

SUGGESTED CAREER CRUISING IMPLEMENTATION PLAN

This document contains a variety of suggested activities to be completed each year during the fall (September – December), the winter (January – March) and the spring (April – June). Where applicable, the related Career Cruising Classroom Activity or My Plan Classroom Activity has been listed. These paper-based activities can serve as a guide to you and your students as you work through the related sections of the program. These activities can be found in the Helpful Information section of the program. Additional activities, including group activities, are listed at the end of this document should you wish to expand your use of the program beyond the suggested activities for each grade.

The Career Advisor Management System (CAMS) allows you to track your students' progress and to view your students' work. For a more rigorous implementation, you can choose to set the recommended activities below as requirements using the Portfolio Completion Standards option. A sample Portfolio Completion Standards outline is included in this document.

6TH GRADE

Fall

- Each student should login to his or her personal My Plan account and review the “Things to Remember section.
- Complete the first 39 questions of *Career Matchmaker*
 - Save Matchmaker Results as 6th Grade Results
 - Activity #3 – Using Career Matchmaker
- Complete the *Learning Styles Inventory*.

Winter

- Begin to explore career information by researching careers of interest using the keyword search. Students can then save one career they would like to explore further.

Spring

- Make note of *Hobbies and Interests* in My Plan.

7TH GRADE

Fall

- Enter short and long term goals in the *Career and Life Goals* section of the Portfolio.
- Review their Matchmaker Results from 6th grade and any careers they saved to My Plan. Have students update their career(s) of interest they've saved to My Plan.

Winter

- Research careers by school subject^{1*} and update their career(s) of interest to My Plan
 - Activity #1 – School Subjects and Careers
- Students can then explore different industries of interest and can work either alone, or as part of a group to present their findings to their classmates including a description of at least two significant careers in the industry.

¹ Can be completed with classroom teachers to show value of school subject taught in the workplace

Spring

- Update *Hobbies and Interests* in My Plan
- Begin a journal by keeping track and reflecting on career development activities.

8th GRADE

Fall

- Complete the first 39 questions of *Career Matchmaker*. Student should also specify the level of Education they're planning. Save Matchmaker Results as 8th Grade Results and updating the Best Match.
 - Activity #3 – Using Career Matchmaker
- Students can begin to review the *College Planning Timeline*

Winter

- Research careers by cluster and save at least two careers of interest to My Plan. Students should also indicate in the *Career Preparation* section their top two clusters.
 - Activity #7 – Career Clusters Research Project
- Answer additional *Career Matchmaker* questions. Students should have completed all 116 questions at this point.
 - Activity #4 – Your Career Ideas and Career Matchmaker
- Students can include a brief reflection on their career suggestions by writing in *My Journal*

Spring

- Begin planning their four-year plan (Education Plan)
- Make note of any new *Hobbies and Interests*.
- Include *Extra Curricular Activities* in My Plan.
- Review and update *Career and Life Goals*.

9th GRADE

Fall

- Research careers using the *Career Selector* and save their results to My Plan. Students should also save another two careers of interest to My Plan.
 - Activity #5 – Using Career Selector
- Review careers of interest and compare two possible career choices.
 - Activity #6 – Comparing Careers
- Review the *College Planning Timeline*
- Have students delete their previous *Learning Styles Inventory* results and retake the assessment. Explain that their learning styles may have changed since they last took this inventory in the 6th grade.

Winter

Using the information they have gathered about different careers, students can prepare a pamphlet, presentation, report, etc., about one of their careers of interest. Students can draw upon the information they recorded in Activity #6 – Comparing Careers as a starting point. Students can then reflect on their work using *My Journal*.

Spring

- Update Four-year plan (Education Plan)
- Update *Hobbies and Interests* and *Extracurricular Activities* and have students select five *Skills and Abilities* to include in My Plan. Students can describe how they can demonstrate each skill using the comments section.
 - Activity #10 – Discovering your Work Skills
- Review and update *Career and Life Goals*.

