directions: Select someone to interview who has been working in the same job for a few years. Ask him or her the following questions concerning skills they use on the job:



1. What is your job title?
2. What kinds of things do you read at work?
3. What kind of writing do you do?
4. What roles do speaking and listening have in your job?
5. What kind of math is used on your job?
6. Does your company have customers or work with people in different counties, cities, states or countries? Examples?
7. How are major decisions made in your department? Examples:
8. Are you a problem-solver at work? Could you give an example?
9. What technology do you use to accomplish your job?
10. What machines do you operate on your job?
11. Do you teach others as part of your job?
12. Are you trained in other jobs at the same worksite?
13. Where did you learn the skills needed for your job?

FOLLOW UP ACTIVITY



Combine the results of all the students' interviews into a master list for display. Make one list for each question and title each sheet with the skill. List the examples the various people told the students.

***Note for teachers:** The objective is for students to explore skills (rather than occupations) on a field trip or shadowing experience.

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET # 13: CAREER PLANNING LIST

Directions: Check the things that you have completed in your career-planning process.

HAVE YOU:

- Taken an interest assessment or inventory?
- Taken an aptitude or abilities test?
- Used the Internet or a computerized career information system?
- Read books about careers or goal setting?
- Interviewed someone in an occupation of interest to you?
- Attended a Job Fair or Career Day?
- Talked to college admissions representatives?
- Talked to military recruiters?
- Looked at college or continuing education catalogs?
- Talked about your career or college plans with your family or mentor?
- Gone on a job shadow or work site visit?
- Discussed your career or college plans with a school/career counselor or advisor?
- Prepared a resume?
- Visited schools you are interested in attending?



Look at your list. What things do you still need to accomplish?

Make plans to do these when appropriate. High school students can use the Junior & Senior Timelines (*Facilitator Guide* pgs. 131-132) to help stay on task and organized.

Adapted from:
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[State Occupational Information Coordinating Committee]

WORKSHEET # 14: CAREER PLANNING ACTIVITIES

The following is a list of career planning activities. Some of them you might have already work on, while others you are just starting. Place a check (✓) next to an activity you've accomplished and summarize what you learned. Choose five activities you have not completed. Use *MnCareers* and other resources to determine how you can begin to work on each activity. Be sure to add this information to your portfolio.

(✓) write in date when completed

Took an interest assessment or inventory	Took an aptitude or abilities test
What I learned:	What I learned:
Used an online system to research occupations & schools (like ISEEK or MCIS)	Informally interviewed someone in an occupation I find interesting
What I learned:	What I learned:
Read books about careers and goal setting	Attended a job fair or career day
What I learned:	What I learned:
Talked to a college admissions representative	Reviewed career and educational plan with family or mentor
What I learned:	What I learned:
Talked to a military recruiter	Browsed catalogs from higher education institutions
What I learned:	What I learned:

WORKSHEET # 14, CONTINUED

<input type="checkbox"/>	Completed a job shadow program or work site visit	<input type="checkbox"/>	Prepared a resume
	What I learned:		What I learned:
<input type="checkbox"/>	Discussed career and educational plans with a counselor or advisor	<input type="checkbox"/>	Used the Internet to search for career and educational resources
	What I learned:		What I learned:
<input type="checkbox"/>	Explored different forms of financial aid	<input type="checkbox"/>	Researched different scholarships and grants to help pay for college
	What I learned:		What I learned:
<input type="checkbox"/>	Visited schools I'm interested in attending	<input type="checkbox"/>	Interned at an interesting company
	What I learned:		What I learned:
<input type="checkbox"/>		<input type="checkbox"/>	
	What I learned:		What I learned:

Use this list and **expand** on your ideas throughout the year. Fill in the two blank spaces with additional career-planning activities not already on the list. Make sure to check each activity box after completing it and document what you learned.

WORKSHEET # 15: WHERE ARE THE JOBS?

To find answers to the questions below, use *MnCareers* and ISEEK
www.iseek.org/careers/indemand.html.

- Using the information from ISEEK's "Growing Careers in Minnesota," fill in the grid below. In the first column, select four occupations with a high growth rate. In the second column, list the employment numbers (projected annual openings). Next, list growth rate and the median hourly wage.

Occupation with High Growth Rate	Employment Numbers	Growth Rate	Median Hourly Wage
		%	
		%	
		%	
		%	

- According to page 8 of *MnCareers*, what are the odds of getting hired as a pro athlete? What do these odds tell you about popular occupations in general?

