

# CAREER OUTLOOK



40<sup>TH</sup> EDITION | 2022-2023

## USER'S GUIDE



# Activity 1: What is My Learning Style?

**Target Audience:** Grades 6-9

**Objective:** The students will:

- Complete a learning styles inventory.
- Identify their learning styles.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Academic Development Standard A:</b> Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<b>Educational Achievement Goal 1:</b> Attain educational achievement and performance levels needed to reach your personal and career goals.	<b>ED1.K4:</b> Identify your learning style. <b>ED1.A4:</b> Show how you are using learning style information to improve educational achievement and performance. <b>ED1.R4:</b> Analyze your learning style to develop behaviors to maximize educational achievement and performance.

**Resources and Materials:**

- What is My Learning Style? activity sheet
- *Career Outlook*, Occupational Section, pages 28-46

**Leading Questions and/or Comments:**

This is an informal approach to learning styles. It should be used as an introduction, not as a diagnostic tool. Discuss with the students general learning style attributes. Discuss how students do homework and the environment in which they work best when completing homework. Talk about the following:

- Today we are going to determine your individual learning style. We will see how you learn best and then we will match your learning style with compatible occupations.
- Your individual learning style may affect the way you understand information and solve problems.

**Activities:**

Instruct students to do the following:

- Complete the What is My Learning Style? activity sheet.
- Total each section. The section with the highest score is your learning style.
- Write your learning style in the blank provided. Read the description of your learning style and review the sample occupations that are compatible with that learning style.
- Compare your learning style with your classmates.

Do a class poll to see what the majority learning style is of the class.

- Ask students why it would be helpful to know a classmate's learning style?
- How can knowing your learning style benefit you in a work environment?

**Making Connections for Students:**

Say to the students:

Now that you know how you learn best, let's review together how knowing this will help you find compatible occupations. Tell me about how your learning style can affect how happy you are at work.

**Optional Activities:**

Have students:

- Use [www.RUReady.ND.gov](http://www.RUReady.ND.gov) to journal in their portfolio what their learning style is and what they learned about themselves.
- Research occupations they may be interested in exploring further.

## What Is My Learning Style?

People learn in different ways. This assessment may help you understand your learning in different types of classes.

**Score each item and then total each column.**

**1 – Seldom or Never**

**2 – Sometimes**

**3 - Often**

- \_\_\_\_\_ I remember better if I write it down.
- \_\_\_\_\_ Looking at a person helps keep me focused.
- \_\_\_\_\_ I need a quiet place to get my work done.
- \_\_\_\_\_ When I take a test, I can see the textbook in my head.
- \_\_\_\_\_ Music or background noise distracts my attention.
- \_\_\_\_\_ I doodle in the margins of my notebook.
- \_\_\_\_\_ I have trouble following lectures.
- \_\_\_\_\_ I react very strongly to colors.

A	Total

- \_\_\_\_\_ My papers and notebooks always seem messy.
- \_\_\_\_\_ I do not follow written directions well.
- \_\_\_\_\_ If I hear something, I will remember it.
- \_\_\_\_\_ Writing is difficult for me.
- \_\_\_\_\_ I often misread words from the text.
- \_\_\_\_\_ I would rather listen and learn than read and learn.
- \_\_\_\_\_ Pages with small print are difficult for me to read.
- \_\_\_\_\_ My eyes tire quickly, even though my vision check-up is ok.

B	Total

- \_\_\_\_\_ I start a project before reading the directions.
- \_\_\_\_\_ I hate to sit at a desk for long periods of time.
- \_\_\_\_\_ I prefer to see something done and then do it myself.
- \_\_\_\_\_ I use the trial and error approach to problem solving.
- \_\_\_\_\_ I like to read my textbook while riding an exercise bike.
- \_\_\_\_\_ I take frequent study breaks.
- \_\_\_\_\_ I have a difficult time giving step-by-step directions.
- \_\_\_\_\_ I enjoy sports and do well at several types of sports.

C	Total



If **A** is your highest score, you may be a **Visual Learner**

If **B** is your highest score, you may be an **Auditory Learner**

If **C** is your highest score, you may be a **Kinesthetic/Tactile Learner**

A score of 18 or more indicates a strength in that area. The Learning Style with the highest score indicates the most efficient method of information intake for you.

**My preferred Learning Style is:**

What does this mean?		
<b>Visual Learning Characteristics</b> <ul style="list-style-type: none"><li>likes to read</li><li>usually a good speller</li><li>memorizes by seeing graphics or pictures</li><li>finds verbal instruction difficult</li><li>remembers faces</li><li>doodles</li><li>notices details</li></ul> <b>I might like these occupations:</b> <ul style="list-style-type: none"><li>Graphic Designer</li><li>Architect</li><li>Navigator</li><li>Mechanic</li><li>Surgeon</li><li>Webmaster</li></ul>	<b>Auditory Learning Characteristics</b> <ul style="list-style-type: none"><li>enjoys talking</li><li>easily distracted</li><li>has difficulty with written directions</li><li>enjoys music</li><li>distracted by noise</li><li>outgoing by nature</li><li>likes to listen to other readers</li></ul> <b>I might like these occupations:</b> <ul style="list-style-type: none"><li>Translator</li><li>Teacher</li><li>Counselor</li><li>Salesperson</li><li>Musician</li><li>Psychologist</li></ul>	<b>Kinesthetic Learning Characteristics</b> <ul style="list-style-type: none"><li>enjoys doing activities</li><li>taps pencil or foot when studying</li><li>will try new things</li><li>uses hands while talking</li><li>reading not a priority</li><li>outgoing by nature; expresses emotions</li><li>spelling may be difficult</li></ul> <b>I might like these occupations:</b> <ul style="list-style-type: none"><li>Athlete</li><li>Firefighter</li><li>Dancer</li><li>Actor</li><li>Sculptor</li><li>Construction</li></ul>

Adapted from the Delaware Career Compass

## Activity 2: Personality Plus

**Target Audience:** Grades 9-12

**Objective:** The students will:

- Complete a personality type inventory.
- Identify their Holland Code.
- Connect their Holland Code to compatible occupations.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard A:</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	<b>Personal/Social Goal 1:</b> Develop understanding of yourself to build and maintain a positive self-concept.	<b>PS1.K1:</b> Identify your interests, likes and dislikes. <b>PS1.A1:</b> Demonstrate behavior and decisions that reflect your interests, likes and dislikes. <b>PS1.R1:</b> Assess how your interests and preferences are reflected in your career goals.

**Resources and Materials:**

- *Career Outlook*
  - Discover Your Personality Type page 8
  - Holland's Six Personality Types page 9
  - Occupational Section, pages 28-46
- Personality Plus activity sheet

**Leading Questions and/or Comments:**

This is an informal approach to personality types. It should be used as an introduction, not as a diagnostic tool and students should know that there are several methods of identifying personality types. Discuss the meaning of personality types with the students (see page 7 in the *Career Outlook*). Explain that you can be classified into six different groups, according to Dr. John Holland. The six groups are:

Artistic	Conventional	Enterprising	Investigative	Realistic	Social
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These types are just one measure that will help you to understand yourself and allow you to identify occupations that are best suited to your personality. Occupations are also grouped by these traits. A combination of two or three groups is typical.

Talk about the following:

What are some advantages to knowing your personality type? (get along better with classmates/co-workers, helps you realize your full potential, helps you identify occupations that you will enjoy, increases productivity, helps you appreciate other personality types)

**Activities:**

Instruct students to do the following:

- Complete the 'Discover Your Personality Type' on page 8 in the *Career Outlook*. And have the students complete the checklist on the 'Personality PLUS' activity sheet (first page). Direct students to compare their results from the 'Discover Your Personality Type' with the 'Personality Plus'. Have students complete page 2-3 of the Personality Plus activity sheet by following the instructions in the activity and answering the questions.

**Making Connections for Students:**

Say to the students: Now that you know your Holland Code, let's review together how knowing this will help you find compatible occupations. Tell me about how your personality type can affect how happy you are at work.

**Optional Activities:**

Have students:

- Use [www.RUReady.ND.gov](http://www.RUReady.ND.gov) to journal in their portfolio what their Holland Code is and what they learned about themselves.
- Research any occupations they may be interested in exploring further.

## Personality Plus

Another way to understand yourself is to look at your personality type. Dr. John Holland theorizes that both people and occupations can be loosely classified into six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Most people are a combination of two or three groups.

Read the descriptions in each column and check or fill in the box of each word or statement that applies to you. Count the number of checkmarks in each column and write the total in the box at the bottom of each column.

<b>I AM...</b> <input type="checkbox"/> practical <input type="checkbox"/> athletic <input type="checkbox"/> frank <input type="checkbox"/> mechanical <input type="checkbox"/> a nature lover <input type="checkbox"/> thrifty <input type="checkbox"/> curious <input type="checkbox"/> stable <input type="checkbox"/> concrete <input type="checkbox"/> reserved <input type="checkbox"/> self-controlled <input type="checkbox"/> ambitious <input type="checkbox"/> systematic <input type="checkbox"/> persistent	<b>I AM...</b> <input type="checkbox"/> inquisitive <input type="checkbox"/> analytical <input type="checkbox"/> scientific <input type="checkbox"/> observant <input type="checkbox"/> precise <input type="checkbox"/> scholarly <input type="checkbox"/> cautious <input type="checkbox"/> curious <input type="checkbox"/> self-confident <input type="checkbox"/> introspective <input type="checkbox"/> reserved <input type="checkbox"/> broad-minded <input type="checkbox"/> independent <input type="checkbox"/> logical	<b>I AM...</b> <input type="checkbox"/> creative <input type="checkbox"/> intuitive <input type="checkbox"/> imaginative <input type="checkbox"/> innovative <input type="checkbox"/> unconventional <input type="checkbox"/> emotional <input type="checkbox"/> independent <input type="checkbox"/> expressive <input type="checkbox"/> original <input type="checkbox"/> sensitive <input type="checkbox"/> complicated <input type="checkbox"/> idealistic <input type="checkbox"/> nonconforming	<b>I AM...</b> <input type="checkbox"/> friendly <input type="checkbox"/> helpful <input type="checkbox"/> idealistic <input type="checkbox"/> insightful <input type="checkbox"/> outgoing <input type="checkbox"/> understanding <input type="checkbox"/> cooperative <input type="checkbox"/> generous <input type="checkbox"/> responsible <input type="checkbox"/> forgiving <input type="checkbox"/> patient <input type="checkbox"/> empathetic <input type="checkbox"/> kind <input type="checkbox"/> persuasive	<b>I AM...</b> <input type="checkbox"/> self-confident <input type="checkbox"/> assertive <input type="checkbox"/> sociable <input type="checkbox"/> persuasive <input type="checkbox"/> enthusiastic <input type="checkbox"/> energetic <input type="checkbox"/> adventurous <input type="checkbox"/> impulsive <input type="checkbox"/> ambitious <input type="checkbox"/> inquisitive <input type="checkbox"/> agreeable <input type="checkbox"/> talkative <input type="checkbox"/> extroverted <input type="checkbox"/> spontaneous <input type="checkbox"/> optimistic	<b>I AM...</b> <input type="checkbox"/> well-organized <input type="checkbox"/> accurate <input type="checkbox"/> methodical <input type="checkbox"/> polite <input type="checkbox"/> conscientious <input type="checkbox"/> efficient <input type="checkbox"/> conforming <input type="checkbox"/> orderly <input type="checkbox"/> practical <input type="checkbox"/> thrifty <input type="checkbox"/> systematic <input type="checkbox"/> structured <input type="checkbox"/> ambitious <input type="checkbox"/> obedient <input type="checkbox"/> persistent
<b>I CAN...</b> <input type="checkbox"/> fix electrical things <input type="checkbox"/> solve electrical problems <input type="checkbox"/> pitch a tent <input type="checkbox"/> play a sport <input type="checkbox"/> read a blueprint <input type="checkbox"/> plant a garden <input type="checkbox"/> operate tools & machinery	<b>I CAN...</b> <input type="checkbox"/> think abstractly <input type="checkbox"/> solve math problems <input type="checkbox"/> understand scientific theories <input type="checkbox"/> do complex calculations <input type="checkbox"/> use a microscope or computer <input type="checkbox"/> interpret formulas	<b>I CAN...</b> <input type="checkbox"/> sketch, draw, paint <input type="checkbox"/> play a musical instrument <input type="checkbox"/> write stories, poetry, music <input type="checkbox"/> sing, act, dance <input type="checkbox"/> design fashions or interiors	<b>I CAN...</b> <input type="checkbox"/> teach/train others <input type="checkbox"/> express myself clearly <input type="checkbox"/> lead a group discussion <input type="checkbox"/> mediate disputes <input type="checkbox"/> plan and supervise an activity <input type="checkbox"/> cooperate well with others	<b>I CAN...</b> <input type="checkbox"/> initiate projects <input type="checkbox"/> convince people to do things my way <input type="checkbox"/> sell things or promote ideas <input type="checkbox"/> give talks or speeches <input type="checkbox"/> lead a group <input type="checkbox"/> persuade others	<b>I CAN...</b> <input type="checkbox"/> work well within a system <input type="checkbox"/> do a lot of paper work in a short time <input type="checkbox"/> keep accurate records <input type="checkbox"/> use a computer <input type="checkbox"/> write effective business letters
<b>I LIKE TO...</b> <input type="checkbox"/> tinker with machines or vehicles <input type="checkbox"/> work outside w/ plants & animals <input type="checkbox"/> be physically active <input type="checkbox"/> use my hands to build things <input type="checkbox"/> tend/train animals <input type="checkbox"/> work on electronic equipment <input type="checkbox"/> work in farming, forestry or fishing <input type="checkbox"/> do carpentry work	<b>I LIKE TO...</b> <input type="checkbox"/> work with scientific equipment <input type="checkbox"/> use computers <input type="checkbox"/> work independently <input type="checkbox"/> perform lab experiments <input type="checkbox"/> read scientific/technical journals <input type="checkbox"/> analyze situations & find a solution <input type="checkbox"/> use a chemistry set <input type="checkbox"/> do puzzles <input type="checkbox"/> be in a science fair <input type="checkbox"/> solve math/science questions	<b>I LIKE TO...</b> <input type="checkbox"/> attend concerts, theater, art exhibits <input type="checkbox"/> read fiction, plays, and poetry <input type="checkbox"/> paint, sculpt, or do ceramics <input type="checkbox"/> take photographs <input type="checkbox"/> express myself creatively <input type="checkbox"/> deal with ambiguous ideas <input type="checkbox"/> read art/music magazines <input type="checkbox"/> act in a play <input type="checkbox"/> design new fashions <input type="checkbox"/> study a foreign language	<b>I LIKE TO...</b> <input type="checkbox"/> work and socialize with others <input type="checkbox"/> help people solve problems <input type="checkbox"/> do volunteer work <input type="checkbox"/> work with young people <input type="checkbox"/> play team sports <input type="checkbox"/> belong to a club <input type="checkbox"/> work with the elderly <input type="checkbox"/> cater to needs/wishes of others <input type="checkbox"/> help others with mental, spiritual, physical or career needs	<b>I LIKE TO...</b> <input type="checkbox"/> make decisions affecting others <input type="checkbox"/> be elected to office <input type="checkbox"/> work on a sales campaign <input type="checkbox"/> start my own service or business <input type="checkbox"/> campaign politically <input type="checkbox"/> have power or status <input type="checkbox"/> use language skills to influence others <input type="checkbox"/> be with leaders	<b>I LIKE TO...</b> <input type="checkbox"/> work with numbers <input type="checkbox"/> type reports or work on computers <input type="checkbox"/> be responsible for details <input type="checkbox"/> collect or organize things <input type="checkbox"/> follow clearly defined procedures <input type="checkbox"/> keep things neat and organized <input type="checkbox"/> work with forms and reports <input type="checkbox"/> work from nine-to-five <input type="checkbox"/> follow a budget <input type="checkbox"/> follow other people's instructions
<b>Total</b> <b>R =</b>	<b>Total</b> <b>I =</b>	<b>Total</b> <b>A =</b>	<b>Total</b> <b>S =</b>	<b>Total</b> <b>E =</b>	<b>Total</b> <b>C =</b>

- Put the letter with the highest total score in the first space for your Holland Code, then the next highest in the second space and the third highest in the last space. Do you agree or disagree with the results? Are the results the same from both check lists?

My 'Personality Plus' Holland Code Is: \_\_\_\_\_

My 'Discover Your Personality Type' Holland Code Is: \_\_\_\_\_

- Read about Holland's six personality types on page 7 in the *Career Outlook* and look over the items you checked in your Holland Code lists on the previous page. Briefly explain your top personality type. What do the results tell you about what you might prefer in your work life based on your personality?

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- Review the sample occupations that may fit your personality type in the columns below. Considering your top three personality types and the typical jobs listed for that personality type, circle 1-3 that interest you.
- Look in the Occupational Section of the *Career Outlook*, pages 12-50. **Find three more occupations that interest you** by looking in the Holland Code column and write them in the blanks provided below.

<b>Realistic</b>	<b>Typical "R" jobs include:</b> Electrician                      Civil Engineer Auto Technician              Aircraft Mechanic Surveyor                          Plumber Carpenter                       Surgical Technologist	1. _____ 2. _____ 3. _____
<b>Investigative</b>	<b>Typical "I" jobs include:</b> Veterinarian                    Petroleum Engineer Microbiologist                Dietitian Software Developer          Computer Systems Analyst Forensic Science Technician	1. _____ 2. _____ 3. _____
<b>Artistic</b>	<b>Typical "A" jobs include:</b> Fashion Designer              Desktop Publisher Architect                        Radio & TV Announcer Photographer                  Multimedia Artist Musician                         Cosmetologist	1. _____ 2. _____ 3. _____
<b>Social</b>	<b>Typical "S" jobs include:</b> School Counselor              Dental Hygienist Physician Assistant          Teacher Clergy                            Tour Guide Athletic Trainer                Childcare Worker	1. _____ 2. _____ 3. _____
<b>Enterprising</b>	<b>Typical "E" jobs include:</b> Financial Examiner            Police Detectives Lawyer                          Farmer & Rancher Travel Agent                    Marketing Manager School Administrator	1. _____ 2. _____ 3. _____
<b>Conventional</b>	<b>Typical "C" jobs include:</b> Proofreaders                    Law Clerk Bank Teller                      Accountant Dispatcher                       Cashier Loan Officer                      Cost Estimator Tax Preparer	1. _____ 2. _____ 3. _____

5. Look over your Holland Code occupations list. Which of the occupations listed do you think would make you feel most satisfied at work? Explain why.