10th GRADE

Fall

- Complete Career Matchmaker. Student should specify the level of education they're planning and saving results as 10th grade results and updating the Best Match. Save any new careers of interest to the Portfolio. Students can reflect on their new career suggestions and discuss the comparison of the two lists using *My Journal*.
- Review the *College Planning Timeline*

Winter

Review the educational requirements for at least two careers of interest. Explore Career Cruising's *Explore Schools* section and save two schools of interest that they have explored. Students can note their comments in the *Your Thoughts* section.

- Activity #12 – College Research Exercise
- Activity #13 – Finding the Right College

Spring

- Update Four-year plan (Education Plan)
- Using the Resume Builder, complete a first draft resume, including any relevant hobbies, extracurricular activities, work experiences or volunteer experiences².
 - Portfolio Activity #9 – Using the Resume Builder
- Review and update *Career and Life Goals*.

11th GRADE

Fall

- Complete *My Skills* Assessment for the Career Matchmaker results reflecting the best match results. Students can then describe a plan for developing the necessary skills for careers of interest using *My Journal*.
 - Activity #11 – Using My Skills
- Review the *College Planning Timeline*

Winter

- Using the list of *My Saved Careers*, students should choose a career and, from the career profile page, click on the *Search for Jobs* button³ to see if there are any job opportunities in that field in your community or if they would need to move to find work in that field. Students can reflect on their search using *My Journal*.
- Complete the *School Selector* and save an additional two schools of interest.

² Use the resources in the *Employment Guide* to help students prepare their resumes, including the Action Verbs table and the sample resumes.

³ The *Job Search* feature must be activated in CAMS in order for this option to be available for students.

Spring

- Update Four-year plan (Education Plan)
- Complete the *Ability Profiler* assessment⁴.
- Review list of saved schools, and compare two schools research two programs of interest to see which schools offer those programs. Using the *Your Thoughts* section, make note of admission requirements, costs, campus services, athletics etc.
- Complete the *Post-Secondary Plan* component of My Plan.
- Update Resume.
- Review and update *Career and Life Goals*.

12th GRADE

Fall

- Review Four-year plan (Education Plan)
- Review the *College Planning Timeline*
- Review list of saved schools
- Begin to explore scholarships and make note of application deadlines
- Update Resume and export to Microsoft Word to further polish their work. Save the updated resume to the *My Files* section of My Plan.
- Review *Employment Guide* section on letter writing and prepare a cover letter for the resume. Add the cover letter to the *My Files* section of My Plan⁵.

Winter

Review the interview skills section of the *Employment Guide* and have students participate in mock interviews. Students can complete the Interview Evaluation Worksheet and include in the *My Files* section of My Plan.

Spring

- Review the Post-Secondary plan and make any necessary changes.
- Review and update *Career and Life Goals*.
- Students can submit a final hard-copy draft of their resume and cover letter, along with the interview evaluation as a final project.
- Students can reflect on their career preparation experiences throughout high school in the *My Journal* section.

⁴ The staff planning to administer this assessment must first complete a training session in order for the assessment to be activated.

⁵ This work can also be completed in English class

SAMPLE PORTFOLIO COMPLETION STANDARDS

Criteria	Grade Level						
Career and Education Exploration	6	7	8	9	10	11	12
Career Matchmaker	✓		✓		✓		
My Skills						✓	
Ability Profiler*						✓	
Learning Styles Inventory	✓			✓			
My Saved Careers	✓	✓	✓	✓	✓	✓	✓
Minimum number of careers	1	2	3	4	4	4	4
Career Selector							
My Saved Schools					✓	✓	✓
Minimum number of schools					2	2	3
School Selector						✓	
Financial Aid Selector							✓
Four Year Education Plan	6	7	8	9	10	11	12
Education Plan: Grade 9			✓	✓	✓	✓	✓
Minimum number of credits _____							
Education Plan: Grade 10				✓	✓	✓	✓
Minimum number of credits _____							
Education Plan: Grade 11					✓	✓	✓
Minimum number of credits _____							
Education Plan: Grade 12						✓	✓
Minimum number of credits _____							
Career Planning	6	7	8	9	10	11	12
My Saved Clusters			✓				
Career Planning Activities**			✓		✓	✓	✓
Minimum number of activities	1		2		3	3	6
Post-Secondary Plan						✓	✓
Career and Life Goals		✓	✓	✓	✓	✓	✓
Activities and Abilities	6	7	8	9	10	11	12
Hobbies & Interests	✓	✓	✓	✓	✓	✓	✓
Minimum number of activities	1	1	1	1	1	1	1
Extracurricular Activities			✓	✓	✓	✓	✓
Minimum number of activities			1	1	1	1	1
Skills and Abilities				✓	✓	✓	✓
Minimum number of skills/abilities				3	4	4	5

*Please note: Advisors must participate in a web-based training session before the Ability Profiler can be activated for a school.

