

CLASSROOM ACTIVITIES

MICHIGAN

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Activity 1: School Subjects and Careers

FOR THE TEACHER

Introduction

The purpose of this activity is to help students:

- Identify careers related to school subjects that interest them
- Gain in-depth knowledge of one or more occupations, including education and training requirements
- Become familiar with the career information and interviews available in Career Cruising

Setting the Stage

Classroom discussion can focus on the link between school subjects and careers. For example, ask students which subjects they are or are not planning to take next year and what influence they think this will have on their career prospects.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 1: School Subjects and Careers

Page 1 of 2

Log in to Career Cruising and click on **Careers**, and then click on the **School Subjects** tab. Select your favorite subject.

Optional: You can filter the list of occupations by the level of education that you are planning to pursue: high school, 2-year college or technical training, or 4-year college or university. The level you select will influence the list of careers. For example, if you select only high school education, you will eliminate careers like lawyer, biologist, fashion designer, and engineering technologist, which typically require a 2 or 4-year college education.

Scroll through the list of occupations related to that subject and click on a career that interests you.

Career: _____

1. Read the Job Description section. Answer the following questions:

What duties do people in this career typically perform?

What skills do they require?

2. Click on the Education link in the menu on the left side of the occupation profile.

What education and training do you need to pursue this career?

What other qualifications are good to have?

What college programs are related to this career?

Worksheet 1: School Subjects and Careers

Page 2 of 2

Click on one of the two interviews.

Person's name: _____

3. Read the person's interview and answer the following questions:

How did this person get into this career? *(see Questions & Answers #2)*

What does this person say about opportunities to get into this career? *(see the last few questions in Questions & Answers)*

What advice does this person have for people who want to get into this career?

SUMMARY – YOUR VIEWS

4. Now that you have learned a little about this career and the education and training you need to get started, answer the following questions:

Do you think this is a tough career to get into? What is the most difficult part?

Would you be willing to complete the education and training necessary to work in this career? Why or why not?

Activity 2: Using School Subjects in the Workplace

FOR THE TEACHER

Introduction

The purpose of this activity is to show students how the subjects and academic skills they learn in school are important in the workplace. It can be used not only in a careers class, but also in any class or subject to which you would like to add a career education component.

This activity can be used in one of two ways. First, you can ask all your students to focus on the subject area you are teaching and the occupations related to it. Alternatively, you can broaden the activity and have your students select their favorite subject area and related occupations.

Listed below are the 11 school subjects used to organize occupations within Career Cruising:

Arts & Music
Business
Computers
English

Family & Consumer Sciences
Languages
Math
Physical Education

Science
Skilled Trades
Social Sciences

Setting the Stage

Classroom discussion can focus on the relationship between school subjects and careers. For example, ask students if they think the subjects they are studying will help them in their future careers. What is the relationship between education and career choices?

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 2: Using School Subjects in the Workplace

Page 1 of 2

Log in to Career Cruising and click on **Careers**, and then click on the **School Subjects** tab.

Select a school subject.

Subject: _____

Optional: You can also filter the list of occupations by the level of education that you are planning to pursue: high school, 2-year college or technical training, or 4-year college or university. The level you select will influence the list of careers. For example, if you select only high school education, you will eliminate careers like lawyer, biologist, fashion designer, and engineering technologist, which typically require a 2 or 4-year college education.

Scroll through the list of occupations related to that subject and click on a career that interests you.

Career: _____

1. Read the Job Description, Working Conditions, Education, and Sample Career Path sections.

Try to find two or three examples of how people in this career use the school subject you selected.

Sample:

Subject	Career	Examples
English	Lawyer	Writing contracts, speaking with clients
Science	Dental Hygienist	Knowing about tooth/gum disease, using x-rays
Math	Tilesetter	Measuring spaces where tiles will be placed, calculating the cost of materials

Subject	Career	Examples

Worksheet 2: Using School Subjects in the Workplace

Page 2 of 2

Click on one of the two interviews.

Person's name: _____

2. Click on A Day In The Life to read about the person's workday.

Find two examples of the person using the school subject you have chosen.

Note: If you are having trouble finding examples in this person's A Day In The Life, try the other interview.

SUMMARY – YOUR VIEWS

3. Now that you have learned a little about this career and how people in it use skills or knowledge associated with a school subject, answer the following questions:

Would you enjoy the tasks that people in this career do? Why or why not?

Which other school subjects do you think are important in this career? Why?

Activity 3: Using Career Matchmaker

FOR THE TEACHER

Introduction

The purpose of this activity is to show students how to use Career Matchmaker, a career interest inventory. In particular, students will learn how Career Matchmaker provides individualized feedback on their career choices.

Setting the Stage

Classroom discussion can focus on how career assessments should be seen as tools for finding suitable careers, rather than as “tests” that supply the final word on students’ futures. Students should be encouraged to answer the second round of Career Matchmaker questions for the best results. Students should also be encouraged to answer the questions based on what they enjoy doing rather than what they are good at.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 3: Using Career Matchmaker

Page 1 of 3

Log in to Career Cruising and click on **Assessments**, and then click on the **Start Matchmaker** button. Read the instructions on the Introduction page, label your Matchmaker session, and then click **Start Now**.

Answer the questions. (Do your best! The more thought you put into these answers, the better your results will be.) After you answer the first 39 questions, you will come to the Career Suggestions page which lists the careers that are suitable for you based on your responses to the questions.

We strongly suggest that you answer the second round of questions as well. Click on the **Answer More Questions** button in the **Improve My Results** section on the left side of the Career Suggestions page. Answer as many additional questions as you can, and then click the blue **View My Career Suggestions** button to see your updated list of career suggestions.

Click on one of the suggested careers. (Those near the top are your best matches!)

Career: _____

1. Read the Suitable For You? information that appears for the career you have chosen. Answer the following questions:

What are the Central Aspects of this career?

What are the Central and Secondary Aspects to which you answered Like or Like Very Much?

Did you answer Dislike or Dislike Very Much to any of the aspects? Which ones?

Worksheet 3: Using Career Matchmaker

Page 2 of 3

Click on the **Back To Matchmaker** button to return to your list of suggested careers. Select another career.

Career: _____

2. Read the Suitable For You? information that appears for this career.

Write down the Central and Secondary Aspects to which you answered Like or Like Very Much.

3. Click on Job Description and Working Conditions.

In the Job Description and Working Conditions sections, try to find a job task or working condition that relates to two of the aspects you wrote down above.

Example:

Career: Website Designer
Aspect: Having your own ideas about designs and styles
Examples: Designing computer websites
 Deciding on colors, patterns, layout, and graphics

For Your Career:

Aspect: _____

Examples: _____

Aspect: _____

Examples: _____

Worksheet 3: Using Career Matchmaker

Page 3 of 3

Click on one of the two interviews.

Person's name: _____

4. Click on A Day In The Life and Breakdown Of Activities.

See if you can find other examples of aspects you have chosen in this person's workday activities.

Aspect: _____

Examples: _____

Aspect: _____

Examples: _____

Activity 4: Your Career Ideas and Career Matchmaker

FOR THE TEACHER

Introduction

The purpose of this activity is to help students understand their interests and how they relate to career choices. It also encourages them to look beyond their preconceptions about careers and investigate alternatives they may not have considered before. Finally, students will become more familiar with Career Cruising's interest assessment tool, Career Matchmaker, and learn how it can provide individualized feedback on their career ideas.

Setting the Stage

Classroom discussion can focus on two issues: the relationship between people's interests and their career choices, and how much (or little) we really know about various careers. Ask students which occupations they are thinking about pursuing. Then ask them how much they know about those occupations. How do they know they will really like those careers? There are hundreds of occupations to pursue, yet many students only think of a handful when imagining their future career paths.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 4: Your Career Ideas and Career Matchmaker

Page 1 of 4

STEP 1: YOUR CAREER CHOICE

Log in to Career Cruising and click on **Careers**.

In the box beside **Keyword Search**, enter the name of a career you would like to pursue or have seriously considered for yourself (*e.g., lawyer, carpenter, fashion designer*), and click **Search**.

Once you have chosen a career, write the name below.

Career: _____

1. Before learning more about your career choice, write down three things you think you would like about this career. (*e.g., on-the-job activities, work environment, or other interesting aspects*)

Note: At this stage of the activity, you do not have to do any research; just write down your thoughts on this career. In the third stage, you will learn more about this career and how it matches up with your interests.

STEP 2: IDENTIFYING YOUR INTERESTS

Click the **Assessments** link in the menu bar at the top of the page, and then click on the **Start Matchmaker** button. (If you've already completed Matchmaker, you can load your Best Match or other results and skip ahead to Step 3.)

Read the instructions on the Introduction page, label your Matchmaker session, and then click **Start Now**.

After you answer the first 39 questions, you will come to the Career Suggestions page which lists the careers that are suitable for you based on your responses to the questions.

We strongly suggest that you answer the second round of questions as well. Click on the **Answer More Questions** button in the **Improve My Results** section on the left side of the Career Suggestions page. Answer as many additional questions as you can, and then click the blue **View My Career Suggestions** button.

