



Activity 3: Discover Your Career Choices **12.15**

Overview:

In this activity, students will learn about career clusters, pathways, and careers that are available to them. To help them determine what career pathways might be a good fit for them, they will assess their own interests and experiences, conduct online research, and interview those in their families or communities.

Grade Level: 6-12

Power Skills:

- Positive Self Perception
- Empowerment
- Self-Advocacy

Suggested Time: 1-2 class periods, with time outside of class to conduct interviews

Objectives:

Students will:

- complete a career clusters interest survey.
- conduct research on three potential career choices.
- conduct interviews with people in careers that interest them.

Common Core State Standards for English Language Arts/Anchor Standards:

- CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Materials:

- Small signs
- Students' journals, notebooks, or paper and pen/pencil
- White board, chalk board, or easel pad/chart paper
- Student handout: "Career Clusters Resource Sheet" (one per student)
- Student handout: "Career Clusters Interest Survey" (one per student)



- Student handout: “Career Research Worksheet” (one per student)
- Student handout: “Interview Form” (one per student)
- Student handout: “Career Research Information Sheet” (one per student)
- Access to the Internet

Procedure:

1. Hang small signs in different areas of the room, each with one of the following career names on it: food scientist, architect, set designer, office manager, teacher, financial planner, governor, physical therapist, golf professional, career counselor, computer engineer, lawyer, electrical engineer, advertising executive, chemist, and flight attendant. Ask students to get up and stand by the name of the career they would be most interested in pursuing. Note: To help students visualize careers with which they may be unfamiliar, you may want to include images to support the career names.
2. Direct students at each sign to discuss their choices and explain why they chose the careers they did. Would they actually consider pursuing this career or was it just the best option among the choices? If not, are they interested in a related career?
3. Ask students if they know what the careers on the signs represent. Explain that the U.S. Department of Education has identified 16 career clusters which lead to more than 70 different career pathways and hundreds of jobs. Each cluster represents a broad group of occupations and industries. The 16 careers around the room each fall within one (or sometimes more) of those career clusters.
4. Explain to students that choosing a career cluster or pathway can be overwhelming! There are several steps they can take to help guide them, and they will do three of those steps in this activity. One step they can take to help them choose the clusters or pathways that could be a good fit for them is to match their own interests and experiences with the career possibilities that match them. Distribute copies of the “Career Clusters Interest Survey” to each student. Read the directions aloud to ensure student understanding, and give students ample time to complete the survey and identify the three boxes with the highest scores.
5. Distribute copies of the “Career Clusters Resource Sheet,” and explain that the numbered boxes from the survey match the career clusters on this sheet. Poll students to see which boxes scored highest among the class. Do students agree with their individual results? Did any of the results surprise them? Based on the results of this survey, what kinds of jobs/career clusters might students want to explore? How can students use a tool like this as they consider their college major and/or career pathway?
6. Explain to students that a second way to learn more about the clusters/pathway that could be a good fit for them is to conduct research. Research can help them learn about the jobs that interest them now and in the future, and can help them learn about projected jobs that may not yet exist!
7. Distribute the “Career Research Information Sheet.” Ask students to identify three specific career choices that they are **most interested** in exploring further. If students are unsure about what specific careers might interest them, encourage them to visit <https://www.bls.gov/ooh/> to learn about different career options.



8. Review the list of Career Exploration Websites, and ask students to put a star by the sites that might offer the best information for the jobs/careers/clusters they are interested in researching. Give students ample time to complete the research information sheet. Invite students to share information about the career that most interested them with the class.
9. Finally, explain to students that yet another tool that can help them identify a career pathway that could be a good fit is to talk to people in jobs that seem interesting. Have students identify someone in their own lives who might have done or is currently doing work that is of interest to them that they could ask to interview. If students cannot identify someone to interview, encourage students with similar interests to pair up for their interviews. Distribute the “Interview Forms” and challenge students to conduct their interviews and complete the forms. Encourage students to write thank you notes to show their appreciation for their interviewees’ time.
10. Once all research has been completed, invite each student to present a 3-2-1 about the activity: (3 new things they learned about careers or themselves, 2 career clusters, pathways or careers that most interest them, and 1 way that they plan to use one or more of the tools they explored in this activity in the future).

Extension Activity:

Have students summarize their findings and create an infographic that displays the occupations they are considering, any career decisions they’ve made as a result of this activity, and what they see themselves doing for work in the future. For more information on what infographics are and how to develop them, encourage students to go to <http://www.schrockguide.net/infographics-as-an-assessment.html>. They should consider the important information they learned from their research and their interviews, the facts they reveal about themselves, and how this information can be presented visually to tell a story. They should also share any careers they are currently considering and why. Give students ample time to complete their infographics, and encourage them to present their infographics to the class.