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6. How can knowing your personality types/Holland Code benefit or help you in a work environment?

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7. Optional: Explore this occupation further in [www.RUReady.ND.gov](http://www.RUReady.ND.gov) and save it in your portfolio.



## Activity 3: My Career Clusters

**Target Audience:** Grades 7-12

**Objective:** Students will:

- Complete an interest assessment to determine their top career cluster.
- Understand what a Career Cluster is and how to use their top cluster(s) to find careers of interest.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard A:</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	<b>Career Management Goal 3:</b> Use accurate, current, and unbiased career information during career planning and management.	<b>CM3.K4:</b> Identify several ways to classify occupations. <b>CM3.A4:</b> Give examples of how occupational classification systems can be used in career planning. <b>CM3.R4:</b> Assess which occupational classification system is most helpful to your career planning.

**Resources and Materials:**

- **Career Outlook**, Career Clusters Interest Survey, pages 6-7
- **Career Outlook**, Career Outlook Occupational Section, pages 28-46
- Activity 3 Student Worksheets
  - Career Cluster Interest Survey pages 1 and 2
  - Career Cluster Match pages 3 and 4
  - Career Cluster Match Answer Sheet (attached to this activity)
- Resources: Advance CTE - [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters) and [www.RUReady.ND.gov](http://www.RUReady.ND.gov).

**Leading Questions and/or Comments:**

This is an informal approach to the Career Clusters. Though much time has been invested in assuring that this survey is a reliable checklist, it should be used as an introduction and not as a valid, reliable assessment tool. Ask/state the following:

- With so many careers and occupations available today, how do you determine where to start your search?
- Career Clusters are groupings of occupations used as an organizing tool for curriculum design.

**Activities:**

Instruct students to do the following:

- Complete the Career Cluster Interest Survey, pages 6-7 of the *Career Outlook*.
- Draw their attention to the instructions at the top of each column
  - In the first column, check the activities that describe what you like to do
  - In the second column, check the personal qualities that describe you
  - In the third column, check the school subjects you like
- Complete all sixteen boxes and add them up, putting your total in the last column. The top three highest totals will tell you your top 3 clusters. The highest total will be your #1 cluster, the second highest #2 and the third highest #3. Write the totals in the spaces provided in the career cluster chart at the bottom of the page. Circle or highlight your top choice(s).
- Your top clusters will give you a grouping of occupations that are closely related to your personal preferences and interests.
- If your scores are even or close, explore both clusters to see if one seems like a better fit than the other.
- Find out more about your clusters on pages 28-46 of the *Career Outlook*. Read the descriptions at the top of the pages and look over the occupations listed in your top 3 clusters.
- Use the Career Cluster activity page to connect the grouping of occupations in the left-hand column with those career clusters in the right-hand list where you believe the occupation could reasonably be employed. (Occupations may be linked with more than one cluster.)

**Making Connections for Students:**

Say to the students:

- Now that you have determined your top 3 clusters, especially your top cluster, it becomes much easier to look and search for occupations that are the most closely related to your personal preferences and interests.

**Optional Activities:**

Explore more careers at [www.RUReady.ND.gov](http://www.RUReady.ND.gov) and [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

## Activity 3: Career Cluster Match – ANSWER SHEET

Occupations	Cluster #
Photographer     Animator Art Director     Broadcast Technician Desktop Publisher	<b>3</b>
Emergency Management Director Funeral Attendant     Barber     Nanny	<b>10</b>
Fish and Game Officer Veterinarian     Biochemist Conservation Scientist	<b>1</b>
Power Plant Operator     Jeweler Industrial Machinery Mechanic Fuels Processing Technician	<b>13</b>
Zoologist     Microbiologist     Statistician Industrial Engineer     Astronomer	<b>15</b>
Surveyor     Civil Engineer     Architect Security System Installer	<b>2</b>
Instructional Coordinator Elementary Teacher     Librarian Fitness Trainer     Counselor	<b>5</b>
Aerospace Engineering Technician Automotive Body Repairer Logistics Manager     Crane Operator	<b>16</b>
Eligibility Interviewer     Legislator Special Forces     Tax Examiner	<b>7</b>
Legal Secretary     File Clerk Court Reporter     Medical Secretary Market Research Analyst	<b>4</b>
Data Warehousing Specialist Computer Systems Analyst Web Developer     Network Administrator	<b>11</b>
Travel Agent     Pastry Chef Barista     Tour Guide Food Service Manager	<b>9</b>
Radiologist     Dentist Hearing Aid Specialist     Nurse Assistant Athletic Trainer	<b>8</b>
Bank Teller     Insurance Adjustor Financial Analyst     Title Examiner	<b>6</b>
Cashier     Sales Representative Marketing Manager Real Estate Broker	<b>14</b>
Lawyer     Security Guard Transportation Security Screener Firefighter     Social Worker	<b>12</b>

Career Cluster
<b>1. Agriculture, Food &amp; Natural Resources</b> 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.
<b>2. Architecture &amp; Construction</b> Careers in designing, planning, managing, building and maintaining the built environment.
<b>3. Arts, A/V Technology &amp; Communications</b> Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
<b>4. Business Management &amp; Administration</b> Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
<b>5. Education &amp; Training</b> Planning, managing and providing education and training services, and related learning support services.
<b>6. Finance</b> Planning, services for financial and investment planning, banking, insurance, and business financial management
<b>7. Government &amp; Public Administration</b> Planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
<b>8. Health Science</b> Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
<b>9. Hospitality &amp; Tourism</b> The management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
<b>10. Human Services</b> Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.
<b>11. Information Technology</b> Building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.
<b>12. Law, Public Safety, Corrections &amp; Security</b> Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
<b>13. Manufacturing</b> 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.
<b>14. Marketing</b> Planning, managing and performing marketing activities to reach organizational objectives.
<b>15. Science, Technology, Engineering &amp; Mathematics</b> 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.
<b>16. Transportation, Distribution &amp; Logistics</b> Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

## Career Clusters Interest Survey

- Check the items in each box that best describe you. You may make as many or as few checks as you choose.
- Add up the number of checkmarks in each row and place the total in the box at the end of the row. (Totals across.)
- Look to see which three have the highest numbers.
- Find the corresponding Career Clusters at the end of the survey to see which clusters you may want to explore.

#	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total Number Checked
1	<input type="checkbox"/> Learn how things grow and stay alive. <input type="checkbox"/> Make the best use of the earth's natural resources. <input type="checkbox"/> Hunt and/or fish. <input type="checkbox"/> Protect the environment. <input type="checkbox"/> Be outdoors in all kinds of weather. <input type="checkbox"/> Plan, budget, and keep records. <input type="checkbox"/> Operate machines and keep them in good repair.	<input type="checkbox"/> Self-reliant (able to do it yourself) <input type="checkbox"/> Nature lover <input type="checkbox"/> Physically active <input type="checkbox"/> Planner <input type="checkbox"/> Creative problem solver	<input type="checkbox"/> Math <input type="checkbox"/> Life Sciences <input type="checkbox"/> Earth Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Agriculture	
2	<input type="checkbox"/> Read and follow instructions and/or blueprints. <input type="checkbox"/> Picture in my mind what a finished product looks like. <input type="checkbox"/> Work with my hands. <input type="checkbox"/> Perform work that requires precise results. <input type="checkbox"/> Solve technical problems. <input type="checkbox"/> Visit and learn from beautiful, historic, or interesting buildings. <input type="checkbox"/> Follow logical, step-by-step procedures.	<input type="checkbox"/> Curious <input type="checkbox"/> Good at following directions <input type="checkbox"/> Pay attention to detail <input type="checkbox"/> Good at visualizing possibilities <input type="checkbox"/> Patient and persistent	<input type="checkbox"/> Math <input type="checkbox"/> Drafting <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Construction Trades <input type="checkbox"/> Electrical Trades <input type="checkbox"/> Heat, Air Conditioning and Refrigeration	
3	<input type="checkbox"/> Use my imagination to communicate new information to others. <input type="checkbox"/> Perform in front of others. <input type="checkbox"/> Read and write. <input type="checkbox"/> Play a musical instrument. <input type="checkbox"/> Perform creative, artistic activities. <input type="checkbox"/> Use video and recording technology. <input type="checkbox"/> Design brochures and posters.	<input type="checkbox"/> Creative and imaginative <input type="checkbox"/> Good communicator/ good vocabulary <input type="checkbox"/> Curious about new technology <input type="checkbox"/> Relate well to feelings and thoughts of others <input type="checkbox"/> Determined/tenacious	<input type="checkbox"/> Art/Graphic Design <input type="checkbox"/> Music <input type="checkbox"/> Speech and Drama <input type="checkbox"/> Journalism/Literature <input type="checkbox"/> Audiovisual Technologies	
4	<input type="checkbox"/> Perform routine, organized activities but can be flexible. <input type="checkbox"/> Work with numbers and detailed information. <input type="checkbox"/> Be the leader in a group. <input type="checkbox"/> Make business contact with people. <input type="checkbox"/> Work with computer programs. <input type="checkbox"/> Create reports and communicate ideas. <input type="checkbox"/> Plan my work and follow instructions without close supervision.	<input type="checkbox"/> Organized <input type="checkbox"/> Practical and logical <input type="checkbox"/> Patient <input type="checkbox"/> Tactful <input type="checkbox"/> Responsible	<input type="checkbox"/> Business Technology Applications <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Economics	
5	<input type="checkbox"/> Communicate with different types of people. <input type="checkbox"/> Help others with their homework or to learn new things. <input type="checkbox"/> Go to school. <input type="checkbox"/> Direct and plan activities for others. <input type="checkbox"/> Handle several responsibilities at once. <input type="checkbox"/> Acquire new information. <input type="checkbox"/> Help people overcome their challenges.	<input type="checkbox"/> Friendly <input type="checkbox"/> Decision maker <input type="checkbox"/> Helpful <input type="checkbox"/> Innovative/Inquisitive <input type="checkbox"/> Good listener	<input type="checkbox"/> English/Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Psychology	
6	<input type="checkbox"/> Work with numbers. <input type="checkbox"/> Work to meet a deadline. <input type="checkbox"/> Make predictions based on existing facts. <input type="checkbox"/> Have a clear set of rules to follow. <input type="checkbox"/> Analyze financial information and interpret it to others. <input type="checkbox"/> Handle money with accuracy and reliability. <input type="checkbox"/> Take pride in the way I dress and look.	<input type="checkbox"/> Trustworthy <input type="checkbox"/> Orderly <input type="checkbox"/> Self-confident <input type="checkbox"/> Logical <input type="checkbox"/> Methodical or efficient	<input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> Economics <input type="checkbox"/> Banking/Financial Services <input type="checkbox"/> Business Law	
7	<input type="checkbox"/> Be involved in politics. <input type="checkbox"/> Negotiate, defend, and debate ideas and topics. <input type="checkbox"/> Plan activities and work cooperatively with others. <input type="checkbox"/> Work with details. <input type="checkbox"/> Perform a variety of duties that may change often. <input type="checkbox"/> Analyze information and interpret it to others. <input type="checkbox"/> Travel and see things that are new to me.	<input type="checkbox"/> Good communicator <input type="checkbox"/> Competitive <input type="checkbox"/> Service minded <input type="checkbox"/> Well organized <input type="checkbox"/> Problem solver	<input type="checkbox"/> Government <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Foreign Language	
8	<input type="checkbox"/> Work under pressure. <input type="checkbox"/> Help sick people and animals. <input type="checkbox"/> Make decisions based on logic and information. <input type="checkbox"/> Participate in health and science classes. <input type="checkbox"/> Respond quickly and calmly in emergencies. <input type="checkbox"/> Work as a member of a team. <input type="checkbox"/> Follow guidelines precisely and meet strict standards of accuracy.	<input type="checkbox"/> Compassionate and caring <input type="checkbox"/> Good at following directions <input type="checkbox"/> Conscientious and careful <input type="checkbox"/> Patient <input type="checkbox"/> Good listener	<input type="checkbox"/> Biological Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Math <input type="checkbox"/> Health Sciences <input type="checkbox"/> English/Language Arts	

9	<input type="checkbox"/> Investigate new places and activities. <input type="checkbox"/> Work with all ages and types of people. <input type="checkbox"/> Organize activities in which other people enjoy themselves. <input type="checkbox"/> Have a flexible schedule. <input type="checkbox"/> Help people make up their minds. <input type="checkbox"/> Communicate easily, tactfully, and courteously. <input type="checkbox"/> Learn about other cultures.	<input type="checkbox"/> Tactful <input type="checkbox"/> Self-motivated <input type="checkbox"/> Works well with others <input type="checkbox"/> Outgoing <input type="checkbox"/> Slow to anger	<input type="checkbox"/> English/Language Arts/Speech <input type="checkbox"/> Foreign Language <input type="checkbox"/> Social Sciences <input type="checkbox"/> Marketing <input type="checkbox"/> Food Services	
10	<input type="checkbox"/> Care about people, their needs, and their problems. <input type="checkbox"/> Volunteer my services for the good of the community. <input type="checkbox"/> Listen to other people's viewpoints. <input type="checkbox"/> Help people be at their best. <input type="checkbox"/> Work with people from preschool age to old age. <input type="checkbox"/> Think of new ways to do things. <input type="checkbox"/> Make friends with different kinds of people.	<input type="checkbox"/> Good communicator/good listener <input type="checkbox"/> Caring <input type="checkbox"/> Non-materialistic <input type="checkbox"/> Uses intuition (instinct) and logic <input type="checkbox"/> Non-judgmental	<input type="checkbox"/> English/Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Family and Consumer Sciences <input type="checkbox"/> Finance <input type="checkbox"/> Foreign Language	
11	<input type="checkbox"/> Work with computers. <input type="checkbox"/> Reason clearly and logically to solve complex problems. <input type="checkbox"/> Use machines, techniques, and processes. <input type="checkbox"/> Read technical materials and diagrams and solve technical problems. <input type="checkbox"/> Adapt to change. <input type="checkbox"/> Play video games and figure out how they work. <input type="checkbox"/> Concentrate for long periods without being distracted.	<input type="checkbox"/> Logical/analytical thinker <input type="checkbox"/> See details in the big picture <input type="checkbox"/> Persistent <input type="checkbox"/> Good concentration skills <input type="checkbox"/> Precise and accurate	<input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Computer Technology <input type="checkbox"/> Communications <input type="checkbox"/> Graphic Design	
12	<input type="checkbox"/> Work under pressure or in the face of danger. <input type="checkbox"/> Make decisions based on my own observations. <input type="checkbox"/> Interact with other people. <input type="checkbox"/> Be in positions of authority. <input type="checkbox"/> Respect rules and regulations. <input type="checkbox"/> Debate and win arguments. <input type="checkbox"/> Observe and analyze people's behavior.	<input type="checkbox"/> Adventurous <input type="checkbox"/> Dependable <input type="checkbox"/> Community-minded <input type="checkbox"/> Decisive <input type="checkbox"/> Optimistic	<input type="checkbox"/> English/Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Social Studies <input type="checkbox"/> Law Enforcement <input type="checkbox"/> First Aid/First Responder	
13	<input type="checkbox"/> Work with hands and learn that way. <input type="checkbox"/> Put things together. <input type="checkbox"/> Do routine, organized and accurate work. <input type="checkbox"/> Perform activities that produce real, concrete results. <input type="checkbox"/> Apply math to work out solutions. <input type="checkbox"/> Use hand and power tools and operate equipment machinery. <input type="checkbox"/> Visualize objects in three dimensions from flat drawings.	<input type="checkbox"/> Practical <input type="checkbox"/> Observant <input type="checkbox"/> Physically active <input type="checkbox"/> Step-by-step thinker <input type="checkbox"/> Coordinated	<input type="checkbox"/> Math-Geometry <input type="checkbox"/> Chemistry <input type="checkbox"/> Trade and Industry Courses <input type="checkbox"/> Physics <input type="checkbox"/> English/Language Arts	
14	<input type="checkbox"/> Shop and go to the mall. <input type="checkbox"/> Be in charge. <input type="checkbox"/> Make displays and promote ideas. <input type="checkbox"/> Give presentations and enjoy public speaking. <input type="checkbox"/> Persuade people to buy products or to participate in activities. <input type="checkbox"/> Communicate my ideas to other people. <input type="checkbox"/> Take advantage of opportunities to make extra money.	<input type="checkbox"/> Enthusiastic <input type="checkbox"/> Competitive <input type="checkbox"/> Creative <input type="checkbox"/> Self-motivated <input type="checkbox"/> Persuasive	<input type="checkbox"/> English/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Business Education/Marketing <input type="checkbox"/> Economics <input type="checkbox"/> Computer Applications	
15	<input type="checkbox"/> Interpret formulas. <input type="checkbox"/> Find the answers to questions. <input type="checkbox"/> Work in a laboratory. <input type="checkbox"/> Figure out how things work and investigate new things. <input type="checkbox"/> Explore new technology. <input type="checkbox"/> Experiment to find the best way to do something. <input type="checkbox"/> Pay attention to details and be precise.	<input type="checkbox"/> Detail oriented <input type="checkbox"/> Inquisitive <input type="checkbox"/> Objective <input type="checkbox"/> Methodical <input type="checkbox"/> Mechanically inclined	<input type="checkbox"/> Drafting/Computer-Aided <input type="checkbox"/> Drafting <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Electronics/Computer <input type="checkbox"/> Networking <input type="checkbox"/> Technology Education	
16	<input type="checkbox"/> Travel. <input type="checkbox"/> See well and have quick reflexes. <input type="checkbox"/> Solve mechanical problems. <input type="checkbox"/> Design efficient processes. <input type="checkbox"/> Anticipate needs and prepare to meet them. <input type="checkbox"/> Drive or ride. <input type="checkbox"/> Move things from one place to another.	<input type="checkbox"/> Realistic <input type="checkbox"/> Mechanical <input type="checkbox"/> Coordinated <input type="checkbox"/> Observant <input type="checkbox"/> Planner	<input type="checkbox"/> Math <input type="checkbox"/> Trade and Industry Courses <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Economics <input type="checkbox"/> Foreign Language	

**Indicate your top three Clusters of Interest based on the number of checks in the survey:**

1	Agriculture, Food & Natural Resources	
2	Architecture & Construction	
3	Arts, A/V Technology & Communications	
4	Business Management & Administration	
5	Education & Training	
6	Finance	
7	Government & Public Administration	
8	Health Science	

9	Hospitality & Tourism	
10	Human Services	
11	Information Technology	
12	Law, Public Safety, Corrections & Security	
13	Manufacturing	
14	Marketing	
15	Science, Technology, Engineering & Mathematics	
16	Transportation, Distribution & Logistics	

# My Career Clusters

You identified your top two to three Career Clusters by completing the Career Clusters Interest Survey. Using pages 28-46 of the **Career Outlook** magazine, look up your top Career Clusters and find occupations that match your interests. List your top 2 or 3 Career Clusters below followed by 2 -3 occupations for each cluster you might be interested in learning more about.

