

DISCOVER[®]



III.

Career Planning Activities

ACT[®]



Career Planning Activity 1: Career Myths

OVERVIEW

Purpose

To motivate students to become interested and invested in career exploration.

Learning Objective

- Students will examine some false beliefs they may have about career planning.

Time Required

15 minutes

Materials Needed

- Student worksheet: Social Science Activity 1: “Career Myths”

Setting

A classroom

Curriculum Areas

Career Education/Life Skills, Social Science

Grade Level

9

10

11

12

Activity

Pass out Career Myths, page III.1–4, to students and give them 5 minutes to complete it.

Discussion

As a group ask why they answered as they did. Let the class vote on the ones that are controversial. Make sure they understand the correct answer before going to the next statement. Discussion points are shown in italics on the worksheet on page III.1–2 Give the students an opportunity write down what they learned (can be an optional homework assignment).



Career Planning Activity 1: Career Myths

FOR ADMINISTRATORS—TRUE OR FALSE?

Directions: Answer the following true/false questions.

- T F There is only one RIGHT occupation out there for me. *There are over 30,000 job titles and typically people change careers 5 to 7 times in a lifetime.*
- T F I do not have the time to spend on career planning now. *Career planning takes time, so now is a great time to think about things you might like to do and get information so you know how to get there.*
- T F Throughout school I need to actively keep tabs on the job market to stay well informed. *The world of work is constantly changing. Being aware of the changes will help you to prepare for whatever career you choose.*
- T F When the time is right, the perfect career for me will become clear. *Typically when you are under pressure to make a decision, most people do not find the perfect career, but take a job that meets their financial needs.*
- T F I know just about all there is to know about occupations that interest me. *With 30,000 possible jobs, it is highly unlikely that you have explored them all to know everything you need to know.*
- T F If I spend time planning my career now, I'll never have to do it again. *Remember if you change careers 5 to 7 times, you'll plan again at least that many times.*
- T F I may have as many as five or six different occupations before I retire. *Depending on your educational plans, you may have 10 or more careers.*
- T F Career assessments are able to tell me what I should be. *Career surveys can give you some ideas about where your interests, values, and abilities are as they apply to work, but only you can decide what is best for you.*
- T F Careers portrayed on TV shows (like "Law & Order" or "CSI") demonstrate typical duties of individuals in that occupation. *Shows tend to glamorize work and show you the exciting parts, not the boring stuff, like filling out paperwork.*
- T F Our interests are determined as much by our genes as they are by our environment. *Who your parents are and where you grew up affect your interests. The more experiences you have, chances are your interests will change.*



- T F Having a clear goal while engaging in career exploration is important. *The better you are able to define what you want, the less dead-ends you are likely to encounter. The more honest you are with yourself, the better.*
- T F I must find an occupation that satisfies all of my interests. *It is rarely true that a person finds a job that meets most of their interests and that's why people have hobbies or other things they do for fun.*
- T F Good grades in classes are enough to show a college or employer that I'm prepared. *Good grades are very important, but other things count too, especially activities you do after school, leadership roles you take on, and work you have already done.*
- T F I should not wait until my senior year to think about college planning. *Your senior year should be the year you are preparing to transition to college (or the workforce). Your plans should be in place by the end of your junior year, otherwise you will be behind most other students.*
- T F Simply consulting with my counselor is adequate career planning. *You and your parents should be planning; your teachers should be asked for recommendations; and you should be personally contacting colleges for information and making visits.*



Career Planning Activity 1: Career Myths

FOR STUDENTS—TRUE OR FALSE?

Directions: Answer the following true/false questions.

- T F There is only one RIGHT occupation out there for me.
- T F I do not have the time to spend on career planning now.
- T F Throughout school I need to actively keep tabs on the job market to stay well informed.
- T F When the time is right, the perfect career for me will become clear.
- T F I know just about all there is to know about occupations that interest me.
- T F If I spend time planning my career now, I'll never have to do it again.
- T F I may have as many as five or six different occupations before I retire.
- T F Career assessments are able to tell me what I should be.
- T F Careers portrayed on TV shows (like "Law & Order" or "CSI") demonstrate typical duties of individuals in that occupation.
- T F Our interests are determined as much by our genes as they are by our environment.
- T F Having a clear goal while engaging in career exploration is important.
- T F I must find an occupation that satisfies all of my interests.
- T F Good grades in classes are enough to show a college or employer that I'm prepared.
- T F I should not wait until my senior year to think about college planning.
- T F Simply consulting with my counselor is adequate career planning.

correct _____ # wrong _____

What I learned:



Career Planning Activity 2: Career Trivia Game

OVERVIEW

Purpose

To get students interested and invested in career exploration.

Learning Objective

- Students will learn facts about occupations.

Time Required

25 minutes

Materials Needed

- Student worksheet: Career Planning Activity 2: “Career Trivia Game”

Setting

A classroom

Curriculum Areas

Career Education/Life Skills Social Science

Grade Level

9

10

11

12

Activity

Break the class up into teams and give them two minutes to name their team. Then assign a student from each group to be the official scorekeeper for their team. You will be the emcee and will ask questions. The first team that reaches 200 points wins. Begin by reading the script of the exercise on the next page.

Discussion

What did you learn that surprised you?

How does education figure into how much money you make later?



Career Planning Activity 2: Career Trivia Game

QUESTIONS AND ANSWERS (Administrators Version)

Directions: Introduce the game, e.g., “It’s time to play everyone’s favorite game show “Career Jeopardy.” I’m your teacher _____.” The object of this game is to find out which team knows more about careers. The team that gets to 200 points first wins _____.” You may choose to award a prize or class credit. Introduce the teams then begin.

Questions & Answers

Below are the questions for the Career Trivia Game. The correct answers are marked with a shaded circle. Below the answers are the point values.

Name the most popular college majors?

- a. Art and history
- b. Business administration and education
- c. Engineering and science

10 points

What is the difference in lifetime earnings for high school graduates vs. college graduates?

- a. \$1,372,400
- b. \$648,600
- c. \$2,021,000

25 points

According to the Year 2000 U.S. Census, about how many occupations are there in the U.S.?

- a. 30,000 to 36,000
- b. 15,000 to 20,000
- c. 8,000 to 12,000

50 points

Which of these is correct?

- a. Career/technical schools award Certificates of Completion
- b. Four year colleges give only Bachelor of Arts degrees
- c. Career technical schools award Bachelor of Science degrees

25 points

What subjects would you typically study if you are a liberal arts major?

- a. English, history, and foreign language
- b. Math, economics, and biology
- c. Engineering, chemistry, and oceanography

25 points

Can I go to college in the U.S. and study abroad for a year?

- a. No, you must take all classes on the main campus of your school.
- b. Yes, some schools have study abroad programs (Instructor: Does your college? Have students find out for themselves.)
- c. Yes, you may study abroad if you have a straight A average.

10 points



Career Planning Activity 2: Career Trivia Game

QUESTIONS AND ANSWERS (continued)

Why is going to college important?