Career Clusters Interest Survey

Name: _____ Date: _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the “Career Clusters Resource Sheet” to see which Career Clusters you may want to explore.

B O X 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive 2. Make the best use of the earth’s natural resources 3. Hunt and/or fish 4. Protect the environment 5. Be outdoors in all kinds of weather 6. Plan, budget, and keep records 7. Operate machines and keep them in good repair	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total # circled in Box 1
B O X 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions 2. Picture in my mind what a finished product looks like 3. Work with my hands 4. Perform work that requires precise results 5. Solve technical problems 6. Visit and learn from beautiful, historic, or interesting buildings 7. Follow logical, step-by-step procedures	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/ Heat, Air Conditioning and Refrigeration/ Technology Education	Total # circled in Box 2
B O X 3	Activities that describe what I like to do: 1. Use my imagination to communicate new information to others 2. Perform in front of others 3. Read and write 4. Play a musical instrument 5. Perform creative, artistic activities 6. Use video and recording technology 7. Design brochures and posters	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/ good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/ Literature 5. Audiovisual Technologies	Total # circled in Box 3

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.



B O X 4	Activities that describe what I like to do: 1. Perform routine, organized activities but can be flexible 2. Work with numbers and detailed information 3. Be the leader in a group 4. Make business contact with people 5. Work with computer programs 6. Create reports and communicate ideas 7. Plan my work and follow instructions without close supervision	Personal qualities that describe me: 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	School subjects that I like: 1. Computer Applications/ Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	Total # circled in Box 4
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B O X 5	Activities that describe what I like to do: 1. Communicate with different types of people 2. Help others with their homework or to learn new things 3. Go to school 4. Direct and plan activities for others 5. Handle several responsibilities at once 6. Acquire new information 7. Help people overcome their challenges	Personal qualities that describe me: 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	School subjects that I like: 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	Total # circled in Box 5
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B O X 6	Activities that describe what I like to do: 1. Work with numbers 2. Work to meet a deadline 3. Make predictions based on existing facts 4. Have a framework of rules by which to operate 5. Analyze financial information and interpret it to others 6. Handle money with accuracy and reliability 7. Take pride in the way I dress and look	Personal qualities that describe me: 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	School subjects that I like: 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	Total # circled in Box 6
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B O X 7	Activities that describe what I like to do: 1. Be involved in politics 2. Negotiate, defend, and debate ideas and topics 3. Plan activities and work cooperatively with others 4. Work with details 5. Perform a variety of duties that may change often 6. Analyze information and interpret it to others 7. Travel and see things that are new to me	Personal qualities that describe me: 1. Good communicator 2. Competitive 3. Service minded 4. Well organized 5. Problem solver	School subjects that I like: 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	Total # circled in Box 7
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B O X 8	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total # circled in Box 8
	1. Work under pressure	1. Compassionate and caring	1. Biological Sciences	
	2. Help sick people and animals	2. Good at following directions	2. Chemistry	
	3. Make decisions based on logic and information	3. Conscientious and careful	3. Math	
	4. Participate in health and science classes	4. Patient	4. Occupational Health classes	
	5. Respond quickly and calmly in emergencies	5. Good listener	5. Language Arts	
	6. Work as a member of a team			
7. Follow guidelines precisely and meet strict standards of accuracy				

B O X 9	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total # circled in Box 9
	1. Investigate new places and activities	1. Tactful	1. Language Arts/ Speech	
	2. Work with all ages and types of people	2. Self-motivated	2. Foreign Language	
	3. Organize activities in which other people enjoy themselves	3. Works well with others	3. Social Sciences	
	4. Have a flexible schedule	4. Outgoing	4. Marketing	
	5. Help people make up their minds	5. Slow to anger	5. Food Services	
	6. Communicate easily, tactfully, and courteously			
7. Learn about other cultures				

B O X 10	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total # circled in Box 10
	1. Care about people, their needs, and their problems	1. Good communicator/ good listener	1. Language Arts	
	2. Participate in community services and/or volunteering	2. Caring	2. Psychology/ Sociology	
	3. Listen to other people's viewpoints	3. Non-materialistic	3. Family and Consumer Sciences	
	4. Help people be at their best	4. Uses intuition and logic	4. Finance	
	5. Work with people from preschool age to old age	5. Non-judgmental	5. Foreign Language	
	6. Think of new ways to do things			
7. Make friends with different kinds of people				

B O X 11	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total # circled in Box 11
	1. Work with computers	1. Logic/analytic thinker	1. Math	
	2. Reason clearly and logically to solve complex problems.	2. See details in the big picture	2. Science	
	3. Use machines, techniques, and processes	3. Persistent	3. Computer Tech/ Applications	
	4. Read technical materials and diagrams and solve technical problems	4. Good concentration skills	4. Communications	
	5. Adapt to change	5. Precise and accurate	5. Graphic Design	
	6. Play video games and figure out how they work			
7. Concentrate for long periods without being distracted				



