

Teacher's Guide for the Career Cruiser

This guide is a companion to the *Career Cruiser* to assist teachers, career specialists, and counselors in their mission to promote career development for middle school students. The format corresponds to the three stages of career development:

◆ Assess

◆ Explore

◆ Plan

Each lesson plan consists of:

1. Overview
2. Middle School Career and Education Planning Course Competencies*
3. Procedure that includes teacher instruction and student activities
4. Time needed to do the lesson
5. TIP- Additional Follow-up Activities

Our goal is to make the *Career Cruiser* and the *Teacher's Guide* valuable tools to assist Florida students as they make educational and career plans. We would appreciate your comments and suggestions for additional activities or ways you have used the *Career Cruiser* in your classroom. Please share them with us at any time by contacting:

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The *Career Cruiser* is provided for middle schools in the state of Florida. *The Cruiser* and the *Teacher's Guide* are featured online at www.fldoe.org/workforce/publicat.asp

Any and all parts of the *Career Cruiser* and the *Teacher's Guide* are reproducible.

*The Career and Education Planning Course Competencies are listed at the end of the Appendices of this *Teacher's Guide* and are included in the Educator's Toolkit which can be found online at www.fldoe.org/workforce/ced.

LIST OF ACTIVITIES

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Activity 1

Cruise Into Your Future, Chart It Now!

Overview: This lesson introduces the students to the importance of planning for their future and the value of using the activities in the *Career Cruiser* to assist in career development.

Objective: At the end of this lesson, students will be able to:

1. Understand the importance of planning.
2. Recognize the three main components of the career development process.
3. Use information provided in the *Career Cruiser* to complete the *Questions and Answers* worksheet on page A of the appendix in this guide.

Competency: 11 Demonstrate the ability to locate, understand, and use career information.

Procedure:

1. Have students turn to page 1 of the *Career Cruiser*. Read and discuss the information. Career development is a continuous process with a series of choices. Have students identify possible outcomes of career and educational decisions. Discuss the importance of planning for the future by choosing activities that take a proactive approach such as those in the *Career Cruiser*.
2. Emphasize the three main components of career planning. Students should: Assess themselves – Explore occupations – Make plans for high school and beyond.

Time: One - two class periods.

TIP - Use the *Questions and Answers* worksheet on page A in the appendix as a culminating activity after the activities in the *Career Cruiser* are completed.

Activity 2 & 3

What's Your Passion?

Check Out Your Career Clusters

Overview: These lessons help students identify their interests and relate what they like to do to career clusters.

Objectives: At the end of this lesson, students will be able to:

1. Determine their interests.
2. Match their interests to career clusters.
3. Recognize the 16 U.S. Department of Education Career Clusters.
4. Use this information to explore the occupations on pages 13-17 of the *Career Cruiser*.

Competency: 5 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.

Procedure:

1. Discuss with students the relevance of self-assessment to help them identify their interests. Discuss the fact that most people begin working full time in their late teens or early 20's and continue until their 60's and beyond. A third of each day will be spent working, so choosing an occupation that they enjoy doing would be advisable. Have students use the *Career Cruiser*, pages 2-3 to identify their interests. Have students score their results and match them to their top three career clusters on page 4.
2. Explain that the U. S. Department of Education has established 16 broad Career Clusters. A Career Cluster is a grouping of occupations and broad industries based on commonalities. Clusters consist of occupations with similar skills and educational pathways.
3. Explain to students that as they are exploring careers, it's always best to look at career clusters or fields and then examine several of the careers that interest them within that cluster.
4. Use this information on the *Questions and Answers* worksheet on page A in the appendix.

Time: Two class periods.

Activity 4

Discover the “U” in Values

Overview: This lesson helps students identify their personal traits or values to better assess themselves.

Objectives: At the end of this lesson, students will be able to:

1. Determine their personal traits or values.
2. Give examples of how these values relate to their personal/school life.

Competency: 6 Identify five values that they consider important in making a career choice.

- Procedure:
1. Discuss with students what values (personal traits) are and their impact on everything they do in their lives.
 2. Have students use the *Cruiser* (page 5) to identify activities that give them satisfaction.
 3. Have students list their top five values at the bottom of page 5.
 4. Students should then give examples of how these personal values are displayed in their everyday life at home, school, or in the community.
 5. Use this information on the *Questions and Answers* worksheet on page A in the appendix.

Time: One – two class periods.

Activity 5

Personality Rocks!