- a. Your chances of getting a high paying job are typically better if you have a college degree.
- b. A college education tells an employer that you are able to challenge yourself. (Instructor: This is false. An employer will not be as apt to hire a college graduate who has a low GPA.)
- c. You will always get a job over someone with less education, if you have a college degree. (Instructor: This is false. A person who has technical training may be more qualified for some jobs than a person who has an English degree, as an example.)

50 points

Three types of teaching occupations are:

- a. Foreign language, career/technical, business
- b. Toxicologist, pathologist, radiologist
- c. Adjustment clerk, database administrator, insurance claim rep

10 points

Three types of engineering occupations are:

- a. Machinist, robot technician, industrial instrument repairer
- b. Petroleum engineer, mining engineer, metallurgical engineer
- c. Laboratory tester, science technician, physiologist

10 points

Knowledge of a foreign language might be useful in what occupations?

- a. Archaeologist, international relations officer, historian
- b. Architect, interior decorator, graphic artist
- c. Nuclear engineer, park ranger, cinematographer
- d. All of the above

50 points

Name some jobs that might be available for a political science major.

- a. Diplomat, military career, foreign service officer
- b. Biologist, geographer, meteorologist
- c. Management analyst, teacher, assistant buyer
- d. A and C

50 points

What should I study in college to become an astronaut?

- a. Marketing, finance, accounting
- b. Engineering, physical science, biology, and math
- c. Law, political science, language arts, and communications technology
- d. B and C

10 points

Name some occupations where mechanical skills are typically useful.

- a. Automobile mechanic, assembler, jeweler
- b. Animal trainer, furniture finisher, horticulturist
- c. Graphic designer, purchasing agent, winemaker
- d. A and B

10 points



Career Planning Activity 2: Career Trivia Game

QUESTIONS AND ANSWERS (continued)

Which of the following majors are not in demand if you want to join the Peace Corp?

- a. Computer Science
- b. Nursing
- c. Education
- d. Business
- e. a. and d.

50 points

What should I study to become a financial planner?

- a. Marketing, real estate, hospitality services
- b. Advertising, sales, public relations
- c. Economics, business, accounting
- d. None of the above

25 points

What are some occupations that involve forensic research?

- a. Criminologist, psychologist, environmental analyst
- b. Gerontologist, minister, veterinarian
- c. Desktop publisher, web site developer, author
- d. None of the above

25 points

If you like sales, which of the following occupations might be good for you?

- a. Title searcher, administrative support specialist, court reporter
- b. CAD machinist, firefighter, carpenter
- c. Advertising, public relations specialist, real estate agent
- d. All of the above

10 points

Which of the following are examples of medical technician jobs?

- a. Pollution control technician, textile technician, chemical technician
- b. Robot technician, energy conservation technician, industrial engineering technician
- c. EEG technologist, medical laboratory technician, cardiovascular technician

10 points

What's the difference between an internship and an apprenticeship?

- a. Internships are paid jobs, apprenticeships are not
- b. Apprenticeships include on-the-job training; internships do not
- c. Both internships and apprenticeships include classroom instruction
- d. No difference

25 points

How many years of schooling will I typically need to become a physician?

- a. Four years of college, two years of medical school and internship
- b. Four years of college, five years of medical school and residency
- c. Four years of college, four of medical school, three to eight of internship and residency

50 points

What is the yearly salary of an experienced computer programmer?

- a. \$125,000
- b. \$45,000
- c. \$90,000
- d. \$180,000

50 points



Career Planning Activity 2: Career Trivia Game

QUESTIONS AND ANSWERS (continued)

I'd like to work in an operating room.

I might be a:

- a. Perfumist
- b. Perfusionist
- c. Art Therapist

10 points

I want to be a weatherman on TV.

I should study:

- a. Meteorology
- b. Radio/TV studies
- c. Oceanography
- d. A and B

25 points

I want to design space stations. A good major for me would be:

- a. Computer Science
- b. Architecture
- c. Aerospace Design
- d. Interior design

10 points

What two job characteristics do an architect and an archaeologist have in common?

- a. Both are interested in buildings and history
- b. Both are interested in biology and horticulture
- c. Both are interested in mathematics and computers

10 points

On average, how often do workers change careers?

- a. Every year
- b. Every 3 years
- c. Every 8 years
- d. Every 10 years

25 points

Which job typically has the highest starting salary—a plumber, a psychologist, or an historian?

- a. A plumber earns more
- b. A psychologist earns more
- c. A historian earns more

25 points

Which job typically has the highest average salary—a plumber, a psychologist, or an historian?

- a. A plumber earns more
- b. A psychologist earns more
- c. A historian earns more

50 points

In which country do managers have more mandatory vacation time - Sweden, the U.S., Italy, or Canada?

- a. Sweden (Instructor FYI: 25 days per year)
- b. U.S. (Instructor FYI: 0 mandatory days)
- c. Italy (Instructor FYI: 35 days per year)
- d. Canada (Instructor FYI: 10 days per year)

50 points

Which job requires more education, a social worker, a police officer, or a veterinarian?

- a. Social worker (Instructor FYI: 4 year college degree and license)
- b. Police officer (Instructor FYI: 2 to 4 year college degree and/or certification)
- c. Veterinarian (Instructor FYI: 8+ years of college and internship)

10 points



Career Planning Activity 2: Career Trivia Game

QUESTIONS AND ANSWERS (continued)

What country has the most telephone technical support workers in the world?

- a. United States
- b. Japan
- c. India
- d. Norway

25 points

How much does a cruise ship director earn?

- a. \$2500-\$3000 per month, depending on the time of year
- b. \$500-\$1000 per month, depending on the weather
- c. \$3800-\$7500 per month, depending on the cruise line

25 points

What kind of training do I need to be a stock broker/financial planner?

- a. A degree in business administration with specialization in finance.
- b. A liberal arts degree with a major in economics.
- c. A liberal arts degree with a major in history.
- d. A and B

10 points

What U.S. service program places college graduates in jobs in developing countries?

- a. Red Cross
- b. Americorps
- c. Peace Corps
- d. Marine corps

25 points

What country allows you to nap in the middle of the workday?

- a. France
- b. Spain
- c. China
- d. New Zealand

25 points

What country has the largest movie industry?

- a. U.S.
- b. India
- c. France
- d. Japan

50 points

According to 2002 job statistics, most jobs were in what occupational group?

- a. Sales and related occupations
- b. Management, business, and financial related occupations
- c. Professional and related occupations

10 points

What is the median annual salary of a full-time casino manager?

- a. \$25,000 per year
- b. \$125,000 per year
- c. \$46,000 per year
- d. None of the above

10 points

In what occupational areas does an aerospace engineer work?

- a. Construction and marine industries
- b. Manufacturing and mining
- c. Structural engineering and systems engineering

10 points



Career Planning Activity 2: Career Trivia Game

QUESTIONS AND ANSWERS (continued)

What would be some jobs in a museum that require a college degree?

- a. Curator and archivist
- b. Guard and janitor
- c. Cashier and food vender

10 points

What is military pay based upon?

- a. Pay grade and total years of service
- b. Rank alone
- c. Where you are stationed

10 points

How can I become a TV announcer or sportscaster?