Worksheet 4: Your Career Ideas and Career Matchmaker

Page 2 of 4

STEP 3: MATCHING UP YOUR INTERESTS WITH CAREERS

1. Does your career choice appear in the list of career suggestions?

Yes _____

No _____

If your answer is **Yes**, click on it.

If your answer is **No**, click on the **Find Other Careers** button in the **Other Careers** section on the left side of the page. Search for the career that interests you and click on the career name.

2. Once you have clicked on the career, a chart titled **Suitable For You?** will appear. From this chart, write down any **Central** and **Secondary Aspects** to which you answered **Like** or **Like Very Much**.

3. Write down any **Central** and **Secondary Aspects** to which you answered **Dislike**, **Dislike Very Much**, or **Does Not Matter**.

Worksheet 4: Your Career Ideas and Career Matchmaker

Page 3 of 4

SUMMARY – YOUR VIEWS

Now that you have learned about your interests and how they match up with a career that you have considered, answer the following questions:

4. In Question 1, you wrote down three things that you thought you would like about this career. Which of these are similar to the Central or Secondary Aspects of the career? What surprises you about some of the aspects of this career?

5. How did your original career choice match up with your interests? Do you still think it is a good career choice for you? Why or why not?

6. Do you think interests are important for career choices? Why or why not?

Worksheet 4: Your Career Ideas and Career Matchmaker

Page 4 of 4

OPTIONAL – CHECKING OUT ONE OF YOUR CAREER SUGGESTIONS

Click on the **Back To Matchmaker** button to return to your list of suggested careers. Click on one of your top five career suggestions. *(Choose one that you think might interest you, but not the one you already looked at.)*

Career: _____

7. Write down the Central and Secondary Aspects to which you answered Like or Like Very Much.

8. Write down any Central and Secondary Aspects to which you answered Dislike, Dislike Very Much, or Does Not Matter.

SUMMARY – YOUR VIEWS

9. Are you interested in this career? Have you ever considered it before? What could you do to learn more about it?

Activity 5: Using Career Selector

FOR THE TEACHER

Introduction

The purpose of this activity is to help students:

- Learn how they can use factors like working conditions, education, core tasks, and income to sort occupations and find suitable career choices
- Gain in-depth knowledge of one or more occupations, including day-to-day working conditions
- Become familiar with the features and information available in Career Cruising

Setting the Stage

Classroom discussion can focus on the importance of factors such as income, education, and working conditions in determining career choices. Ask students which factors they feel are most important when making decisions about their career.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 5: Using Career Selector

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Log in to Career Cruising and click on **Careers**, then click on **Start Career Selector**.

Select your favorite school subjects (*preferably 2 to 3*).

Go to the **Career Pathways** section. Select 2 to 3 career pathways that interest you.

Go to the **Type Of Education** section. Select the highest level of education you plan to complete.

Go to the **Core Tasks** section. Be sure to read all 20 core tasks. Choose 3 to 5 tasks you would like to do regularly at work.

Go to the **Earnings** section. Select the minimum level of income you would like to make. (Remember that selecting high levels of income may eliminate many careers that you might otherwise find interesting.)

Go to the **Working Conditions** section. Select working conditions you could NOT tolerate.

Now click on the **View Results** button to see careers that match your selections. Scroll through the list and click on a career that interests you.

Career: _____

1. Read the Job Description. Answer the following questions:

What do people in this career do?

What skills do they have?

2. Click on Working Conditions. Answer the following questions:

Where do people in this career work?

Worksheet 5: Using Career Selector

Page 2 of 3

What kind of hours do they work? *(Do they work days, nights, or shifts? Do they often have to work overtime? How many hours do they work per day/week?)*

Click on one of the two interviews.

Person's name: _____

3. Click on A Day In The Life.

Write down three important work activities this person performs during the day.

4. Click on Breakdown Of Activities.

List the three activities this person spends the most time on.

5. Click on Likes and then Dislikes.

What does this person like about the job?

What does this person dislike about the job?

Worksheet 5: Using Career Selector

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SUMMARY – YOUR VIEWS

6. Now that you have learned a little about this career, answer the following questions:

What are three things that you like about this job? *(e.g., interesting work activities, people interaction)*

What are three things that you dislike about this job? *(e.g., long hours, some boring tasks, stress)*

Could you see yourself doing this job in the future? Why or why not?

Activity 6: Comparing Careers

FOR THE TEACHER

Introduction

The purpose of this activity is to help students understand which criteria are important to them as they make career decisions and why. In a side-by-side comparison of two career options, students evaluate their interest in each career based on the following criteria: work tasks, working conditions, potential earnings, and education and training requirements. At each stage, students are asked to choose between the two occupations based on the information available to them and reflect on why they have made that choice.

At the end of the activity, students are asked to interpret the changes in their career choices and prioritize which of the criteria are most important to them at this stage of the career decision-making process. They are also encouraged to reflect on other possible factors that may influence their career choice and to project how their priorities may change as a result. Ultimately, students learn that career choices are not usually made on the basis of a single criterion, but instead, are influenced by multiple factors that constantly need to be re-evaluated as they gain more knowledge about career options and the decision-making process.

Setting the Stage

Classroom discussion can focus on the decision-making process and the factors that influence the types of decisions that students make. Introduce the subject by asking students to identify factors that influence their everyday decisions, such as what to wear. Ask students about some more important decisions that they have made or are in the process of making, such as which courses to select for the following year, and how and why the factors that influence those decisions could change.

Note: We recommend that students keep two browser windows (or tabs) open when gathering the information for the side-by-side comparison. Opening each career profile in a separate window or tab will help students move through this activity more efficiently and effectively.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 6: Comparing Careers

Page 1 of 4

Log in to Career Cruising and click on **Careers**. Use the **Keyword Search** to find two occupations that interest you but that you may not know much about. Write the names of the careers in the spaces provided at the top of every worksheet in this activity.

Career One

Career Two

If you had to pick one of these careers based only on what you think you know about them right now, which would you choose and why?

1. Click on Job Description in each career profile. Answer the following questions:

What do people in these careers do? (Describe at least three typical work tasks for each career.)

If you had to pick one of these careers based only on the tasks that you would perform, which would you choose and why?

2. Click on Working Conditions in each career profile. Answer the following questions:

What are the working conditions like for people in these careers? (*e.g., typical hours, location, frequent travel, etc.*)

Worksheet 6: Comparing Careers

Page 2 of 4

Career One

Career Two

If you had to pick one of these careers based only on the working conditions that you described, which would you choose and why?

3. Click on Earnings in each career profile. Answer the following questions:

How much do people in each career typically earn on a yearly basis? (If annual salary figures aren't available, how much do they earn per hour or per contract?)

What other kinds of compensation or benefits can people in each career receive? (e.g., *health and dental benefits, contributions to retirement savings plans, performance bonuses, etc.*)

If you had to pick one of these careers based only on how much you could earn, which would you choose and why?

Worksheet 6: Comparing Careers

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Career One

Career Two

4. Click on Education in each career profile. Answer the following questions:

What are the education and training requirements for people in each career? (e.g., high school diploma, associate or bachelor's degree, apprenticeship, on-the-job training, additional licensing or certification, etc.)

_____	_____
_____	_____
_____	_____

Approximately how many years of training or education are required for people in each occupation?

_____	_____
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If you had to pick one of these careers based only on the amount of education and training you need, which would you choose and why?

SUMMARY – YOUR VIEWS

5. Now that you have evaluated your interest in these two careers based on work tasks, working conditions, potential earnings, and education and training requirements, answer the following questions:

Did you change your mind about the career you chose at the beginning of the activity as different types of information became available to you? What new information caused you to change your mind and why?

Worksheet 6: Comparing Careers

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Which of the criteria that you used to compare your career choices is most important to you and which is the least important? Rank them in order from **1 (the most important)** to **4 (the least important)** and explain why you have ranked them that way:

Criteria	Rank	Why
Work Tasks:	_____	_____ _____
Working Conditions:	_____	_____ _____
Earnings:	_____	_____ _____
Education & Training:	_____	_____ _____

What other factors may influence your career decision? (*e.g., parents, favorite school subject, job outlook, etc.*) Do you consider any of them to be more important than the ones you ranked above? Why?

Activity 7: Career Pathways Research Project

FOR THE TEACHER

Introduction

The purpose of this activity is to help students:

- Learn how careers can be grouped together into clusters or pathways based on common characteristics
- See how these career pathways can be used to discover and explore new career possibilities
- Learn about some of the commonly used ways of grouping occupations

Setting the Stage

Classroom discussion can involve asking students to think of three careers that are related to one another. Select students to present their three careers and describe why they think they are related. Introduce the idea of career pathways and explain their importance. Choose a career pathway and have students suggest careers that might fit into the pathway. To view the career pathways in Career Cruising, click on **Careers** and click on the **Michigan Career Pathways** tab.

IMPORTANT: The Career Pathways Research Project is set up for use with the Michigan Career Pathways system. If you prefer to use a different clustering system available at your school (*e.g., the 16 National Career Clusters*), we suggest you modify the instructions on Worksheet 7 to avoid any confusion.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 7: Career Pathways Research Project

Page 1 of 3

Log in to Career Cruising and click on **Careers**, then click on the **Michigan Career Pathways** tab.

