CAREERS

The Careers module is designed to help students as they establish long-term goals and make the most of MyRoad's Research Careers feature.

Lesson Plans:
- CA1: In "Myths and Realities," students use MyRoad to research two careers that they've heard about and test the accuracy of their preconceptions.

- CA2: In "Making a Career Plan," students investigate several careers, consider the suitability of each to their personality, and draft a plan of what it might take to reach their career goals.

- CA3: In "Finding Careers That Fit," students analyze their ORA Personality Profiler® results and compare their traits to the characteristics associated with work in various careers as described in MyRoad's Research Careers.

- CA4: In "Developing a Plan and a Network," students prepare lists of possible mentors who can help them investigate career options. They also brainstorm interview questions.

Overall Objectives:
- Students will use what they learn about themselves through the ORA Personality Profiler® to decide whether or not various careers are of further interest to them.

- Students will practice a variety of methods for researching careers and distinguishing myth from reality.

- Students will use what they learn about various career tracks and the educational preparation they require to help them plan their high-school curricula, consider various college majors, and choose appropriate colleges.

Lesson CA1: Careers - Myths and Realities

Goals	In this lesson students use MyRoad to research two careers that they've heard about and test the accuracy of their preconceptions.
Suggested Grade Level	9th or 10th
Student Objectives	• Learn to evaluate the difference between popular conceptions of careers and the actual preparation and work associated with those careers. • Develop a more realistic sense of the career tracks that appeal to them.
Counselor Objectives	• Check students' level of knowledge about the world of careers. • Learn about career tracks of particular interest to students.
Resources	• Research Careers • Researching Careers (Worksheet CA1-A) • Career Myths and Realities (Worksheet CA1-B)
Student Assignment (15 minutes)	1. Students should familiarize themselves with the Research Careers start page and read the Overview, Requirements, and Perspectives sections of at least three careers of interest. 2. Students complete the Researching Careers worksheet. *If it's not possible for students to complete the Researching Careers worksheet before the class, they can complete it during the class as part of your discussion.*

Classroom Discussion (15 minutes)	1. Discuss the Research Careers start page.
	   • What is the difference between a job and a career?
	   • What types of careers are grouped together in a career track? What do they have in common?
	   • What careers and career tracks sound especially interesting and why?
	   • Do your students know people in the careers that interest them?

Lesson CA1: Careers - Myths and Realities (continued)

	2. If students have completed the Researching Careers worksheet, use it as the basis for discussion. If not, have them complete it as you discuss the issues it raises. • Was the career description what your students would have expected based on their previous knowledge of and ideas about that career? • What about the career appeals to them? What do they envision themselves doing if they were to go into this career? • What particular skills does the career require that they think they'd be especially good at? Which would be particularly difficult for them? 3. If you have more time or if students show a lot of interest and initiative, discuss ways to pursue their interests in particular careers through volunteering, paid work, or an internship. 4. Assign and explain the Career Myths and Realities worksheet.
After Class (1 hour)	Students complete the Career Myths and Realities worksheet. They will need access to MyRoad.
Optional	If possible, use a follow-up class to discuss the completed Career Myths and Realities worksheet. • After investigating these careers, what did your students discover? • Were they disappointed or surprised to find out that some of their career ideas were based more in myth than in reality? • Based on what they've learned so far, what careers sound most interesting to them?

Lesson CA2: Making a Career Plan

Goals	This lesson leads students to investigate several careers, consider the suitability of each to their personality, and draft a plan of what it might take to reach their career goals
Suggested Grade Level	9th or 10th
Student Objectives	• Explore a variety of careers and think about how they match up with skills, interests, and personality. • Learn long-term and short-term life-planning skills.
Counselor Objectives	• Learn about students' career aspirations and assess their life-planning skills. • Develop a strategy for helping students connect with potential mentors, internship opportunities, and work experiences related to career goals.
Resources	• I.D. Me: ORA Personality Profiler® (recommended careers list) • I.D. Me: Careers QuickStart (recommended careers list) • Research Careers: Requirements • Comparing Careers (Worksheet CA2-A) • Career Itinerary (Worksheet CA2-B)
Student Assignment (5–10 minutes)	1. Ideally, students have already taken the ORA Personality Profiler® and the Careers QuickStart, but if not, they should take the QuickStart before the class. 2. From the list of careers generated by either one or both of these tools, students should select 3 or 4 of particular interest to discuss during the class. *If students have not used either tool, they should simply write down the names of several careers to consider, along with a note on why these careers are of interest.*