Career Cluster Choice 1: \_\_\_\_\_

Occupations \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Career Cluster Choice 2: \_\_\_\_\_

Occupations \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Career Cluster Choice 3: \_\_\_\_\_

Occupations \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Career Cluster Choice 4: \_\_\_\_\_

Occupations \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Career Cluster Match

Explore the 16 Career Clusters on the following page. Match the grouping of occupations in the left-hand column with the Career Clusters in the right-hand column - matching the occupations to the Career Cluster you believe fits best. (Occupations may be linked to more than one cluster.)

The 16 Career Clusters can also be explored at: [www.RUReady.ND.gov](http://www.RUReady.ND.gov) .



## Match the occupations with the Career Cluster they fit best.

Occupations	Cluster #	Career Cluster
Photographer      Animator Art Director      Broadcast Technician Desktop Publisher		<b>1. Agriculture, Food &amp; Natural Resources</b> 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.
Emergency Management Director Funeral Attendant      Barber      Nanny		<b>2. Architecture &amp; Construction</b> Careers in designing, planning, managing, building and maintaining the built environment.
Fish and Game Officer Veterinarian      Biochemist Conservation Scientist		<b>3. Arts, A/V Technology &amp; Communications</b> Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Power Plant Operator      Jeweler Industrial Machinery Mechanic Fuels Processing Technician		<b>4. Business Management &amp; Administration</b> Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
Zoologist      Microbiologist      Statistician Industrial Engineer      Astronomer		<b>5. Education &amp; Training</b> Planning, managing and providing education and training services, and related learning support services.
Surveyor      Civil Engineer      Architect Security System Installer		<b>6. Finance</b> Planning, services for financial and investment planning, banking, insurance, and business financial management
Instructional Coordinator Elementary Teacher      Librarian Fitness Trainer      Counselor		<b>7. Government &amp; Public Administration</b> Planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
Aerospace Engineering Technician Automotive Body Repairer Logistics Manager      Crane Operator		<b>8. Health Science</b> Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
Eligibility Interviewer      Legislator Special Forces      Tax Examiner		<b>9. Hospitality &amp; Tourism</b> The management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
Legal Secretary      File Clerk Court Reporter      Medical Secretary Market Research Analyst		<b>10. Human Services</b> Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.
Data Warehousing Specialist Computer Systems Analyst Web Developer      Network Administrator		<b>11. Information Technology</b> Building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.
Travel Agent      Pastry Chef Barista      Tour Guide Food Service Manager		<b>12. Law, Public Safety, Corrections &amp; Security</b> Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
Radiologist      Dentist Hearing Aid Specialist      Nurse Assistant Athletic Trainer		<b>13. Manufacturing</b> 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.
Bank Teller      Insurance Adjustor Financial Analyst      Title Examiner		<b>14. Marketing</b> Planning, managing and performing marketing activities to reach organizational objectives.
Cashier      Sales Representative Marketing Manager Real Estate Broker		<b>15. Science, Technology, Engineering &amp; Mathematics</b> 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.
Lawyer      Security Guard Transportation Security Screener Firefighter      Social Worker		<b>16. Transportation, Distribution &amp; Logistics</b> Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

## Activity 4: Career Cluster and ND Career and Technical Education (CTE) Program Area Match

**Target Audience:** Grades 6-11

**Objective:** Students will:

- Explore CTE Program Areas related to top Career Clusters.
- Identify CTE Program Area(s) that correspond to top Career Cluster(s).
- Understand what a Career Pathway is and what occupations are related to the pathway.
- Identify occupations of interest related to Career Pathways.
- Explore course options that help prepare them for their occupations of interest.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard A:</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	<b>Career Management Goal 3:</b> Use accurate, current, and unbiased career information during career planning and management.	<b>CM3.K4:</b> Identify several ways to classify occupations. <b>CM3.A4:</b> Give examples of how occupational classification systems can be used in career planning. <b>CM3.R4:</b> Assess which occupational classification system is most helpful to your career planning.

**Resources and Materials:**

- **Career Outlook**, Career Clusters Interest Survey, pages 6-7, or Career Outlook User's Guide (COUG) Activity 3 completed - Career Clusters Interest Survey.
- **Career Outlook**, CTE Program Area Section, pages 10-27
- Activity 4 worksheet-Career Cluster and ND CTE Program Area Match
- Resources: Advance CTE - [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters) and [www.RUReady.ND.gov](http://www.RUReady.ND.gov) .

**Leading Questions and/or Comments:**

Career Clusters are groupings of occupations used as an organizing tool for curriculum design. Talk about the following:

- Today you will learn more about Career Clusters and which ND CTE Program Area offers courses that prepare you for the occupations that match your interests. Career and Technical Education (CTE) consists of eight program areas developed to provide students with the knowledge and skills they need to be prepared for college and career. Each program area includes instruction and pathways related to multiple "Career Clusters".
- You will also find Career Pathways under the Career Clusters that will help you narrow down your search for careers that match your interests. **How is a career pathway different from a career cluster?** Career pathways are groups of careers that are paired together based on tasks and duties performed on the job. Each career cluster has two to nine pathways. It's another way of grouping careers within a larger group, so you have less work to do!
- Each Career Pathway has unique careers, so knowing your interests will help you choose a pathway that will lead you to occupations that match your interests.
- ND CTE Program Areas offer courses for the occupations that are listed under a Career Pathway. It's important to know that the list of occupations is only a sample. There may be many more occupations that are part of the Career Pathway. Also, all schools do not offer every course that is listed as an option and are suggestions for electives that may help you prepare for the next step.

**Activities:**

Instruct students to do the following:

- Use the **Career Outlook** pages 10-27 and your Career Clusters Interest Survey results (top Career Clusters) to complete the worksheet.
- Follow the steps listed on page 10 and use the chart on page 11 to find the Program Area(s) that aligns with your top Career Clusters.

**Making Connections for Students:**

Say to the students:

- You identified your top two to three clusters in My Career Clusters-Activity 3. What occupations found in the Career Outlook (pages 28-46) are of the most interest to you within those clusters?

**Optional Activities:**

Explore more careers at [www.RUReady.ND.gov](http://www.RUReady.ND.gov) and [www.careertech.org/career-clusters](http://www.careertech.org/career-clusters).

# Career Cluster and ND Program Area Match Answer Sheet

## Using the Program Area Section

Before making a career decision, it makes more sense to start with interests and matching career clusters first before choosing a career pathway.

- If you haven't already, take the **Career Clusters Interest Survey** on pages 6-7. The results of this assessment can help you identify Career Cluster(s) that match YOU and is a great resource for getting started with career exploration and planning your high school courses. Use your top cluster(s) to plan your high school courses!

My top career cluster(s): \_\_\_\_\_

## Understand "career clusters" and "career pathways"

1. What is a Career Cluster? A grouping of careers that have a lot in common. Knowing your top cluster(s) can help you figure out careers based on your likes and dislikes.

2. How is a career pathway different from a career cluster? Career pathways are groups of careers that are paired together based on tasks and duties performed on the job. Each career cluster has two to nine pathways. It's another way of grouping careers within a larger group, so you have less work to do!

3. What is a CTSO? A career and technical student organization (CTSO) is a co-curricular group for students in Career and Technical Education pathways to further their knowledge and skills by participating in activities, events, and state and national competitions.

\*CTSOs put students in contact with others who share their career interests and develop citizenship, technical, leadership, and teamwork skills essential for students who are preparing for the workforce and further education. The experience is fun and can lead to lifetime relationships with future professional colleagues.

Using the chart of page 11 of the **Career Outlook**, find a program area that includes your top cluster. You may have more than one cluster that interests you, so doing research on more than one will increase your chances of finding the perfect career!

1. Program area(s) that match my top career cluster(s): \_\_\_\_\_

2. What CTSO(s) align with your top career cluster(s)? \_\_\_\_\_

Using pages 12-27 in the **Career Outlook**, find the program area that matches your career cluster(s). Look at the Career Cluster(s) and Pathways listed under the program area that interests you. Each pathway has several unique careers, so knowing your interests will help you choose a pathway.

1. Choose a ND CTE Program Area that includes your top career cluster(s): \_\_\_\_\_

2. Choose a career cluster under this program area: \_\_\_\_\_

3. Which career pathway interests you under this cluster? \_\_\_\_\_

4. Choose an occupation that interests you from the list of occupations listed under that career pathway: \_\_\_\_\_

5. What are some classes that you could consider under this career pathway? \_\_\_\_\_

## Career Cluster and ND Program Area Match

### Using the Program Area Section

Before making a career decision, it makes more sense to start with interests and matching career clusters first before choosing a career pathway.

- If you haven't already, take the **Career Clusters Interest Survey** on pages 6-7. The results of this assessment can help you identify Career Cluster(s) that match YOU and is a great resource for getting started with career exploration and planning your high school courses. Use your top cluster(s) to plan your high school courses!

My top career cluster(s): \_\_\_\_\_  
\_\_\_\_\_

### A. Understand “career clusters” and “career pathways”

What is a Career Cluster? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. How is a career pathway different from a career cluster? \_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. What is a CTSO\*? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\***CTSOs** put students in contact with others who share their career interests and develop citizenship, technical, leadership, and teamwork skills essential for students who are preparing for the workforce and further education. The experience is fun and can lead to lifetime relationships with future professional colleagues.

**B. Using the chart of page 11 of the *Career Outlook*, find a program area that includes your top cluster.** You may have more than one cluster that interests you, so doing research on more than one will increase your chances of finding the perfect career!

1. Program area(s) that match my top career cluster(s): \_\_\_\_\_  
\_\_\_\_\_
2. What CTSO(s) align with your top career cluster(s)? \_\_\_\_\_  
\_\_\_\_\_

**C. Using pages 12-27 in the *Career Outlook*, find the program area that matches your career cluster(s).** Look at the Career Cluster(s) and Pathways listed under the program area that interests you. Each pathway has several unique careers, so knowing your interests will help you choose a pathway.

1. Choose a ND CTE Program Area that includes your top career cluster(s): \_\_\_\_\_  
\_\_\_\_\_
2. Choose a career cluster under this program area: \_\_\_\_\_
3. Which career pathway interests you under this cluster? \_\_\_\_\_  
\_\_\_\_\_
4. Choose an occupation that interests you from the list of occupations listed under that career pathway:  
\_\_\_\_\_
5. What are some classes that you could consider under this career pathway? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Activity 5: What are My Work Values?

**Target Audience:** Grades 9-12

**Objective:** The students will:

- Complete a work values inventory.
- Identify their top three work values.
- Connect their work values to compatible occupations.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard C:</b> Students will understand the relationship between personal qualities, education, training and the world of work.	<b>Personal/Social Goal 1:</b> Develop understanding of yourself to build and maintain a positive self-concept.	<b>PS1.K4:</b> Identify your work values/needs. <b>PS1.A4:</b> Demonstrate behavior and decisions that reflect your work values/needs. <b>PS1.R4:</b> Assess how your work values/needs are reflected in your career goals.

**Resources and Materials:**

- Career One Stop – under Explore Careers - Self-Assessment- Choose Work values. Go to: <https://www.careeronestop.org/ExploreCareers/Assessments/work-values.aspx>
- What are My Work Values? activity sheet
- **Career Outlook**, Occupational Section, pages 28-46
- Results from Activity 2 - Personality Plus (or Career Outlook – Discover Your Personality Type pages 8 and 9).
- Results from Activity 3 - Career Clusters Interest Survey (or **Career Outlook** - Career Cluster Interest Survey pages 6-7).

**Leading Questions and/or Comments:**

This is an informal approach to work values. It should be used as an introduction, not as a diagnostic tool. Discuss the meaning of work values with the students. Explain that the value will have a direct relationship to the type of work that you will find satisfying, the environment that is best for you, and the type of people with whom you will spend most of your waking hours. Knowing yourself will allow you to seek opportunities that will fulfill you most effectively and enable you to do your best.

Talk about the following:

- Do personal values and work values differ? If so, in what way?
- Explain that our values help us make decisions – in our personal lives and in the workplace. Values also help us to decide what kind of work we might like to do.

**Activities:**

Instruct students to do the following:

Instruct students to do the following:

- Have the students go to Career One Stop – under Explore Careers - Self-Assessment- Choose Work values. Go to: <https://www.careeronestop.org/ExploreCareers/Assessments/work-values.aspx> and read about values and choosing work that reflects your values for career satisfaction.
- Have the students take the [Work Values Matcher](#) to help them rank the 6 universal work values. The **Work Values Matcher** results creates a chart of work values from most important to least important and matches them to careers that use that align with their work values. Instruct the students to expand the top 2 or 3 values in the chart to learn more about that value.
- Have the students click on the “Learn more about...” at the bottom of each value to learn more.
- Then have students click on “See the list of careers that highlight the value of ...” Students can explore their list of matching careers (based on education). Have students list careers that interest them from these lists on their worksheet.
- Next, have students complete the ‘What are My Work Values?’ activity sheet by prioritizing the values listed in the order of most importance.

- Have students answer the question, “What does this say about what you prefer in your work life?” and “What are your top three work values?”
- Have students report their results from lesson 2 and 3.
- Considering your top three work values, identify three compatible occupations in the blanks provided.
- How can knowing your work values benefit you in a work environment?

### **Making Connections for Students:**

Say to the students:

Now that you know what you value in your work environment, let’s review together how knowing this will help you find compatible occupations. Tell me about how knowing your work values can benefit you in a work environment.

### **Optional Activities:**

Have students:

- Use **RUReady.ND.gov** to complete the Work Values Sorter and research careers with these work value characteristics.
- Research any occupations they may be interested in exploring further.

## What are My Work Values?

Job satisfaction comes from having a job that meets your expectations and satisfies your needs. The list below includes a number of items that people want or value in their job. Not all of these values are met each day. Choosing an occupation that meets **MOST** of your work values is important.

### Directions:

- Think about what you want from a job.
- Look at the values listed below.
- **Prioritize the Work Values** according to what is **most important** to you.
  - Label each, with **1** being the most important and **6** being the least important.

Rank	Work Value and Description
	<b>ACHIEVEMENT</b> If ACHIEVEMENT is your highest value, look for jobs that will utilize <b>your best abilities</b> . Seeing the results of your work will give you a <b>sense of accomplishment</b> . You want to <b>become an expert</b> in your field.
	<b>INDEPENDENCE</b> If you value INDEPENDENCE, you'll want to find work that allows you to <b>work on your own</b> and express your <b>creativity</b> . Work that gives you the chance to <b>make decisions</b> and <b>take responsibility</b> will be most satisfying. You want to determine how to accomplish work goals with very <b>little supervision</b> .
	<b>RECOGNITION</b> If you value RECOGNITION, look for jobs that give you a chance to <b>move up the ladder</b> and to <b>lead others</b> . Jobs that offer <b>status and authority</b> will be very satisfying. You want to be <b>publicly recognized</b> for the high quality of your work.
	<b>RELATIONSHIPS</b> If RELATIONSHIPS are a high value, you'll want a job with friendly co-workers where you can be of <b>service to others</b> . A job that reinforces your sense of right and wrong will be most satisfying. You want to work as a <b>team member</b> to accomplish common goals.
	<b>SUPPORT</b> If you value SUPPORT, it's important to find a job in which your <b>employer stands up for you</b> and your co-workers, and <b>management is considerate, competent and fair</b> . You'll be most satisfied if you're comfortable with both the <b>technical and personal supervision</b> and support offered. You can work under pressure, but only if you have <b>resources to meet organizational goals</b> .
	<b>WORKING CONDITIONS</b> <b>Good pay, job security, and a comfortable work environment</b> are important to you if you value WORKING CONDITIONS. Do you like to work alone or closely with others? Do you like to stay busy, or maybe you enjoy a variety of things to do on the job? Knowing your "work style" and finding conditions that <b>support your style</b> will be most satisfying. In addition, you appreciate having <b>predictable job duties</b> .

What does this say about what you prefer in your work life?

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What are your top three work values?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**What is your Holland Code?** (Personality Plus activity lesson 2)

<b>Artistic</b>	<b>Conventional</b>	<b>Enterprising</b>	<b>Investigative</b>	<b>Realistic</b>	<b>Social</b>
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**What are your top 3 Career Clusters?** (My Career Clusters activity lesson 3)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Using the results of the Career One Stop Work Values Matcher list 3-5 careers that align with your work values.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Using the *Career Outlook* pages 28-46 find your top career clusters pages. Look for occupations that include your top interest areas. List 3-5 occupations that would match your interests, top clusters and work values.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**How can you know your work values benefit you in a work environment?**

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Adapted from: Fincher's Technology Site, Carbon Schools

## Activity 6: Rate My Workplace Skills

**Target Audience:** Grades 10-12

**Objective:** The students will:

- Rate their workplace skills.
- Recognize the skills they already have.
- Identify the areas they need to improve in order to be successful.
- Relate their skills to skills employers look for in employees.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard A:</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	<b>Career Management Goal 4:</b> Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.	<b>CM4.K1:</b> Describe academic, occupational, and general employability skill <b>CM4.A1:</b> Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment. <b>CM4.R1:</b> Assess your academic, occupational, and general employability skills and enhance them as needed for your employment. <b>CM4.K3:</b> Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability) are important to success in school and employment. <b>CM4.A3:</b> Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability). <b>CM4.R3:</b> Evaluate your general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability).

### Resources and Materials:

Resources and Materials:

- Career One Stop-Explore Careers-Self-Assessment-Skills Assessment-Go to: <https://www.careeronestop.org/ExploreCareers/Assessments/skills.aspx>
- Rate My Workplace Skills activity sheet
- **Career Outlook**-Occupations Section pages 28-46.
- Results from Activity 3 - Career Clusters Interest Survey (or **Career Outlook** - Career Cluster Interest Survey pages 6-7).
- Results from Activity 2 - Personality Plus (or Career Outlook – Discover Your Personality Type pages 8 and 9).