Select a pathway that interests you.

Optional: To further filter your results, you can select the level of education that you are planning on pursuing—high school, 2-year college or technical training, or 4-year college or university.

Scroll through the list and click on a career that interests you.

Career: _____

1. Read the Job Description and Working Conditions. Answer the following questions:

What do people in this career do?

What are the working conditions like for people in this career? (*e.g., Where do they work? What are their typical work hours? What challenges do they face?*)

2. Click on Earnings and Sample Career Path. Investigate the following:

What salaries do people in this career earn?

How do their job responsibilities change as they gain more experience and seniority (*i.e. as they move along the Sample Career Path*)?

Worksheet 7: Career Pathways Research Project

Page 2 of 3

Click on **Related Careers**. Click on a career that interests you.

Career: _____

3. Read the Job Description and Working Conditions. Answer the following questions:

What do people in this career do?

What are the working conditions like for people in this career? (e.g., *Where do they work? What are their typical work hours? What challenges do they face?*)

4. Click on Earnings and Sample Career Path. Investigate the following:

What salaries do people in this career earn?

How do their job responsibilities change as they gain more experience and seniority (*i.e. as they move along the Sample Career Path*)?

Worksheet 7: Career Pathways Research Project

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SUMMARY – YOUR VIEWS

5. Now that you have learned a little about these two related careers, answer the following questions:

What is similar about the two careers?

Which career do you think you would like more and why?

Activity 8: Career Fair Project

FOR THE TEACHER

Introduction

The purpose of this activity is to help students:

- Demonstrate an in-depth knowledge of selected fields of work and occupations
- Learn how to work effectively in teams or groups
- Discover how Career Cruising and other resources can be used in research projects and presentations

How the Activity Works

The occupations in Career Cruising are divided into career pathways. To view the careers in these pathways, go to the **Careers** page and click on the **Michigan Career Pathways** button.

IMPORTANT: The Career Fair Project is set up for use with the Michigan Career Pathways system. If you prefer to use a different clustering system available at your school (*e.g., the 16 National Career Clusters*), we suggest you modify the instructions on Worksheet 8 to avoid any confusion.

The class should be divided into groups of two to four students. Each group should be assigned a pathway that they will be responsible for researching and presenting to the class. The presentations should cover:

- General information on the pathway as a whole
- A more in-depth examination of one or two individual occupations

Presentations can include handouts, visuals, work-related tools, etc. Students should also be encouraged to be creative in their presentations.

Much of the research can be completed using Career Cruising. However, students should be encouraged to do research in the library or on the Internet as well.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 8: Career Fair Project

Page 1 of 2

ASSIGNMENT

Your group is responsible for making a presentation on one of the career pathways in Career Cruising. Part of your presentation should be about the pathway as a whole, including topics such as:

- The types of careers that are included in the pathway
- What these different careers have in common
- Where people in these occupations work
- How much income people in this pathway can earn
- What the labor market is like for people in these pathways (*e.g., are there any “hot” areas with lots of jobs available?*)
- Where to get more information (*e.g., helpful websites, books, newspapers*)

The other part of the presentation should be focused on one or two specific careers within the pathway. You may want to pick careers that you think are interesting or that other people may not be familiar with. Your presentation should cover:

- The kind of work or tasks people in the career perform
- The tools, instruments, or equipment they use
- Where they work
- How much income they earn and factors that affect their income
- The education and/or training needed to get into the career
- Where to get more information on the career (*e.g., helpful websites*)
- What real people in the career have to say about it (*what they like or dislike about the career, what advice they have for people who want to get into the career, etc.*)

You may use handouts, visuals, and other “props” to make the presentation more interesting.

RESEARCH

You can use Career Cruising to find out which careers are in which pathways and to do research on individual careers. Further research can be done in the library or on the Internet.

USING CAREER CRUISING

Log in to Career Cruising and click on **Careers**, and then click on the **Michigan Career Pathways** tab.

Click on your pathway.

You will see a list of the careers in that pathway. If you want to learn more about a specific career, click on it.

Each career profile includes in-depth information on working conditions, education, income, and career paths, as well as links to other sources of information. There are also two interviews with real people in each occupation. Click on the names in the bottom left of the screen to view the interviews.

Worksheet 8: Career Fair Project

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USING LINKS

You can use the links in Career Cruising as a starting point for your Internet research. Go to the Other Resources section of the occupation profile you are researching and click on the listed links.

If you would like to do additional research on the Internet, you can use your favorite search engine to search for information on the career and career pathway you are researching. Professional and trade associations, unions, colleges, and government websites usually have the most accurate information.

Activity 9: Career Interview Project

FOR THE TEACHER

Introduction

The purpose of this activity is to introduce students to informational career interviews. Informational interviews are not part of the application process (i.e. they are not job interviews), but they allow people interested in an occupation to gather career and industry advice from professionals in the field.

In Step 1 of the exercise, students explore one of the multimedia career interviews in Career Cruising in order to familiarize themselves with the types of questions to ask and the general approach to take. In Step 2, they take what they have learned and apply it in a “live” career interview with a parent or friend of the family.

Students completing this activity will learn about specific occupations and become more familiar with the realities and language of the workplace.

If you are short on time, you may wish to skip Step 1. Instead of having students answer the questions in Step 1, simply have them browse through a multimedia interview to familiarize themselves with the idea of informational career interviews.

Setting the Stage

Classroom discussion can focus on how to decide which career suits you. Ask students what they would do if they were interested in a career and wanted to learn more about it. What is the best way to learn more about a career? Have they ever asked their parents or friends of their family about their jobs? Explain what an informational interview is (and how it differs from a job interview).

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 9: Career Interview Projects

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STEP 1: CAREER CRUISING INTERVIEW

Log in to Career Cruising and click on **Careers**. Then click on the **School Subjects** tab. Select your favorite school subject.

Scroll through the list of careers and click on a career that interests you.

Career: _____

1. Read the Job Description. List three things that people in this career do.

2. Click on Earnings. How much money do people in this career typically earn? What factors affect their income? (e.g., seniority, hours, expertise)

3. Click on Education. What kind of education, training, or other preparation do you need to get into this career?

Click on one of the two interviews.

Person's name: _____

4. What does this person do and how did this person get into this career? (see Questions & Answers #1 and #2)

Worksheet 9: Career Interview Projects

Page 2 of 4

5. What personal characteristics are required to be successful in this career? *(see Questions & Answers #3)*

6. What changes to the career does the person foresee in the future? *(see Questions & Answers #6)*

7. What does the person like most about this career? *(see Likes)*

8. What does the person dislike most about this career? *(see Dislikes)*

9. What advice does this person have for someone who wants to get into this career? *(see Advice)*

Worksheet 9: Career Interview Projects

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STEP 2: LIVE INTERVIEW

Now that you have viewed one of the interviews in Career Cruising and learned about the kinds of questions you can ask in a career interview, the next step is to try an interview with an adult you know (*e.g., a parent or a friend of your family*).

When doing the interview, remember that it is important to be well-organized and professional. The person you interview is taking time out of his or her busy day to help you. Listen carefully to what the person says; you may be surprised by what you learn! You can use the Interview Question sheet provided to help you with the interview.

INTERVIEW QUESTION SHEET

Career: _____

Person's name (optional): _____

1. What are your main tasks or responsibilities at work?

2. What kind of education, training, or other preparation do you need to get into your career? (*e.g., college degree, technical training, high school diploma, apprenticeship, on-the-job training*)

3. How did you get into this career? (*When you were young, did you want to do anything else? Did you have other types of jobs before this one?*)

Worksheet 9: Career Interview Projects

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4. What personal characteristics are required for someone to be successful in your career? *(e.g., being organized or creative, writing or speaking clearly, being strong, or good with your hands)*

5. Have any recent changes affected your job? What changes to your career can you foresee in the future? *(e.g., changes in technology, economic changes)*

6. What do you like most about your job and the career you have chosen? *(In what way(s) is it better than other types of jobs/careers?)*

7. What do you dislike most about your job and the career you have chosen? *(What are the toughest parts, compared to other jobs/careers?)*

8. What advice do you have for someone who wants to get into this career?

Activity 10: Discovering Your Work Skills

FOR THE TEACHER

Introduction

One of the greatest problems educators face is helping students bridge the gap between school and work. Many students cannot see the connection between what they are learning now and their future career. As a result, they may lack confidence in themselves and their ability to contribute in the workplace.

The purpose of this activity is to help students make links between their daily activities and work skills. In particular, they will:

- See the importance of their curricular and extracurricular activities
- Gain a better understanding of their skills
- Learn about career options related to their skills

How the Activity Works

Students use the A Day In My Life chart to set out a sample day in their life, being sure to include all curricular, extracurricular, social, and at-home activities. Then they use the Activities And Work Skills chart to link their activities to work-related skills. (Both charts can be found in the pages immediately following this activity.)