- a. Send a taped 'program' to your local radio station
- b. Study broadcast journalism at a college or technical school
- c. Know someone in the industry and ask for a tryout
- d. A and C

10 points

As of January 1, 2004, 25 U.S. Presidents had this in common:

- a. They went to college
- b. They were military officers
- c. They were lawyers
- d. They had beards
- e. All of the above

25 points

What kinds of jobs use the Global Positioning System?

- a. Veterinarian, farmer, ecologist
- b. Cartographer, astronomer, surveyor
- c. Machinist, translator, librarian

10 points

In 1900, 40% of US jobs were in what area?

- a. Manufacturing
- b. Banking
- c. Agriculture

25 points

By 1999, there were how many computer specialist jobs?

- a. About 1 million
- b. Between 1 million and 2 million
- c. More than 2.9 million

25 points

What is the projected average occupation growth for 2002–2012?

- a. 25%
- b. 30%
- c. 15%

50 points

Between 1998–2003, what cities had the fastest job growth?

- a. Chicago, IL and Baltimore, MD
- b. Houston, TX and Seattle, WA
- c. Las Vegas, NV and Riverside, CA
- d. Ocala, FL and Akron, OH

25 points

What are the fastest growing occupations that require a bachelor's degree?

- a. Physical therapists and biological scientists
- b. Computer systems analysts and computer engineers
- c. Teachers and interior designers
- d. Actors

10 points



Career Planning Activity 2: Career Trivia Game

QUESTIONS AND ANSWERS (continued)

Do people earn more money working for a big or small company?

- a. Small companies pay much more than big ones
- b. Both pay about the same
- c. Workers are generally paid more in larger companies

10 points

On the average, does where you live affect how much you can earn in a particular occupation?

- a. Where you live makes a great difference in what you earn
- b. If you live in a northern state, you earn more than if you live in a southern state
- c. Compared earnings of the same occupations were generally stable across geographic areas

10 points

What is the most common major among first-year college students?

- a. Computer science
- b. Law
- c. Business administration
- d. English
- e. Engineering

25 points

In 2002, which industry hired the most new workers?

- a. The computer industry
- b. The financial industry
- c. The health services industry
- d. The entertainment/sports industry

25 points

Which occupations most likely include taking work home to do?

- a. Psychologists and sales managers
- b. Database administrators and employee benefits managers
- c. Teachers and lawyers
- d. Architects and engineers

50 points

According to 1997 census data, how many people in the US work at home exclusively?

- a. About 7 million
- b. About 17 million
- c. About 24 million
- d. None of the above

50 points



Career Planning Activity 2: Career Trivia Game

QUESTIONS AND ANSWERS (Student Version)

Directions: Administrators will use these questions for the game. Below the answers are the point values. The circled letters are the correct answers.

Name the most popular college majors?

- a. Art and history
- b. Business administration and education
- c. Engineering and science

10 points

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- b. 15,000 to 20,000
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50 points

Which of these is correct?

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- b. Four year colleges give only Bachelor of Arts degrees
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What subjects would you typically study if you are a liberal arts major?

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Can I go to college in the U.S. and study abroad for a year?

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Career Planning Activity 2: Career Trivia Game

QUESTIONS (continued)

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Three types of teaching occupations are:

- Foreign language, career/technical, business
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- Management analyst, teacher, assistant buyer
- A and C

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What should I study in college to become an astronaut?

- Marketing, finance, accounting
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- Law, political science, language arts, and communications technology
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Career Planning Activity 2: Career Trivia Game

QUESTIONS (continued)

Name some occupations where mechanical skills are typically useful.

- Automobile mechanic, assembler, jeweler
- Animal trainer, furniture finisher, horticulturist
- Graphic designer, purchasing agent, winemaker
- A and B

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Career Planning Activity 2: Career Trivia Game

QUESTIONS (continued)

**I want to be a weatherman on TV.
I should study:**

- a. Meteorology
- b. Radio/TV studies
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- d. A and B

25 points

**I want to design space stations. A good
major for me would be:**

- a. Computer Science
- b. Architecture
- c. Aerospace Design
- d. Interior design

10 points

**What two job characteristics do an
architect and an archaeologist have in
common?**

- a. Both are interested in buildings and history
- b. Both are interested in biology and horticulture
- c. Both are interested in mathematics and computers

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**On average, how often do workers
change careers?**

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**Which job typically has the highest
starting salary—a plumber, a
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Career Planning Activity 2: Career Trivia Game

QUESTIONS (continued)

What kind of training do I need to be a stock broker/financial planner?

- a. A degree in business administration with specialization in finance.
- b. A liberal arts degree with a major in economics.
- c. A liberal arts degree with a major in history.
- d. A and B

10 points

What U.S. service program places college graduates in jobs in developing countries?

- a. Red Cross
- b. Americorps
- c. Peace Corps
- d. Marine corps

25 points

What country allows you to nap in the middle of the workday?

- a. France
- b. Spain
- c. China
- d. New Zealand

25 points

What country has the largest movie industry?

- a. US
- b. India
- c. France
- d. Japan

50 points

According to 2002 job statistics, most jobs were in what occupational group?

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Career Planning Activity 2: Career Trivia Game

QUESTIONS (continued)

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Career Planning Activity 2: Career Trivia Game

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25 points

On the average, does where you live affect how much you can earn in a particular occupation?

- a. Where you live makes a great difference in what you earn
- b. If you live in a northern state, you earn more than if you live in a southern state
- c. Compared earnings of the same occupations were generally stable across geographic areas

10 points

What is the most common major among first-year college students?

- a. Computer science
- b. Law
- c. Business administration
- d. English
- e. Engineering

25 points

Which occupations most likely include taking work home to do?

- a. Psychologists and sales managers
- b. Database administrators and employee benefits managers
- c. Teachers and lawyers
- d. Architects and engineers

50 points

According to 1997 census data, how many people in the US work at home exclusively?

- a. About 7 million
- b. About 17 million
- c. About 24 million
- d. None of the above

50 points

DISCOVER®



**Career Planning Activity 2:
Career Trivia Game**

STUDENT SCOREKEEPING FORM

Directions: Record your scores below.

	10 Points	25 Points	50 Points
Number of Questions Correct			
	Column Score =	Column Score =	Column Score =
	Total Points =		



Career Planning Activity 3: Facts and Benefits of Career Exploration

OVERVIEW

Purpose

To get students interested and invested in career exploration.

Learning Objective

- Students will learn why they should participate in career exploration.

Time Required

30 minutes

Materials Needed

- Student worksheet: Career Planning Activity 3: “Facts and Benefits of Career Exploration”

Setting

A classroom

Curriculum Areas

English, Career Education/Life Skills, Social Science

Grade Level

9

10

11

12

Activities

Pass out the fact sheet on the next page to your students and have them take 15 minutes to summarize in a short essay (Handout III.3–4) what the benefits of career exploration are to them or, if they can see no benefits, to defend their point of view.

Discussion

After the students have completed the essays, ask them to share what they’ve wrote and discuss.