### Leading Questions and/or Comments:

Ask students for skills they know, and list them on the board. Explain and discuss “skills.” One definition of a skill that is used in career development is “a goal-directed behavior that has been or can be strengthened through practice.” Tell the students:

- We all have skills.
- Often, skills seem so natural to us, we take them for granted.
- Sometimes you have a skill that you do over and over and it becomes something you are really good at doing.

**Activities:**

Instruct students to do the following:

- Have the students go to Career One Stop-Explore Careers-Self-Assessment-Skills Assessment <https://www.careeronestop.org/ExploreCareers/Assessments/skills.aspx> and read about the skills needed for employment, Technical Skills and Soft Skills.
- Have the students take the [Skills Matcher](#) to help them identify their skills. The **Skills Matcher** results creates a list of their skills and matches them to careers that use those skills. Instruct students to click on the “See your full list of skills” on the left for their skills list. Students can explore their list of matching careers.
- Rate your workplace skills using the Rate Your Workplace Skills activity sheet.
- Identify which workplace skills you need to work on for your career goal. Think about how others would rate your skills and if it would be similar to how you rated yourself.
- Use the list of workplace skills to develop 5 interview questions an employer would ask a potential employee during a job interview.
- Complete the chart on page 3 of the activity sheet using results from your Career Cluster Survey, Personality Plus activity, and Skills Matcher list of matching careers.

**Making Connections for Students:**

Ask the students:

- Understanding how employers are looking at workplace skills, how can this information help you succeed as you enter the job market?
- How can employees be valuable assets to businesses?
- If robots or computers are more accurate in doing many tasks, how can employees avoid being replaced?

**Optional Activities:**

Have students:

- Practice interviewing each other using the questions they have developed and focusing primarily on workplace skills.
- Use [www.RUReady.ND.gov](http://www.RUReady.ND.gov) to journal in their portfolio what they will do to improve the skills they have identified as important to their career goal.
- Use other resources from the Career One Stop site to help students explore their skills and careers.



## Rate My Workplace Skills

Employers look for employees who have the skills and traits they need to help their business or organization be successful. Employees that have the necessary personal skills to do their job well, do much better at getting and keeping their jobs.

1. Go to: <https://www.careeronestop.org/ExploreCareers/Assessments/skills.aspx> a Career One Stop-Explore Careers-Self-Assessment-Skills Assessment and take the [Skills Matcher](#) to help you identify your skills. Your **Skills Matcher** results will provide you with a list of careers that match your skills. You can also view your skills list by clicking on the "See your full list of skills" on the left.
2. **Rate your ability level** for each workplace skill below. Give each skill a rating from 1 to 5, **1 being the lowest** and **5 the highest**. Put a checkmark in the last column if this skill would be important for your career plan indicating if you need to work on this skill.

Skill	Low 1	2	3	4	High 5	Need to Work on for My Career Plan
1. Written Communication	1	2	3	4	5	<input type="checkbox"/>
2. Verbal Communication	1	2	3	4	5	<input type="checkbox"/>
3. Enthusiasm	1	2	3	4	5	<input type="checkbox"/>
4. Flexibility	1	2	3	4	5	<input type="checkbox"/>
5. Leadership	1	2	3	4	5	<input type="checkbox"/>
7. Eager to Work	1	2	3	4	5	<input type="checkbox"/>
8. Desire to Succeed	1	2	3	4	5	<input type="checkbox"/>
9. Honesty	1	2	3	4	5	<input type="checkbox"/>
10. Respect for Others of All Ages	1	2	3	4	5	<input type="checkbox"/>
11. Sure of Self	1	2	3	4	5	<input type="checkbox"/>
12. Personal Grooming	1	2	3	4	5	<input type="checkbox"/>
12. Reliable	1	2	3	4	5	<input type="checkbox"/>
13. Reason and Problem Solve without Help	1	2	3	4	5	<input type="checkbox"/>
14. Ability to Learn New Things	1	2	3	4	5	<input type="checkbox"/>
15. On Time	1	2	3	4	5	<input type="checkbox"/>
16. Creative	1	2	3	4	5	<input type="checkbox"/>
17. Make Decisions	1	2	3	4	5	<input type="checkbox"/>
18. Team Player	1	2	3	4	5	<input type="checkbox"/>
19. Responsible	1	2	3	4	5	<input type="checkbox"/>
20. Reading Ability	1	2	3	4	5	<input type="checkbox"/>
21. Comprehension	1	2	3	4	5	<input type="checkbox"/>
22. Listening Ability	1	2	3	4	5	<input type="checkbox"/>
23. Writing Ability	1	2	3	4	5	<input type="checkbox"/>
24. Computer Skills	1	2	3	4	5	<input type="checkbox"/>

- A. Discuss how a teacher would rate your skills? A supervisor?
- B. Think about how others perceive you and look at your skills realistically. We all need to work on something. Try to work on what is important to your career goal today!

List the top 3 workplace skills that you need to work on the most to achieve your career goal.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- C. Look at the workplace skills in the checklist on the previous page to write 5 interview questions an employer could ask a potential employee during a job interview.

Interview Question 1:

Interview Question 2:

Interview Question 3:

Interview Question 4:

Interview Question 5:

Use the results from the Career Clusters Interest Survey and the Skills Matcher to fill in the charts:

Top 3 Career Clusters	Careers that interest me in this cluster

Choose 2 of the careers above. Using the **Career Outlook** Occupations Section, pages 28-46 and the results of the Skills Matcher and the workplace skills list above to complete the chart.

Career Choice	Career _____	Career _____
Cluster		
Career Cluster Pathway		
Holland Type		
Related Occupations		
ND Earnings: Average Wages		
Number Employed in ND		
Occupational Traits (Bright Outlook, High Skill, Top 100, High Wage, High Demand, Energy, Military)		
Top 3 skills do you think you need to be successful in this career?		

## Activity 7: Career Outlook Occupation Section Search

**Target Audience:** Grades 7-12

**Objective:** The students will:

- Complete the **Career Outlook** Occupational Section Search to become familiar with how to use this section of the magazine.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard B:</b> Students will employ strategies to achieve future career goals with success and satisfaction.	<b>Career Management Goal 3:</b> Use accurate, current, and unbiased career information during career planning and management.	<b>CM3.K2:</b> Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available. <b>CM3.A2:</b> Demonstrate the ability to use different types of career information (i.e., occupational, educational, economic, and employment) to support career planning. <b>CM3.R2:</b> Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.

**Resources and Materials:**

- **Career Outlook** Occupation Section Search activity sheet
- **Career Outlook**
- Results from Activity 2 - Personality Plus (or Career Outlook – Discover Your Personality Type pages 8 and 9).
- Results from Activity 3 - Career Clusters Interest Survey (or **Career Outlook** - Career Cluster Interest Survey pages 6-7).

**Leading Questions and/or Comments:**

This worksheet is designed to walk students through the Occupational Section of the **Career Outlook** magazine to familiarize them with this section of the publication. Talk about the following:

- The occupational and related information in the **Career Outlook** is broken into sixteen Career Clusters. You are encouraged to use the Career Clusters Interest Survey located on pages 6 and 7 of the Career Outlook, in Activity 3 – My Career Clusters, or in RUReady.ND.gov to help identify the cluster or clusters most closely related to your personal preferences and interests.
- To find your Holland Type (code) use the 'Discover Your Personality Type' survey in the **Career Outlook** on pages 8-9, Activity 2 – Personality Plus survey, or the Interest Profiler or Career Key in RUReady.ND.gov.

**Activities:**

Instruct students to do the following:

- Complete the **Career Outlook** Occupational Section Search activity sheet.

**Making Connections for Students:**

Ask the students:

- Now that you are somewhat familiar with this career resource, how can you make it work for you?

**Optional Activities:**

Have students:

- Research occupations they may be interested in exploring further in [www.RUReady.ND.gov](http://www.RUReady.ND.gov).

Name \_\_\_\_\_

## **Career Outlook Occupational Section Search**

A. Answer the following questions using the information on pages 28 in the **Career Outlook**.

1. What is an 'Occupational Title/Description'? \_\_\_\_\_  
\_\_\_\_\_
2. What is a 'Career Cluster Pathway'? \_\_\_\_\_  
\_\_\_\_\_
3. What is your Holland Code? (Your results from 'Discover Your Personality' page 8 in the **Career Outlook** or Personality Plus Activity 2 worksheet results.) \_\_\_\_\_  
\_\_\_\_\_
4. What is a 'Related Occupation'? \_\_\_\_\_  
\_\_\_\_\_
5. What is the ND average (mean) wage? \_\_\_\_\_  
\_\_\_\_\_
6. Occupational Trait(s)
  - a. What does Top 100 mean? \_\_\_\_\_  
\_\_\_\_\_
  - b. What does Bright Outlook mean? \_\_\_\_\_  
\_\_\_\_\_
  - c. What is **High Wage**? \_\_\_\_\_
  - d. What is **High Skill**? \_\_\_\_\_
  - e. What does **Energy** stand for? \_\_\_\_\_
  - f. What does **Military** mean? \_\_\_\_\_

B. Identify your top three clusters of interest using the results of the Career Cluster Interest Survey from the chart at the bottom of page 9 of the **Career Outlook** or results from My Career Clusters-Activity 3 -Career Cluster Interest Survey or if you haven't completed the survey you can also find it on pages 6-7 of the **Career Outlook**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C. Using pages 28-46 of the **Career Outlook** find your top career cluster and **choose one occupation** of interest from the list of careers under that cluster.

1. Occupation from top cluster \_\_\_\_\_
2. Describe the occupation \_\_\_\_\_  
\_\_\_\_\_

3. What is the Career Cluster Pathway for this occupation? \_\_\_\_\_

4. What is the Holland Type (Code) for this occupation? \_\_\_\_\_

a. Describe this Holland Code (See page 9 or 28 in the **Career Outlook**.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Name two related occupations.

1. \_\_\_\_\_

2. \_\_\_\_\_

6. How many people were employed in ND in 2021 in this occupation? \_\_\_\_\_

7. What was the ND average (mean) wage for this occupation? \_\_\_\_\_

8. a. Is this a **Top 100** occupation? ☐ Yes ☐ No

b. Is this a **Bright Outlook** occupation? ☐ Yes ☐ No

c. Is this occupation **High Wage**? ☐ Yes ☐ No

d. Is this occupation **High Skill**? ☐ Yes ☐ No

e. Is this an **Energy** occupation? ☐ Yes ☐ No

f. Does the **Military** offer this occupation? ☐ Yes ☐ No

9. What level of education does this occupation require?

- ☐ High School Diploma  
☐ Certificate or Associate's Degree  
☐ Bachelor's Degree or Higher

10. Are you interested in attending college in North Dakota? List at least 2 colleges in ND you might be interested in attending.

1. \_\_\_\_\_

2. \_\_\_\_\_

What is the cost for one year at each school you chose? (See page 63.)

1. \_\_\_\_\_ \$ \_\_\_\_\_

2. \_\_\_\_\_ \$ \_\_\_\_\_

**\*Learn more at RUReady.ND.gov**



## Activity 8: Great Careers Start in School

**Target Audience:** Grades 9-12

**Objective:** Students will:

- Research the relationship of a subject area to an occupational choice.
- Create a presentation (posters or PowerPoint) to show how a subject area is related to occupations.

**Resources and Materials:**

- Great Careers Start in School activity sheet
- **Career Outlook** Occupational Section - pages 28-46
- Groups of 2-4 students
- Completed Activity 7 student worksheet

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard C:</b> Students will understand the relationship between personal qualities, education, training and the world of work.	<b>Educational Achievement Goal 1:</b> Attain educational achievement and performance levels needed to reach your personal and career goals.	<b>ED1.K7:</b> Recognize that your educational achievement and performance can lead to many workplace options. <b>ED1.A7:</b> Show how your educational achievement and performance can expand your workplace options. <b>ED1.R7:</b> Assess how well your educational achievement and performance will transfer to the workplace.

**Leading Questions and/or Comments:**

- Before the groups begin the activity, be sure to go over the criteria on how to use the **Career Outlook** Occupational Section on page 28 and completed Activity 7 with the students.
- Direct students to the career cluster sections that match most closely with the skills you teach and occupational descriptions to gain information about careers that may be related to your subject area.

**Activities:** In groups of 2, 3 or 4 (depending on the size of your class), have groups explore occupations that may use skills related to this class. Refer to pages 28-46 in the **Career Outlook** Occupational Section.

- Select 10 occupations related to a favorite subject (e.g., Math, Science, Family and Consumer Sciences, Information Technology). Fill in the chart with the Career Cluster Pathway, Holland Type (code), Related Occupations, ND Average Wage, Top 100, Bright Outlook, High Demand, High Skill, Energy, Military ratings information for each occupation.
- On page 2 explain briefly how each occupation you chose is related to this class.
- Select three occupations from your list and create a PowerPoint slide or poster for each occupation using the criteria on the activity sheet.
- Each group will contribute slides/posters to the presentation, including everyone's Great Careers in \_\_\_\_\_ (e.g., Math, Science, Family and Consumer Sciences, Information Technology...).
- Watch the presentations as a class.

**Making Connections for Students:** Following the class presentation, ask students if they noticed any common trends with the information presented? For example, were a lot of the occupations high skill, high wage and/or high demand? Discuss similarities and differences of the occupations with the class.








**Optional Activities:** Present the information to other classes to promote occupations/careers in your subject matter.

Name \_\_\_\_\_

## Great Careers Start in School

**Favorite Class/Subject:** \_\_\_\_\_

**Directions:** Using the Occupational Section (page 28-46) of the *Career Outlook* as your resource, select 10 occupations that are related to this subject area or would use skills that have been taught in this class.

Occupation	Career Cluster Pathway  Holland Type (code)	Related Occupations	Number Employed in ND 2021  ND Average (Mean) Wage 2021	<b>Occupational Traits</b>  Top 100  High Demand  Bright Outlook  High Wage  High Skill  Energy  Military
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

<b>Explain how each occupation on the previous page is related to your favorite class/subject area:</b>	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Pick three occupations from your list and create a PowerPoint slide or poster for each occupation that includes the following:

- The occupation title and a brief description that provides a general idea of the tasks associated with the occupation.
- Pictures and or graphics of the occupation to SELL this career.
- The type of training required for this career.
- Related Occupations.
- Bright Outlook (high demand).
- High Wage, High Skill, Energy, Military.
- North Dakota Earnings Outlook-Annual Entry Wage/Annual Average Wage.
- Each slide should clearly present a positive outlook for this career.

Your slides or posters will be part of a presentation so all can learn about a variety of careers.

## Activity 9: What Does School Have to Do with a Real Job?

**Target Audience:** Grades 9-12

**Objective:** The students will:

- Connect skills that are used in school with those used in the work force.
- Identify school activities that help prepare them for the workplace.

**Resources and Materials:**

- What Does School Have to Do with A Real Job? activity sheet
- **Career Outlook** articles:
  - Job Service North Dakota, page 59
  - Finding a Job & Getting Work Experience, page 49

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard A:</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	<b>Educational Achievement Goal 1:</b> Attain educational achievement and performance levels needed to reach your personal and career goals.	<b>ED1.K1:</b> Recognize the importance of educational achievement and performance to the attainment of personal and career goals. <b>ED1.A1:</b> Demonstrate educational achievement and performance levels needed to attain your personal and career goals. <b>ED1.R1:</b> Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.

**Leading Questions and/or Comments:**

This lesson will help in showing students that the skills they develop in school matter in their future workplace setting.

Ask the following:

- What do you think school has to do with a real job? List their responses on the board.
- How many of you have a part time job? Identify some of the work skills that you have learned on the job.

**Activities:**

Instruct students to do the following:

- Complete the skills chart on the activity sheet.
- When everyone has completed the chart, read a skill and ask students to share how that skill is used at school and in the workplace. They can use their chart as a guide in providing this information.

**Making Connections for Students:**

Go over the discussion questions that are at the end of the activity sheet with the class. When finished, students should write their ideas, plans or goals in the space provided.

**Optional Activities:**

Invite a Job Service representative to come to your class to discuss what skills employers are looking for when they are hiring employees. Use the **Career Outlook** as a resource to find the Job Service office near you.

## What Does School Have to Do with a Real Job?

Have you ever asked yourself that question? Many of the skills you learn in high school do apply to what you will be doing day-to-day in a real job.

- For reference use **Career Outlook** articles:
  - Job Service North Dakota, page 59
  - Finding a Job & Getting Work Experience, page 49

For each of the following skills, write how each one is used at school and at work.

Skill	How is this skill used at school?	How is this skill used at work?
Meeting Deadlines		
Expressing Yourself Verbally		
Being Dependable		
Remembering		
Expressing Yourself in Writing		
Listening		
Working Independently		
Taking Notes		
Making Decisions		
Solving Problems		
Working as a Team		
Negotiating		

<b>Being Motivated</b>		
<b>Leading Others</b>		
<b>Communication</b>		
<b>Being on Time</b>		

### **Discuss the following in class:**

1. How can extracurricular activities help you develop these skills?
2. How can planning and implementing a class event, like prom or a class fundraiser, help in developing these skills?
3. Which skills in the above list can you learn through doing activities like helping with family chores or household duties? Identify two.
4. Why is it in your best interest to work on the above skills in high school?

## Activity 10: Employment Outlook

**Target Audience:** Grades 7-12

**Objective:** Students will:

- Locate a variety of careers in the **Career Outlook**.
- Explore the average wage and demand for a variety of careers.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard B:</b> Students will employ strategies to achieve future career goals with success and satisfaction.	<b>Career Management Goal 3:</b> Use accurate, current, and unbiased career information during career planning and management.	<b>CM3.K2:</b> Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available. <b>CM3.A2:</b> Demonstrate the ability to use different types of career information (i.e., occupational, educational, economic, and employment) to support career planning. <b>CM3.R2:</b> Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.

**Resources and Materials:**

- **Career Outlook**, How to Use the Occupational Section, page 28
- Occupational Section, pages 28-46
- Employment Outlook activity sheet

**Leading Questions and/or Comments:**

This activity is designed to encourage students to seek and explore various career options listed in the **Career Outlook**. Students will look at North Dakota Employment, and North Dakota Earnings of various careers. They will also look at Top 100, Bright Outlook, High Demand, High Skills, High Wage, Energy, and Military careers in North Dakota.