- Many occupations in Minnesota have a large number of openings available right now. See page 11 in *MnCareers* or ISEEK's "Minnesota Growing Industries" and list three industries that have occupations with many openings.

- Why should you be interested in occupations with high vacancies when considering a career?

WORKSHEET # 16: WHO'S THE CAREER COUNSELOR?



Participants: Prepare for the ultimate role-play exercise in career exploration ...

Explorers as Career Counselors

Congratulations!

As of right now, you're a career counselor. Job seekers come to you with their hopes and dreams. Your job is to help them turn those dreams into reality. Sometimes that means recommending schools for post-secondary education or training in a specific area. Other times, it means showing individuals how to apply for financial aid. Some of your advisees don't have a clue what they want to do for a career, and it's your job to help figure it out.

Your boss believes that all clients have to have some idea of what they will do when they complete your career program. "Our clients are good people, and they all need goals," he said at a recent staff meeting. "Help them get some career goals," he said, while looking right at you.

Your Task:

Counseling sessions with job seekers begin tomorrow at 9 a.m. Your boss told your advisees and their families that, as a counselor, you're responsible for developing four career and education options for each client. To do your job well, you'll need to:

- Get acquainted with career-planning resources on the Internet
- Meet each of your advisees and evaluate some basic information about him or her
- Fill out a form for each advisee in which you develop four possible career paths and appropriate education options for him or her

***Note:** As a counselor at a large job center, you have *many* clients to advise, so you'll have to learn quickly.

Potential Resources:

The Internet has numerous college and career-planning resources. It would be a good idea for you to familiarize yourself with some of the ones listed in *2010 MnCareers*. Other resources include:

- the activities in the online *MnCareers Facilitators Guide*;
- MCIS Web site;
- ISEEK.org;
- GetReadyForCollege.org;
- and CareerOneStop.org, just to name a few.

When using Internet sites, be sure to remember the URLs, and note which information you obtained from which sites, so that you can refer to them when talking with your advisees.

WORKSHEET # 16, CONTINUED

The Process:

The counseling sessions have begun! Clients are waiting outside the counseling office in four lines. The head counselor will tell you which students are yours. After meeting with individual advisees, answer these questions:

1. Does the client know what he or she wants to do in the next 2-5 years of his or her life?
2. If the client has a goal, is it realistic given the client's academic and work history?
3. If the goal is realistic, what should the client do next?
4. If the goal isn't realistic, what alternative career paths can you suggest that might be appropriate? (Example: The client wants to be a doctor but does not have good grades in science courses. What other options are available? Are other science or medical fields appealing? What about other careers where the client can help people?)
5. If the client doesn't know what he or she wants to do, how can you help with life direction?
6. What steps should the client take at this point in his or her career to help insure a successful future?

Written Recommendations:

Your final task is to write up a recommendation report for each of your advisees. Be sure to explain *why* you've chosen the options you have (for example, is it because of their academic record, personality traits, abilities, etc.?). At the end of your report, name three Web sources you found to be the most valuable in reaching your professional conclusions and why. Then be prepared to present your report orally to your peers, saying what you advised and why. It's also a good idea to jot down notes as to anything you would do differently the next time around (spend more or less time one-on-one with advisees, give advisees different assessments, research additional materials in a particular subject, etc).

***Remember:** The counseling staff occasionally meets around the water cooler or lunch table to exchange ideas and information. (It's OK to exchange resource ideas with other career counselors, but not gossip about your advisee's low skill level or blue hair.)

Job Performance = Evaluation:

Just like any other activity or project, you'll be evaluated on how well you did (similar to a job performance review). Most likely your instructor will base your performance on the thoroughness and creativity of the career options or school choices you suggested for your advisee. Your responses as to *why* you made the recommendations you did are equally important.

What You Will Have Learned:

Aside from developing career options for your "clients," you will now be more aware of:

- The need to develop some goals and plans for your life.
- An understanding of academic achievement and career options available.
- The latest career planning information resources available online.

Adapted from:

FutureQuest: www.pvpusd.k12.ca.us/teachweb/twidwell/FutureQuest.html

WORKSHEET #17: NONTRADITIONAL EMPLOYMENT

Below is a list of examples of nontraditional occupations for men and women. Using ISEEK, locate the median hourly wage and the number of people who are currently employed in each occupation.