Career Planning Activity 3: Facts and Benefits of Career Exploration

FACTS AND BENEFITS OF CAREER EXPLORATION

- You will spend over 80,000 hours of your life working! Why spend it doing something you don't enjoy?
- The occupation you choose has a big impact on many aspects of your life. Narrowing your choices somewhat helps to define your lifestyle and gives you a clearer picture of who you are.
- Career exploration helps you learn more about yourself. Learning more about your interests and preferences enables you to form more meaningful relationships with friends and significant others.
- People gain decision-making skills and occupational knowledge through career planning activities.
- When you are faced with many, many career options, you may not take the time to explore them in depth; instead, you may feel overwhelmed!
- Good decisionmakers take time exploring options and are able to make informed, satisfying decisions.
- Career exploration can introduce you to occupations you've never even thought about—wouldn't you rather be well informed than miss out on something?
- Career planning results in having realistic career goals.
- Students who engage in career exploration programs report higher grades and feel better prepared for the future compared to students who do not.
- Career exploration helps people face and find solutions to educational and career barriers.
- Career exploration helps people develop a support network and learn where to go when help is needed.
- Students who have completed career exploration have more confidence in themselves and are more motivated to achieve their goals.



Career Planning Activity 3: Facts and Benefits of Career Exploration

FOR ADMINISTRATORS

Take 15 minutes to summarize in a short essay what the benefits of career exploration are to you. If you can see no benefits, defend your point of view.

Has the student considered the points made in the Facts and Benefits of Career Exploration sheet?

DISCOVER®



**Career Planning Activity 3:
Facts and Benefits of Career Exploration**

FOR STUDENTS

Take 15 minutes to summarize in a short essay what the benefits of career exploration are to you. If you can see no benefits, defend your point of view.



Career Planning Activity 4: Career Family History

OVERVIEW

Purpose

To get students interested and invested in career exploration.

Learning Objective

- Students will learn how their family expectations influence their career choice and will talk with their parents about their relatives' occupations.

Time Required

15 minutes one day and 20 minutes the next day.

Materials Needed

- Student worksheets: Career Planning Activity 4: "Career Family History" (Parts I and II)

Setting

A classroom

Curriculum Areas

Career Education/Life Skills, English, Social Science

Grade Level

9

10

11

12

Activities

Pass out Career Family History, Part 1 (page III.4–4), to the students and let them complete the family diagram either in class or as homework.

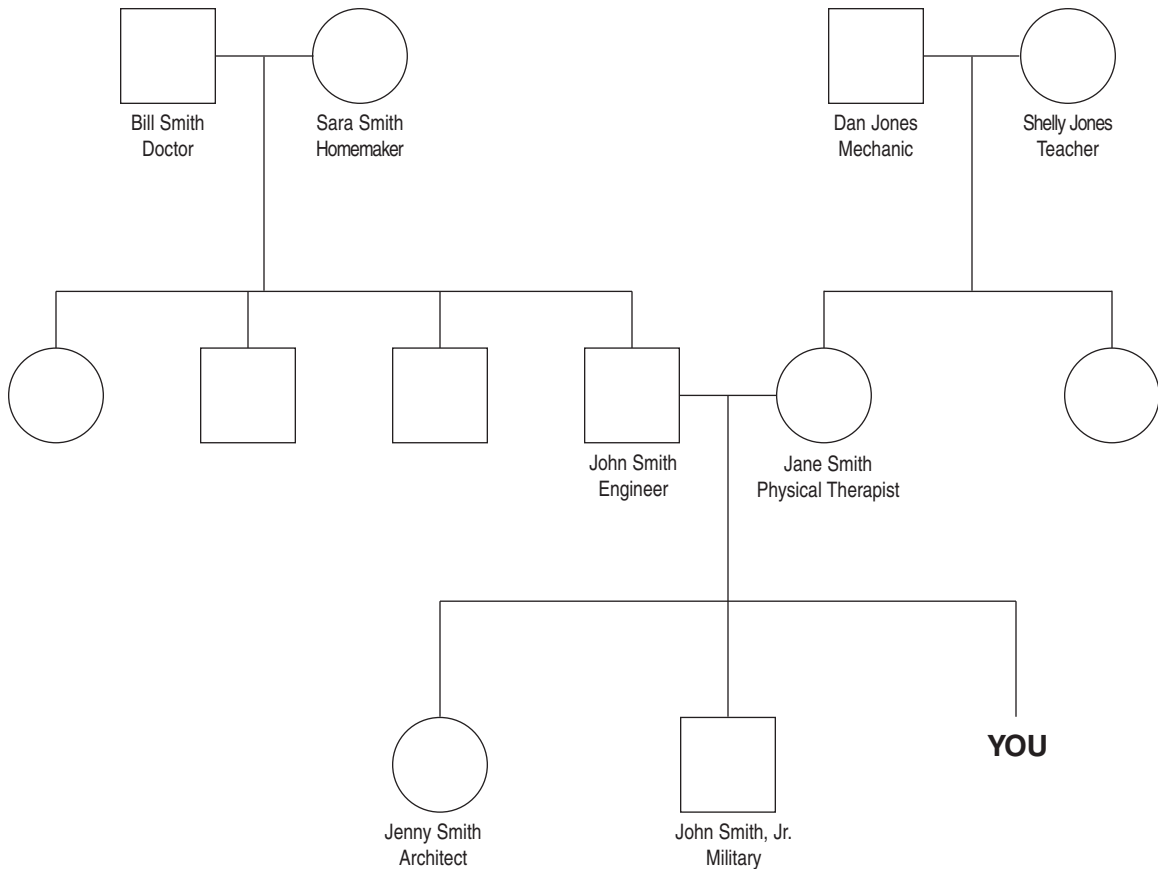
Discussion

Pass out Career Family History, Part 2 (page III.4–5), to the students and discuss the questions that are on the handout. Alternatively, you may have them explore the careers of their parents or grandparents.

Career Planning Activity 4: Career Family History (Part 1)