The next step is to use Career Cruising to search for and learn about careers in which those skills are important.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 10: Discovering Your Work Skills

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STEP 1: A DAY IN MY LIFE

Fill in the A Day In My Life chart (see page 4 of this activity). In the Activities column, write down the things you do in a typical day. Be sure to include all classes, sports, social events, clubs, hobbies, chores, after school jobs, etc. (*You may use the Activities and Work Skills chart as a reference.*)

Using the Activities and Work Skills chart, match your activities with the related work skills.

Now go back to your A Day In My Life chart and write down the work skills that match your activities (*put the work skills beside each activity, in the right-hand column*).

1. Write down the work skill that appears most often in your day:

Work Skill #1: _____

2. Write down the work skill you would most enjoy using in a job:

Work Skill #2: _____

3. Write down the work skill you think would be most important in getting a good job:

Work Skill #3: _____

STEP 2: USING CAREER CRUISING/WORK SKILL #1

Log in to Career Cruising and click on **Careers**, then click on the **Start Career Selector** button.

Go to the **Core Tasks** section and select the work skill/core task that appears **most often** in your day (*Work Skill #1 above*).

Click on the blue **View Results** button. Career Cruising will show you a list of occupations where people use the skill you selected.

STEP 3: RESEARCHING THE CAREER

Scroll through the list and click on a career that interests you.

Career: _____

Worksheet 10: Discovering Your Work Skills

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4. Click on Job Description. Write down examples of how people in this career use the work skill you selected.

Click on one of the two interviews.

Person's name: _____

5. Click on A Day In The Life. Write down examples of how the person uses the skill you selected in his/her workday.

Now click on the other interview.

Person's name: _____

6. Click on A Day In The Life. Write down examples of how this person uses the skill you selected in his/her workday.

STEP 4: USING CAREER CRUISING/WORK SKILL #2

Use your browser's back button to return to the Career Selector screen. Go to the **Core Tasks** section.

Deselect the work skill/core task you chose before (*i.e. click on it once to delete the checkmark*).

Now select the work skill that you would most enjoy using in a job (*Work Skill #2 above*).

Click on **View Results**.

Worksheet 10: Discovering Your Work Skills

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Scroll through the list and click on a career that interests you.

Career: _____

7. Read the Job Description and each of the interviewees' A Day In The Life. Write down examples of how people in this career use the work skill you selected.

STEP 5: USING CAREER CRUISING/WORK SKILL #3

Repeat Step 4, except this time select the work skill that you think would be most important in getting a good job (*Work Skill #3 above*).

Career: _____

8. Read the Job Description and each of the interviewees' A Day In The Life. Write down examples of how people in this career use the work skill you selected.

Worksheet 10: Discovering Your Work Skills

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A DAY IN MY LIFE

Time	Activity	Work Skills
7:00am – 8:00am		
8:00am – 9:00am		
9:00am – 10:00am		
10:00am – 11:00am		
11:00am – 12:00pm		
12:00pm – 1:00pm		
1:00pm – 2:00pm		
2:00pm – 3:00pm		
3:00pm – 4:00pm		
4:00pm – 5:00pm		
5:00pm – 6:00pm		
6:00pm – 7:00pm		
7:00pm – 8:00pm		
8:00pm – 9:00pm		

Worksheet 10: Discovering Your Work Skills

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SCHOOL SUBJECT	WORK SKILLS
Biology	Doing Research Inspecting, Measuring, or Monitoring Keeping Accurate Records Working with Plants or Animals
Business (e.g., Accounting, Entrepreneurial Studies, Marketing)	Communicating Information or Persuading People Keeping Accurate Records Selling or Promoting
American and World Studies (e.g., US History and Politics, American and World Issues, Law, World History)	Communicating Information or Persuading People Doing Research Writing
Chemistry	Inspecting, Measuring, or Monitoring Keeping Accurate Records Analyzing Data, Programming or Doing Calculations
Computers	Analyzing Data, Programming or Doing Calculations Identifying/Diagnosing Problems
Dance	Artistic Expression Physical Training or Performing
Technology (e.g., Design and Technology, Construction Technology, Communication Technology)	Operating Machines or Vehicles Building or Creating Things Inspecting, Measuring, or Monitoring
Drama	Artistic Expression Communicating Information or Persuading People Writing
English	Artistic Expression Communicating Information or Persuading People Writing
Family Studies (e.g., Parenting, Fashion, Individuals and Families in a Diverse Society)	Caring for or Treating People Organizing People or Planning Work Activities Making Sure Things are Clean and/or Organized
Geography (e.g., Geography – Physical, World Issues)	Doing Research Writing Communicating Information or Persuading People
Health and Physical Education	Physical Training or Performing Organizing People or Planning Work Activities
History (e.g., US History, Society: Challenge and Change, Modern Western Civilization, etc.)	Doing Research Writing Communicating Information or Persuading People
Languages (e.g., French, Japanese, Latin)	Communicating Information or Persuading People Writing
Math	Analyzing Data, Programming or Doing Calculations Inspecting, Measuring, or Monitoring Identifying/Diagnosing Problems
Music or Visual Art (e.g., Band, Strings, Musical Theater, etc.)	Artistic Expression Building or Creating Things Designing or Drawing

Worksheet 10: Discovering Your Work Skills

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SCHOOL SUBJECT	WORK SKILLS
Physics	Inspecting, Measuring, or Monitoring Keeping Accurate Records Analyzing Data, Programming or Doing Calculations Designing or Drawing
Science	Inspecting, Measuring, or Monitoring Keeping Accurate Records Analyzing Data, Programming or Doing Calculations

OTHER SCHOOL ACTIVITIES	WORK SKILLS
Assemblies (e.g., organizing, participating in)	Artistic Expression Communicating Information or Persuading Others Organizing People or Planning Work Activities
Clubs (e.g., chess club, outers club, environment club)	Communicating Information or Persuading Others Organizing People or Planning Work Activities Selling or Promoting
Dances (e.g., organizing, attending)	Organizing People or Planning Work Activities Physical Training or Performing Selling or Promoting
Fundraising (e.g., raising money for a charity or school trip; you may hold an event, have a car wash, sell chocolates)	Organizing People or Planning Work Activities Selling or Promoting Communicating Information or Persuading People Keeping Accurate Records
Independent Study Project/Unit (e.g., research essay on a topic of your choice)	Doing Research Keeping Accurate Records Writing
Journal (e.g., keeping a daily journal for English class)	Writing
Library (e.g., finding books in the library)	Doing Research
Lunch/Recess	Communicating Information or Persuading People
Peer Editing (e.g., reading and correcting other students' work)	Communicating Information or Persuading People Writing
Peer Tutoring/Helping (e.g., helping students with school work or problems)	Teaching or Training Identifying/Diagnosing Problems
Presentations or Seminars	Communicating Information or Persuading People Teaching or Training
Projects (e.g., researching and presenting information in a visually appealing way)	Doing Research Writing Designing or Drawing Building or Creating Things

Worksheet 10: Discovering Your Work Skills

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OTHER SCHOOL ACTIVITIES	WORK SKILLS
Sales (e.g., bake sales)	Selling or Promoting Communicating Information or Persuading People Organizing People or Planning Work Activities
School Newspaper (e.g., being a reporter, taking photos, doing layout)	Writing Doing Research
School Shows (e.g., plays, music night)	Artistic Expression Communicating Information or Persuading People Selling or Promoting Building or Creating Things
Science Project	Doing Research Inspecting, Measuring, or Monitoring Analyzing Data, Programming or Doing Calculations Writing
Sports (e.g., playing on, coaching, or helping out with a team)	Physical Training or Performing Organizing People or Planning Work Activities
Student Council (e.g., being a student council member such as school president or treasurer)	Communicating Information or Persuading People Organizing People or Planning Work Activities
Yearbook (e.g., writing for, taking photos, doing layout)	Writing Artistic Expression Designing or Drawing

LEISURE ACTIVITIES AND HOBBIES	WORK SKILLS
Athletic activities (e.g., hiking, swimming, skating)	Physical Training or Performing
Being interested in professional sports (e.g., following a sports team; watching sports on TV, keeping track of players' stats, discussing sports)	Doing Research Communicating Information or Persuading People
Building things (e.g., models)	Building or Creating Things Designing or Drawing
Camping	Physical Training or Performing Organizing People or Planning Work Activities
Card or Board Games	Analyzing Data, Programming or Doing Calculations Communicating Information or Persuading People Identifying/Diagnosing Problems
Collecting things (e.g., baseball cards, stickers)	Doing Research Keeping Accurate Records Making Sure Things are Clean and/or Organized
Computer (e.g., using a graphics program, installing new software, fixing problems)	Analyzing Data, Programming or Doing Calculations Identifying/Diagnosing Problems Operating Machines or Vehicles
Diary (e.g., writing down your thoughts in a diary)	Writing Artistic Expression