Do the following:

- Review the meaning of the information in the charts on the activity sheet prior to the students doing this activity. The chart information is also on page 28 of the Career Outlook.
- Encourage questions and further exploration throughout the activity.

**Activities:**

Instruct students to do the following:

- Answer the questions on the Employment Outlook activity sheet using the **Career Outlook** Occupational Section, pages 28-46, as a reference.

**Making Connections for Students:**

Encourage the students to dig for the information in the **Career Outlook**. Exploring what is listed in each cluster and looking at wage and employment information of occupations can be valuable to students as they explore their options.

**Optional Activities:**

Have students:

- Explore more about labor market information at:
  - [www.RUReady.ND.gov](http://www.RUReady.ND.gov)
  - [www.jobsnd.gov](http://www.jobsnd.gov) and click on Labor Market Information.

## Employment Outlook

**Directions:** Use pages 28-46 of the **Career Outlook** to help you complete the following questions. Find the location of occupation titles in the **Occupational Section Directory on page 29**.

### Employment in North Dakota

**ND Employment** indicates the **number of persons employed** in this occupation in North Dakota.

**ND Average (mean) Wages** - Estimated total wages of an occupation divided by its employment.

*The salaries shown reflect a 40-hour work week for many occupations. Be aware it is possible to earn a considerably higher salary in those occupations where overtime wages are paid.*

A. List three occupations that have a **Bright Outlook** in North Dakota:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. List three occupations that are **below average or declining in growth** in North Dakota (no Bright Outlook):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C. List three occupations that require an **associate degree or less** that have a **Bright Outlook** in North Dakota:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

D. Under **Information Technology**, list the average wage for **Web and Digital Interface Designers**:

Average Wage: \_\_\_\_\_

E. Under **Health Science**, list the **average wage** for **Respiratory Therapists**:

Average Wage: \_\_\_\_\_

F. How many **Veterinarians** were employed in North Dakota in 2021?

Total Employed: \_\_\_\_\_

G. What is the **average wage** in North Dakota for **Accountants and Auditors**?

Average Wage: \_\_\_\_\_

Do **Accountants and Auditors** have a **Bright Outlook**? \_\_\_\_\_



H. Which had a higher **average wage** in 2021, an **Transportation, Storage, and Distribution Managers** or a **Commercial Pilot**? \_\_\_\_\_

Which one employed more people in 2021 in ND? \_\_\_\_\_

I. What is the **average wage** for each of the following:

**Architectural and Civil Drafter** \_\_\_\_\_

**Optometrist** \_\_\_\_\_

**Paralegals and Legal Assistants** \_\_\_\_\_

**Fitness Trainer** \_\_\_\_\_

J. Which of the occupations listed above, in question "I", had the most people employed in 2021 in ND?

\_\_\_\_\_

K. What is the **average wage** for a **Marketing Manager**?

Average Wage: \_\_\_\_\_

L. Name three occupations listed in the **Finance** Cluster that have all 3 of the Occupational Traits of **Top 100, Bright Outlook and High Demand**.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

M. Name **four types of engineers**. (Find in the Science, Technology, Engineering, and Mathematics Cluster).

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

N. Find **Graphic Designer**. What do they do? \_\_\_\_\_






\_\_\_\_\_

What is their average wage? \_\_\_\_\_

Do you think this is a growing career? ☐ Yes ☐ No

Why or why not? \_\_\_\_\_

\_\_\_\_\_

Occupational Trait(s)	
	<b>Top 100</b> - North Dakota Occupational Demand Rankings reveal the greatest opportunities for job seekers in North Dakota's labor market. Occupational demand rankings are determined by an occupation's demand score, which is calculated using inputs related to current demand, short-term demand, and long-term demand.
	<b>Bright Outlook</b> – 'Bright Outlook' occupations are those with a 2020 base-year employment estimate of 100 or greater and a projected numeric change of at least 50 or greater or a projected growth rate of at least 20 percent or greater. The 'Bright Outlook' designation does not take occupational wage levels into account, only projected employment growth or growth rates.
	<b>High Wage</b> - North Dakota entry annual salary at least \$65,000.
	<b>High Skill</b> - Occupation requires at least one year of post high school education or training.
<b>E</b>	<b>Energy</b> – Energy occupation in North Dakota.
<b>HD</b>	<b>High Demand</b> - High demand highlights a group of diverse occupations adding the largest number of new jobs over the projections period, 2020-2030.
	<b>Military</b> – Occupation exists in the military.

Use the chart above to answer the following questions and occupational information from pages 28-46 or the **Career Outlook**:

O. Is **Elementary School Teacher** a "**Bright Outlook**" occupation? ☐ Yes ☐ No

P. Name three **High Wage** careers in the **Manufacturing** Cluster.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Q. Name three **Bright Outlook** careers in the **Health Science** Cluster.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

R. Name three **High Skill** careers in the **Transportation, Distribution & Logistics** Cluster.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

S. Find three occupations that exist in the **Military**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

T. List occupations that are **Energy** occupations in North Dakota.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

U. Name five **Top 100** occupations in North Dakota.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Activity 11: What Are My Career Options?

**Target Audience:** Grades 10-12

**Objective:**

The students will:

- Examine career possibilities that are available to them.
- Research agencies and organizations that provide decision making resources for career planning.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard B:</b> Students will employ strategies to achieve future career goals with success and satisfaction.	<b>Career Management Goal 2:</b> Use a process of decision-making as one component of career development.	<b>CM2.K4:</b> Identify alternative options and potential consequences for a specific decision. <b>CM2.A4:</b> Show how exploring options affected a decision you made. <b>CM2.R4:</b> Assess how well you explore options when making decisions.

**Resources and Materials:**

- **What Are My Career Options** - activity sheet
- **Career Outlook**

**Leading Questions and/or Comments:**

Say to the students:

- You each have many options available to you as you consider your career goal.
- We will look at a variety of options by reading articles in the *Career Outlook*. This will give you a better idea of what is available.

**Activities:**

Instruct students to do the following:

Read each of the following articles/ads in the *Career Outlook*. (Students may do this individually or in groups)

- Page 59, Job Service North Dakota
- Page 55, Why Choose a NDUS School and ND University System Admission Requirements
- Page 54, NDUS Distance Education Courses & ND Center for Distance Education
- Pages 56-57, North Dakota Army National Guard/military option
- Page 63, North Dakota Postsecondary Programs 2022-23 Estimated On-Campus Budgets
- Use the **What Are My Options** worksheet to record any positive or negative aspects that would affect your personal decisions as you read.

**Making Connections for Students:**

Say to the students:

- Choosing which option will work for you is a personal decision. Weighing the possibilities to see which option best suits your financial situation, time commitment to school and other personal preferences needs to be considered.

**Optional Activities:**

Have students:

- Explore their options further using additional resources such as RUReady.ND.gov, and the North Dakota University System websites at [www.ndus.edu](http://www.ndus.edu).
- Go to **Insights.nd.gov** is the state's official source for information about public education across North Dakota. You can find more in-depth information on ND CTE Program Areas career pathways, ND public colleges and institutions, degree and program offerings, and ND occupations.
- Use Activity 15, My Career Plan, to assist them in further developing their plan.

## What Are My Career Options?

Use this worksheet and the **Career Outlook** to work through the various career options available to you as you work toward a career goal. Consider costs, employment trends, outlook, and requirements for each option. Study each option and record any positive or negative aspects that would affect your personal decisions as you read the following **Career Outlook** articles/ads:

- Page 59, Job Service North Dakota
- Page 55, Why Choose a NDUS School?
- Page 55, ND University System Admission Requirements
- Page 54, NDUS Distance Education Courses & ND Center for Distance Education
- Pages 56-57, North Dakota Army National Guard/military option
- Page 63, North Dakota Postsecondary Programs 2022-23 Estimated On-Campus Budgets

On the Job Training/Work		2-Year School	
<b>Positives</b> (e.g., can go to work right away)	<b>Negatives</b> (e.g., salary might be lower)	<b>Positives</b> (e.g., so many good jobs right now that require a 2 yr. program)	<b>Negatives</b> (e.g., if I eventually want to continue, should I start at that school?)
4-Year School		Military	
<b>Positives</b>	<b>Negatives</b>	<b>Positives</b>	<b>Negatives</b>
Advanced Degree		Certificate	
<b>Positives</b>	<b>Negatives</b>	<b>Positives</b>	<b>Negatives</b>
Other			
<b>Positives</b>		<b>Negatives</b>	

## Activity 12: College Options and Admissions

**Target Audience:** Grades 9-12

**Objective:** The students will:

- Examine careers by education level, college major, and total cost.
- Research a variety of resources to get the career planning information they need.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard B:</b> Students will employ strategies to achieve future career goals with success and satisfaction.	<b>Career Management Goal 2:</b> Use a process of decision-making as one component of career development.	<b>CM2.K3:</b> Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making. <b>CM2.A3:</b> Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions. <b>CM2.R3:</b> Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.

### Resources and Materials

- **Career Outlook** pages 28-46 and page 63
- College Options and Admissions activity sheet

### Activities

- Use the **Career Outlook**, ND University System Admission Requirements, page 55, and the College Options and Admissions Activity sheet.
- Read the worksheet directions carefully and explain to students
  - Use **Career Outlook**, Occupational Section, pages 28-46 for **steps one, two and three**.
  - Use **Career Outlook**, ND Estimated On-Campus Budgets, page 63 to do **step four**.
- Read about the ND University System admission requirements on Page 55 of the **Career Outlook**. Discuss the core requirements of college admissions.

### Making Connections for Students

Have students look closely at their answers and ask/discuss the following

- Why is it important to start researching college options early?
- What resources did you find most helpful in finding the information?
- What other observations can be made about your findings?

### Optional Activities

Have the students

- Research further and record any relevant career exploration information using [www.RUReady.ND.gov](http://www.RUReady.ND.gov)
- Have students save their findings to their portfolio.
- Go to **Insights.nd.gov** the state's official source for information about public education across North Dakota. You can find more in-depth information on ND CTE Program Areas career pathways, ND public colleges and institutions, degree and program offerings, and ND occupations.

## College Options and Admissions

Using the ND **Career Outlook**, pages 28-46 and page 63, fill in the boxes below.

<b>High School Diploma, Apprenticeship, Certificate, Associate's Degree</b>			
	<b>Occupation 1</b>	<b>Occupation 2</b>	<b>Occupation 3</b>
<b>Step 1</b> List three occupations that interest you at this education level.			
<b>Step 2</b> List a postsecondary institution that has the program you would need for each occupation.			
<b>Step 3</b> Enter the total cost of attendance for one year at each postsecondary institution listed. (Use page 63.)	\$	\$	\$
<b>Step 4</b> List the ND Annual Entry Level Wage for the occupations.	\$	\$	\$

<b>Bachelor's Degree</b>			
	<b>Occupation 1</b>	<b>Occupation 2</b>	<b>Occupation 3</b>
<b>Step 1</b> List three occupations that interest you at this education level.			
<b>Step 2</b> List a postsecondary institution that has the program you would need for each occupation.			
<b>Step 3</b> Enter the total cost of attendance for one year at each postsecondary institution listed. (Use page 63.)	\$	\$	\$
<b>Step 4</b> List the ND Annual Entry Level Wage for the occupations.	\$	\$	\$

After looking over the occupations, majors, and schools that you listed in the charts above, choose the occupation that interests you most and list it here: \_\_\_\_\_

Optional Activity: Go to **Insights.nd.gov** the state's official source for information about public education across North Dakota. You can find more in-depth information on ND CTE Program Areas career pathways, ND public colleges and institutions, degree and program offerings, and ND occupations.

## Activity 13: Comparing College Programs

**Target Audience:** Grades 9-12

**Objective:** The students will:

- Examine careers by education level, college major, and total cost.
- Research a variety of resources to get the career planning information they need.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard B:</b> Students will employ strategies to achieve future career goals with success and satisfaction.	<b>Career Management Goal 2:</b> Use a process of decision-making as one component of career development.	<b>CM2.K3:</b> Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making. <b>CM2.A3:</b> Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions. <b>CM2.R3:</b> Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.

### Resources and Materials

- **Career Outlook** and computer access
- Comparing College Programs activity sheet

### Leading Questions and/or Comments

Each student will need a **Career Outlook** Magazine and a computer for further research on the activity page.

### Activities

Use a variety of resources RUReady.ND.gov

- ☐ College website
- ☐ ND University System: [www.ndus.edu](http://www.ndus.edu)
- ☐ Go to **Insights.nd.gov** the state's official source for information about public education across North Dakota. You can find more in-depth information on ND CTE Program Areas career pathways, ND public colleges and institutions, degree and program offerings, and ND occupations.

### Making Connections for Students

Have students look closely at their answers and ask/discuss the following

- Why is it important to start researching college options early?
- What resources did you find most helpful in finding the information?
- What other observations can be made about your findings?

### Optional Activities

Have the students

- Research further and record any relevant career exploration information using [www.RUReady.ND.gov](http://www.RUReady.ND.gov)
- Save their findings to their portfolio.



Name \_\_\_\_\_

## Comparing College Programs

**Directions:** In the following chart, choose two specific schools that carry the major of your choice and do a comparison using the following criteria. See below for a list of resources you can use.

Criteria	College 1:	College 2:
College Website		
Name of Program/Major		
Location of School		
Annual Cost (Tuition, Books, Room & Board)		
Total Cost (Annual Cost x Years of Attendance)		
Size of School Enrollment		
Student to Faculty Ratio		
Admission Requirements: ACT, High School Courses		
Student Activities		
Housing Availability		
Placement Report		
Scholarship/ Financial Aid Options		

Resources you can use for the above comparison:

- ☐ ND **Career Outlook**
- ☐ RUReady.ND.gov
- ☐ College website
- ☐ ND University System: [www.ndus.edu](http://www.ndus.edu)
- ☐ Go to **Insights.nd.gov** the state's official source for information about public education across North Dakota. You can find more in-depth information on ND CTE Program Areas career pathways, ND public colleges and institutions, degree and program offerings, and ND occupations.
- ☐ Other \_\_\_\_\_

Consider: If your career choice requires a four-year degree or more, how much could you save by going to a two-year school first and transferring to a four-year school?

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## Activity 14: RU Ready for Life after High School?

**Target Audience:** Grades 10-12

**Objective:** The students will:

- Assess their readiness for life after high school.
- Discuss in writing how they can better prepare themselves for postsecondary education.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Personal/Social Standard B:</b> Students will make decisions, set goals and take necessary action to achieve goals.	<b>Career Management Goal 4:</b> Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.	<b>CM4.K3:</b> Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability) are important to success in school and employment. <b>CM4.A3:</b> Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability). <b>CM4.R3:</b> Evaluate your general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability).

**Resources and Materials:**

- RU Ready for Life After High School? activity sheet
- RU Ready for Life After High School checklist

**Leading Questions and/or Comments:**

This is an informal survey related to college readiness. It should be used as a tool for thought and discussion, not as a diagnostic tool. Discuss with the students the attributes that make them better prepared for life after high school. Talk about the following:

- How do you know that you are ready for the next step beyond high school graduation?
- What have you done to prepare for the next step in your life?

**Activities:**

Instruct students to do the following:

- Complete the RU Ready for Life After High School? checklist
- Using the RU Ready for Life After High School? activity sheet, take a look at the responses and answer the questions as honestly as possible.

**Making Connections for Students:**

Ask the students:

- Now that you have taken some time to review your responses, what suggestions would you make to someone who wanted to further develop in these areas? (Join student organizations to learn to compromise, socialize, develop leadership skills/take classes that will develop skills/make connections with parents, counselors and teachers that can help you define your future)
- How can this assessment help you prepare for your future work life?

**Optional Activities:**

Have students:

- Use [www.RUReady.ND.gov](http://www.RUReady.ND.gov) to journal in their portfolio to discuss what they have learned about themselves and what their plans are to make improvements in the areas that are not strong.

## RU Ready for Life after High School?

How ready are you to go to college to achieve the training/education you need to be successful in the career you want?

**Directions:** Take the **Are You Ready for Life after High School?** college readiness survey to help you take a closer look at your academic maturity, motivation, learning styles, assertiveness, social skills, advice seeking and planning, and goal setting. Remember the quality of the results depends on your responses.

**Review and reflect on your survey scores to answer the following questions:**

1. Look at the 3's and 4's you selected on the checklist. Which item(s) do you think will help you the most towards achieving your career goal and why? \_\_\_\_\_

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2. Look at the 1's and 2's you selected. Write three goals to better prepare yourself in these areas.

1. \_\_\_\_\_  


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2. \_\_\_\_\_  


---
3. \_\_\_\_\_  


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***College is an investment in getting the career you want.  
Succeeding is up to you!***

# RUReady for Life after High School?

Let's face it; how you've done so far in your school and work has a lot to do with your personal skills. See how your skills compare to the ones you'll need for the future, like college or your career.

Rate yourself a:

<b>4</b>	<b>My skills are great</b>
<b>3</b>	<b>I'm doing pretty well</b>
<b>2</b>	<b>My skills are ok</b>
<b>1</b>	<b>I need to work on my skills</b>

- \_\_\_\_\_ I am organized and prepared for the day.
- \_\_\_\_\_ I work independently on my class assignments.
- \_\_\_\_\_ I am comfortable taking exams and answer the best I can.
- \_\_\_\_\_ I have good critical thinking skills and put them to use.
- \_\_\_\_\_ I get my work done promptly.
  
- \_\_\_\_\_ I persevere in all I do and work hard on any given assignment.
- \_\_\_\_\_ I go to classes without reminders from parents or teachers.
- \_\_\_\_\_ If I miss class, I remember to get my make-up work for my classes without reminders.
- \_\_\_\_\_ If I need help, I will find the teacher or another person to help me and I respond to their feedback.
- \_\_\_\_\_ I use my decision-making skills to make positive choices.
  
- \_\_\_\_\_ I get my assignments in on time and keep up to date on my work.
- \_\_\_\_\_ I know what study methods work best for me and use them to take notes.
- \_\_\_\_\_ I have an interest in learning.
- \_\_\_\_\_ I take advantage of the library, computers, and all resources.
- \_\_\_\_\_ I seek out advice from others who are knowledgeable about a subject and look for feedback on my work.
  