Classroom Discussion (30 minutes)	1. Help students assess the fit between individual strengths, interests, and careers. Using the Requirements pages in the profiles of chosen careers, have students complete the Comparing Careers worksheet. Consider the following questions:
	  • How much education beyond high school is required?
	  • Are there entry-level jobs that would allow your students to sample the field before committing to years of schooling?
	  • Is there additional certification that is required to become a professional?
	  • Which of the characteristics in the Personal Attributes section describe your students? Which don't?

Lesson CA2: Making a Career Plan (continued)

2. Ask students about other factors that might make a career more or less appealing.
    - How important is salary? How much money do your students want to make after graduation from college (or high school)?
    - How important is geographic location? Some careers demand that one moves wherever the jobs are, others require a lot of travel, and others are concentrated in particular areas of the country or the world.
    - How much time are they willing to spend at work versus at play or at rest? What careers afford more flexibility this way? Which afford less?
    - Which of the careers they've looked at involve working with people? Which ones involve a lot of independent work? Which do they prefer?

3. Students complete step 2 on the Comparing Careers worksheet by ranking their career choices.

4. Ask students to choose a career from the ranked list and use the Career Itinerary worksheet to create an "itinerary" for pursuing that career.

You may want to stress that this is about exploring possibilities rather than developing a hard-and-fast plan.

5. Discuss the following:
    - What are some alternative routes into this career?
    - What other careers will your students come into contact with in the work or internship environment?
    - If at any stage they discover that they don't want to pursue this career, where could they take the skills they will have already built in the field? (Check the Possibilities section of Research Careers for information on related careers.)

6. Help students draw up lists of mentors and sources for internships that will help them explore their careers of interest.

Lesson CA3: Finding Careers that Fit

Goals	For this lesson students analyze their ORA Personality Profiler® results and compare their traits to the characteristics associated with work in various careers as described in MyRoad's Research Careers.
Suggested Grade Level	11th or 12th
Student Objectives	• Learn how to gather information about the responsibilities associated with specific careers. • Compare the requirements, challenges, and opportunities of two different careers with their own aptitudes and interests.
Counselor Objectives	• Learn more about students' career interests. • Begin advising students on meeting their career goals.
Resources	• ORA Personality Profiler® results • Research Careers • Career Orientation (Worksheet CA3-A) • Finding a Good Fit (Worksheet CA3-B)
Student Assignment (20 minutes)	1. If students have not already taken the ORA Personality Profiler®, they should do so now. Allow 45 extra minutes. 2. Students will use the Career Orientation section of their ORA Personality Profiler® results to complete the Career Orientation worksheet and choose four possible careers for further investigation. If access to the site is not possible, students will need a printout of the Research Careers start page and their ORA Personality Profiler® results. *If it's not possible for students to complete the Career Orientation worksheet before the class, they can complete it during the class as part of your discussion.*

Lesson CA3: Finding Careers that Fit (continued)

Classroom Discussion (15 minutes)	1. Discuss the completed Career Orientation worksheet. If students have not completed it, have them do so during your discussion. • Does the Career Orientation paragraph in your students' ORA Personality Profiler® results seem right to them? What would they change to make it more accurate? • Why did they choose the careers that they did? How can they use MyRoad to learn more about these careers? • Ask your students to explain how they decided whether or not each career is a good match for their career orientations. Which careers do they know the most about? The least? How do they know what they know? 5. Explain the Finding a Good Fit worksheet and help students select phrases from their ORA Personality Profiler® results. • Which strengths would be most useful to select for this exercise? • Why is it important for your students to consider how they interact with others when investigating a career? • Why is it important for them to consider that which motivates them when investigating a career? 6. Help students understand the section on maximizing potential in their ORA Personality Profiler® results and have them select an item from the list. • Why do they think this section is part of their profile? Why is it important to consider these items when investigating a career? • Are there any items listed here that seem to your students especially appropriate for them to think about? Why? *It's important to note that the items listed in this section should not limit students' career choices. Rather, they represent areas in which students may wish to improve.* 7. Show students a sample of a MyRoad career profile and preview what is covered in each section.
After Class (45 minutes)	Students complete the Finding a Good Fit worksheet. They will need access to MyRoad. *The worksheet includes personality issues to consider when thinking about careers and provides a place to collect notes.*