Worksheet 10: Discovering Your Work Skills

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LEISURE ACTIVITIES AND HOBBIES	WORK SKILLS
Drawing (e.g., pictures, cartoons, etc.)	Artistic Expression Designing or Drawing
Driving (e.g., driving the family car)	Operating Machines or Vehicles
Friends (e.g., hanging out, helping with problems)	Communicating Information or Persuading People Organizing People or Planning Work Activities Identifying/Diagnosing Problems
Internet (e.g., surfing the net, downloading music, making a web page)	Doing Research Designing or Drawing Analyzing Data, Programming or Doing Calculations
Making crafts (e.g., bracelets)	Artistic Expression Designing or Drawing Building or Creating Things
Music (e.g., listening to music, singing, playing an instrument)	Artistic Expression Communicating Information or Persuading People Doing Research
Playing on a sports team (e.g., baseball, soccer)	Physical Training or Performing Communicating Information or Persuading People
Reading (e.g., magazines, novels, comic books)	Doing Research
Riding a Bike	Physical Training or Performing Operating Machines or Vehicles
Shopping	Doing Research
Skateboarding	Physical Training or Performing Fixing/Repairing Things
Talking on the Phone	Communicating Information or Persuading People
Video or Computer Games	Identifying/Diagnosing Problems Physical Training or Performing
Writing letters or emails	Writing Communicating Information or Persuading People

HOUSEHOLD ACTIVITIES	WORK SKILLS
Babysitting (e.g., younger sister/brother, neighbors' kids)	Caring for or Treating People
Cleaning (e.g., your room, bathroom, garage)	Making Sure Things Are Clean and/or Organized Identifying/Diagnosing Problems Operating Machines or Vehicles
Cooking or Baking	Inspecting, Measuring, or Monitoring Building or Creating Things
Mowing the Lawn	Operating Machines or Vehicles Physical Training or Performing Working with Plants or Animals

Worksheet 10: Discovering Your Work Skills

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HOUSEHOLD ACTIVITIES	WORK SKILLS
Helping in the Garden (e.g., planting flowers, pruning bushes, weeding)	Physical Training or Performing Working with Plants or Animals Artistic expression
Shoveling Driveway	Physical Training or Performing
Taking care of a pet (e.g., walking the dog, feeding cat)	Working with Plants or Animals
Taking Phone Messages	Keeping Accurate Records Writing
Vacuuming	Operating Machines or Vehicles
Washing the Dishes	Making Sure Things Are Clean and/or Organized

OTHER	WORK SKILLS
Part-time job - Cashier	Assisting Customers or the Public Analyzing Data, Programming or Doing Calculations
Part-time job - Food Services (e.g., working at a fast food chain, waiting tables, bussing)	Assisting Customers or the Public Making Sure Things Are Clean and/or Organized
Part-time job - Recreation (e.g., lifeguard, sports instructor, camp counselor)	Teaching or Training Caring for or Treating People
Part-time job - Retail (e.g., working in a clothing store)	Assisting Customers or the Public Keeping Accurate Reports Making Sure Things Are Clean and/or Organized Selling or Promoting
Volunteering (e.g., volunteering at a hospital, charity)	Assisting Customers or the Public Caring for or Treating People Communicating Information or Persuading People Teaching or Training

Activity 11: Using My Skills

FOR THE TEACHER

Introduction

The purpose of this activity is to:

- Introduce students to the My Skills component of Career Matchmaker
- Help students identify their work skills
- Make students aware of the benefits of using more than one type of career assessment

Setting the Stage

Classroom discussion can focus on the importance of skills in the workplace. Ask students to take a few minutes to think about skills they have that could be useful in the working world. (Examples of work skills should be provided to help get students started.) Then have students share some of their skills with the class. Next, ask students how they are able to identify their skills. The difficulties with skills self-assessment should be discussed.

An alternative topic for discussion is the benefits of using more than one type of career assessment (*interests, skills, values, personality, etc.*). Ask the class to identify potential problems with relying on just one type of career assessment.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 11: Using My Skills

Page 1 of 3

Log in to Career Cruising and click on **Assessments** in the menu bar near the top of the page, and then click on the **Start Matchmaker** button. (If you've already completed Matchmaker, you can load your Best Match or other results and select an occupation from that list.)

Read the instructions on the Introduction page, label your Matchmaker session, and then click **Start Now**.

After you answer the first 39 questions, you will come to the Career Suggestions page which lists the careers that may be suitable for you based on your interests. Take a few minutes to look through the careers on your list and select a career that interests you.

Career: _____

1. Click on the career that you are interested in and read through the information that is available (Job Description, Working Conditions, Interviews, etc.).

Write down five things about this career that you find appealing.

Use your browser's back button to return to your list of suggested careers. Now click on the **Start My Skills** button in the My Skills section on the left side of the page to begin the skills assessment component. Read the introduction and then click **Start Now** to begin answering the skills questions. Answer all 45 questions.

After answering the skills questions, you will return to the Career Suggestions page where you will notice that all of the careers on your list have been assigned a skills score.

2. What is the skills score that appears beside the career you wrote down above?

- _____ A – Very Good Match
- _____ B – Good Match
- _____ C – Fair Match
- _____ D – Questionable Match
- _____ E – Poor Match

Worksheet 11: Using My Skills

Page 2 of 3

3. Click on the career and then scroll down the Suitable For You? screen until you get to the My Skills information.

Look through your responses to the skills that are important for this career and record the total number of responses of each type.

- _____ I Am Highly Skilled
- _____ I Am Skilled
- _____ I Have Some Skill
- _____ I Don't Have This Skill
- _____ I Can't Answer This

4. Write down any three skills to which you answered "I Don't Have This Skill" or "I Have Some Skill." (If you didn't respond this way to three of the skills, just choose any three of the skills listed.)

For each of the skills you wrote down, try to think of school subjects and activities outside of school that could help you increase your skill level.

Example:

Skill:	Presenting ideas and information in writing
Ways to improve my skill level:	Work hard on all of my written assignments in school Try to read the newspaper everyday Write a short story on why I love sports Ask my English teacher to recommend some books on writing

For Your Skills:

Skill 1:	_____
Ways to improve my skill level:	_____

Worksheet 11: Using My Skills

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Skill 2:**Ways to improve my skill level:**

Skill 3:**Ways to improve my skill level:**

SUMMARY – YOUR VIEWS

5. After completing the skills assessment, are you still interested in this career? Why or why not?

6. What do you think the difference is between interests and skills?

7. Do you think it is helpful to consider your skills when choosing a career? Why or why not?

Activity 12: College Research Exercise

FOR THE TEACHER

Introduction

The purpose of this activity is to help students:

- Learn about colleges and the programs they offer
- Become familiar with Career Cruising's education and training resources
- Learn how to use the Internet to find important career-related information

Setting the Stage

Classroom discussion can focus on the importance of getting accurate information about colleges and the programs they offer. Ask those students who know what type of post-secondary education they plan to pursue if they are aware of the entrance requirements for the colleges and programs they are interested in. An alternative topic for discussion is the usefulness of the Internet for finding education and career-related information. Ask the class what difficulties they have encountered while searching for information on the Internet.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 12: College Research Exercise

Page 1 of 3

Log in to Career Cruising and click on **Education** in the menu bar near the top of the page.

In the **Keyword Search** box, enter the name of a 2 or 4-year college or technical/vocational school you have heard about or are interested in (*e.g., Harvard, Western Business College, Missouri Technical Institute*). Click **Search**.

Career Cruising will provide you with a list of schools that include the name you entered. (If you don't get any matches, try changing the wording slightly. For example, if you tried "University of Michigan" before, you could try just "Michigan." You can also click on one of the states on the map to view a list of all the schools in that state.)

Click on a specific school that interests you.

School Name: _____

1. Click on the blue links to find the following information. If any of the information is not available for this school, write N/A.

School Type: _____

Location (*city, state*): _____

Website: _____

Admissions Contact Information: _____

What are the entrance requirements for this school?

What is required as part of your application package to this school? (*e.g., essay, transcripts, interview*)

Application Deadline: _____

Campus Enrollment: _____

Worksheet 12: College Research Exercise

Page 2 of 3

What facilities and services does this school have to offer?

Estimated Total Expenses: _____

What types of financial aid are available at this school? _____

Name of a major/program at the school that you might be interested in taking:

SUMMARY – YOUR VIEWS

2. Do you still think that this school is a good option for you? Are the admission standards different than you expected? What about the tuition costs?

OPTIONAL – INTERNET RESEARCH PROJECT

Click on the school's website address.

3. Try to find information about the major/program you selected above in the school's website. (Hint: look for "admissions," "academic programs," "student resources," or "course catalog.")

Answer the following questions:

What admission requirements or prerequisites are there for this major/program? (*i.e. courses or skills needed before you can start*)

Worksheet 12: College Research Exercise

Page 3 of 3

What are the names of some of the classes/courses you take as part of this major/program?

How many months/semesters/years does it take to complete the major/program?

Does the program include on-the-job work experience? (*e.g., work study or co-op placements*)

What is the name of the qualification you get after completing the program? (*e.g., bachelor's degree, associate degree, certificate*)

SUMMARY – YOUR VIEWS

4. Are you still interested in taking the major/program you selected? Is this major/program different in any way from what you thought it would be? (*e.g., longer education/training time, difficult admissions requirements, etc.*)

5. Was any important information not available on the school's website? How can you find the information?

Activity 13: Finding the Right College

FOR THE TEACHER

Introduction

The purpose of this activity is to help students:

- Learn about the factors to consider when choosing a college
- Use School Selector, an interactive checklist, to find colleges that match their personal and academic preferences

Setting the Stage

Classroom discussion can focus on tuition cost, grades, location, majors, and other factors that influence college application and admission. Ask students if they have thought about colleges and whether they have considered all of these factors.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 13: Finding the Right College

Page 1 of 2

Log in to Career Cruising and click on **Education** in the menu bar near the top of the page.