** Please see below for information on specifying particular activities for completion.

Criteria	Grade Level						
Activities and Abilities (Cont.)	6	7	8	9	10	11	12
Awards and Certificates							
Work Experience							
Volunteer Experience							
Minimum number of hours							
Annual Portfolio Development Activities	6	7	8	9	10	11	12
Annual Portfolio Review***							
Review & Revise****	Yes _____			No _____			

***The Annual Portfolio Review is completed by the advisor or counselor, not by the student

****With the Review & Revise option, students must indicate that they have reviewed and revised the information in each of the required portfolio sections. The Review & Revise flags are cleared on **June 30th** of each year, resetting students' completion status to 0%. No other student-entered data is cleared in this process. When active, Review & Revise applies to all students—it cannot be configured by grade level.

Career Planning Activities

You can specify particular activities that students must record in their My Plan accounts.

Criteria	Grade Level						
Career Planning Activities	6	7	8	9	10	11	12
Attend a career/job fair						✓	
Attend a college/training fair							✓
Attend a skill, career or tech center							
Attend camp (music, sports, arts)							
Complete a job search workshop							
Complete interest or ability testing	✓		✓		✓	✓	
Complete or update interviewing skills							✓
Complete or update resume					✓	✓	✓
Co-op program or internship							
Discuss career options with a career advisor			✓				
Explore an apprenticeship program							
Go on a field trip to a college							✓
Go on a field trip to a company							
Job shadowing program					✓		
Pathway interviews							
Practice completing job applications							

Criteria	Grade Level						
	6	7	8	9	10	11	12
Career Planning Activities (cont.)							
Practice or take the SAT/ACT							✓
Senior Project							✓
Take part in community service							
Talk to speakers (college, military, career)							
Work as a volunteer							
Work full-time							
Work in the summer							
Work part-time							
Work related activities							
Other							

OTHER SUGGESTED INDIVIDUAL ACTIVITIES

Activity #9: Career Interview Project

The purpose of this activity is to introduce students to informational career interviews. First, they explore one of the multimedia career interviews on Career Cruising. Then they take what they have learned and apply it in a "live" career interview with a parent or friend of the family.

- Recommended for: Grade 7+

Activity #8: Career Fair Project

The purpose of this activity is to: 1) help students learn how to work effectively in teams or groups, and 2) discover how Career Cruising and other computer technologies can be used in research projects and presentations. Along the way, they will gain an in-depth knowledge of several different occupations.

- Recommended for: Grade 8+

Independent Research Projects

A series of five short career and education related activities.

- Recommended for: Grade 10+

Green Careers Activity Package

This mini-unit provides ideas and lesson plans for integrating "green" content into students' career exploration.

CLASSROOM ACTIVITIES AND RESEARCH PROJECTS - POSSIBLE GROUP ACTIVITIES

The following group activities were developed as an alternative to having students complete the activities individually, and as a way of improving their collaborative work and presentation skills.

Activity #1 – School Subjects & Careers

Possible Group Activity: Put students into groups of 4, roughly based on courses they are planning on taking. Have them do a presentation on a career(s) they find in that subject area.

Have the 4 students in each group talk about the 4 questions in this exercise.

- 1 student will introduce the career and talk about the Description and Working Conditions categories.
- 1 student will talk about Education and Training a person would need to enter the career.
- 1 student reports on the information discovered in the Photos and Interviews section, i.e. how the person got started, opportunities in the field, any advice they have.
- 1 student summarizes and talks about whether the group thinks it is a tough career to get into, and why they would or would not be willing to consider it.

Activity #2 – Using School Subjects in the Workplace

Possible Group Activity: Put students into groups based on a common school subject. Have each member of the group concentrate on one career where that subject is used and have them present their findings. Have them use the questions in the exercise as a guide on how and what to present to the class.

