SECTION 1: Personal Social Development
Activity Description:

Purpose of Activity:
In this activity, students will describe how their time is spent in one day.

Objectives: Students will...
- describe how they spend their time in the course of a day.
- examine time management.
- self evaluate themselves.

Type of Activity:
Individual with team component.

Related Occupations:
Time Management, Consultant, & Planner

Activity (what to do):
1. Distribute the “Category Questions” worksheet.
2. Ask the students to estimate the number of hours or parts of an hour in a typical day they spend in the suggested categories on the following worksheet.
3. Have students draw a 5” circle and make a pie graph using the category questions or use the 24 hour pie chart provided with worksheet.
4. Divide the class into groups of three to five students and have them discuss the relationship of the amount of time spent on an item of interest and success with that activity. Talk about areas in which students have been unsuccessful occasionally; these areas could include low interest areas or areas in which skills were not developed.
5. Have the students compare their graphs with each other.

Concept:
Self-evaluation

Related Subject:
Math

Facilitator Notes:
The circle can be divided into quarters of six hours each. This may make it easier to graph.

How to Make Them Yourself Using this as an example.
First, put your data into a table (like above), then add up all the values to get a total:

<table>
<thead>
<tr>
<th>Favorite Type of Movie</th>
<th>Comedy</th>
<th>Action</th>
<th>Romance</th>
<th>Drama</th>
<th>SciFi</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

Next, divide each value by the total and multiply by 100 to get a percent:
Now to figure out how many degrees for each "pie slice" (correctly called a sector). A Full Circle has 360 degrees, so we do this calculation:

<table>
<thead>
<tr>
<th>Comedy</th>
<th>Action</th>
<th>Romance</th>
<th>Drama</th>
<th>SciFi</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>= 20%</td>
<td>= 25%</td>
<td>= 30%</td>
<td>= 5%</td>
<td>= 20%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Now you are ready to start drawing!
Draw a circle.
Then use your protractor to measure the degrees of each sector.
Here I show the first sector ...
Finish up by coloring each sector and giving it a label like "Comedy: 4 (20%)", etc.
(And don't forget a title!)

Duration/Length:
This activity requires 1-60 minute class period (longer time depending of age of students or other academic requirements).

Tools/Materials Needed:
► “Category Questions” worksheets
► Paper
► Compass or Template for Drawing a Circle
► Protractor
► Pen/Pencil
Partnerships Recommended:

- CDF
- Classroom Teacher, Counselor, or other educational professional
- Special Ed Para’s

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):

- Ideal grade level is Middle/Junior high School.
- Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):

- Number of and type of questions asked.
- Length of time.
- For lower grade levels provide actual graphic organizers.
- For lower grade levels provide more guided practice and direction.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

Standards Covered (**NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors**):

**WY C/VE Standards:**
- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

**ASCA Mindsets & Behavior:**
- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

**NCDA Guidelines:**
- PS1
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollege411 expand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
Directions: Estimate how many hours or parts of an hour you spend each of the following areas on a typical school day. Your estimate will not be exact, but it should add up to a total of 24 hours. Illustrate by making a pie chart on the blank part of the page.

How many hours do you spend:

Sleeping? ________  Attending School? ________  On Homework? ________
Doing Chores at Home? ________  Watching TV? ________
Working? (at a paying job, babysitting, lawn mowing, etc.): ________
With Friends? (Socializing, Telephone Calls, Team Sports, etc.): ________
Alone? (Reading, Practice Music, At Play, etc.): ________
With Family? (Include Meal Times): ________
Other Activity? (Miscellaneous): ________

Title: ________________________________________________________

Key: 

[Diagram of pie chart with sections for different activities]
“Karate Kid and a Bonsai Tree”

Activity Description:

**Purpose of activity:** Students and/or participants will...
► visualize setting goals.
► identify what is needed to set goals and achieve a desired outcome.
► describe and explain how visualization helps in setting goals and meeting those goals.
► develop problem solving and communication skills.
► share ideas and learn from others experiences.

**Activity:** “See It, Then Do It”

**Instructions:**
Show the scene where Daniel is invited into Mr. Myagi’s shop to learn about the bonsai tree, and Mr. Miyagi tells him to try. Concentrate on the part where Daniel is told to close his eyes and “Think tree. Wipe mind clear of everything, but tree. Make a perfect picture, down to last pine needle.” After Miyagi is sure that Daniel has the picture, he instructs Daniel to open his eyes and make the tree in front of him just like the picture.

Have students or participants close their eyes, clear their minds, focus only on the upcoming year, project, event, or goal and make a perfect picture of what they imagine down to the smallest detail. Now they are ready to begin making their picture a reality. When students are ready have them create their image (vision) in their head using any of the following forms of media; typing paper, poster board, butcher paper, manila folder, or computer base drawing program. Give the students and participants time to create their image. Encourage them to use bullet statements to further illustrate what the imagined. Then have students or participants share their ideas with others.

**Processing:**
Ask… (Some questions for discussion could include the following.)
► Why does visualization (making a mental picture) work so well in goal setting?
  Possible Answer: The picture is perfect, without flaws or problems. It also frees us to think of greater possibilities and forces us to clarify our vision.
► What is the hardest part of visualization?
  Possible Answer: Most often people have trouble focusing on their picture because they have so much going on or because they don’t have a clear idea of their goal.
► Why is it easier to do a project or set long term goals if we have a clear picture of the final results?
  Possible Answer: We now have a definite target to set our sights on or a standard by which to measure results.
► What role does visualization play in selecting a career pathway?
  Possible Answer: Seeing what skills are needed to achieve a long term goal or what additional steps need to be taken to achieve a dream.