- Overview: This lesson helps students identify their personality type in relation to their growth and self-development and their interaction with others.
- Objectives: At the end of this lesson, students will be able to:
1. Determine their personality types.
 2. Use this information to explore possible careers.
- Competency: 10 Apply results of all assessments to personal abilities in order to make realistic career plans.
- Competency: 12 Use the Internet to access career and education planning information.
- Procedure:
1. Discuss with students the importance of self-knowledge because the more we know about ourselves, the easier it is in the areas of growth and self-development. It also assists in working with others. (See page B in the appendix of this guide for information on Personality Types.)
 2. Have students read the top of page 6 and take the personality quiz on pages 6 & 7 of the *Career Cruiser*.
 3. When students have written their four-letter code in the blanks on page 7, have them read the descriptions of each type.
 4. Use this information on the *Questions and Answers* worksheet on page A in the appendix.
 5. When exploring occupations in Florida CHOICES Planner, students can match their indicator results with those preferred in each career. Have students make a list of 3-4 occupations that they are interested in to check to see if their personality type is a match. After their exploration, have them note why they were a match or why they were not a match.
 - Go to <http://www.flchoices.org>.
 - Sign-in with portfolio name and password.
 - Select the WORK tab.
 - Select Find Careers By... Alphabetical List.
 - Select a letter.
 - Click on the title of a career.
 - Select the "Is This For You" tab.
 - Scroll down to Myers-Briggs Personality Types.
 - Compare their personality indicators to those preferred in the career.
- Time: One – two class periods.

Activity 6

Skills for the Workplace . . . Get Them! Keep Them!

- Overview: This lesson helps students understand the importance of skills in school and in the workplace.
- Objectives: At the end of this lesson, students will be able to:
1. Rate their level of skill mastery.
 2. Describe the relevance of skill mastery to school use.
 3. Describe the relevance of skill mastery to the work place.
 4. Develop a plan to improve needed skills.
 5. Use this information on the *Questions and Answers* worksheet on page A in the appendix.
- Competency: 9 Identify strengths and areas in which assistance is needed at school.
- Competency: 13 Identify skills that are transferable from one occupation to another.
- Competency: 17 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- Competency: 18 Demonstrate skills to interact positively with others.
- Competency: 19 Demonstrate employability skills such as working on a team, problem solving, and organizational skills.
- Procedure:
1. Prompt a class discussion on skills and their impact in our daily lives.
 2. Ask students to turn to page 8 of the *Career Cruiser*. Read and discuss the text at the top of the page emphasizing the importance of these skills in school. Ask students to check the correct box beside each skill (either *Can Do* or *Needs Work*).
 3. Divide the class into nine groups, assigning one skill section; i.e., *Communication Skills, Problem Solving*, etc., to each group. Allow ten minutes for groups to compile a list of ways their group's assigned skill is used in the workplace. Each group should give an oral report about their skill section to the rest of the class.

4. Students should then make a personal improvement plan that gives two strategies for each skill they need to improve.

Example questions follow:

- Based upon your rating, which two skill areas do you feel are your areas of strength? Why?
 - Which two areas need more development?
 - What actions can you take in order to improve the skill areas that are lacking?
 - What are the skills you think employers are looking for? Why?
5. Students will use this information on the *Questions and Answers* worksheet on page A in the appendix.

Time: Two - three class periods

TIP - Complete the *Is School A Real Job?* worksheet on page C in the appendix of this guide as a follow-up activity.

Activity 7

Cool Jobs in Science & Biotech

Overview: This lesson introduces information from the Bureau of Labor Statistics on the growing number of science-related occupations.

Objectives: At the end of this lesson, students will be able to:

1. Recognize the growing number of science related jobs.
2. Identify high school courses important to a career in science-related occupations.

Competency: 7 Identify skills needed for career choices and match to personal interests and abilities.

Competency: 11 Demonstrate the ability to locate, understand, and use career information.

Competency: 20 Explain the relationship between educational achievement and career success.

Competency: 21 Identify secondary and postsecondary school courses and electives that meet tentative career goals.

Competency: 22 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- Procedure:
1. Read page 9 in the *Cruiser*.
 2. Discuss the reasons why jobs in this field are expanding:
 - Increased emphasis on environmental issues such as global warming and the conservation of our natural resources.
 - People are living longer and the need to discover medicines and treatments for diseases.
 - Increased interest in the study of space.
 - More research and the use of new technologies.
 - Not enough people to fill science and biotech jobs.
 3. Invite resource speakers in the field of science/biotech to discuss their occupations and the skills that are especially important for their jobs.