In the **School Selector** section on the right side of the page, select the level of education you are interested in exploring.

Select the factors that are important to you in choosing a college by clicking on the blue links on the left side of the screen (location, majors offered, etc.). For each link you click, select your preferred options.

When you have finished, click on **View Results** button.

Click on a school that interests you.

School name: _____

1. Click on the blue links to find the following information. If any of the information is not available for this school, write N/A.

School Type: _____

Location (*city, state*): _____

Campus Enrollment: _____

What is required for admission to this school?

Estimated Total Expenses: _____

What types of financial aid are available at this school? _____

Name of a major/program at the school that you might be interested in taking:

Use your browser's back button to return to your list of schools.

Click on another school that interests you.

School name: _____

Worksheet 13: Finding the Right College

Page 2 of 2

2. Click on the blue links to find the following information. If any of the information is not available for this school, write N/A.

School Type: _____

Location (*city, state*): _____

Campus Enrollment: _____

What is required for admission to this school?

Estimated Total Expenses: _____

What types of financial aid are available at this school? _____

Name of a major/program at the school that you might be interested in taking:

SUMMARY – YOUR VIEWS

3. Would you like to go to these schools? Why or why not? Do they offer a major or program you would like to take?

4. Will it be difficult for you to meet the academic requirements or pay the tuition fees? What can you do to overcome these challenges?

Activity 14: Learning Styles

FOR THE TEACHER

Introduction

The purpose of this activity is to help students:

- Identify and analyze their preferred learning styles
- Understand the relationship between learning styles and academic success
- Understand the relationship between learning styles and career choices

Setting the Stage

Classroom discussion can begin with students describing their ideal studying or learning environments. Ask them to draw on their own study habits and preferences. The variety of answers will help students realize that people have different ways of learning and retaining information.

As a class, brainstorm reasons why it is important to understand one's learning style. Learning styles impact not only school performance, but also our success in the workplace and in the world. While learning styles don't reflect our actual abilities, they do influence the way in which we learn to perform work and social tasks, manage our time and resources, and how we interact with co-workers and family members who have different learning styles.

Some students may discover that they have more than one preferred learning style. In this case, students can choose from the traits, tips, and strategies associated with each of their preferred learning styles in order to complete the activity. Be sure to emphasize to all students that there is no right or wrong learning style.

After completing the worksheet, ask students—as a class or in small groups—to discuss their individual learning styles and compare them with other students' preferred learning styles. Students should be able to describe the three key learning style preferences (visual, auditory, and tactile), and identify learning strategies and conditions that complement each style. This will help students to consolidate their learning. Remind students that they all have the capacity to learn in different ways.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 14: Learning Styles

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Log in to Career Cruising and click on **Assessments**, then on the **Start Learning Styles** button.

Read the instructions on the Introduction page and start the assessment. Remember, there are no right or wrong answers; simply select the answer that you feel best applies to you.

What kind of learner are you? _____

1. Read the Learning Styles profile. Answer the following questions:

Which parts of the profile best describe the way that you learn and retain new information?

Are there parts of the profile that do not accurately describe the way that you learn and retain new information? Which ones?

2. Think about how your learning style relates to your work at school. The Learning Styles profile offers lots of suggestions to help you learn in your preferred style.

Which suggested strategies do you already use? How successful do you think they are in helping you learn and remember information?

Which suggested strategies can you begin using now to help you learn and remember information?

Worksheet 14: Learning Styles

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3. Now try to think of some more tips that you could use in the following situations:

You have a test in two weeks that is worth 30% of your final grade. What strategies could you use to help you study for the exam?

You're having trouble absorbing information in class. What suggestions could you make at the next student-teacher conference that would help you and your teacher develop a learning plan to suit your learning style?

You have to write a 5-page essay, and you're feeling a little overwhelmed. What tips can help you prepare to tackle the project and write the paper?

4. Think about how understanding your learning style relates to career possibilities. How can knowing how you learn help you make important career decisions and succeed in the workforce?

Worksheet 14: Learning Styles

Page 3 of 4

Click on **Careers** in the menu bar near the top of the screen, and search for a career that interests you.

Career: _____

5. Read the Job Description section.

Write down two or three tasks that people in this occupation perform.

Describe how you could learn to perform each task in a way that complements your learning style. (e.g., *adjusting technical equipment: auditory learners could listen to someone explain how to adjust the equipment; visual learners could read the manual; tactile learners could test out the equipment*)

6. Read the Working Conditions section.

Write down two working conditions that are common for people in this occupation.

Describe how you could adapt the working conditions you listed above so that they support your learning style. (e.g., *working in an office: auditory learners could reduce noise distractions by closing their office door; visual learners could reduce visual distractions by clearing away clutter in their office or cubicle; tactile learners could take frequent breaks or walks.*)

Worksheet 14: Learning Styles

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SUMMARY – YOUR VIEWS

7. Now that you've learned a little more about your learning style, answer the following questions:

What do you think are some of the challenges associated with your learning style?

What do you think are some of the advantages of your learning style?

Activity 15: Why Study This? A Cross-Curricular Game

FOR THE TEACHER

Introduction

The purpose of this activity is to help students:

- Continue to develop career exploration skills
- Reflect on the skills and content knowledge they're acquiring in a school subject area
- Make the connection between what they are learning in school and the world of work

Setting the Stage

Ask students to recap what they have been learning in class. Highlight not only content knowledge (key concepts related to your subject), but also transferable skills such as problem solving, decision making, teamwork, planning, researching, effective communication, and any others that they have acquired in your class. Explain to students that the subjects they're studying in school are providing them with the skills and knowledge they need to succeed in their future careers.

For the competition, students investigate two occupations: one for which the required skills and knowledge are subject specific (making the link between the occupation and the school subject clear), and one that requires slightly more lateral thinking about transferable skills. You can select your own sample occupations from Career Cruising or use these sample occupations:

- English (Language Arts) – print journalist and travel agent
- Math – personal financial planner and carpenter
- Science – veterinarian and baker
- Geography – forestry technician and parking enforcement officer
- Languages – interpreter and concierge
- Arts – art/music therapist and marketing specialist

As teams research, provide students with clues by drawing their attention to major skill areas or subject matter that they should consider in their responses. Prompt them with hints such as *“Have you thought about how someone in this occupation might need presentation skills/repair skills/time management skills?”* or any other skill or knowledge they've gained in your class. This will help them expand their enquiry beyond the most obvious connections.

Although this activity is designed to be completed in one class, you can alter its presentation to suit your schedule. If you feel that your class will need more time to research the occupations or complete the competition, you can set the stage for the activity the day before the competition. To extend this activity, you can devote a portion of class time throughout the semester or year to “bonus rounds” during which teams research additional occupations. Each successive occupation should be slightly more challenging and reflect new skills and content knowledge learned in class.

Activity 15: Why Study This? A Cross-Curricular Game

Finally, while the competition teaches students to make connections between school subjects and pre-selected occupations, the optional extension portion of the activity encourages students to think about how what they're learning in class relates to an occupation that interests them.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Rules: Why Study This? A Cross-Curricular Game

What You Need:

- Activity Worksheets
- Internet access and login information for Career Cruising (or printed copies of the occupation profiles—all relevant sections—selected for this activity)
- Pen and paper/chalk and chalkboard for keeping score

Before You Start:

Players should be divided into teams of four or five. Team members will share the responsibility for researching the occupations and coming up with examples of how someone in each occupation uses class materials and skills on the job. Each team member will keep a list of their team's answers, and we strongly suggest that students maintain a list of other teams' answers.

Each team elects a representative to join the presenters' panel to share their team's answers with the rest of the class. Team reps will present their team's answers, but will be unable to record other teams' answers (to prevent adding new examples to their existing list); therefore, other team members are responsible for providing the team rep with the complete list of examples and answers accumulated during the competition.

The Competition and Points:

Once teams have finalized their list of answers, a representative from each team joins the presenters' panel at the front of the class with the list. Each rep presents his or her team's answers to the class. (A time limit may be set by the teacher.) To discourage bluffing, reps should be prepared to submit their list of answers to the teacher for verification.

The teacher will keep track of the number of acceptable answers from each rep. There is no limit to the number of examples players can provide for each skill or concept they've identified (for example, players can offer several different examples of how a teacher uses problem-solving skills on the job). Each correct answer is worth one point.

Challenges:

After a team rep has presented his or her team's answers, another team can challenge the validity of one or more of the answers. Acceptable grounds for a challenge: The answer does not reflect the skills or content knowledge associated with the school subject, or the answer is not an example of how people in the occupation use the school subject on the job. *The teacher settles all challenges.*

When challenged, team reps can call on the rest of his or her team to help defend an answer.