B O X 1 2	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total # circled in Box 12
	1. Work under pressure or in the face of danger	1. Adventurous	1. Language Arts	
	2. Make decisions based on my own observations	2. Dependable	2. Psychology/ Sociology	
	3. Interact with other people	3. Community-minded	3. Government/ History	
	4. Be in positions of authority	4. Decisive	4. Law Enforcement	
	5. Respect rules and regulations	5. Optimistic	5. First Aid/First Responder	
	6. Debate and win arguments			
7. Observe and analyze people's behavior				

B O X 1 3	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total # circled in Box 13
	1. Work with my hands and learn that way	1. Practical	1. Math-Geometry	
	2. Put things together	2. Observant	2. Chemistry	
	3. Do routine, organized, and accurate work.	3. Physically active	3. Trade and Industry courses	
	4. Perform activities that produce tangible results	4. Step-by-step thinker	4. Physics	
	5. Apply math to work out solutions	5. Coordinated	5. Language Arts	
	6. Use hand and power tools and operate equipment/machinery			
7. Visualize objects in three dimensions from flat drawings				

B O X 1 4	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total # circled in Box 14
	1. Shop and go to the mall	1. Enthusiastic	1. Language Arts	
	2. Be in charge	2. Competitive	2. Math	
	3. Make displays and promote ideas	3. Creative	3. Business Education/Marketing	
	4. Give presentations and enjoy public speaking	4. Self-motivated	4. Economics	
	5. Persuade people to buy products or to participate in activities	5. Persuasive	5. Computer Applications	
	6. Communicate my ideas to other people			
7. Take advantage of opportunities to make extra money				

B O X 1 5	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total # circled in Box 15
	1. Interpret formulas	1. Detail-oriented	1. Math	
	2. Find the answers to questions	2. Inquisitive	2. Science	
	3. Work in a laboratory	3. Objective	3. Drafting/ Computer-Aided Drafting	
	4. Figure out how things work and investigate new things	4. Methodical	4. Electronics/ Computer Networking	
	5. Explore new technology	5. Mechanically inclined	5. Technical Classes/ Technology Education	
	6. Experiment to find the best way to do something			
7. Pay attention to details and help things be precise				



B O X 1 6	Activities that describe what I like to do: 1. Travel 2. See well and have quick reflexes 3. Solve mechanical problems 4. Design efficient processes 5. Anticipate needs and prepare to meet them. 6. Drive or ride 7. Move things from one place to another	Personal qualities that describe me: 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner	School subjects that I like: 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language	Total # circled in Box 16
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***Disclaimer:** Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.*



Career Clusters Resource Sheet

1	Agriculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. Jobs in this cluster include: farmers, food processing plant workers, food scientists, and beekeepers.
2	Architecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment. Architects, contractors, carpenters, electricians, draftsmen, and building maintenance all belong to this cluster.
3	Arts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Jobs in this cluster include: entertainers, artists, musicians, production assistants, set designers, web designers, and cell phone manufacturers and service providers.
4	Business, Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. Office managers, administrative assistants, executives, and quality control personnel all belong to this cluster.
5	Education & Training	Planning, managing, and providing education and training services, and related learning support services. Jobs in this cluster include teachers, trainers, curriculum specialists, tutors, and designers of learning materials and educational games.
6	Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management. Bankers, financial planners, actuaries, insurance agents, and investment brokers all work in this cluster.
7	Government & Public Administration	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels. Jobs in this cluster include your local mayor and city council, the state legislators and governor, urban planners, zoning officers, animal control officers, and Parks & Recreation employees.
8	Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. Doctors, physical therapists, medical researchers, biomedical engineers, nurses, physician's assistants and X-ray technicians are a few of the jobs in this cluster.
9	Hospitality & Tourism	Encompassing the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services. Wait staff, chefs and line cooks, country club tennis and golf professionals, hotel desk clerks, and amusement park workers all fall into this cluster.



10	Human Services	Preparing individuals for employment in career pathways that relate to families and human needs. Jobs in this cluster include: career counselors, labor union staff, and workers at professional organizations.
11	Information & Technology	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services. Software engineers, IT support staff, computer engineers, and network managers all work in this cluster.
12	Law, Public Safety, Corrections & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. Jobs in this cluster include: police officers and firefighters, parole officers, lawyers, judges, and court personnel, as well as prison guards and private security officers.
13	Manufacturing	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. Line workers in manufacturing plants, automotive technicians, and electrical engineers all work in this cluster.
14	Marketing, Sales & Service	Planning, managing, and performing marketing activities to reach organizational objectives. Sales clerks, advertising executives, commercial artists, and retail workers all fit in this cluster.
15	Science, Technology, Engineering & Math	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services. Careers belonging to this cluster include: hydrologists, computer scientists, chemists, economists, and statisticians.
16	Transportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. Truckers, train conductors, airline employees, supply chain analysts, and postal workers are some of the jobs found in this cluster.