- \_\_\_\_\_ I work well with strangers and am fairly comfortable with them.
- \_\_\_\_\_ I monitor my own performance and set goals for myself.
- \_\_\_\_\_ I manage my time wisely.
- \_\_\_\_\_ I choose courses that help me prepare for my future and that I will enjoy.
- \_\_\_\_\_ I persevere and do not give up.
  
- \_\_\_\_\_ I will find more information and get extra sources to prepare if the teacher does not specifically cover a topic in class.
- \_\_\_\_\_ I will review material on my own if I get behind.
- \_\_\_\_\_ I will get my work done, even if I feel under pressure.
- \_\_\_\_\_ I know what I want my future to look like or at least have an idea.
- \_\_\_\_\_ I participate in class and am my own leader.

**Add up total points:** \_\_\_\_\_

- 100 - 88: You seem to have the skills to understand and connect information and will probably be successful in whatever you pursue after high school.
- 87 - 63: You have a focus in what you would like accomplished in your education and are willing to use your strengths to accomplish your goals.
- 62 - 38: You are seeking your talents and aligning them with your goals. You may need to search out resources that would help you with your effectiveness.
- 37 - 25: You may need to develop your skills before continuing on. Seek out some resources that will help you develop the skills to be successful in either the academic environment or your job. Try talking to your school counselor; he or she could be very helpful.

## Activity 15: My Career Plan

**Target Audience:** Grades 7-12

**Objective:** The student will:

- Develop a career plan.
- Evaluate their skill level and related experiences.
- Compare their skills to their career goal.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard B:</b> Students will employ strategies to achieve future career goals with success and satisfaction.	<b>Career Management Goal 1:</b> Create and manage a career plan that meets your career goals.	<b>CM1.K2:</b> Describe how to develop a career plan (e.g., steps and content) <b>CM1.A2:</b> Develop a career plan to meet your career goals. <b>CM1.R2:</b> Analyze your career plan and make adjustments to reflect ongoing career management needs.

**Resources and Materials:**

- My Career Plan activity sheet
- **Career Outlook** on pages 10-27 **ND CTE Program Area Section** and pages 28-46 **Occupational Section**
- Results from Activity 5 – What are My Work Values and Activity 6 – Rate My Workplace Skills

**Leading Questions and/or Comments:**

Explain to students that career goals are goals that you set for your career path. They can be anything from your career choice to where you want to be in your career in a certain number of years. A career defines how you want to spend a large part of your life, so career goal setting is something that everyone should be doing regardless of what career they choose.

Example; “My career goal is to be a construction manager someday. To achieve this career goal, I need either a two-year degree or four-year degree in Construction Management and some on-the-job experience.”

Ask the students:

If this was your career goal, what skills and experiences would help you reach your career goal?

**Activities:**

Do the following:

- After a brief introduction to writing career plans, have the students write their career plan by filling out the My Career Plan activity sheet.
- The **Career Outlook** on pages 10-27 **ND CTE Program Area Section** and pages 28-46 **Occupational Section** and their results from Activity 5 – What are My Work Values and Activity 6 – Rate My Workplace Skills will provide students with the information needed to complete the activity sheet.
- When the students have completed their career plan, they can share with the class or place it in their student portfolios.

**Making Connections for Students:**

Say to the students:

The process of writing down a career plan is a valuable step in career planning. Your career plan will change with your changing needs, but you may use this process along the way to figure out what is best for you and your career decisions.

## My Career Plan

Developing a career plan helps you focus on what you want to do and how you are going to get there. This will also help you understand your skill level and related experiences and how they relate to what you want to do. Use information in the **Career Outlook** on pages 10-27 **ND CTE Program Area Section** and pages 28-46 **Occupational Section** and your results from Activity 5 – What are My Work Values and Activity 6 – Rate My Workplace Skills

### A Career Plan:

- Helps you identify your skills and interests.
- Helps you decide what careers best match your talents.
- Helps determine what skills and training you need for your chosen career.

1. My career goal is: \_\_\_\_\_
2. The career cluster that includes my career goal is: \_\_\_\_\_
3. The career cluster pathway related to this career goal is: \_\_\_\_\_
4. The ND CTE Program Area(s) this career cluster pathway is included in is/are: \_\_\_\_\_
5. The career pathway classes listed under this career goal include: \_\_\_\_\_  
\_\_\_\_\_
6. The Career and Technical Student Organization (CTSO) recommended to participate in under this Program Area is: \_\_\_\_\_
7. The training or degree required for this career is: \_\_\_\_\_
8. Skills that are required for this career goal include: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. My current skills and experiences that relate to this career goal are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. My current work values that relate to this career goal are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. I need to do the following to reach my career goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**Making Connections for Students:**

Have students:

- Discuss what they discover about the costs of a college education including additional costs not directly related to education expenses.
- Research further about their college choices on the college websites.

**Optional Activities:**

- A lesson on budgeting and credit would be beneficial.
- Students may interview actual college students from the area to have them discuss the costs of a college education.

## How Much Does College Cost?

**Directions:** Look over the ND Estimated On-Campus Budgets for Resident Dependent Students information in the ***Career Outlook***, page 63. The estimated totals are given per year. (Be sure to look at the footnotes for more information.)

Choose four North Dakota schools to use for your cost comparison. Try to include 2 and 4-year options. For one of the 4-year options include a transfer option, starting with generals at a 2-year school and transferring to a 4-year school.

<b>Costs</b>	<b>School 1</b>	<b>School 2</b>	<b>School 3</b>	<b>School 4</b>
<b>Tuition and Fees</b>				
<b>Books and Supplies</b>				
<b>Room and Board</b>				
<b>City</b>				
<b>School website</b>				
<b>Other</b>				
<b>Total</b>				

1. What does your comparison chart tell you about college costs? \_\_\_\_\_

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2. Of the schools you selected to compare, which one is your best option and why? \_\_\_\_\_

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# Activity 17: Financing My Education

**Target Audience:** Grades 9-12

**Objective:** The students will:

- Explore a variety of financial aid information resources.
- Test their knowledge of financial aid information.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard C:</b> Students will understand the relationship between personal qualities, education, training and the world of work.	<b>Career Management Goal 3:</b> Use accurate, current, and unbiased career information during career planning and management.	<b>CM3.K1:</b> Describe the importance of career information to your career planning. <b>CM3.A1:</b> Show how career information has been important in your plans and how it can be used in future plans. <b>CM3.R1:</b> Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information. <b>CM3.K2:</b> Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available. <b>CM3.A2:</b> Demonstrate the ability to use different types of career information (i.e., occupational, educational, economic, and employment) to support career planning. <b>CM3.R2:</b> Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.

## Resources and Materials:

- **Career Outlook:**
  - ND Career Builders - page 47
  - North Dakota Academic, Career and Technical Education and North Dakota Scholarship Programs – page 62
  - Bank of North Dakota – page 54
  - ND Postsecondary Programs and Estimated On-Campus Budgets – page 63
  - RUReady.ND.gov – page 50 and page 64
  - Web resources and additional Financial Aid Information - pages 3 and 4 of this activity.

## Leading Questions and/or Comments:

This lesson is not meant to be an exclusive coverage of the financial aid topic for your students. It provides general knowledge about financial aid to encourage them to explore further and ask questions.

## Activities:

- Assign students to read and report on articles and information in the **Career Outlook** - Web resources and additional Financial Aid Information - pages 3 and 4 of this activity.

- Have students complete the Financing My Education activity sheet individually or in pairs to test their knowledge about the financial aid information. (This tool could also be used as a pre and post-test)
- After the students have completed the sheet, go over the answers together. They may have additional questions regarding financial aid you may help them with or refer them to several web resources:

Bank of North Dakota (BND)	<a href="https://bnd.nd.gov/confident/">https://bnd.nd.gov/confident/</a>
Bank of North Dakota (BND) Student Loan Services	<a href="https://bnd.nd.gov/studentloans/">https://bnd.nd.gov/studentloans/</a>
North Dakota University System (NDUS) Tuition & Fee Estimator Application	<a href="https://ndus.edu/paying-for-college/">https://ndus.edu/paying-for-college/</a>
US Department of Education, Federal Student Aid <b>Free</b> Application for Federal Student Aid (FAFSA)	<a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a> <b><u>UNDERSTAND AID</u></b> <ul style="list-style-type: none"> <li>• <a href="#">How Financial Aid Works</a></li> <li>• <a href="#">Types of Aid</a></li> <li>• <a href="#">Financial Aid Eligibility</a></li> <li>• <a href="#">Complete Financial Awareness Counseling</a></li> </ul> <b><u>APPLY FOR AID</u></b> <ul style="list-style-type: none"> <li>• <a href="#">Complete the FAFSA® Form</a></li> <li>• <a href="#">Apply for a Grad PLUS Loan</a></li> <li>• <a href="#">Apply for a Parent PLUS Loan</a></li> </ul> <b><u>COMPLETE AID PROCESS</u></b> <ul style="list-style-type: none"> <li>• <a href="#">How Aid Is Calculated</a></li> <li>• <a href="#">Comparing School Aid Offers</a></li> <li>• <a href="#">Accepting Financial Aid</a></li> <li>• <a href="#">Receiving Financial Aid</a></li> <li>• <a href="#">Complete Annual Student Loan Acknowledgment</a></li> <li>• <a href="#">Complete a Master Promissory Note (MPN)</a></li> <li>• <a href="#">Complete Entrance Counseling</a></li> <li>• <a href="#">Complete TEACH Grant Counseling and Agreement</a></li> </ul>

### **Making Connections for Students:**

Encourage your students to discuss what they have learned with their parents by bringing the Financing My Education activity sheet home with the correct answers included and several web resources so they can look up additional information.

### **Optional Activities**

Invite a college financial aid representative to speak to your class.  
Research web resources.

## Activity 17: Financing My Education – ANSWER SHEET

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1. What is the ND Career Builders? (Any of these statements.) Either a front-end scholarship, or back-end loan repayment, or both! Partnership between the state and businesses, requiring a dollar-for-dollar private-sector match to the state funds. Recipients qualify for up to \$17,000, which is funded 50% from private-sector dollars and 50% state dollars.
2. What are some careers included in the ND Career Builders? Accounting Careers, Bus & Truck Mechanics, Carpentry, Computer Network Support Specialists, General & Operations Manager, Nursing, Welding, etc.
3. What are some common requirements of the ND Scholarship? North Dakota residency, Graduate of ND high school, Complete the diploma requirements.
4. How much does the ND Scholarship provide to an eligible student? \$6000
5. What can you learn about on the Bank of North Dakota's (BND) website? career options, student loans, managing money.
6. What is BND's website? <https://bnd.nd.gov/confident/>
7. Knowing what college will cost in advance is helpful. Looking at college costs on page 63, do you think it's important to shop around? ☒ YES ☐ NO
8. The acronym FAFSA stands for:
  - a. Funds Available for Supporting Academics
  - b. Financial Assistance for Student Aid
  - c. Federal Application for Student Aid
  - d. Free Application for Federal Student Aid**
9. What are some differences between scholarships, student loans and grants?  
Many possible answers, e.g.:  
Scholarship money does not need to be repaid.  
Scholarships are usually based on grades, test scores, and/or talents.  
Scholarships are not linked to your FAFSA application.  
Student loans must be repaid with interest.  
Grants do not need to be repaid. Often based on financial need.
10. Financial aid can consist of:
  - a. A grant, scholarship, work study or loan**
  - b. A job, stipend, or pay day loan
  - c. A scholarship, grant, or voucher
  - d. An IOU
11. Student loan payments should not be more than what percentage of your income?
  - a. 5%
  - b. 10%**
  - c. 15%
  - d. 20
12. How important are deadlines and what is the deadline date for the FAFSA?  
Many possible answers, e.g.:

**The FAFSA application can be completed starting on October 1 for the following school year. Some ND University System institutions have a priority deadline for the FAFSA (contact colleges directly to check on any deadlines they may have. ) The Federal deadline is June 30 for new applications/September 30 for corrections or updates.**

13. Do I have to apply every year? ☒ **YES** ☐ NO

14. Do I have to have my parent's financial information to apply? ☒ **YES** ☐ NO

15. What costs in addition to tuition should I expect to budget for?

**Many possible answers, e.g.:**

**Books and Supplies**

**Room and Board**

**Personal Expenses**

**Recreation**

16. Does it cost anything to submit the FAFSA? ☐ YES ☒ **NO**

**(It does not cost anything to complete the Free Application for Federal Student Aid (FAFSA) - it is always free.)**

17. What is the difference between a subsidized loan and an unsubsidized loan?

**Subsidized Loan- are available to undergraduate students with financial need. You must start to pay back the loan plus interest after a short period following leaving school.**

**Unsubsidized Loan- are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. Interest starts accumulating right away. You can pay on the interest while you are going to school or wait until you are finished. You must start to pay back the loan plus interest after a short period following leaving school.**

18. What are some factors than can affect the types of aid I might receive?

a. Grade level

b. Family size

c. Income and assets

**d. All of the above**

19. What happens if I don't pay back my loans?

**Many possible answers, e.g.:**

**It will damage your credit rating. This may affect your ability to receive loans for purchases like cars and homes later in your life.**

20. Financial aid has some strings attached. You can lose your financial aid. Discuss several ways you may lose these dollars and write them below:

**Many possible answers, e.g.:**

**You can lose your aid if you don't keep your grades up, have drug charges and/or felony convictions or if you do not register with Selective Service. Check with the college you plan on attending to determine other ways you can lose your aid.**

## Financing My Education

### Check into financial help, it's out there!

Many students hesitate to consider additional education because of tuition costs. If you think you can't afford it you need to know that many North Dakota students receive financial help from the state, federal government, the school they are attending, and private scholarships and institutions.

Discuss the types of financial assistance that are available. Refer to the following articles and information in the **Career Outlook**:

- ND Career Builders - page 47
- North Dakota Academic, Career and Technical Education and North Dakota Scholarship Programs – page 62
- Bank of North Dakota – page 54
- ND Postsecondary Programs and Estimated On-Campus Budgets – page 63
- RUReady.ND.gov – page 50 and page 64
- Links and additional Financial Aid Information - pages 3 and 4 of this worksheet

1. What is the ND Career Builders? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What are some careers included in the ND Career Builders? \_\_\_\_\_  
\_\_\_\_\_
3. What are some common requirements of the ND Scholarship? \_\_\_\_\_  
\_\_\_\_\_
4. How much does the ND Scholarship provide to an eligible student? \_\_\_\_\_
5. What can you learn about on the Bank of North Dakota's (BND) website? \_\_\_\_\_  
\_\_\_\_\_
6. What is BND's website? \_\_\_\_\_
7. Knowing what college will cost in advance is helpful. Looking at college costs on page 63, do you think it's important to shop around?    ☐ YES    ☐ NO
8. Do you know what the acronym FAFSA stands for:
  - a. Funds Available for Supporting Academics
  - b. Financial Assistance for Student Aid
  - c. Federal Application for Student Aid
  - d. Free Application for Federal Student Aid
9. What are some differences between scholarships, student loans and grants? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Financial aid can consist of:
- A grant, scholarship, work-study program or student loan
  - A job, stipend, or pay day loan
  - A scholarship, grant, or voucher
  - An IOU
11. Student loan payments should not be more than what percentage of your income?
- 5%
  - 10%
  - 15%
  - 20%
12. How important are financial aid deadlines and what is the deadline date for the FAFSA?
- 
- 
13. Do I have to submit a FAFSA every year? ☐ YES ☐ NO
14. Do I have to have my parent's financial/tax information to apply? ☐ YES ☐ NO
15. What costs in addition to tuition should I expect to budget for? \_\_\_\_\_
- 
- 16.. Does it cost anything to submit the FAFSA? ☐ YES ☐ NO
17. What is the difference between a subsidized loan and an unsubsidized loan? \_\_\_\_\_
- 
- 
18. What are some factors than can affect the types of aid I might receive?
- Grade level
  - Family size
  - Income and assets
  - All of the above
19. What happens if I don't pay back my loans? \_\_\_\_\_
- 
20. Financial aid has some strings attached. You can lose your financial aid. Discuss several ways you may lose these dollars and write them below:
- 
- 
-



**Deciding to go to college is an investment in you; you need to make the most of this opportunity by being informed and staying on track.**

**Web Resources:**

Bank of North Dakota (BND)	<a href="https://bnd.nd.gov/confident/">https://bnd.nd.gov/confident/</a>
Bank of North Dakota (BND) Student Loan Services	<a href="https://bnd.nd.gov/studentloans/">https://bnd.nd.gov/studentloans/</a>
North Dakota University System (NDUS) Tuition & Fee Estimator Application	<a href="https://ndus.edu/paying-for-college/">https://ndus.edu/paying-for-college/</a>
US Department of Education, Federal Student Aid <b>Free</b> Application for Federal Student Aid (FAFSA)	<a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a>  <b><u>UNDERSTAND AID</u></b> <ul style="list-style-type: none"> <li>• <a href="#">How Financial Aid Works</a></li> <li>• <a href="#">Types of Aid</a></li> <li>• <a href="#">Financial Aid Eligibility</a></li> <li>• <a href="#">Complete Financial Awareness Counseling</a></li> </ul> <b><u>APPLY FOR AID</u></b> <ul style="list-style-type: none"> <li>• <a href="#">Complete the FAFSA® Form</a></li> <li>• <a href="#">Apply for a Grad PLUS Loan</a></li> <li>• <a href="#">Apply for a Parent PLUS Loan</a></li> </ul> <b><u>COMPLETE AID PROCESS</u></b> <ul style="list-style-type: none"> <li>• <a href="#">How Aid Is Calculated</a></li> <li>• <a href="#">Comparing School Aid Offers</a></li> <li>• <a href="#">Accepting Financial Aid</a></li> <li>• <a href="#">Receiving Financial Aid</a></li> <li>• <a href="#">Complete Annual Student Loan Acknowledgment</a></li> <li>• <a href="#">Complete a Master Promissory Note (MPN)</a></li> <li>• <a href="#">Complete Entrance Counseling</a></li> <li>• <a href="#">Complete TEACH Grant Counseling and Agreement</a></li> </ul>

# Additional Financial Aid Information

**Scholarships**- usually based on your grades, test scores, and/or your talents. This is free money~ does not need to be paid back and there is no interest or borrowing fees! However, sometimes these awards are dependent upon if you continue to keep your grades up or perform at the level required. Student must fill out the necessary application forms and get them in by the deadlines indicated.