Be judicious with your challenges! If the teacher decides that the team's answer is acceptable, the team that challenged the answer loses a point. The team that provided the correct answer is awarded one point for the answer, and an additional point for successfully defending the answer.

Rules: Why Study This? A Cross-Curricular Game

If a team's answer is deemed unacceptable by the teacher, the team that successfully challenged the answer is awarded a point, and the team with the incorrect answer is not awarded a point.

Winning:

The team that earns the most points at the end of the competition wins!

Worksheet 15: Why Study This? A Cross-Curricular Game

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Use Career Cruising to learn more about the occupations that your teacher has assigned for this competition. Once you have read the occupation profiles, write down as many examples as you can of how someone in each occupation uses what you are learning in class on the job. Be prepared to defend your examples; other teams may challenge you! The team with the most correct examples wins!

Log in to Career Cruising and click on **Careers** in the menu bar near the top of the page. Enter the name of the occupation in the **Keyword Search** box.

You can use information from any section of the profile or At A Glance page, but the Job Description and the interviews (especially Question # 3) are particularly helpful.

Occupation 1: _____

What skills and knowledge are you gaining in this class?	How does someone in this occupation use those skills and knowledge?
e.g., (English) presentation skills	(tour guide) conduct tours with tourists
e.g., (math) calculating	(bank teller) add and subtract sums of money
e.g., (science) using lab equipment	(phlebotomist) help test blood samples

Career Cruising

Worksheet 15: Why Study This? A Cross-Curricular Game

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PRESENTERS' RESPONSES

Use the space below to write down examples from other teams here (circle the ones you think you may challenge):

Occupation 1: _____

Occupation 2: _____

Worksheet 15: Why Study This? A Cross-Curricular Game

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SUMMARY – YOUR VIEWS

1. What skills and/or information from this class do you think are most useful for each of the occupations you researched? Why?

2. What skills and/or information from this class were you surprised to learn that someone needs in order to work in each of the occupations you researched? Why?

3. What skills and/or information learned in this class are most important to you? Why?

Worksheet 15: Why Study This? A Cross-Curricular Game

Extension

EXTENSION: A CAREER THAT INTERESTS YOU

Log in to Career Cruising and click on **Careers** in the menu bar at the top of the page. Search for a career that interests you.

Occupation: _____

Read the occupation profile and answer the following questions:

What does someone in this occupation do? (List three to five core tasks.)

If you were in this occupation, how would you use what you're learning in this class on the job? (e.g., *As a roofer, I would use math to calculate the number of shingles needed to finish a roof; As a nurse, I would use my speaking (communication) skills to explain procedures to patients.*)

What other school subjects do you think are important in this occupation? Are some more important than others? Why?

Activity 16: Discovering Your Abilities

FOR THE TEACHER

Introduction

The purpose of this activity is to help students understand the different abilities measured by the Ability Profiler assessment, and what their scores mean. *(This activity should only be delivered after students have completed all sections of the Ability Profiler assessment.)*

Setting the Stage

Give everyone a piece of paper and ask them to write the following across the top: “*Student’s name is good at.....*” Have them add the first talent or ability to their list, and ask them to stand beside their desks (leaving their papers on top of their desks). Direct students to another desk—the desk in front of them, two desks to their left, etc.— where they will add a different talent or ability to that student’s list. They can add anything as long as it’s positive and respectful (*e.g., drawing, listening, explaining math problems, etc.*). Continue directing students to new spots, or ask them to circulate the room, adding to other students’ lists of abilities. You can also contribute to students’ lists. After five minutes, have students return to their desks and read their lists. Not only does this exercise encourage students to be kind to one another, but it also prompts students to think about their abilities—especially those that they may not recognize in themselves. The task facing most students is figuring out how to capitalize on their abilities. **(Have students reflect on this opening activity in the My Journal section of their EDPs.)**

Additional classroom discussion can focus on how the results of the Ability Profiler assessment can help students understand what their core strengths are relative to their other abilities. Remind students that results are not an indication of intelligence or academic standing. The Ability Profiler measures how *easily* an examinee can perform certain tasks. Regardless of their scores, everyone will find that they’ve performed better in certain ability areas than others.

You can use printer-friendly versions of students’ Ability Profiles for this activity. The **Understanding Your Ability Profiler Results** sheet is included as a quick reference guide to help students interpret their Ability Profiler scores. You can print it out with this activity and re-use it with its sister activity (**Activity 17 – Your Abilities and Career Ideas**) to help students understand the integrated Matchmaker-Ability Profiler suggestion list and the Suitable For You? feedback.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Understanding Your Ability Profiler Results

MY ABILITY PROFILE SUMMARY

1. This is the ability area that is being scored. Click on the name of the ability to read a description of the ability.

2. Your raw score is the number of questions you answered correctly for that section of the test. This score is NOT reflected in your percentile score.

3. Your percentile score (in bar and numerical form) indicates the percentage of scores that are equal to or lower than yours for that section of the Ability Profiler. For example, if your percentile score is 67%, that means that 67 out of 100 examinees in the sample group scored at or below your level on that portion of the assessment. (In other words, you scored as well as, or higher than, 67% of examinees.) **Your score is not compared to other students' scores.**

Ability	Date Taken	Correct/Total	Percentile
Arithmetic Reasoning	03/04/2013	15/18	67%
Arithmetic Reasoning (AR) is the ability to use several math skills and logical thinking to solve problems in everyday situations. It involves gathering and sorting through all information related to a problem, making educated guesses about how best to solve the problem, picking a likely way to solve it, and then explaining your decisions. This ability is important in such fields as engineering, finance, mathematics, science, and technology. This ability is measured by the <i>Arithmetic Reasoning</i> exercise.			
Verbal Ability	03/04/2013	18/19	64%
Spatial Ability	03/04/2013	20/20	48%

ABILITY PROFILER AND MY MATCHMAKER CAREER SUGGESTIONS LIST

4. This is the occupation that Matchmaker has suggested for you based on your interests. Your original career suggestions and their order have not changed.

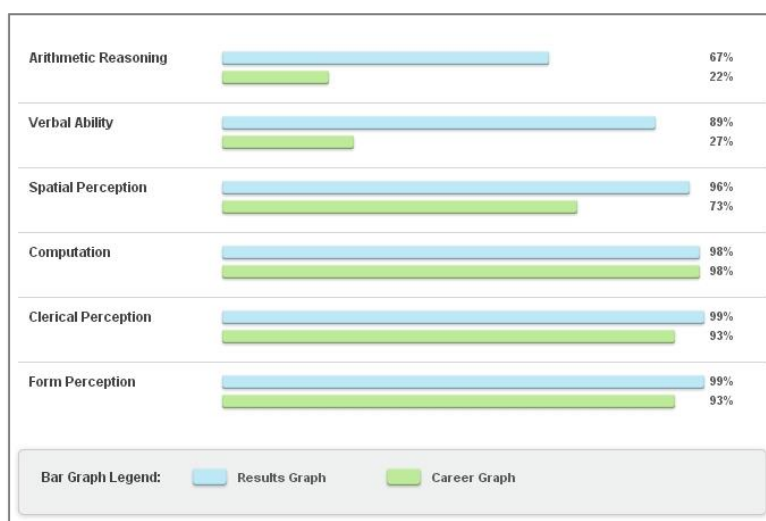
5. This is the number of abilities (of the six tested) in which your scores are **close to** or more than 15% **higher** than the scores of people in the occupation (the green bar).

Matchmaker	Ability Profiler	
Career Interest Rank	Close or Exceeds	Needs Improvement
Post-Secondary Education Administrator	4	2
Post-secondary education administrators carry out the day-to-day operation of colleges and other post-secondary institutions.		

6. This is the number of abilities (of the six tested) in which your scores are more than 15% **below** the scores of people in the occupation (the red bar).

ABILITY PROFILER RESULTS AND SUITABLE FOR YOU? FEEDBACK

7. When you click on an occupation from your Matchmaker list, you can view a graph that compares your Ability Profile scores (blue) to the scores typically required for the occupation (green). There are two ways to evaluate your scores: **level**, how high or low your scores are in each of the six ability areas compared to the scores of people in the occupation; and **fit**, how your relative strengths and weaknesses (the relationship between all of your abilities) compare to those of individuals in the occupation. To check **fit**, try to visually separate your results graph from the career graph to see if the “shape” of the two graphs is similar. If you show strength or weakness in the same ability areas as individuals in the occupation—even if you do not yet match the **level** of ability required—then your abilities can be considered a “fit.”



Worksheet 16: Discovering Your Abilities

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MY ABILITY PROFILE SUMMARY

Log in to Career Cruising with your personal EDP username and password, and click on **My Assessments** in the My EDP menu. Click on **Ability Profiler** and then click the **My Ability Profile** link in the Related Links section to view your full profile.

Rank your abilities from **highest to lowest** percentile score. Click on each ability name to learn more about the ability, and write down the keywords that describe the ability. (*e.g., related skills, activities, or fields of work*)

Score: _____ Ability: _____

Description: _____

Score: _____ Ability: _____

Description: _____

Score: _____ Ability: _____

Description: _____

Score: _____ Ability: _____

Description: _____

Score: _____ Ability: _____

Description: _____

Score: _____ Ability: _____

Description: _____

Worksheet 16: Discovering Your Abilities

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1. What surprises you about your results?