Time: One class period.

TIP - Have students do the follow-up activity, *Career Research*, on page K of the appendix by selecting one of the 10 jobs listed. Possible sources for students are: The *Career Cruiser*, *The Occupational Outlook Handbook*, www.bls.gov/oco/home.htm, and Florida CHOICES Planner at www.flchoices.org

Activity 8

Generation Green

- Overview: This lesson provides information to students on how new “green jobs” are helping to improve the quality of our environment and the opportunities for these jobs that are available in research, engineering, and conservation.
- Objectives: At the end of this lesson, students will be able to:
1. Recognize the importance of learning more about their interests and values to assist in career and education decision making.
 2. Recognize the importance of selecting high school courses that match their interests and values.
 3. Recognize how these decisions can impact their job satisfaction and lifestyle in the future.
- Competency: 1 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- Competency: 2 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- Competency: 3 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- Competency: 12 Use the Internet to access career and education planning information.
- Competency: 13 Identify skills that are transferable from one occupation to another.
- Competency: 21 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- Competency: 26 Describe how extracurricular programs can be incorporated in career and education planning.
- Procedure:
1. Have students turn to pages 10-11 in the *Career Cruiser*. Read and discuss the information concerning going green and the new jobs that are being created and the redefining of old jobs due to the concerns over our environment.
 2. Have students list jobs that relate to the 5 green job areas mentioned on page 10.
 3. Continue the discussion focusing on the former “white or blue collar” jobs and how they have become “green collar” by using new materials and technologies.
 4. Assign *How “Green” is My Scene* Activity Sheet D from the Appendices that asks students to give examples of “going green” in their immediate environment in each category.

5. A follow-up assignment could be an essay entitled, "*New Ideas for a Green Scene in Florida*," that students could produce after a brainstorming session on their own, with a partner, or in groups. Set up the activity by suggesting they use their imagination and brainstorm new going green strategies to improve our environment.

Time: One - two class periods

TIP - Have students do the follow-up activity, *Career Research*, on page K of the appendix using the jobs mentioned on pages 10 and 11. Possible sources for students are: The *Career Cruiser*, *The Occupational Outlook Handbook*, www.bls.gov/oco/home.htm, and Florida CHOICES Planner at www.flchoices.org.

Activity 9

Career and Technical Education – Doorway to Your Future!

- Overview: This lesson introduces the opportunities of choosing a career and technical educational pathway.
- Objectives: At the end of this lesson, students will be able to:
1. Recognize the benefits of choosing a career and technical educational pathway.
 2. Recognize the importance of choosing school courses related to personal, educational, and occupational interests.
 3. Identify high school courses that meet tentative career goals.
- Competency: 10 Apply results of all assessments to personal abilities in order to make realistic career choices.
- Competency: 14 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- Competency: 21 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- Procedure:
1. Have students turn to page 12 of the *Career Cruiser*. Read and discuss the top section.
(See page E in the appendix of this guide, *Why Career and Technical Education?* for background information.)
 2. Make copies of the sheets on pages F and G of the appendix, *Is Career and Technical Education for You?*, to give students more detailed information about options available.
 3. Invite a high school counselor to discuss the local options available for students interested in a career and technical educational pathway.
 4. Arrange a field trip to a technical high school/postsecondary school in your area.
 5. For more information go to:
www.fldoe.org/workforce/dwdgrants/2007/perkins_programstudy_samples.asp. The 16 Career Clusters are shown with their pathways and sample programs of study. Each program of study shows sample suggested high school and postsecondary courses and sample career specialties.
- Time: One class period.

TIP – Use the *Is Career and Technical Education for You?* information sheets on pages F –G of the appendix.

Activity 10

Career Clusters/Occupations

Overview: This lesson helps students learn Career Clusters and example occupations within each cluster.

Objectives: At the end of this lesson, students will be able to:

1. Gain information on the 16 career clusters.
2. See examples of occupations in each cluster.
3. Use Florida CHOICES (www.flchoices.org) for further exploration or the *Occupational Outlook Handbook*, www.bls.gov/oco/home/htm.

Competency: 12 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.