Career Research Information Sheet

Once you have identified the job titles that interest you, gather the following information using the Internet (see list of “Career Exploration Websites” under “Resources” for this activity) and interview(s) with people who might have done or are currently doing work that is of interest to you. Complete this information sheet for each of the career choices you’ve selected.

1. Title of job/career:
2. Which “Career Cluster” does this job/career belong to? (See “Career Clusters” resource sheet)
3. Salary range:
4. Typical Schedule (i.e. Monday – Friday from 9:00 AM to 5:00 PM, etc.):
5. Career Benefits:
6. Career Challenges:
7. Educational requirements/minimum training necessary:
8. Schools/colleges that offer education/training programs for this career choice:
9. Total number of years post-high school) the required education/training takes:
10. If there is a particular college or university that you’re interested in attending, does that college or university offer the education/training necessary for this career choice?
11. Does this job/career require any special certification or license? What kind?
12. Does this job/career require you to continue your education once you’ve started doing the job?
13. Personal requirements (i.e. good people skills? Communication? Travel?):
14. What is the work environment like? (i.e. indoors/outdoors? Office? Lab? Patrol car?)

Are there opportunities for advancement? Explain:



Interview Form

Note to interviewers: When you interview someone that you don't know, be sure to shake their hand and introduce yourself. Ask for permission to take notes, record, or videotape the session. It's always a good idea to thank the person at the end of the interview, or later in writing. A comment that shows you were really listening is a nice touch.

1. What is your name?
2. What were your favorite subjects in school?
3. Tell me about some jobs you have had:
4. Is there one job that stands out?
5. What kind of education or training was required to do your work?
6. What do you like best about doing this work? Why?
7. Was there anything that you didn't like about the work? Why?
8. If you could do something over, what would it be and what would you do differently?
9. What advice do you have for me as I begin to think about what I will do after high school?



Resources: Career Exploration Websites

Basic Career Exploration:

<http://www.acinet.org> America's Career Infonet has information on the fastest-growing job areas and job videos.

<http://www.asvabprogram.com> The ASVAB Career Exploration Program provides tools developed by the Department of Defense to help high school and post-secondary students.

<http://www.uhs.berkeley.edu/Students/CareerLibrary/links/occup.cfm> University of California Berkeley site for career exploration.

<http://www.jobprofiles.org/> Learn what it's like to do lots of different jobs, including what's fun and what's challenging about each one.

http://www.kids.gov/k_careers.htm Find out about hundreds of careers from the Federal Information Center in Pueblo, Colorado.

<http://www.surfnetkids.com/career.htm> Barbara J. Feldman began her interest in computers when she was twelve. Now, she helps students find their passion.

Specialty Sites/Career Clusters:

<http://www.af.mil/careers/index.asp> Air Force Link, Jr.

<http://www.careers-in-business.com/> Designed for students that have selected business as a career.

<http://www.girlpower.gov/girlarea/sciencetech/jobs/index.htm> This site is for girls who are interested in science and technology careers.

<http://science.education.nih.gov/LifeWorks.nsf/feature/index.htm> The National Institute of Health career information site. It features interviews with health and medical professionals.

Government Sites:

<http://www.afterschool.gov/> Government Website of helpful information on career exploration.

http://www.bls.gov/html/edu_over.htm The U.S. Department of Labor's Bureau of Labor Statistics. This site tells you about jobs for students who like certain things like Music/Arts, Science, P.E./Outdoors, Social Studies, Reading, and Math.

<http://online.onetcenter.org> The Occupational Information Network (O*NET) and O*NET OnLine, developed for the US Department of Labor by the National O*NET Consortium.

<http://www.usajobs.opm.gov> Official site of the U.S. federal government from the Office of Personnel Management.

Sites for Extended Exploration:

<http://www.qjb.org> America's Job Bank gives detailed information for those ready to join the working world.

<http://www.jobshadow.org> Information about job shadowing and Groundhog Job Shadow Day.

<http://www.ja.org> The Junior Achievement Website.

<http://www.careerkey.org/index.asp> Lawrence K. Jones Ph.D., NCC offers a career test for a fee. The site has other good information that doesn't cost anything.

http://www.collegeboard.com/csearch/majors_careers/profiles/ A good site for high school students who are planning to go to college.

<http://jobs.careerbuilder.com> This site can help students find a job of interest even while in school.

<http://www.lifecareer.com> Allows the user of this site to take a free career test.

<http://www.career-wizard.com/> Updates the users on new careers and includes articles about the job/career market.