FOR ADMINISTRATORS

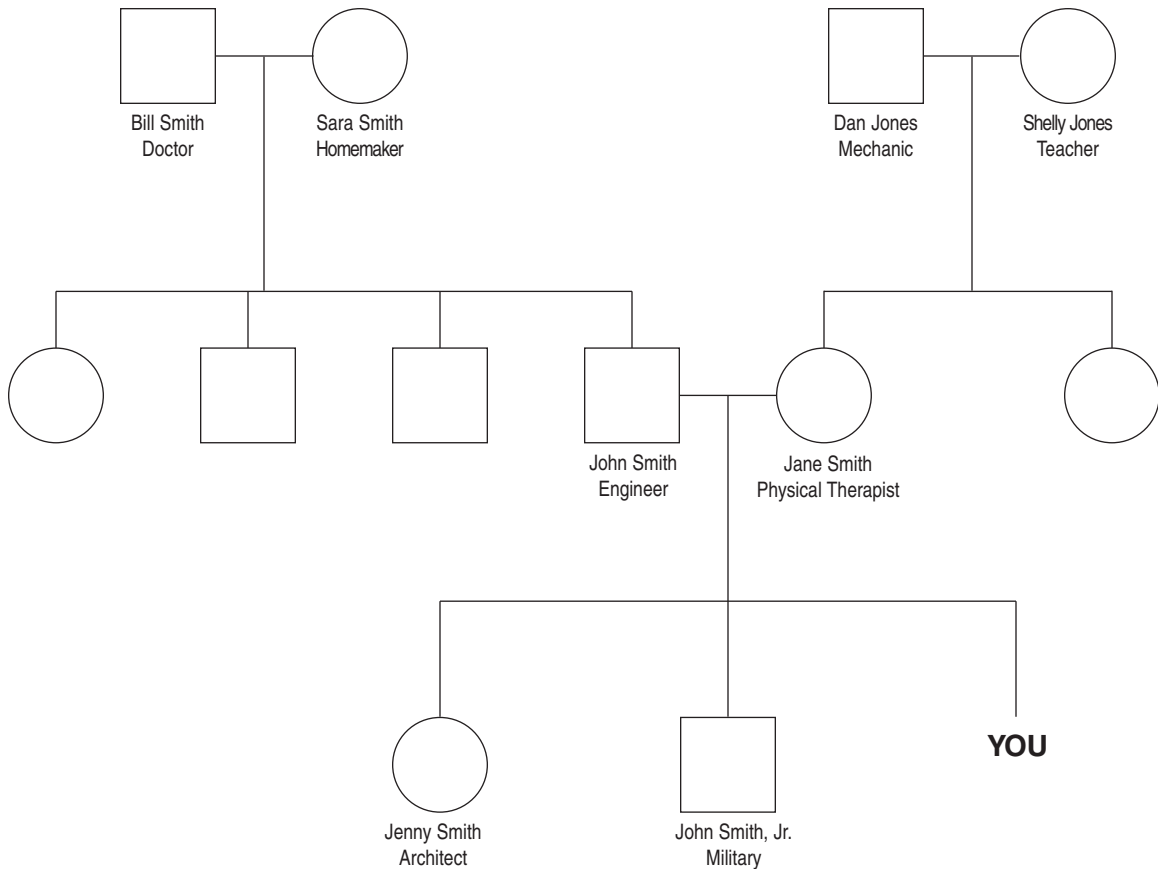
To construct a career genogram, start by drawing symbols to represent your mother and father in the middle of the page. Circles are used to represent females, squares represent males. Connect married couples (e.g. parents, grandparents) with a horizontal line. Draw vertical lines off of that line (with circles/squares) to represent children. Add grandparents, aunts, and uncles. Underneath each of the circles or squares put names and occupational titles. Create your own chart on a separate sheet of paper.



Career Planning Activity 4: Career Family History (Part 1)

FOR STUDENTS

To construct a career genogram, start by drawing symbols to represent your mother and father in the middle of the page. Circles are used to represent females, squares represent males. Connect married couples (e.g. parents, grandparents) with a horizontal line. Draw vertical lines off of that line (with circles/squares) to represent children. Add grandparents, aunts, and uncles. Underneath each of the circles or squares put names and occupational titles. Create your own chart on a separate sheet of paper.





Career Planning Activity 4: Career Family History (Part 2)

FOR STUDENTS

1. What are some of the messages about work you have heard from your family?
(For instance, how important is work to people in your family?)

2. What are some patterns of careers in your family?

3. What are some of your family's career traditions? How much do you follow your family's traditions?

4. How does your family play a role in your career decision-making process?

5. How does/can your family support you as you make your educational and career plans?



Career Planning Activity 5: Scavenger Hunt

OVERVIEW

Purpose

To orient students to using DISCOVER for career exploration.

Learning Objective

- Students will learn to navigate through the various types of information in DISCOVER.

Time Required

30 minutes

Materials Needed

- Student worksheet: Career Planning Activity 5: “Scavenger Hunt”
- Logon instructions with tokens for each student

Setting

A classroom with computer workstations and Internet access. If possible, also arrange for a monitor that all students can see.

Curriculum Areas

Career Education/Life Skills, Social Science

Grade Level

9

10

11

12

Activities

Orient students to using DISCOVER by taking them to the site and having them register to use it. Give them the Scavenger Hunt (page III.5–4) as a way for them to search the site and learn what it has to offer. For fun, you might offer a prize for the first person that completes the exercise correctly. Optionally, you can give them the exercise as a free period or homework assignment.

Discussion

How can you use DISCOVER in the future?

For example:

- College planning
- Explore occupations
- Explore college majors
- Learn about job search skills
- Build a portfolio



Career Planning Activity 5: Scavenger Hunt

FOR ADMINISTRATORS

1. In the **Home** section of DISCOVER, which link would you use to find instructions for how to copy information from DISCOVER into a document?
Frequently Asked Questions
2. In the **Inventories** section, which link would you use to find out which occupations match your interests?
Interest Inventory
3. In the **Occupations** section, what is the fastest way to find an occupation related to Forensics? (Clue: You won't find this title on the Alpha List.)
By Keyword
4. According to DISCOVER, what percentage of military jobs are open to women?
Over 95% of all jobs
5. How many of the occupations in DISCOVER require only a high school diploma and are done outside?
13
6. Select any occupation and write down its name.
7. List one thing that you would work with in this occupation.
8. Are there any military occupations related to the occupation you selected? If so, what is the name of one related military occupation?
If not, how do you know?
9. List one thing workers like and one thing they dislike about this occupation:

Like:

Dislike:



Career Planning Activity 5: Scavenger Hunt

FOR ADMINISTRATORS (continued)

10. Does any website offer additional information about this occupation?
11. What is the national starting salary for this occupation?
12. Name one college major that can prepare or train you for this occupation?
13. Name one course people typically take in high school to prepare for the major you listed above.
14. Name one college that offers this major.
15. What is the in-state, undergraduate tuition for the college you listed above?
16. How many schools in California offer a bachelor's degree in Forestry?
17. List one website where you can post your resume on the Internet.
18. When you use DISCOVER to build your resume, how many Job Objectives can you enter?
19. Bonus Math Question: Based on the percent of projected growth per year and the number of workers currently on the national level for the occupation you chose, how many workers will there be in the occupation you selected in 2012? (Show your work.)



Career Planning Activity 5: Scavenger Hunt

FOR STUDENTS

1. In the **Home** section of DISCOVER, which link would you use to find instructions for how to copy information from DISCOVER into a document?
2. In the **Inventories** section, which link would you use to find out which occupations match your interests?
3. In the **Occupations** section, what is the fastest way to find an occupation related to Forensics? (Clue: You won't find this title on the Alpha List.)
4. According to DISCOVER, what percentage of military jobs are open to women?
5. How many of the occupations in DISCOVER require only a high school diploma and are done outside?
6. Select any occupation and write down its name.
7. List one thing that you would work with in this occupation.
8. Are there any military occupations related to the occupation you selected? If so, what is the name of one related military occupation?
If not, how do you know?
9. List one thing workers like and one thing they dislike about this occupation:

Like:

Dislike:



Career Planning Activity 5: Scavenger Hunt

FOR STUDENTS (continued)

10. Does any website offer additional information about this occupation?
11. What is the the national starting salary for this occupation?
12. Name one college major that can prepare or train you for this occupation?
13. Name one course people typically take in high school to prepare for the major you listed above.
14. Name one college that offers this major.
15. What is the in-state, undergraduate tuition for the college you listed above?
16. How many schools in California offer a bachelor's degree in Forestry?
17. List one website where you can post your resume on the Internet.
18. When you use DISCOVER to build your resume, how many Job Objectives can you enter?
19. Bonus Math Question: Based on the percent of projected growth per year and the number of workers currently on the national level for the occupation you chose, how many workers will there be in the occupation you selected in 2012? (Show your work.)