Procedure:

1. Have students turn to *Career Clusters-Occupations* beginning on page 13 of the *Career Cruiser*. The title of the career cluster (relates to *Interests and Clusters* from pages 2-4). Information will include:
 - a. The name of each of the 16 Career Clusters.
 - b. A descriptive paragraph about the cluster.
 - c. Sample occupations for each cluster.
2. Students should then search these pages with an emphasis on researching their top 3 career clusters listed on page 4 after completing *What's Your Passion?* on pages 2-3.

Time: One class period (explanation) plus continuing exploration.

TIP - Using the information from the occupational pages, students could research further occupations for description, annual wage, and educational requirements. Use page K, *Career Research* in the appendix, as a purpose for occupational exploration.

Activity 11

Consider the A-Maze-ing Possibilities

Overview: This lesson helps students understand the importance of planning their future, obtaining a postsecondary education, various options available to them upon graduation from high school, and other on-going opportunities to further a successful future.

Objectives: At the end of this lesson, students will be able to:

1. Understand the importance of planning for their future.
2. Understand the importance of a postsecondary education, options for education and training after high school, and other opportunities for success.
3. Apply this information in exploring occupations.

Competency: 22 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

Procedure:

1. Have students turn to page 18 in the *Career Cruiser*. Read and discuss the importance of planning for their future.
2. Discuss each option available to students upon graduation from high school. Copy the information sheet from page J, *What's Next?*, in the appendix of this guide to distribute to students.
3. Students will use this information as they explore the occupations on pages 13-17 of the *Career Cruiser*. They can explore postsecondary education options on Florida CHOICES Planner for occupations by visiting www.flchoices.org.
4. Also, discuss the other important actions such as learning computer skills, volunteering, marketing skills, and life-long learning. Copy the information sheet, *Do I Have a Volunteer?*, from page H of the appendix.

Time: One class period.

TIP – Use page I, *Get Involved*, on volunteering in the Appendix.

Activity 12

Budgeting Is Common Cents!

Overview: This lesson helps students learn how to budget their money.

Objectives: At the end of this lesson, students will be able to:

1. Compute monthly income.
2. Compute monthly withholding taxes, Social Security, and take-home pay.
3. Estimate monthly expenses and compute totals.

Competency: 12 Demonstrate the ability to locate, understand, and use career information.

Procedure:

1. Have students turn to page 19 in the *Career Cruiser*. Discuss the definition of budgeting.
2. Have students compute their monthly salary by selecting an occupation and its hourly wage from Florida CHOICES AT www.flchoices.org. They multiply 2080 hours (40 hours per week times 52 weeks per year) and divide by 12. If the salary is listed as Annual, they would simply divide by 12.
3. Students then compute Social Security (8 percent) and taxes (15 percent) for a total of 23 percent withholding from their salary.
4. Students estimate their monthly expenses, total, and then subtract to find out if they will make enough with the selected occupation to live on each month.

Time: One class period.

TIP - Students may compute a budget for several occupations, each with a different wage.

Activity 13

What Do Middle School Students Need To Know About Financial Aid?

Overview: This lesson introduces students to the variety of financial aid resources available through scholarships and student loans.

Objectives: At the end of this lesson, students will:

1. Have knowledge of Florida scholarships available.
2. Recognize the difference between scholarships and student loans.
3. Understand the importance of maintaining good grades and volunteering in the community for future eligibility.
4. Have knowledge of resources for more information on financial aid.

Competency: 23 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

Procedure:

1. Have students turn to page 20 in the *Career Cruiser*. Read and discuss the variety of financial aid options for students.
2. Continue the discussion emphasizing the importance of maintaining good grades and doing volunteer work in the community.
3. Have students make note of the web sites and phone numbers given for further information.

Time: One class period.

Activity 14

Making it to the Pros . . . the Competition is Fierce!

Overview: This lesson helps students gain information on the odds of becoming a professional athlete.

Objectives: At the end of this lesson, students will be able to:

1. Recognize the odds of a person becoming a professional athlete.
2. Recognize the importance of preparing for an alternate career.

Competency: 11 Demonstrate the ability to locate, understand, and use career information.

Procedure:

1. Have students turn to page 21 of the *Career Cruiser*. Read and discuss the information concerning the odds of becoming a professional athlete.
3. Emphasize the importance of students preparing for an alternate career.

Time: One class period.

TIP - Students may complete page K in the appendix of this guide using a sports related occupation for research.