Lesson CA3: Finding Careers that Fit (continued)

Optional	If possible, use a follow-up class to discuss the completed Finding a Good Fit worksheet and to advise students on meeting their career goals.
	• What did your students learn by completing this worksheet? Are they more or less interested in the careers they've investigated? Why?
	• What sections of Research Careers were most helpful? Do they want to use them to investigate other careers on their own?
	• For careers in which they are still interested, are there other items from their ORA Personality Profiler® results that they can use to evaluate these careers further? What plans could they make to better prepare themselves for those careers?

Lesson CA4: Developing a Plan and a Network

Goals	Students, within this lesson, prepare lists of possible mentors who can help them investigate career options. They also brainstorm interview questions.
Suggested Grade Level	11th or 12th
Student Objectives	• Learn the value of informational interviewing and finding a mentor as ways of researching different career paths. • Begin to map out a plan for career exploration.
Counselor Objectives	• Learn more about students' career interests. • Point students toward additional resources for career exploration.
Resources	• Research Careers: Perspectives • Informational Interviewing (Worksheet CA4-A) • Building a Network (Worksheet CA4-B)
Student Assignment (20 minutes)	1. Students read the Perspectives section of at least one career that interests them. 2. Students complete the Informational Interviewing worksheet, giving at least three examples of questions that will help them learn more about what it's like to work in a particular field. *If it's not possible for students to complete the Informational Interviewing worksheet before the class, they can complete it during the class as part of your discussion.*

Classroom Discussion (15–20 minutes)	1. Discuss the completed Informational Interviewing worksheet.
	   • After reading the Perspectives section, did your students learn something new about a particular field of work? What surprised them the most?
	   • If they could interview the same person, what additional questions would they ask?
	   • What aspects of working in the field are they most interested in learning more about?

Lesson CA4: Developing a Plan and a Network (continued)

	2. Discuss the idea of mentoring and the value of building a network. • How would your students define a mentor? Has there been anyone in their lives that has been a mentor to them in some way? • What kind of person would make a valuable mentor to them? 3. Discuss the Building a Network worksheet. • Help students choose a career to explore • Help them brainstorm some people and organizations they might list on the worksheet 4. Show students how they can use My Plan to record their work experience (e.g., part-time jobs, volunteer work, internships) and contacts they've made through these positions. This will be helpful in building a resume for a job or an internship.
After Class (45 minutes)	1. Students read the Resource Library articles "Informational Interviewing" and "Networking for Success." 2. Students complete the Building a Network worksheet.
Optional	If possible, use a follow-up class to discuss the completed Building a Network worksheet. You may want to recommend additional resources and contacts from your school's database.

Researching Careers

1. Think of two careers that interest you, and without doing any research, write descriptions of these careers as you would imagine them to be. Discuss the kind of work that is involved and the aspects that make the career interesting.

Career	Description
1.	
2.	

2. Refer to the Research Careers section of MyRoad and find the two careers that match those you described above. Read the Overview and Requirements for each. Then complete the table below.

Career		
List three things you discovered about this career that surprised you.	1.	1.
	2.	2.
	3.	3.
Does the career sound more or less interesting to you now that you've read more about it?		

Career Myths and Realities

Read the Overview, Requirements, and Perspectives sections for three careers on MyRoad, and then complete the table below. A "myth" is an aspect of the career that you may have thought to be true before reading MyRoad's description of that career. "Reality" refers to what you've learned from reading MyRoad.