2. How would you have described or ranked your abilities before taking the Ability Profiler?

3. How do your percentile scores relate to each other? *(e.g., My arithmetic reasoning and computation scores are much higher than the rest; My scores are evenly spaced out.)*

4. Which part of the Ability Profiler assessment did you find easiest to complete? Was that reflected in your score? *(i.e. Did you score the highest on the portion of the test that you found the easiest?)*

5. Which part of the Ability Profiler assessment did you find difficult? Was that reflected in your score? *(i.e. Did you score the lowest on the portion of the test that you found the most difficult?)*

6. Why do you think you showed the strongest ability in the area that you did? *(i.e. What training or experiences have helped you develop that ability?)*

Worksheet 16: Discovering Your Abilities

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7. Which ability or abilities would you like to develop further? How could you do that?

8. Give some examples of how you use the abilities measured in the Ability Profiler in your daily life.
(e.g., I use computation to calculate how much money I owe for lunch; I use clerical perception to proofread my essays)

SUMMARY – YOUR VIEWS

Now that you know a little more about your abilities, answer the following questions:

9. Why is it important to learn about your abilities?

10. It can be challenging to assess your strengths from an objective point of view. What did you learn about yourself from the Ability Profiler?

11. How can you use your strongest abilities to your advantage?

Worksheet 16: Discovering Your Abilities

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12. What other talents, strengths, or abilities do you have? How do you plan to use those abilities?

Be sure to record your reflections about your Ability Profiler results in the My Journal section of your personal EDP.

Activity 17: Your Abilities and Career Ideas

FOR THE TEACHER

Introduction

This follow-up activity to **Activity 16: Discovering Your Abilities** encourages students to build on their understanding of their own abilities and reflect on how they can use that knowledge when exploring occupations and planning possible career paths. The purpose of this activity is to help students:

- interpret their integrated Career Matchmaker-Ability Profiler suggestion list
- analyze and use the Suitable For You? feedback
- understand the relationship between their abilities and occupations that interest them

Setting the Stage

Ask students to review their Ability Profiler scores. Classroom discussion can focus on what they learned from the Ability Profiler, and how they can use information about their ability strengths and weaknesses to explore career options and plan their futures. You can also ask students to consider the relationship between their abilities and interests, and how they can balance both when creating a career plan.

You can use printer-friendly versions of students' Career Matchmaker results for this activity, but students will need access to Career Cruising to investigate occupations of interest.

The **Understanding Your Ability Profiler Results** sheet included with Activity 16 can also be used in this activity to help students interpret their Ability Profiler results. If you are not using Activity 16 in your classroom, you can still print the reference sheet to use with this activity.

Starting the Program

Go to **www.careercruising.com**. Enter your personal EDP username and password in the spaces provided, and click on **Log In**.

Worksheet 17: Your Abilities and Career Ideas

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PART A: ABILITY PROFILER AND MY MATCHMAKER CAREER SUGGESTIONS LIST

Log in to Career Cruising with your personal EDP username and password, and click on **My Assessments** in the My EDP menu. Click on **Ability Profiler** and then click the **My Matchmaker & Ability Profiler Career Suggestions** link in the Related Links section.

Your career suggestions are still **ranked in order of interest suitability**, but next to each occupation you'll see the number of abilities in which you exceed or are close to the ability level for people in the occupation, and the number of areas in which you need improvement. This is called your **ability balance score**.

Select three occupations from your suggestion list that interest you (they don't have to be the top three). Next to each occupation name, record your ability balance score.

Occupation Name	Close/Exceeds	Needs Improvement
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Are you surprised by the number of abilities in which you exceed or need improvement for any of the occupations? Explain.

2. What impact does your ability balance score have on your interest in these occupations?

3. Select an occupation from the complete suggestion list where the number of your abilities that are close to or exceeds that for people in the occupation is the highest. Where does the occupation appear on your list? How interested are you in this occupation?

Worksheet 17: Your Abilities and Career Ideas

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4. How can knowing your ability balance score help you when exploring careers that interest you? (e.g., *Knowing that I need to improve 4 abilities to become a video game developer means that I can prepare for more hard work than I thought it would take to enter the profession.*)

From the career suggestions list, select an occupation that interests you and that you would like to explore more.

Occupation Name: _____

Click on the name of the occupation and continue to **Part B**.

PART B: ABILITY PROFILER AND AN OCCUPATION THAT INTERESTS YOU

Read the **Suitable For You?** feedback that appears for the occupation. Review your **Matchmaker** feedback to see how your *interests* match up with the occupation:

5. Write down any central and secondary aspects to which you answered “Like” or “Like Very Much”:

6. Write down any central or secondary aspects to which you answered “Dislike,” “Dislike Very Much,” or “Does Not Matter”:

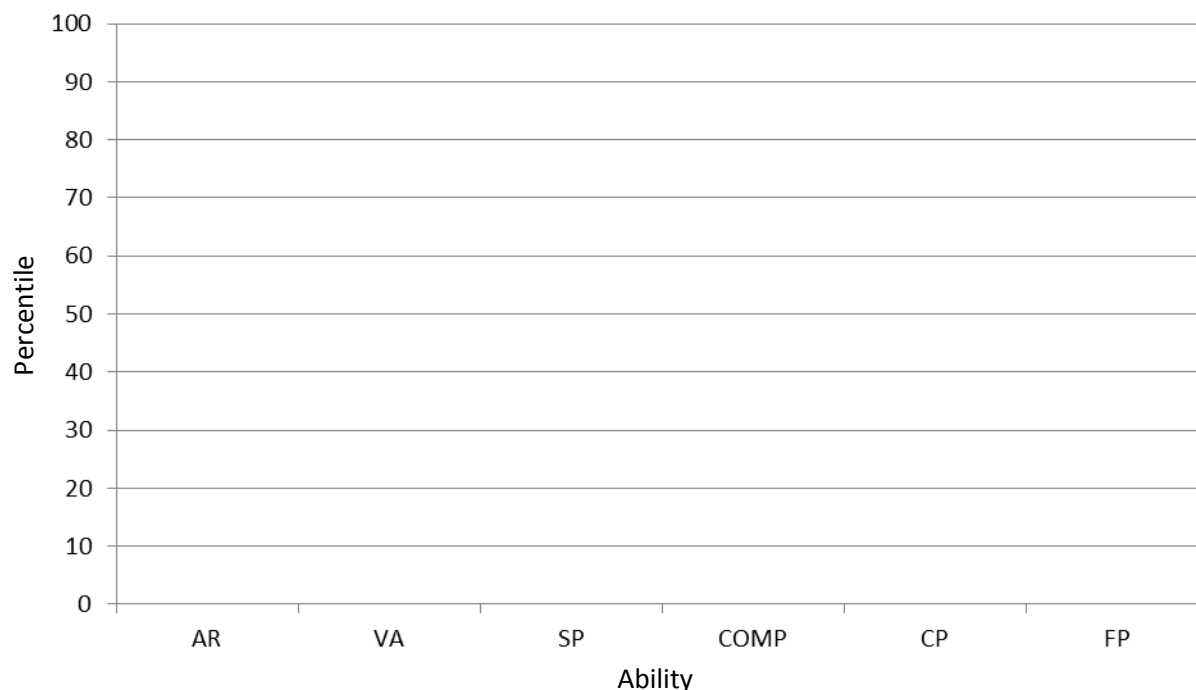
Scroll down to the **Ability Profiler** section to see how your abilities compare to those of people in the occupation.

7. What surprises you about the importance (or relative unimportance) of any of the abilities to this occupation? (e.g., *I didn’t realize that arithmetic reasoning would be so important for tilesetters.*)

Worksheet 17: Your Abilities and Career Ideas

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8. Plot your Ability Profiler scores on the graph below and draw a line to connect the points. On the same graph, plot the scores for people in the occupation. (Use different colors, if possible, for your lines, and don't forget to label them.)



9. How does your current level of ability compare to that of people in the occupation? (Are points in your line significantly above or below those of the career line?)

10. How do your abilities compare to those of people in the occupation in terms of fit? (How does the general "shape" of your line compare to the career line?)

Worksheet 17: Your Abilities and Career Ideas

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11. Click on the occupation name and read the Job Description. Describe three tasks that people in this occupation perform that require the abilities in which you scored the highest on the Ability Profiler:

12. What tasks do people in this occupation do that require the abilities in which you need the most improvement?

13. How do you think this occupation matches up overall with your abilities and interests?

SUMMARY – YOUR VIEWS

14. Why is it important to understand your abilities when exploring career options?

15. How would you feel about working in an occupation where you often use the ability in which you scored the highest? Working in an occupation where you often use the ability in which you need the most improvement?

Worksheet 17: Your Abilities and Career Ideas

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16. How can you use the results of the Ability Profiler to help plan your career path?

Be sure to record your reflections about your Ability Profiler results and career ideas in the My Journal section of your personal EDP.