Activity 15

Be a Goal Setter

- Overview: This lesson helps students set short-term and long-term goals.
- Objective: At the end of this lesson, students will be able to set goals that are specific, realistic, and achievable.
- Competency: 15 Identify and demonstrate use of steps to make career decisions.
- Competency: 16 Identify and demonstrate processes for making short and long term goals.
- Competency: 25 Develop a career and education plan that includes short and long-term goals, high school programs of study, and postsecondary/work goals.
- Competency: 27 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, GED, etc) and impact on post-school opportunities.
- Competency: 28 Describe high school credits and explain how GPAs are calculated.
- Procedure:
1. Pre-arrange for the feeder high school counselors to speak to students on the academic requirements for their high school and importance of course selection.
 2. Have students turn to page 22-23 in the *Career Cruiser* and read the top section and discuss the importance of goal setting.
 3. Discuss the difference between short-term and long-term goals.
 4. Direct students to set goals that are specific, realistic, and achievable using non-examples as well as examples.
 5. Have students complete School Goals, Future Education Goals, and Career Goals.
- Time: One class period and follow-up.

Activity 16

Don't Leave Your Future to Chance!

Overview: This lesson introduces students to Florida CHOICES Planner, the state's computerized, career information delivery system.

Objectives: At the end of this lesson, students will be able to:

1. Participate in activities that utilize career information related to personal interests, abilities, and values.
2. Demonstrate skills in using sources to obtain information about occupational groups.
3. Develop an individual career plan by using information from the Florida CHOICES Planner.

Competency: 11 Demonstrate the ability to locate, understand, and use career information.

Competency: 14 Demonstrate the use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and educational training requirements.

Competency: 18 Use the Internet to access career and education planning information.

Competency: 29 Demonstrate skills to complete a job application.

Competency: 30 Demonstrate skills essential for a job interview.

- Procedure:
1. Have students turn to page 24 of the *Career Cruiser* and read about Florida CHOICES Planner.
 2. For additional information, provide students with copies of *It's All About Florida CHOICES Planner* on page L from the appendix of this guide.
 3. If possible, allow students computer lab time to explore the PLANNER at www.flchoices.org. They should create a portfolio. They can login on subsequent visits to the site with their portfolio name and password.
 4. Once students are on the home page, they can choose "Guideways" which will give specific steps to navigate through the program. By using the program, students will actually work through the three main steps of the career planning process: Assess-Explore-Plan.
 5. Assessment results and exploration results can be printed to create a personal portfolio for students.
 6. Time permitting; a classroom assignment could be the completion of a personal portfolio by each student.

Note: Call 1-800-342-9271 for more information on the Florida CHOICES Planner and/or to order bookmarks for students advertising the PLANNER's web address.

Time: One class period plus additional lab time.

TIP – Use the *It's All About Florida CHOICES Planner* information sheet on page L of the appendix.

Appendices

Questions and Answers.....	Activities 1-16.....	A
Personality Rocks!.....	Activity 5.....	B
Is School a Real Job?.....	Activity 6.....	C
How “Green” is My Scene?.....	Activity 8.....	D
Why Career and Technical Education?.....	Activity 9.....	E
Is Career and Technical Education for You?.....	Activity 9	F-G
Do I Have a Volunteer?	Activity 11.....	H
Get Involved!	Activity 11.....	I
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Career Research	Activities 7, 8, 10, & 14.....	K
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Questions and Answers

Assess – Who Are You?

Discover the “U” in Values

(From page 5 of the *Career Cruiser*)

List your top 5 values.

1. _____
2. _____
3. _____
4. _____
5. _____

Personality Rocks!

(From pages 6-7 of the *Career Cruiser*)

List your 4 Indicators.

1. _____
2. _____
3. _____
4. _____

Skills for the Workplace...Get Them! Keep Them!

(From page 8 of the *Career Cruiser*)

List 5 skills that you can do.

1. _____
2. _____
3. _____
4. _____
5. _____

Explore – Where Are You Going?

List your top 3 Career Clusters from page 4 of the *Career Cruiser*.

1. _____
2. _____
3. _____

Your focus Career: _____

Plan – How Will You Get There?

Education level required for my focus career: _____

Scholarship Information: _____

Short-term Goal: _____

Long-term Goal: _____

PERSONALITY TYPES

WHY TAKE A PERSONALITY ASSESSMENT?

Taking a personality assessment helps to increase self-understanding and appreciation of personal differences in order to improve one-on-one interaction and team success.

PERSONALITY ROCKS!