Career		
Farmer	**Myth**	*Hang out with cows; stroll leisurely through fields of thriving corn crops.*
	Reality	*Get up before dawn; struggle through years of drought to maintain crops and turn a profit.*
	Myth 1	
	Reality 1	
	Myth 2	
	Reality 2	
	Myth 1	
	Reality 1	
	Myth 2	
	Reality 2	
	Myth 1	
	Reality 1	
	Myth 2	
	Reality 2	

Comparing Careers

1. Use MyRoad's Research Careers section to gather information on careers that interest you.

Career	How do I get initial experience in the field?	How much education is required?	Is additional certification required?	Personal Attributes	
				Which describe me?	Which don't describe me?

2. After discussion with your counselor, rank the above careers according to your level of interest.

1. _____

2. _____

3. _____

4. _____

Career Itinerary

Complete this worksheet with your counselor and keep it so that you can track your changing ideas and plans about careers.

Where am I now?

- High-school grade level ——————————————

What do I want to be doing with my career in…

- 5 years?

- 10 years?

- 20 years?

What level of education do I need to achieve these goals? (Circle all that apply.)

High school/GED   Associate's (2-year) degree

Bachelor of arts   Bachelor of science or engineering
(major)——————————————   (major) ——————————————

Master's degree   Ph.D.
(field) ——————————————   (field) ——————————————

Medical degree
(type) ——————————————   Law degree ——————————————

Certification ——————————————

How many years will it take to get the necessary education? ——————————————

Will I take any time off from school? How will I spend this time (e.g., internships, travel, work)?

Do I need to plan ahead for professional licensing or certification? If so, how many years of experience will I need before I can become licensed or certified?

Four things I can do this year to explore careers that interest me:

1.   3.

2.   4.

Career Orientation

1. Log on to MyRoad and click on the I.D. Me tab. Then click on View My Profile.
2. Read your ORA Personality Profiler® results and choose two phrases that describe what someone of your personality type should consider when looking for a career. Copy those phrases into the left-hand column.
3. Click on the Research Careers tab. From the list of careers, choose four to investigate further. List them at the top.
4. Based on what you already know or can guess about each career, consider whether they fit with the descriptions listed in the left-hand column. Use the chart to record your thoughts.

Phrases that describe my career orientation	Career 1:	Career 2:	Career 3:	Career 4:

Finding a Good Fit

1. Choose the items from your ORA Personality Profiler® results that best describe you and write them in the left-hand column.
2. Choose two of the careers from your Career Orientation worksheet and write them at the top.
3. Read about both careers on MyRoad. Your reading can include the Overview, Career Tracks, Requirements, Perspectives, Compensation, and Possibilities for each career, but feel free to read selectively.
4. While you read, consider how well each career fits the descriptions listed in the left-hand column. Use the chart to record your thoughts. In the bottom row, consider whether or not the careers will require you to work on the skills described.

	Career 1:	Career 2:
My strengths include … 1. 2. 3.		
When interacting socially, I …		
I am motivated by …		
In order to maximize my potential, I …		

Informational Interviewing

1. Log onto MyRoad and click on the Research Careers tab.
2. Choose at least one career and read the Perspectives section for examples of informational interviewing.
3. Finally, use the space below to write the questions you'd like to ask someone in a career that interests you.

Strengths and Weaknesses
Example: What aspects of your job do you most enjoy?

1.

2.

3.

A Day in the Life
Example: What sorts of tasks do you do in a normal day?

1.

2.

3.

Educational and Vocational Preparation
Example: Which of your undergraduate courses were most helpful to your current work?

1.

2.

3.

Building a Network

1. Log on to MyRoad and read the Resource Library articles "Informational Interviewing" and "Networking for Success."
2. Choose a career and write it in the center circle.
3. List possible contacts in the four surrounding circles. These should include people, businesses, and organizations that can help you explore this possible career. Useful resources include a local phone book and the Internet.

Teachers, Counselors, Alumni:

1. _____

2. _____

3. _____

Friends and Family:

1. _____

2. _____

3. _____

Career:

Local Businesses:

1. _____

2. _____

3. _____

Professional Associations:

1. _____

2. _____

3. _____