**Grants**- usually based on financial need and also do not need to be paid back. Great to get, but MUST get your FAFSA in early, money goes fast.

**Loans**- Need to be paid back with interest regardless if you finish your degree. Your repayment record does affect your credit rating. Several types of loans:

- **Subsidized Loan**- are available to undergraduate students with financial need. You must start to pay back the loan plus interest after a short period following leaving school.
- **Unsubsidized Loan**- are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. You can pay on the interest while you are going to school or wait until you are finished. You must start to pay back the loan plus interest after a short period following leaving school.
- **PLUS Loans**- The federal government offers parents of dependent students a Federal Direct Parent Loan for Undergraduate Students (PLUS) to help pay education expenses for an undergraduate student enrolled at least half time in an eligible program at an eligible school.

**Military Programs**- Can provide financial assistance and additional training.

**Work Programs**- Allow students to earn money for educational costs as long as they work for the company when they are done with training.

**Work Study**- Often work part time on campus in a variety of jobs that seem to offer flexible schedules and are worth trying to get. Get your FAFSA in early!

## Financial Aid Tips

- ✓ On or soon after October 1st (if you're entering school in the fall) submit your Free Application for Federal Student Aid (FAFSA) by mail or on-line at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).
- ✓ Remember, you must reapply for financial aid each year.
- ✓ Register with the Selective Service. It is required by law, and failure to register may prevent you from receiving federal financial aid.
- ✓ Drug charges may make you ineligible for federal financial aid.
- ✓ Find out about financial aid deadlines well in advance. Failure to meet a deadline may prevent you from entering school on time.
- ✓ If you are under 24, you will need to provide information about your parents' finances on most financial aid applications. Sit down with your parents and compile this information so you can use it on the applications.
- ✓ Keep copies of all your admissions and financial aid documents. Contact the financial aid offices of prospective schools and request information on grants and scholarships available through the school.
- ✓ If you take out multiple student loans, you may find it easier to pay them off if you consolidate them into one monthly payment. For more information, visit <https://bnd.nd.gov/studentloans> and <https://studentaid.ed.gov/sa/repay-loans/consolidation>.

## Activity 18: ND Wants U to Succeed

**Target Audience:** Grades 9-12

**Objective:** The students will:

- Examine the North Dakota Academic or Career and Technical Education Scholarship and the North Dakota Scholarship.
- Describe the North Dakota Academic or Career and Technical Education Scholarship and North Dakota Scholarship eligibility requirements.
- Analyze the career plan and plan of study to determine eligibility for each of the ND scholarships.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard B:</b> Students will employ strategies to achieve future career goals with success and satisfaction.	<b>Career Management Goal 2:</b> Use a process of decision-making as one component of career development. <b>Career Management Goal 3:</b> Use accurate, current, and unbiased career information during career planning and management.	<b>CM2.K6:</b> Describe how education, work, and family experiences might impact your decisions. <b>CM2.A6:</b> Give specific examples of how your education, work, and family experiences have influenced your decisions. <b>CM2.R6:</b> Assess the impact of your education, work, and family experiences on decisions. <b>CM3.K1:</b> Describe the importance of career information to your career planning. <b>CM3.A1:</b> Show how career information has been important in your plans and how it can be used in future plans. <b>CM3.R1:</b> Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.

### Resources and Materials:

- **Career Outlook**, ND Academic, Career and Technical Scholarship and the ND Scholarship Programs page 62.
- North Dakota University System – ND Academic or Career & Technical Scholarship/North Dakota Scholarship
  - <https://ndus.edu/paying-for-college/nd-scholarship/>
- North Dakota Wants U to Succeed activity sheet.
- More information about the ND scholarship and requirements, including a Scholarship Information sheet and Worksheet, is available at the Department of Public Instruction's website: [www.nd.gov/dpi/parentscommunity/students/academic-and-cte-scholarship](http://www.nd.gov/dpi/parentscommunity/students/academic-and-cte-scholarship)
- Provide students with current copies of the following documents:
  - ND Diploma and Scholarship Information  
[www.nd.gov/dpi/parentscommunity/students/academic-and-cte-scholarship/diploma-and-scholarship-information](http://www.nd.gov/dpi/parentscommunity/students/academic-and-cte-scholarship/diploma-and-scholarship-information)
  - ND Graduation and Scholarship Worksheet  
[www.nd.gov/dpi/sites/www/files/documents/Early%20Learning/Scholarship%20Worksheet.pdf](http://www.nd.gov/dpi/sites/www/files/documents/Early%20Learning/Scholarship%20Worksheet.pdf)
  -

### Leading Questions and/or Comments:

The purpose of this lesson is for students to become familiar with the ND Academic or Career and Technical Education Scholarship. This lesson is an overview and not a complete explanation of the scholarship. Additional information can be found at the Department of Public Instruction's website (listed above).

**Activities:**

Instruct students to:

- Read about the ND Academic, ND Career and Technical, and the ND Scholarship Programs on page 62 of the **Career Outlook**.
- Read the ND Academic or Career and Technical Education Scholarship and ND Scholarship Information sheet available at the Department of Public Instruction's website <https://www.nd.gov/dpi/parentscommunity/students/academic-and-cte-scholarship/diploma-and-scholarship-information>
- Read the ND Diploma and Scholarship FAQs: [www.nd.gov/dpi/parentscommunity/students/academic-and-cte-scholarship/diploma-and-scholarship-information](http://www.nd.gov/dpi/parentscommunity/students/academic-and-cte-scholarship/diploma-and-scholarship-information)
- Read the Current ND Graduation and Scholarship Worksheet available at the Department of Public Instruction's website: (Download and print the scholarship worksheet to keep track of progress). [www.nd.gov/dpi/sites/www/files/documents/Early%20Learning/Scholarship%20Worksheet.pdf](http://www.nd.gov/dpi/sites/www/files/documents/Early%20Learning/Scholarship%20Worksheet.pdf)
- Complete the North Dakota Wants U to Succeed activity sheet.

Following this activity, go through the answers on the activity sheet with the students and answer any questions they may have.

**Making Connections for Students:**

Encourage students to:

- Be proactive with their academic planning to meet their career goal and eligibility requirements.
- Meet with their counselor for additional information and guidance with their career plan.
- Talk to their parents about the scholarship eligibility.

**Optional Activities:**

Include this information with registration materials when students sign up for 9<sup>th</sup> grade classes. Also include this information at a financial aid night with students and parents.

## Activity 18: ND Wants U to Succeed – ANSWER SHEET

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1. Qualified students may be eligible for up to **\$6,000** to be used for undergraduate study after high school. Awards of **\$750** each semester **or \$500 per quarter**. \$1,500 for the academic year are distributed.
2. Can I apply for all the ND Scholarships? (ND Academic, ND Career and Technical, ND Scholarship)  
☐ Yes ☒ **No**
3. The ACT exam score must be a composite score of **24** or higher for the scholarships.
4. High School GPA must be at least a **3.0** on a 4.0 grading scale.
5. Students must earn no lower than a **“C”** on any unit required for a diploma.
6. Which scholarship(s) will accept three 5’s on the WorkKeys assessment instead of the ACT score requirement? **ND Career and Technical Education Scholarship or North Dakota Scholarship.**
7. The scholarships are renewable if the student is enrolled as a full-time student and maintains a **2.75** grade point average on a 4.0 grading scale. This is reviewed each semester.
8. The application deadline will be **the first Friday in June** with high school graduates being notified of their eligibility for either scholarship by **June 30.**
9. Which scholarship will accept ASVAB score of 85 or greater, or ASVAB score of 31 or greater and have completed Basic Training? **North Dakota Scholarship**
10. When will the ND Academic Scholarship and the ND Career and Technical Scholarship end?  
**The North Dakota Scholarship will completely replace the ND Academic Scholarship and the ND CTE Scholarship after the 2023-2024 school year.**

## North Dakota Wants U to Succeed

### ND Academic or Career and Technical Scholarship, and ND Scholarship How can I qualify?

Read about the requirements for the ND Academic or Career and Technical Scholarship, and ND Scholarship on page 62 of the **Career Outlook** and the additional information sheet with links provided to help you answer the following questions:

1. Qualified students may be eligible for up to \$ \_\_\_\_\_ to be used for undergraduate study after high school. Awards of \$ \_\_\_\_\_ each semester or \$ \_\_\_\_\_ per quarter totaling \$ \_\_\_\_\_ for the academic year.
2. Can I apply for all the North Dakota Scholarships? (ND Academic or Career and Technical Scholarship, ND Scholarship)  
☐ Yes    ☐ No
3. The ACT exam score must be a composite score of \_\_\_\_\_ or higher for both scholarships.
4. High School GPA must be at least a \_\_\_\_\_ on a 4.0 grading scale.
5. Students must earn no lower than a \_\_\_\_\_ on any unit required for a diploma.
6. Which scholarship(s) will accept three 5's on the WorkKeys assessment instead of the ACT score requirement? \_\_\_\_\_
7. The scholarships are renewable if the student is enrolled as a full-time student and maintains a \_\_\_\_\_ grade point average on a 4.0 grading scale. This is reviewed each semester.
8. The application deadline is \_\_\_\_\_, with high school graduates being notified of their eligibility for either scholarship by \_\_\_\_\_.
9. Which scholarship will accept ASVAB score of 85 or greater, or ASVAB score of 31 or greater and have completed Basic Training? \_\_\_\_\_
10. When will the ND Academic or Career and Technical Scholarship end?  
\_\_\_\_\_  
\_\_\_\_\_

## North Dakota Academic or Career and Technical Education Scholarship North Dakota Scholarship

- North Dakota resident students may apply for either the ND Academic or Career and Technical Education Scholarship **OR** the North Dakota Scholarship.
- For details and instructions for submitting the scholarship application, visit the North Dakota Department of Public Instruction website at:  
<https://www.nd.gov/dpi/familiescommunity/students/academic-cte-and-north-dakota-scholarships>
- North Dakota University System – Academic or Career & Technical Scholarship/North Dakota Scholarship: <https://ndus.edu/paying-for-college/nd-scholarship/>
- ND Diploma and Scholarship Information for parents and students:  
[www.nd.gov/dpi/parentscommunity/students/academic-and-cte-scholarship/diploma-and-scholarship-information](http://www.nd.gov/dpi/parentscommunity/students/academic-and-cte-scholarship/diploma-and-scholarship-information)

**\*Study the course requirements carefully on the current ND Scholarship Worksheet to see if you are taking or will be taking the right courses to qualify you for this scholarship.**

[www.nd.gov/dpi/sites/www/files/documents/Early%20Learning/Scholarship%20Worksheet.pdf](http://www.nd.gov/dpi/sites/www/files/documents/Early%20Learning/Scholarship%20Worksheet.pdf)

### Colleges and Universities Accepting Scholarships Check “✓” the North Dakota schools that may be an option for YOU!

Subject to change.

- |                                                                |                                                            |
|----------------------------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> Bismarck State College                | <input type="checkbox"/> Nueta Hidatsa Sahnish College     |
| <input type="checkbox"/> Cankdeska Cikana Community College    | <input type="checkbox"/> Rasmussen University              |
| <input type="checkbox"/> Dakota College at Bottineau           | <input type="checkbox"/> Sitting Bull College              |
| <input type="checkbox"/> Dickinson State University            | <input type="checkbox"/> The Hair Academy                  |
| <input type="checkbox"/> Josef’s School of Hair, Skin & Body   | <input type="checkbox"/> The Salon Professional Academy    |
| <input type="checkbox"/> Lake Region State College             | <input type="checkbox"/> Trinity Bible College             |
| <input type="checkbox"/> Lynnes Welding Training               | <input type="checkbox"/> Turtle Mountain Community College |
| <input type="checkbox"/> Mayville State University             | <input type="checkbox"/> United Tribes Technical College   |
| <input type="checkbox"/> Minot State University                | <input type="checkbox"/> University of Jamestown           |
| <input type="checkbox"/> North Dakota State College of Science | <input type="checkbox"/> University of Mary                |
| <input type="checkbox"/> North Dakota State University         | <input type="checkbox"/> University of North Dakota        |

## Activity 19: Social Media in Career Planning

**Target Audience:** Grades 8-12

**Objective:** The students will:

- Identify various types of social networking and their purpose.
- Recognize benefits and dangers of social networking sites.
- Share strategies for using social networking when in the job market.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Personal/Social Standard B:</b> Students will make decisions, set goals and take necessary action to achieve goals.	<b>Personal/Social Goal 2:</b> Develop positive interpersonal skills including respect for diversity.	<b>PS2.K1:</b> Identify effective communication skills. <b>PS2.A1:</b> Demonstrate effective communication skills. <b>PS2.R1:</b> Evaluate your use of effective communication skills. <b>PS2.K2:</b> Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful. <b>PS2.A2:</b> Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful. <b>PS2.R2:</b> Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.

**Resources and Materials:**

- Social Media in Career Planning activity sheet
- **Career Outlook**, 'Finding a Job & Getting Work Experience' page 49
- Internet access

**Leading Questions and/or Comments:**

This lesson will inform students about the changing face of social networking as well as the benefits and dangers.

Ask/state the following:

- How many of you use Facebook? Twitter? Instagram? Snapchat? Other social networking sites?
- What uses does it serve for you and others you know? (Write on board)
- We are going to explore the ways that social networking can help you or become a hindrance.

**Activities:**

Do the following:

- Have your students read the article 'Finding a Job & Getting Work Experience' on page 49 in the **Career Outlook**.
- Using the 'Social Media in Career Planning' activity sheet, divide students into groups of 3-4 with each group having access to a computer or smartphone.
- Have students complete the group activity and answer the questions in the worksheet.
- When they are all done with the worksheet, each group can share their answers with the class.

**Making Connections for Students:**

Tell the students:

- Social networking sites have so many benefits in staying connected and reconnecting with friends and family to meeting new people. When used properly and with common sense and care, they can be an asset to planning for your future.

**Optional Activities:**

Have students:

- Use [www.RUReady.ND.gov](http://www.RUReady.ND.gov) to journal in their portfolio what they have learned about social networking and how it could affect their future positively and negatively.
- Evaluate their social networking sites to see if they have appropriate information and privacy settings.



Group Members: \_\_\_\_\_

## Social Media in Career Planning

Social networking sites are everywhere. Companies are using them to encourage customers to stay connected with them to follow trends, provide feedback, and to sell in a very personal way. They also can track your preferences and shopping habits to better serve you.











**Directions:** Divide into groups of 3-4 to discuss the use of networking sites by companies. Your group will:

- Read the article “*Finding a Job & Getting Work Experience*” on page 49 of the **Career Outlook** magazine.
- Pick a company (one that you or your family uses or does business with (e.g., Amazon.com, Target.com))
- “Google” the company and go to the official website to check to see what social networking sites they utilize. For example: Nike uses Facebook, Twitter, Instagram, and YouTube. Answer the following questions:

1. Company Name: \_\_\_\_\_

2. Website: \_\_\_\_\_

3. Check all that apply:

<input type="checkbox"/> Facebook 	<input type="checkbox"/> Snapchat 
<input type="checkbox"/> Pinterest 	<input type="checkbox"/> Vimeo 
<input type="checkbox"/> Twitter 	<input type="checkbox"/> LinkedIn 
<input type="checkbox"/> YouTube 	<input type="checkbox"/> Instagram 
<input type="checkbox"/> Google+ 	<input type="checkbox"/> Tik Tok 
<input type="checkbox"/> Other	<input type="checkbox"/> Other

4. What audience are they trying to target? \_\_\_\_\_

5. What might be the main purpose for including them on their website? \_\_\_\_\_

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6. If you were applying for a job with this company, what information on their website would be valuable to you during the job interview? Record some relevant information and discuss this with your group.

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7. How can you use the social networking sites to gain more information about the company?

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8. Discuss how potential employers can use these means to learn information about you?

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**If You Were Trying to Get a Job**

What would your Facebook/twitter/social networking account say about you?

What should you avoid posting on your account?

What would be acceptable to post on your account?

**Remember that what you put on the Internet is  
public record and not private.**

9. Have your group come up with at least 5 best practices when using social networking sites when you are in the job market:

1. 

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2. 

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3. 

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4. 

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5. 

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## Activity 20: Make It Your Business

**Target Audience:** Grades 9-12

**Objective:** Students will:

- Learn the meaning of the word entrepreneurship.
- Complete an assessment to determine if self-employment is a viable option.
- Create a business plan.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard C:</b> Students will understand the relationship between personal qualities, education, training and the world of work.	<b>Career Management Goal 4:</b> Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.	<b>CM4.K6:</b> Identify the advantages and challenges of self-employment. <b>CM4.A6:</b> Make decisions for yourself about self-employment. <b>CM4.R6:</b> Assess the impact of your decisions regarding self-employment on your career goals.

**Resources and Materials:**

- Make It Your Business activity sheet
- **Career Outlook** – ‘Entrepreneurship – Is it for you?’ page 23

**Leading Questions and/or Comments:**

This is an informal tool used to assess the skills and interests needed for self-employment. It should be used as a discussion starter and is not to be used as a diagnostic tool.

Do the following:

- Display the word “entrepreneurship” on the board, screen or overhead. Ask students what they think it means.
  - Entrepreneur – a person who organizes, operates, and assumes the risk for business ventures. The word is linked to “enterprise” and originates from Latin “inter” (between) and old French “entrepreneur” (to undertake). The term is often used interchangeably with “self-employed.”
- Explain to the students that to be an entrepreneur requires many skills. Just as the word can be broken down into many smaller ones, so the role of entrepreneur can be, too. Ask the students to name some successful entrepreneurs.

**Activities:**

Instruct students to do the following:

- Read the ‘**Entrepreneurship – Is it for you?**’ page 23 in the **Career Outlook**.
- Complete the Make It Your Business activity sheet by following the instructions in the activity. (They need to be divided into groups of 3 or 4 for this project)
- Share your group’s plan with the class.
- Score your project and hand in the activity sheet.

**Making Connections for Students:**

Say to the students:

- Through the self-assessment and group project, what have you learned about becoming an entrepreneur?

**Optional Activities:**

Have students:

- Use [www.RUReady.ND.gov](http://www.RUReady.ND.gov) to journal in their portfolio what they believe it takes to be an entrepreneur and if it is something they would like to pursue.
- Invite a guest panel or speakers who are entrepreneurs to visit the class and discuss the benefits and challenges of being in business.