While middle school students may not have the maturity and insight into their personality to take the validated Myers-Briggs Type Indicator instrument, Personality Rocks is a fun activity to develop awareness of various personality types. All people have strengths and weaknesses and what is right for one person may not be right for another. By learning more about their own personality, and other personality types, students can improve their interpersonal relationships, realign their expectations of others, and gain a better self-knowledge that will help them define and achieve goals.

MYERS-BRIGGS TYPE INDICATOR®

The Myers-Briggs Type Indicator® is a self-report instrument that helps to identify an individual's strengths and personality preferences. The mother daughter team of Katharine Cook Briggs and Isabel Briggs Myers developed the MBTI®. They based their lifelong work on Carl Jung's theories about psychological type preferences. The premise of his work was to discover how normal human beings take in information and make decisions. He also studied two core mental functions relating to how people get and expend their energy.

After reading Jung's work, Myers and Briggs devoted themselves to bringing everyday applications of his work to the general public. They spent over 20 years developing their pen and pencil test beginning in the 1940's. They tested it on friends and family during World War II hoping to resolve conflicts and help match people to appropriate work. They also expanded Jung's scheme by adding another dimension that focuses on how people deal with the outer world.

Myers-Briggs Type Indicator –MBTI are registered trademarks of Consulting Psychologists Press, Inc. There is a cost to take this validated assessment. Go to <http://www.cpp.com> for more information.

The Myers-Briggs Indicator uses four letters to describe how people prefer to do things and how they think about the world. After completing the Myers-Briggs Assessment, you are assigned one of two letters in four personality areas: E for Extroversion or I for Introversion; S for Sensing or N for Intuition; T for Thinking or F for Feeling; and J for Judging or P for Perceiving.

MATCHING MYERS-BRIGGS INDICATORS IN CHOICES

In Florida CHOICES Planner, on the career reports, the Myers-Briggs Indicators are listed for each occupation. Have students go to www.flchoices.org, select the WORK tab. Students can access career reports from the alphabetical list or from their results after taking one of the assessments in the program. They then should select the "Is This For You" tab and scroll down to find Myers-Briggs Personality Types. This allows students to match their indicators to those preferred in each occupation.

Is School a Real Job?





Explain how each skill is used at school or home and how it will be used on the job.

SKILL	How This Skill Is Used at School	How This Skill Is Used at Work
Meeting deadlines		
Expressing yourself verbally		
Being dependable		
Remembering		
Expressing yourself in writing		
Listening		
Working independently		
Taking notes		
Writing in an organized manner		
Organizing		
Making decisions		
Solving problems		
Working as part of a team		
Negotiating		
Being motivated		
Leading others		
Arriving on time		

HOW "GREEN" IS MY SCENE?



Have you ever noticed how "green" it is around you? Give examples of how you, your family, school, and community show signs of "going green" in each category below.

	FOOD/WASTE	ENERGY	TRANSPORTATION	BUSINESS/INDUSTRY
YOU	Example: Recycle paper/plastic. 			
HOME		Example: Turn off lights when not in use. 		
SCHOOL			Example: Car pool. 	
COMMUNITY				Example: Business that utilize "green" practices. 

WHY Career and Technical Education?

Students can jumpstart their future by taking career and technical courses in high school. And, these courses are not just for underachievers. Career and Technical courses are rigorous and relevant! They could be the pathway for an extremely bright future. The U. S. Department of Labor Statistics predicts that by the year 2016, 85 percent of the jobs will require education and training beyond a high school diploma, with 65 percent of all new occupations requiring education and/or training past high school of two years or less. That makes career and technical education a wise choice for today's high school students.

When students enroll in Career and Technical Education courses, they:

- Get hands on learning.
- Train on the equipment the real pros are using in state-of-the-art facilities.
- Gain experience that will improve their chances for success.
- Leave high school with skills and experience that employers expect.
- Prepare them for life after high school.

Career and technical education can be a stepping stone to:

- Going directly to work after high school with a certificate and/or license.
- Working to meet college expenses using skills learned and experience gained in order to land a higher paying part-time job.

There are other benefits, such as joining a career and technical student organization. These organizations can be a fun way for students to:

- Learn teamwork and leadership skills.
- Hone their technical skills.
- Participate in competitive events around the state and nation.
- Be part of a group that "gets things done" and makes a difference in the community.
- Make contacts with business, industry, and community leaders who can become role models, mentors, and even employers.

So, although completing high school is an important milestone in a student's life, the more education students have under their belts, the greater chances they have of getting jobs. Choosing career and technical education is a smart option to learn skills, become trained, and head to a successful future with many job opportunities.