Career Planning Activity 6: World-of-Work Map Exercise

OVERVIEW

Purpose

To help students understand the World-of-Work Map.

Learning Objective

- Students will learn how occupations are arranged on the World-of-Work Map and become familiar with the various parts of the Map.

Time Required

15 minutes

Materials Needed

- Student worksheet: Career Planning Activity 6: “World-of-Work Map Exercise” (2 pages)

Setting

A classroom, with optional computer workstations and Internet access or with optional large monitor for displaying a computer screen.

Curriculum Areas

Career Education/Life Skills, Social Science

Grade Level

9

10

11

12

Activities

Refer to the information about the World-of-Work Map in the DISCOVER Support Materials Counselor Action Guide. Discuss the idea of the World-of-Work with students. Use a poster of the World-of-Work Map or use the handout. Describe how work can be thought of being a combination of activities involving people, things, data, or ideas. The map categorizes work with how much a group of occupations or career areas deals with each type of activity. Career areas that go together are grouped into clusters such as Social Service or Science and Technology.

Discussion

Go over answers to student exercise to check for understanding.

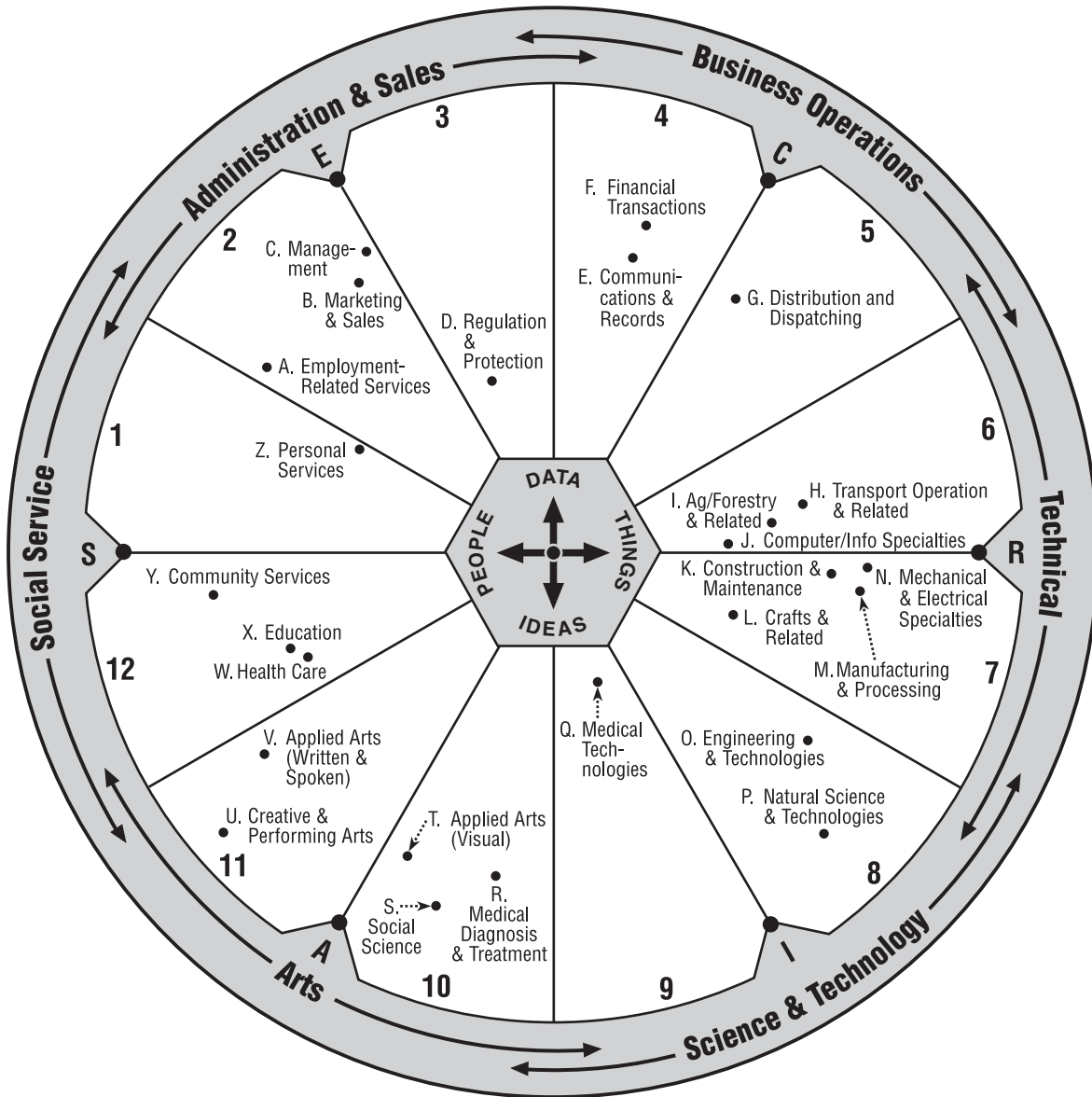
- Where would you put yourself on the map? Why?

Career Planning Activity 6

World-of-Work Map Exercise

World-of-Work Map

Career Planning Activity 6—Overview





Career Planning Activity 6: World-of-Work Map Exercise

FOR ADMINISTRATORS

1. List some activities you have done that involve working with DATA:
Arithmetic
Accounting
Counting money or making change
Taking an inventory
Keeping records
Planning events
2. List some activities you have done that involve working with IDEAS:
Math, science, social studies, English, art, music, or other school subjects
Problem solving or abstract thinking
Designing or creating
3. Between the two lists of activities in 1 and 2 above, which do you like best?
No right or wrong answer
4. List some activities you have done that involve working with PEOPLE:
Talking with friends or speaking to groups
Teaching
Caring for or attending to others
5. List some activities you have done that involve working with THINGS:
Fixing, repairing, or building things
Cooking, cleaning, sewing, or washing
Figuring out how things work or why they aren't working
6. Between these two list of activities in 4 and 5 above, which do you like best?
No right or wrong answer
7. For each occupation, circle the work task on each line which the occupation uses most;
a. Accountant: DATA
b. Scientist: IDEAS
c. Cashier: DATA
d. Writer: IDEAS
e. Manager: PEOPLE
f. Farmer: THINGS
g. Teacher: PEOPLE
h. Chemist: THINGS



Career Planning Activity 6: World-of-Work Map Exercise

FOR ADMINISTRATORS (continued)

Match these occupations to the career areas on the right in which they belong:

- | | |
|-------------------------------------|---|
| 1. Aircraft Pilot | H |
| 2. Animal Caretaker | I |
| 3. Automotive Technician (Mechanic) | N |
| 4. Bookkeeper | F |
| 5. Computer Programmer | J |
| 6. Drafter | O |
| 7. Editor | V |
| 8. Employment Interviewer | A |
| 9. Fashion Designer | T |
| 10. Hairstylist | Z |
| 11. Historian | S |
| 12. Jeweler | L |
| 13. Musician | U |
| 14. Dental Hygienist | W |
| 15. Pharmacist | Q |
| 16. Physician (Doctor) | R |
| 17. Physicist | P |
| 18. Plumber | K |
| 19. Police Officer | D |
| 20. Postal Clerk | G |
| 21. Printing Press Operator | M |
| 22. Real Estate Agent | B |
| 23. Secretary | E |
| 24. Social Worker | Y |
| 25. Supermarket Manager | C |
| 26. Teacher | X |



Career Planning Activity 6: World-of-Work Map Exercise

FOR STUDENTS

The World-of-Work Map is used throughout DISCOVER to organize information about occupations and majors. That's why it's important for you to understand the Map. Occupations are located on the Map based on their work tasks using the scales below.