WOMEN			MEN		
Nontraditional Occupation	Median Wage	Current Employment	Nontraditional Occupation	Median Wage	Current Employment
Biomedical Engineers			Court Reporters		
Conservation Scientists			Health Information Technicians		
Data Communications Analysts			Human Resources Assistants		
Dentists			Meeting and Convention Planners		
Electricians			Paralegals		
Fire Fighters			Registered Nurses		
Storage and Transportation Managers			Social Workers		
Sound Engineering Technicians			Special Education Teachers		

1. How do the median hourly wages compare for men and women?

2. Name two challenges that face women working in STEM careers (or other nontraditional work). (Visit ISEEK for help: www.iseek.org/careers/nontraditional.html)

3. Which nontraditional occupation(s) from the chart above interests you? Why?

WORKSHEET # 18: JOB PROSPECTS

Find each career cluster in *MnCareers*. Locate the job within each cluster that has the highest employment figure and write the job title below. Circle the description that best describes the job outlook for that occupation.

Job Title	Career Field	Job Outlook	
	Agriculture, Food & Natural Resources	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Architecture & Construction	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Arts, A/V Technology & Communications	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Business, Management & Administration	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Education & Training	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Finance	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Government & Public Administration	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Health Science	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Hospitality & tourism	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Human Services	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Information Technology	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Law, Public Safety & Security	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Manufacturing	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Marketing, Sales & Service	<input type="checkbox"/> Caution <input type="checkbox"/> Fair	<input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent

WORKSHEET # 18, CONTINUED

	Science, Technology, Engineering & Mathematics	Caution Fair	Good Very Good Excellent
	Transportation, Distribution & Logistics	Caution Fair	Good Very Good Excellent

1. Based on the information in the table above, which occupations have the best job prospects? Which are the worst?

2. What are some reasons **why** you would consider these jobs? What are some reasons why you **wouldn't** consider them?

3. Does an occupation with a strong outlook **always** mean it has good job prospects? Why or why not?

WORKSHEET # 19: ALTERNATIVE RESOURCES

Although 2010 *MnCareers* has a ton of information about careers and your future options, it is only a starting point on your journey. There are thousands of other great resources out there. *MnCareers* includes several pages that highlight some alternative resources available. Use the resource pages (97-126) to complete the following activity below.

1. Choose one of the resource pages in *MnCareers* and record it below.
(Example: "How to Job Search," page 117)

2. For the topic you've chosen, read through all the resources listed. Choose one resource you would like to explore further. List the resource below and summarize what you expect to learn from it.

Resource:

What I expect to learn:

3. List three questions about this topic that haven't been answered by *MnCareers*.

1.

2.

3.

4. Locate and use your chosen resource. What was most helpful about this resource?

WORKSHEET #19, CONTINUED

5. Were your questions answered? Why or why not?

Yes No

Why or Why not:

6. What new questions did using this resource make you think of? Were you able to answer these questions with your resource? Did this resource point you to other useful resources on this topic? Which ones?

7. *MnCareers* is in need of one more resource for your topic and you are the authority for locating it. The resource can be a book, organization, Web site or something else. Record the resource below. Include a title, description, and how or where to find this great new resource.

WORKSHEET #20: DO I HAVE THE SKILLS?

You've looked at a lot of different occupations in *MnCareers*. You've probably even started to pick out different careers that sound interesting to you. Do you have the skills that are needed for these occupations? Do you know all the skills needed for the occupation?

MnCareers has skill information for each career cluster. (For example, skills information for Information Technology is found on page 73 under "What Skills Do You Need?") Use this skill information to complete the activity below, using the following steps:

1. Think of three different career clusters you find interesting (like Manufacturing or Law, Public Safety and Security). Record each career cluster, one in each of the tables on this page and [page 86](#).
2. Summarize the necessary skills for each in the "Skill" column.
3. Indicate whether or not you have this skill by circling YES or NO in the "Have skill?" column.
4. If you have the skill already, explain how you acquired it. If you don't have it, explain how you could develop or gain this skill.

Career Cluster:			
Skill	Have skill?	How did you gain this skill?	How could you develop this skill?
	Yes No		
	Yes No		
	Yes No		
	Yes No		

WORKSHEET #20, CONTINUED

Career Cluster:			
Skill	Have skill?	How did you gain this skill?	How could you develop this skill?
	Yes No		
	Yes No		
	Yes No		
	Yes No		

Career Cluster:			
Skill	Have skill?	How did you gain this skill?	How could you develop this skill?
	Yes No		
	Yes No		
	Yes No		
	Yes No		