Is Career and Technical Education for You?

If you like . . .	Take courses in these clusters . . .
Working with plants and animals and conducting research on the environment.	Agriculture, Food & Natural Resources Prepare for careers in areas such as agricultural production, animal production and care, agribusiness, agricultural machinery operations, environmental management, farming, horticulture and landscaping, natural resource management, and sports and turf operations.
Work that involves designing, planning, managing, and building.	Architecture & Construction Prepare for careers in design and construction of the built environment such as carpentry, electrician, plumbing, and architecture.
Creating and performing.	Arts, A/V Technology & Communication Prepares you for designing, producing, performing, writing, and publishing multimedia content in the visual and performing arts and design, journalism, and entertainment services.
Work that is essential for efficient business operations.	Business, Management & Administration Prepare for careers in planning, organizing, directing, and evaluating business functions such as accounting, administrative assistant, business management and administration.
Work that is rewarding whether working with children or adults.	Education & Training Prepares you for careers that provide education and training services such as fitness trainer, child care worker, teacher, or counselor.
Work that involves detail, numbers, and often dealing with money.	Finance Prepares you for careers in banking, investing, appraising such as loan counselor, stock broker, or economist.
Serving the public by being involved in politics or governmental functions.	Government & Public Administration Prepare for a career where you would negotiate, defend, and debate ideas and topics executing governmental functions in national security, foreign service, or planning at the local, state, or federal level.
Caring for people.	Health Science Prepare for careers in dental and medical assisting, practical nursing, home health care, medical office assisting, emergency medical care, and medical equipment technology.
Work that is a people serving business.	Hospitality & Tourism Prepare for a career that encompasses the management, marketing, and operations of restaurants, lodging, attractions, recreation events, and travel related services.

If you like...	Take courses in these clusters...
Work that is rewarding because it helps people.	Human Services Prepare for a career that involves helping families and people in need such as psychologist, minister, or social worker.
Work with computers and continually changing technology.	Information Technology Prepare for a highly technical career in programming and software development or network systems just to name a few. Technology involves all other industries because we are in the information revolution.
Working in public safety.	Law, Public Safety, Corrections & Security Prepares you for careers in areas such as law enforcement, firefighting, security, corrections, and dispatching for police, fire, and ambulance.
Hands-on activities that assemble products or operate machines.	Manufacturing Prepares for careers that involve planning, managing, and performing the processing of materials into final products.
Planning events and persuading others.	Marketing, Sales & Service Prepares you for careers in promoting products and services such as interior designer, cosmetologist, and real estate agent.
Work that involves mathematical skills, scientific research, or theories.	Science, Technology, Engineering & Mathematics Prepares you for a career as a chemist, industrial or chemical engineer, or a microbiologist.
Work that involves moving people or goods from place to place.	Transportation, Distribution & Logistics Prepares you for a career that transports people or goods such as flight attendant, postal carrier, or one that maintains the vehicles used to get them from place to place.

DO I HAVE A VOLUNTEER?

Volunteering your time not only makes a difference in someone else's life, but it can make a big difference in your own! Whether you help build homes for the homeless or deliver flyers for local politicians, the hands-on work experience you'll gain will be invaluable.

TIPS for the volunteer:

- Make sure you explore service areas that match your career interests. What better way to figure out if certain areas of work are a good fit for you!
- Don't be shy! Ask your family and friends if they know employers that would allow you to job shadow. Few places will turn down the gift of time.
- Some schools even offer academic credit for volunteer work through "service-learning." This is where you combine hands-on learning through service to the community. To find out if your school offers service learning, visit <http://www.learnandserve.org/>.
- Most think of volunteering as a free service to others. This isn't always the case. Community service hours can be earned toward the Bright Futures Scholarship, which will one day be money in your pocket. Other scholarship opportunities are available through community service organizations. To learn more, go to: <http://www.nationalservice.org>.
- What you do with your time reveals a lot about you. Not only are you gaining skills and beefing up your resume with your service work, you're also sending signals to potential colleges. Most postsecondary institutions and employers, for that matter, are interested in your life both inside and outside the classroom. Research what's out there. Organizations such as United Way, American Cancer Society, and American Heart Association are great places to start. Ask your counselor for tutoring opportunities, or check local hospitals, animal shelters, political campaigns, or senior citizen centers for ways to get involved. Try *Googling* volunteerism or community service on the internet or log on to these sites for additional information:
 - <http://www.volunteerflorida.org>
 - <http://www.dosomething.org/>
 - <http://www.volunteermatch.org/>
 - <http://www.networkforgood.org>

Get Involved!!