Working with DATA

Working with DATA means working with facts, numbers, files, and procedures.

vs. Working with IDEAS

Working with IDEAS means working with knowledge, insights, and expressing THINGS in new ways with words, equations, music, etc.

Working with PEOPLE

Working with PEOPLE means helping, informing, caring for, or persuading others.

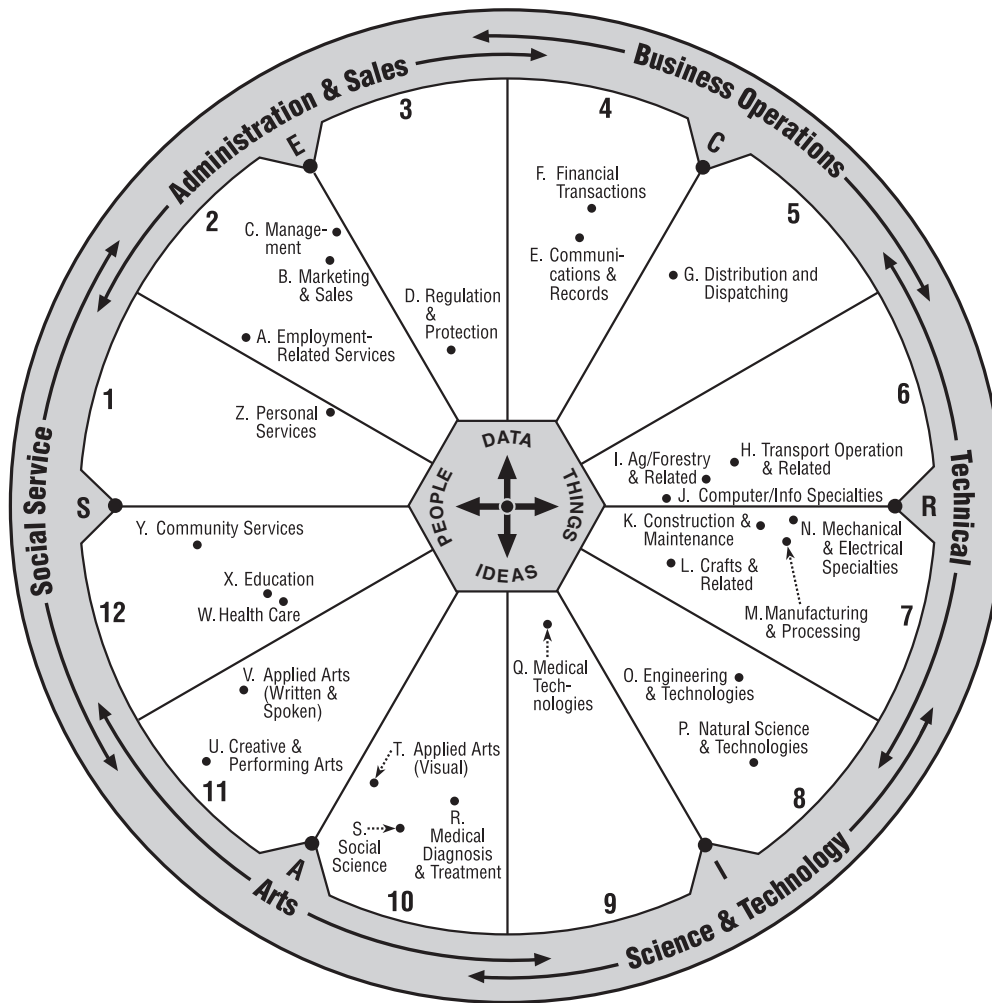
vs. Working with THINGS

Working with THINGS means working with machines, tools, plants, animals, and materials such as food, wood, or metal.

1. List some activities you have done that involve working with DATA:
2. List some activities you have done that involve working with IDEAS:
3. Between the two lists of activities in 1 and 2 above, which do you like best?
4. List some activities you have done that involve working with PEOPLE:
5. List some activities you have done that involve working with THINGS:
6. Between these two list of activities in 4 and 5 above, which did you like best?
7. For each occupation, circle the work task on each line which the occupation uses most:

a. Accountant:	DATA or IDEAS	e. Manager:	PEOPLE or THINGS
b. Scientist:	DATA or IDEAS	f. Farmer:	PEOPLE or THINGS
c. Cashier:	DATA or IDEAS	g. Teacher:	PEOPLE or THINGS
d. Writer:	DATA or IDEAS	h. Chemist:	PEOPLE or THINGS

Career Planning Activity 6—Handout



Directions: Match these occupations to the career areas in which they belong:

- | | |
|-------------------------------------|--|
| 1. Aircraft Pilot | A. Employment-Related Services |
| 2. Animal Caretaker | B. Marketing & Sales |
| 3. Automotive Technician (Mechanic) | C. Management |
| 4. Bookkeeper | D. Regulations & Protection |
| 5. Computer Programmer | E. Communications & Records |
| 6. Drafter | F. Financial Transactions |
| 7. Editor | G. Distribution & Dispatching |
| 8. Employment Interviewer | H. Transport Operation & Related |
| 9. Fashion Designer | I. Agriculture, Forestry, & Related |
| 10. Hairstylist | J. Computer & Information Specialties |
| 11. Historian | K. Construction & Maintenance |
| 12. Jeweler | L. Crafts & Related |
| 13. Musician | M. Manufacturing & Processing |
| 14. Dental Hygienist | N. Mechanical & Electrical Specialties |
| 15. Pharmacist | O. Engineering & Technologies |
| 16. Physician (Doctor) | P. Natural Science & Technologies |
| 17. Physicist | Q. Medical Technologies |
| 18. Plumber | R. Medical Diagnosis & Treatment |
| 19. Police Officer | S. Social Science |
| 20. Postal Clerk | T. Applied Arts (Visual) |
| 21. Printing Press Operator | U. Creative & Performing Arts |
| 22. Real Estate Agent | V. Applied Arts (Written & Spoken) |
| 23. Secretary | W. Health Care |
| 24. Social Worker | X. Education |
| 25. Supermarket Manager | Y. Community Services |
| 26. Teacher | Z. Personal Service |



Career Planning Activity 7: Inventory Summary Exercise

OVERVIEW

Purpose

To help students interpret an inventory summary and critically evaluate their choices.

Learning Objective

- Students will assess the fit between their inventory results and their career preferences.