## Make it Your Business

Entrepreneurship - Is it for you? Having your own business can be very rewarding but it is not for everyone. It takes a lot of long hours and hard work to establish a business.

To get a better picture of what it takes to be an entrepreneur, read the article, and take the survey on page 23 in the **Career Outlook** 'Entrepreneurship – Is it for you?'.

List 6 skills you think would be the most important to have to be successfully self-employed:

1.	2.
3.	4.
5.	6.

You can make money doing what you love. Many young people provide services and/or produce something to make a little extra cash. Most businesses start with a business plan. In groups of 3-4, come up with a business idea that teenagers could easily start with very little capital investment.

## Our Business Plan

Business description: <i>(Lawn Services for All: Lawn mowing, trimming, aeration, fertilizing)</i>	The business meets this community need: <i>(Saves time for homeowner/business)</i>
Who will be the customers/clients? <i>(Homeowners/Businesses)</i>	Equipment/skills needed for this business: <i>(Safe equipment operation, mowers, trimmers, trailers, car or truck, money management)</i>

Startup costs:	Plan for making a profit:
Marketing plan:	Work schedule:
Equipment or tools needed:	Health and safety concerns:

**How would you grade your group: (Circle letter grade)**

Working together to accomplish your business plan	A	B	C	D	F
Listening to everyone's ideas	A	B	C	D	F
Making decisions	A	B	C	D	F
Staying on track and being productive	A	B	C	D	F
Using creative problem solving	A	B	C	D	F
Using resources and information as needed	A	B	C	D	F

- Discuss the likelihood your business would be successful, why or why not?
- Share your plan with the rest of the class.

## Activity 21: Focus on My Career

**Target Audience:** Grades 9-12

**Objective:** The students will:

- Evaluate their progress in the career planning process.
- Create a summary of actions needed to meet their career goals.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Academic Development Standard A:</b> Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<b>Educational Achievement Goal 1:</b> Attain educational achievement and performance levels needed to reach your personal and career goals.	<b>ED1.K1:</b> Recognize the importance of educational achievement and performance to the attainment of personal and career goals. <b>ED1.A1:</b> Demonstrate educational achievement and performance levels needed to attain your personal and career goals. <b>ED1.R1:</b> Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.

**Resources and Materials:**

'Focus on My Career' activity sheet

- **Career Outlook**,
  - What is Career and Technical Education (CTE)? Page 3
  - North Dakota Career and Technical Education Student Organization (CTSO) page 4-5
  - Feature Articles (table of contents page 5)
    - Apprenticeship page 52; CTE Champions pages 19, 48 and 51
  - ND CTE Program Area Section page 10-11
  - How to Use the Occupational Section page 28
  - Work-based Learning page 50
  - Job Service North Dakota page 59
  - AmeriCorps, Quentin N. Burdick Job Corps Center, and Military Ready Options page 53
  - ND Center for Distance Education and Bank of ND page 54
  - Why Choose a NDUS School page 55
  - Make an Impact, Be Legendary with ND State Government page 56
  - RUReady.ND.gov page 64

**Leading Questions and/or Comments:** This lesson is a resource the students can use to evaluate their progress on their career goal. This lesson could be used in conjunction with the My Career Plan lesson or Rate My Workplace Skills lesson to assist students in long term career planning.

**Activities:**

This lesson provides a big picture look for students related to what they need to accomplish to meet their career goal.

- Read 'What is Career and Technical Education (CTE)?' on page 3 of **Career Outlook** and ND CTE Program Area of Study Section pages 10-11 and discuss how students can build skills through CTE courses and programs.
- Review what North Dakota CTSO's have to offer and discuss how being a part of a CTSO can help students meet their career goals.
- Read the four feature articles on pages 19, 48, 51 and 52 and discuss the steps these former North Dakota students took to pursue their career goals.
- Use the ND CTE Program Areas and Occupational Section in the **Career Outlook** for more information and planning resources.
- Read about the new Work-based Learning Module in RUReady.ND.gov can give students a change to interact directly with an employer and gain real-life work experience and develop connections.

- Review employment projections on the Job Service ND page.
- Discuss other options available, AmeriCorps, Job Corps, Military pages 53-54
- Review opportunities available in the state of ND, NDUS and ND State Government pages 55 and 56.
- Discuss the activities in RUReady.ND.gov that students can use to explore their purpose, find their path, and plan their future on page 64 and at RUReady.ND.gov.

**Have students:**

- Complete the “To Do” checklist in the activity to evaluate their own skills and set goals to improve the necessary skills needed.
- Discuss how they can get the resources, information and support they need for their career journey.

**Making Connections for Students:**

Ask the students:

- Why is it important to keep reviewing your progress as you work towards a career plan?

**Optional Activities:**

- Students can scan this activity sheet and download it to their portfolio in [www.RUReady.ND.gov](http://www.RUReady.ND.gov) or add as a journal entry.
- Students can log in to their RUReady.ND.gov account and complete the Career Plan Builder activity (under Career Planning).

## Focus on My Career

Use the **Career Outlook** magazine for information important to planning your future. Review the checklist to determine what you have completed and still need to do to make your plans for your future.

- What is Career and Technical Education (CTE)? Page 3
- North Dakota Career and Technical Education Student Organization (CTSO) page 4-5
- Feature Articles (table of contents page 5)
  - Apprenticeship page 52; CTE Champions pages 19, 48 and 51
- ND CTE Program Area Section page 10-11
- How to Use the Occupational Section page 28
- Work-based Learning page 50
- Job Service North Dakota page 59
- AmeriCorps, Quentin N. Burdick Job Corps Center, and Military Ready Options page 53
- ND Center for Distance Education and Bank of ND page 54
- Why Choose a NDUS School page 55
- Make an Impact, Be Legendary with ND State Government page 56
- RUReady.ND.gov page 64

Your plan represents one or two possible future options. Use this advice as a starting point:

### Preparing for Your Career

- Arrange for job-shadowing experience with someone in your chosen field.
- Consider volunteering to get experience and try out the field.
- Contact a related association or local workplace to ask for career advice.
- Contact potential employers to discover hiring practices and potential opportunities
- Practice and complete job applications and interviews as defined by employers.
- Document the skills you have that will enable you to fulfill the requirements of this occupation.
- Keep an eye on the demand for your chosen career in the state you want to live in - this can change quickly.

### High School Planning

- Select courses that match your chosen course plan.
- When you're starting to look for full-time work, use your contacts in the school to find opportunities: teachers, counselors, friends, and their families.
- Confirm that your high school courses match entrance requirements for the post-secondary program and school you've chosen.
- Set academic goals for high school courses to ensure your marks are high enough.
- Request that your high school send official transcripts to colleges (usually in January of your senior year and again in June).
- Ask teachers about writing letters of recommendation.



To complete my Career Plan, I need to work on the following skills:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

I plan to improve my skills by doing the following:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

**My To Do List:**

- ☐ Make a list of my accomplishments, awards, activities, organizations and offices held, volunteer projects and activities, for grades 9-12. This will help to ease the scholarship and college application process. Keep adding to this each semester.
- ☐ Review my Plan of Study and make changes as needed. (freshman)
- ☐ Work on my cumulative grade point average (ongoing)
- ☐ Take the ACT Test and/or WorkKeys Assessment. (junior)
- ☐ Make a list of the schools I am serious about and do research on each, comparing costs and services. (ongoing)
- ☐ Visit the campuses of my top choices. Write down the pro and cons of each school.
- ☐ Fill out the FAFSA and submit prior to the deadline. (senior, as soon after October 1 as possible)
- ☐ Talk to my parents about my career plan and my financial options. (ongoing)
- ☐ Check out scholarships that I am eligible for, fill out applications and get in by deadline. (senior)
- ☐ Try out work experiences related to my career plan, if possible. (ongoing)
- ☐ Arrange a Job Shadow opportunity. (junior or senior)
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



Resources and support I need:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## Activity 22: Career Development Vocabulary

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**Target Audience:** Grades 6-10

**Objective:** The students will:

- Identify the definitions of words frequently used in career planning.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard A:</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	<b>Career Management Goal 1:</b> Create and manage a career plan that meets your career goals.	<b>CM1.K2:</b> Describe how to develop a career plan (e.g., steps and content): <b>CM1.A2:</b> Develop a career plan to meet your career goals. <b>CM1.R2:</b> Analyze your career plan and make adjustments to reflect ongoing career management needs.

**Resources and Materials:**

- 'Career Development Vocabulary' activity sheet
- **Career Outlook**
- Internet access

**Leading Questions and/or Comments:**

There are many terms used in career planning and the workplace that students should know. This activity can be completed individually or in small groups with the Career Outlook and the internet as resources.

**Activities:**

Instruct the students to do the following:

- Find the terms in the Career Outlook using the available page numbers or look up online.
- Write a definition for the term in the space provided.
- As a class group, compare student definitions for accuracy. An answer sheet is provided with all definitions.

**Making Connections:**

Say to the students:

- Understanding the vocabulary of career development and employment will help you be informed.

## Activity 22: Career Development Vocabulary – ANSWER SHEET

Term	Definition
<b>Ability</b>	What one can do, the power to perform a specific task.
<b>Apprenticeship (p. 51)</b>	A combination of on-the-job training with classroom training.
<b>Aptitude</b>	Ability that is innate or acquired; talent; intelligence.
<b>Associate Degree</b>	A two-year degree that prepares students for a specific career or further education.
<b>Bachelor's Degree</b>	Degree awarded to students who complete a 4-year college program.
<b>Career</b>	A course of events including all work, paid and unpaid, which are completed during a lifetime.
<b>Career Clusters (p.10-11)</b>	Career Clusters are broad groups of occupations and industries with common features. Career clusters are subdivided into "career pathways". Each career cluster has hundreds of careers that will help you view your career options broadly through various career fields and the options in each field.
<b>Career Pathways (p.10-11 and 28)</b>	Occupations within one career cluster organized into pathways that are a series of courses that prepare you for an occupational field. For example, courses in the "Therapeutic Services" Pathway lead to jobs like radiologist, physician, or physical therapist.
<b>Career and Technical Education (p.3)</b>	Classes that specialize in skilled trades, applied sciences, modern technologies, and career preparation.
<b>Career &amp; Technical Student Organization (p.4-5)</b>	An extracurricular group for students in Career and Technical Education pathways to further their knowledge and skills by participating in activities, events, and state and national competitions.
<b>Certificate</b>	Awarded to students who complete short-term educational programs that are designed to lead directly to entry-level employment.
<b>Dual Credit</b>	College level courses for students while in high school for which both high school and college credit can be earned.
<b>Entrepreneur (p. 23)</b>	One who organizes and manages a business or enterprise.
<b>Entry-Level Job</b>	A job requiring little skill or knowledge, sometimes with the potential for advancement as more skills and knowledge are acquired.
<b>FAFSA</b>	Free Application for Federal Student Aid.
<b>Financial Aid</b>	Grants, scholarships, work study, and loans that help pay for college.
<b>GED (p. 55 and 60)</b>	General Education Diploma. The GED Tests measure the outcomes and concepts associated with a traditional four-year high school education.
<b>Grant</b>	Money to attend college that the student does NOT have to pay back.

<b>Gross Monthly Income</b>	The total income or earnings before deductions for taxes, insurance, or other expenses
<b>Holland Types (p. 9 and 28)</b>	A method of identifying personality traits which can be used in understanding the type of work within an occupation.
<b>Income</b>	The amount of money or its equivalent received during a period of time in exchange for labor or services.
<b>Interests (p. 6-9)</b>	Something that concerns, involves, or draws the attention of a person.
<b>Knowledge</b>	Familiarity with a particular subject.
<b>Master's, Doctorate or Professional Degree</b>	Educational awards typically requiring more than 4 years of study.
<b>Net Monthly Income</b>	Earnings after deductions or take-home pay.
<b>Nontraditional Careers</b>	An occupation in which women or men comprise 25 percent or less of its total employment.
<b>Occupation</b>	A group of jobs with common characteristics that require similar skills found in a variety of industries and organizations.
<b>Payroll Deductions</b>	Money subtracted from gross monthly income by an employer. These include things such as taxes and insurance.
<b>Personality</b>	The combination of a person's characteristics and traits that make him or her a unique human being.
<b>Reliability</b>	The ability to be dependable.
<b>Responsibility</b>	A duty or obligation.
<b>Skill</b>	A developed talent or ability through training and practice.
<b>Standard of Living</b>	The level of comfort in everyday life that is enjoyed by a community, class or individual.
<b>Student Loan (p. 54 BND)</b>	Money that is borrowed and used to attend college that the student must pay back to the lender.
<b>Transferable Skill</b>	Mastery of a skill that can be used in a variety of occupations.
<b>Tuition (p. 63)</b>	The cost to attend college for an established period of time.
<b>Wage</b>	A payment to a worker for labor or services.
<b>Work-based Learning (p. 50)</b>	Provides students with real-life work experiences where they can apply academic and technical skills and develop their employability.

## Career Development Vocabulary

**Directions:** Write a definition for the term in the space provided. Use the *Career Outlook* (some page numbers given) and internet as a resource.

Term	Definition
Ability	
Apprenticeship (p. 51)	
Aptitude	
Associate Degree	
Bachelor's Degree	
Career	
Career Clusters (p.10-11)	
Career Pathways (p. 10-11 and 28)	
Career and Technical education (p. 3)	
Career & Technical Student Organization (p. 4-5)	
Certificate	
Dual Credit	
Entrepreneur (p. 23)	
Entry-Level Job	
FAFSA	
Financial Aid	
GED (p. 55 and 60)	

<b>Grant</b>	
<b>Gross Monthly Income</b>	
<b>Holland Types (p. 9 and 28)</b>	
<b>Income</b>	
<b>Interests (p. 6-9)</b>	
<b>Knowledge</b>	
<b>Master's, Doctorate or Professional Degree</b>	
<b>Net Monthly Income</b>	
<b>Nontraditional Careers</b>	
<b>Occupation</b>	
<b>Payroll Deductions</b>	
<b>Personality</b>	
<b>Reliability</b>	
<b>Responsibility</b>	
<b>Skill</b>	
<b>Standard of Living</b>	
<b>Student Loan (p. 54 BND)</b>	
<b>Transferable Skill</b>	
<b>Tuition (p. 63)</b>	
<b>Wage</b>	
<b>Work-based Learning (p. 50)</b>	

## Activity 23: Living on a Budget

**Target Audience:** Grades 9-12

**Objective:** The students will:

- Select an occupation from the **Career Outlook** and calculate the cost of attendance to earn a degree.
- Determine the entry-level wages (use the **Career Outlook** Occupational Section, pages 28-46) and calculate the annual and monthly net wages (take home pay).
- Create a monthly budget using the information on pages 47 and 63.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<b>Career Development Standard B:</b> Students will employ strategies to achieve future career goals with success and satisfaction.	<b>Career Management Goal 3:</b> Use accurate, current, and unbiased career information during career planning and management.	<b>CM3.K2:</b> Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available. <b>CM3.A2:</b> Demonstrate the ability to use different types of career information (i.e., occupational, educational, economic, and employment) to support career planning. <b>CM3.R2:</b> Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.

**Resources and Materials:**

- **Career Outlook**, Career Cluster Information, pages 28-46
- North Dakota Estimated On-Campus Budgets, page 63
- 'How Do You Spend Your Money?', page 47

**Leading Questions and/or Comments:** This activity is intended to help students understand college loan debt as it correlates to the potential wages earned.

**Activities:**

Discuss the following information in class:

- North Dakota Estimated On-Campus Budgets, page 63
- 'How Do You Spend Your Money?', page 47

Have students complete Activity 23, Living on a Budget to determine their understanding of college costs and budgeting based on potential earnings.

**Making Connections for Students:**

- Encourage students to consider their future career plans and related costs. Are they satisfied with their plan or do they need to consider other options?

## Living on a Budget

**Directions:** Use **Career Outlook** information to estimate a monthly budget based on potential salary, college loans and living expenditures.

The budget estimates listed in the **Career Outlook**, page 63, are the general expenditures that most will need to consider when budgeting their income.

1. **Annual College Cost** (see pg. 63) times **years of college attended** equals the **Total Cost of College**:

$$\frac{\text{Annual College Cost}}{\text{Annual College Cost}} \times \frac{\text{years of college attended}}{\text{years of college attended}} = \frac{\text{Total Cost of College}}{\text{Total Cost of College}}$$

2. Based on the **Total Cost of College** of college, approximately how much money will you need to save or borrow to attend college and complete a degree program?

\$ \_\_\_\_\_

3. Choose an occupation from pages 28-46.  
What is the **Annual Entry-Level Wage**: \$ \_\_\_\_\_

4. **Multiply** the **Annual Entry Level Wage** by 80% to determine **Net Wages/Take Home Pay**. The other 20% represents taxes and other expenditures taken out of the gross salary.

$$\frac{\text{Annual Entry Level Wage}}{\text{Annual Entry Level Wage}} \times 80\% = \frac{\text{Net Wages/Take Home Pay (Annual)}}{\text{Net Wages/Take Home Pay (Annual)}}$$

5. **Divide** the **Take Home Pay** by 12 months to calculate the **Monthly Available Income**:

$$\frac{\text{Net Wages/Take Home Pay}}{\text{Net Wages/Take Home Pay}} \div 12 = \frac{\text{Monthly Available Income}}{\text{Monthly Available Income}}$$



MONTHLY EXPENDITURES		
	Expenses	Monthly Total
Home	Rent/mortgage	\$
	Utilities (electricity, gas, etc.)	\$
	Internet/cable/home phone	\$
	Home repairs and maintenance	\$
	Groceries	\$
	Laundry/dry cleaning	\$
Bills	Student loans	\$
	Credit cards	\$
	Car payments	\$
	Insurance (car, homeowners, etc.)	\$
	Cell Phone	\$
Transportation	Public transportation/taxis	\$
	Gas	\$
	Parking	\$
	Car repairs and maintenance	\$
Health	Prescriptions	\$
	Doctor appointments	\$
	Gym membership	\$
Personal	Entertainment	\$
	Gifts/special occasions	\$
	Travel	\$
	Dining out	\$
	Clothing	\$
Miscellaneous		\$
	<b>Total Monthly Expenses</b>	\$
	<b>Total Monthly Income</b>	\$
	<b>– Total Monthly Expenses</b>	– \$
	<b>= Total Savings</b>	\$

**Reflection:** What expenses could be reduced if you need more flexibility in your monthly budget?

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