Volunteering your time not only makes a difference in someone else's life, but it can make a big difference in your own! Whether you help build homes for the homeless or deliver flyers for local politicians, the hands on work experience you'll gain will be invaluable. Go to <http://www.volunteerflorida.org/> to research what's out there!

1. List three good reasons to volunteer.

2. List at least three organizations that offer volunteer opportunities.

3. List at least three tips for successful volunteering.

4. Write a paragraph on your volunteering experiences.

WHAT'S NEXT?

Your first step to success is graduation from high school. Most occupations require some type of education or training beyond high school. Here are the options available:

Apprenticeship

Learn a skilled trade by combining classroom training with paid on-the-job training. Most apprenticeships take two to five years to complete, depending on the trade.

Military

There are five branches in the military: Army, Navy, Air Force, Marines, and Coast Guard. Serving in the military can provide you with many educational opportunities. There are over 2,000 enlisted job specialties for enlisted personnel and over 1,500 jobs for officers.

Community/State College

Community/State colleges have a wide variety of classes and programs. Programs can be completed in two years or less or many offer four-year programs. Some high schools allow you to take dual enrollment classes and get college credit at the same time. After completing these programs, you can go directly to work or continue your education at a university.

Career and Technical Centers

You can begin some programs in high school and continue your training at a career and technical center after high school graduation. After completing the program, you will be awarded a certificate.

University

Most universities offer four-year Bachelor's Degree programs of study and, in addition, advanced degrees such as a Master's Degree or a Doctoral Degree. Most professional careers require you to have at least a four-year college degree. First Professional Degree requires additional education.

On The Job Training

You can acquire some skills in high school that will allow you to go directly to work. Getting a job right after high school is an option, but you should consider that eighty percent of all new jobs will require some amount of postsecondary training. For more information on these and other options, talk to your school counselor or career specialist.

Career Research

Use three resources to research and complete the information pertaining to an occupation you have chosen to explore.

1. Name of occupation: _____

2. Description of occupation: _____

3. Educational level recommended for this occupation; i.e. on-the-job training, 2-year technical school or community/state college, 4-year College/University, apprenticeship, etc.:

4. Salary/Wages (Beginning, Median, Experienced): _____

5. Places you could work (school, office, hospital, business, etc): _____

6. Qualities needed to be successful in this occupation; i.e. special skills, personal qualities, etc.:

7. What high school classes would be especially helpful in preparing for this career?

8. What are some aspects of this occupation that you may like or dislike?

9. List this occupation's Career Cluster. _____

10. List the three resources you used for research

1. _____

2. _____

3. _____

It's All About Florida CHOICES Planner

(On the Internet at: www.flchoices.org)

Florida CHOICES Planner is a great career information system that helps users assess themselves, explore occupations, and build a personal portfolio.

- HOME Start with the new Guideways feature that gives you step-by-step instructions to navigate through the program.

- WORK In this section:
 - Complete interests, values, and skills assessments.
 - Explore occupations and identify career clusters.
 - Build a career plan.

- LEARN In this section:
 - Explore programs and majors.
 - Find schools and scholarships.
 - Make plans for high school and postsecondary education/training.

- YOUR PORTFOLIO In this section:
 - Make career plans.
 - Develop resumes.
 - Keep a journal of activities.

There are cool features such as Career Finder and School Finder that will help find results quickly. You can use the Compare to look at two items side by side. And, the new Search window is the fastest way to find information about an occupation or school.

If you select "Jump In" in the bottom left Adult/Postsecondary section, you can choose the WORK tab. Then, select "Job Search Activities" to complete a job application and practice interviewing techniques.

Log on today and create your portfolio www.flchoices.org.

Florida Department of Education
CAREER AND EDUCATION PLANNING COURSE COMPETENCIES

STUDENTS WILL:

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities and interests.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.

Goal Setting and Decision-Making

- 15.0 Identify and demonstrate use of steps to make career decisions.
- 16.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 17.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 18.0 Demonstrate skills to interact positively with others.
- 19.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 20.0 Explain the relationship between educational achievement and career success.
- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

The Career and Education Planning course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website www.FACTS.org; and shall result in the completion of a personalized academic and career plan. (Section 1003.4156, Florida Statutes).