Time Required

25 minutes

Materials Needed

- Student worksheet: Career Planning Activity 7: “Inventory Summary Exercise” (printouts of each student’s Inventory Summary)

Setting

A classroom, with optional access to computer workstations with Internet access or with optional large monitor for displaying a computer screen.

Curriculum Areas

Career Education/Life Skills

Grade Level

9

10

11

12

Activities

Students will evaluate their current preferences and, based on their measured interests, abilities, and/or values (this can be done in or outside of class). Have your students complete the Inventory Summary Exercise (page III.7–3). Students will then compare and contrast them to understand the options that are available to them. Follow up with a discussion.

Discussion

What career areas were suggested to you that were surprising to you?

What did you think about taking the inventories?

Were they helpful? How?



Career Planning Activity 7: Inventory Summary Exercise

FOR ADMINISTRATORS

1. On the chart below, list occupations that you are considering before you take the inventories:

Occupation	Career Area	Interests	Abilities	Values
<i>e.g., Accountant/Auditor</i>	<i>F</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>
<i>e.g., Professional Athlete</i>	<i>U</i>	<i>No</i>	<i>No</i>	<i>No</i>

2. For each occupation you listed above, look for it in DISCOVER by clicking on the “Occupations” tab and selecting “Alpha List” to look it up. Now list the career area in which it falls. (Note: The career area is listed under Info Bites in the occupation description.) Put the letter of the career area in the column above called Career Area.

Take any or all of the three inventories in DISCOVER before you answer these questions.

3. For each occupation in your chart:
 - Write “Yes” in the Interests column if the interest inventory suggested that career area, “No” if it did not, or leave it blank if you didn’t complete the inventory.
 - Write “Yes” in the Abilities column if the abilities inventory suggested that career area, “No” if it did not, or leave it blank if you didn’t complete the inventory.
 - Write “Yes” in the Values column if the values inventory suggested that career area, “No” if it did not, or leave it blank if you didn’t complete the inventory.
4. Which inventory suggested career areas that were most like the ones in which your favorite occupations are located (which column above has the most “Yes” answers)?
 - *e.g., Accountant/Auditor has two matches.*
5. If you wrote “No” in any column above, why do you think the inventory results did not suggest that occupation?
My interests, abilities, or values don't generally suggest these careers would be a good fit.
I like a very specific career and the inventory is designed to show general interests.
I didn't take the inventory seriously.
6. What did you learn about yourself by taking the inventories?



Career Planning Activity 7: Inventory Summary Exercise

FOR STUDENTS

1. On the chart below, list careers that you are thinking about for your future before you take the inventories:

Occupation	Career Area	Interests	Abilities	Values
<i>e.g., Accountant/Auditor</i>	<i>F</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>
<i>e.g., Professional Athlete</i>	<i>U</i>	<i>No</i>	<i>No</i>	<i>No</i>

2. For each occupation you listed above, look for it in DISCOVER by clicking on the “Occupations” tab and selecting “Alpha List” to look it up. Now list the career area in which it falls. (Note: The career area is listed under Info Bites in the occupation description.) Put the letter of the career area in the column above called Career Area.

Take any or all of the three inventories in DISCOVER before you answer the questions below.

3. For each occupation in your chart:
 - Write “Yes” in the Interests column if the interest inventory suggested that career area, “No” if it did not, or leave it blank if you didn’t complete the inventory.
 - Write “Yes” in the Abilities column if the abilities inventory suggested that career area, “No” if it did not, or leave it blank if you didn’t complete the inventory.
 - Write “Yes” in the Values column if the values inventory suggested that career area, “No” if it did not, or leave it blank if you didn’t complete the inventory.
4. Which inventory suggested career areas that were most like the ones in which your favorite occupations are located (which column above has the most “Yes” answers)?
5. If you wrote “No” in any column above, why do you think the inventory results did not suggest that occupation?
6. What did you learn about yourself by taking the inventories?



Career Planning Activity 8: Career Planning Summary Exercise

OVERVIEW

Purpose

To help students synthesize the occupational information they have gained through DISCOVER and apply it to themselves.

Learning Objective

- Students will evaluate occupations they are considering based on characteristics that are important to them.

Time Required

30 minutes

Materials Needed

- Student worksheet: Career Planning Activity 8: “Career Planning Summary Exercise”

Setting

A classroom with computer workstations and Internet access

Curriculum Areas

Career Education/Life Skills

Grade Level

9

10

11

12

Activities

Do the Career Planning Summary Exercise (page III.8–2) after students have completed career exploration in DISCOVER. They may or may not have taken the inventories, but should have read about occupations of interest to them.

Discussion

What might keep you from reaching your goal (barriers)? Why?

What might help you to reach your goal (enablers)?

Why?



Career Planning Activity 8: Career Planning Summary Exercise

FOR STUDENTS

Directions: Complete the worksheet.

1. Think about the things you've learned about yourself and about occupations. Which stand out as being most important to you? In the first column below, we've listed some things (characteristics) that you may consider important based on using DISCOVER or other activities you have done. Add to the list other things you consider important.
2. Write the names of up to 4 occupations you have been considering in the occupation columns below. Then, for each occupation, place an X in the column if it has the characteristic you consider important. If you are not sure an occupation has a characteristic, put a ? in the appropriate box. (These are pieces of information you should seek some help to answer.)

Most important things to consider:	Example: Crime Lab Technician	Occupation #1:	Occupation #2:	Occupation #3:	Occupation #4:
Characteristics about you:					
Fits your interests	X				
Fits your abilities	X				
Fits your values	?				
Fits your personality	X				
Fits your educational plans					
Fits your experience	?				
Others?					



Career Planning Activity 8: Career Planning Summary Exercise

FOR STUDENTS (continued)

Most important things to consider:	Example: Crime Lab Technician	Occupation #1:	Occupation #2:	Occupation #3:	Occupation #4:
Characteristics about the occupation:					
Occupation's work duties					
Occupation's growth	X				
Occupation's income					
Occupation's variety					
Occupation's work schedule					
Others?					

- Looking at the X's in the table on the first page, what can you learn about the occupations you selected? Does one occupation seem to meet your needs better than others?
- Looking at the ? marks you have made, who can you ask that may be able to help you find out more?
- Are there other occupations that you are considering? You may want try this again with different occupations.
- Pick one occupation and circle it above. List the steps required to reach this occupation. Be sure to include the training you will need (starting from today), the job search, and any other steps you may need to take.

1	
2	
3	
4	
5	



Career Planning Activity 8: Career Planning Summary Exercise

FOR STUDENTS (continued)

- What might keep you from reaching your goal (barriers)? Include personal traits (like procrastination), personal fears (like afraid of speaking in public), academic challenges (like might not get into chosen college), distractions (like having fun, a boyfriend or girlfriend), and other life events (like the illness of a family member).

1	
2	
3	
4	
5	

- What might help you to reach your goal (enablers)? Include personal traits (like determination), personal strengths (like good at organizing my time), academic strengths (like good grades), motivations (like succeeding at something others think is hard), and relationships with people (like knowing someone who does the kind of work you hope to do).

1	
2	
3	
4	
5	