Activity #3 – Using Career Matchmaker

Possible Group Activity: Organize students in groups by their top recommended career cluster and have each student create a display of a career in that cluster with all the interesting information they learned. If possible, use cork board space to display to rest of the school in the hallway. An example of a display may be:

- Job Description – Summary of information
- Education and Training – Description of the degrees or cert. required, names of schools with programs
- Sample Career Path
- PhotoFile – Print out some of the photos in this section that are interesting
- Interviews – Summarize likes, dislikes and advice and a day in the life

Group the displays by cluster and have them showcase their careers to younger students in the school so they can learn from their peers about career clusters and the possible careers in each of the clusters.

Possible Group Activity: Put students in groups of two based on similar careers of interest. Have them go into the Photos and Interviews section and, based on what they learn from the interviewees, have them report back to the class on whether they are still interested in the career.

Activity #3 – Using Career Matchmaker - Continued

Possible Group Activity: Group students according to similar careers of interest and have them make decisions and develop a strategy based on a given situation. For example, a group of students who all had Marketing appear in their list of top ten results could develop a marketing strategy for a given product.

Activity #4 – Your Career Ideas & Career Matchmaker

Possible Group Activity: Students can get together in small groups, where each student would then talk about a career that comes up in their Matchmaker results that they had not considered before. They should talk about the aspects on the “Suitable for you?” page as well as why they are now considering it.

Possible Group Activity: Have students use the “See how other careers match up with my answers” feature and get into groups to talk about why a career that they were previously considering didn’t come up on their list of Matchmaker results, and explain whether they are still considering it or not.

Activity #5 – Using Career Selector

Possible Group Activity: Group students with dissimilar criteria and results together and have each student present to their group a career on their list that they’ve looked into and how it relates to the criteria that they have selected.

Activity #6 – Comparing Careers

Possible Group Activity: This exercise provides a very good framework for a detailed presentation to a group or to the class, where each student could discuss a career they had considered earlier on and how their perception of it has or has not changed, based on the additional factors that have been brought into play through this exercise.

Activity #7 – Career Cluster Research Project

Possible Group Activity: Have each group present on a different cluster outlining some of the careers within that cluster and describe the similarities and differences.

Activity #8 – Career Fair Project

This is already a group presentation exercise.

Activity #9 – Career Interview Project

Possible Group Activity: As the information garnered from doing this activity can be put into the form of a job interview, have pairs of students prepare a series of questions that a potential employee would ask. Have them formulate acceptable responses based on the information found in the General Information section and Photos and Interviews section of the career profile. Have the students perhaps act it out in front of the class.

Activity #10 – Discovering your Work Skills

Possible Group Activity: Have the students form groups based on their answer to Step 4 – Question 2 (the work skill they have that they would most enjoy using in a job). Have them complete Step 6 – Researching the career based on the skill identified in Step 4 – Question 2 rather than Step 4 – Question 1. Have the groups present their answers to the class. Have them discuss with the class other way they could work on developing these skills, and other skills related to the particular career.

Activity #11 – Using My Skills

Possible Group Activity: Group students based on a common career. After they have individually gone through the list of skills required for this career and have identified the areas in which they are highly skilled, or skilled at, have them explain to the group how they acquired these skills. Once they have finished, they should be able to present to the class all of the skills necessary for a particular career and how to acquire those skills. If there are any skills that all students are lacking, have them identify those skills and explain their thoughts and ideas on how to improve upon them.

Activity #12 – Post-Secondary Research Exercise

Possible Group Activity: As college options may be a sensitive issue among students, an idea to perhaps consider is to have students first visit the websites of the post secondary options they are considering and evaluate them based on user friendliness, i.e. how easily it was to find the information listed in question 1. Once they have completed this, they can get together in groups and, without necessarily disclosing what sites they evaluated, have them report on their findings. The groups can then come to a consensus on how they feel college websites can be improved overall and report these findings to the class as a whole.

Activity #13 – Finding the Right College

Possible Group Activity: If tuition and grades were not a factor in entering college, have the students debate what criteria are most important and least important when selecting a college. As an addition to this activity, have groups of students select a college (or assign them one) and ask them to develop a marketing plan on how the college should promote itself to students.