**Duration/Length:**
1 class session (45-50 minutes each). Note: this can be adjusted depending on the clientele being addressed.
### Tools/Materials Needed:

- DVD or video player.
- Video: “The Karate Kid”
- Pencil
- Paper or Poster Board, or Butcher Paper or Manila File Folder

### Partnerships Recommended:

- CDF
- Classroom Teacher, Counselor, or other educational professional
- Special Ed paras

### Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):

Adaptable for Preschool, Elementary, Middle School, High School, and College.

### Suggestions for Scaling (ideas for use with students of other ages):

- Number of and type of questions asked.
- Length of time.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

### Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

**WY C/VE Standards:**

- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

**ASCA Mindsets & Behavior:**

- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

**NCDA Guidelines:**

- PS1
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;

- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollege411 xpand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
- Website Karate Kid youtube: https://www.youtube.com/watch?v=bs3Ac8iuOTY
“To Code Or Not To Code”

Activity Description:

Purpose of Activity: Students will become aware of how the Holland Code Quiz can be used to guide the decision process in career development.

Objectives: Students will:
- be able utilize Holland Codes and Personality Types in possible career assignment options.
- identify their true (REAL) personality type(s) through careful examination of The Holland Code Quiz.
- describe how the Holland Code(s) can assist them in making critical career related decisions.
- be encourage to utilize career related assessment tools to explore career opportunities and better understand their personality type.
- Graphical represent findings and share with other students.

Activity (what to do):

Day 1:
1.) Say: “Good morning / afternoon. Today we are going to focus on an activity that will help you better understand yourself and how you might fit into the world of work (career, college, and/or military). Another words, thinking about who you are and where you might want to go in your life journey.
2.) Distribute the handout with the Holland Six Personality Types printed on the back. Discuss the background of the Holland Theory making reference to the handout.
3.) Write the following question on the flip chart board or white board or SMART board: With which Holland type do you most identify – Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), or Conventional (C). Assign a student to read about one of the Holland Personality Types (on the back of the handout). After each one of the types/codes have been read, allow the students to go to the section of the room where the letter has been posted that represents the type to which they most indentify. (See attachment cards.)
4.) After the students have grouped themselves, tell them they are going to create a bar graph with the results on butcher paper, poster board, white board, or SMART Board:
   a) Place the number of students along a vertical line (vertical axis) to the right.
   b) Place the name of each type along a line across the bottom (horizontal axis).
   c) Each should write their name on a narrow piece of paper then tape their name above the type they have selected as the one they most likely identify with.

Example of Wall Bar Graph

5.) After the students have completed the wall bar graph, ask them to share how this type is like you; what careers or pathways (college, career, and/or military) interest you? Why? Based on your knowledge
thus far of Holland Codes, can you determine in what careers you would not be interested. Allow some
time for students to discuss.
6.) Tell students they will now take the REAL assessment for the Holland Code Quiz at
http://www.roguecc.edu/counseling/HollandCodes/test.asp. This assessment will give you your true
answer based on your response to the questions.
7.) After they have completed the quiz have them determine their highest score. In the event of a tie, tell
them to select the one they are most comfortable with. Remind them to be honest with themselves.
8.) Again have each student write their name on a narrow piece of paper (a different color) then tape their
name above the type that was their highest score on the Holland Code Quiz. Have students re-create
the wall graph on the Personality Type Analysis work sheet handout for this portion of the activity.
9.) Have students examine their results and describe what the graph is showing them and write their
thoughts about the results.

Day 2:
10.) Now have them re-examine their personality type they most identified with earlier to the results from the
quiz. Compare and contrast the two on their personal Career Development Holland Code work sheet for
this activity (see handout). Tell students they may use any of the following graphic organizers; Compare
and Contrast Flow Chart, Venn Diagram, Compare and Contrast Diagram, Compare and Contrast
Concept Map, Compare and Contrast Two Column, or other type of graphic organizer that allows them to
compare and contrast.

Sample Graphic Organizers:

![Graphic Organizer]

11.) Have student share with others in the room.

12.) Have students answer the following questions;
   a) What was your original personality selection? Why did you select this one? What careers did you
      believe would best be suited for this personality type?
   b) After taking the Holland Code Quiz, did your personality type change? What did the test show you?
      What careers were indicated that are a best fit for this personality type?
   c) Based on this new information would you consider changing your career options? Why? Why not?
   d) What things do you need to consider in order to pursue a career based on the Holland Code Quiz
      for personality types or the personality type you selected initially?

13.) Have students take time to reflect on this activity and how they may use this new information about
themselves to plan their career and/or future
14.) Have students place day 1 and day 2 results from this activity in the career portfolio
15.) Say: I sure learned a lot about each of you and hope each of you learned a lot about each other.
Duration/Length:

2 perhaps 3 class sessions (45-50 minutes each). Note: this can be adjusted depending on the clientele being addressed. If a block schedule; could be completed in 90 minutes.

Tools/Materials Needed:

White butcher wall paper
Color Signs with the following color code and Holland Code identifiers; Blue (R), Yellow (S), Green (I), Purple (E), Red (A), and Orange (C)
Markers or Crayons
Handouts: Holland Codes (front sheet), Holland’s Six Personality Types Chart (back sheet), Personality Type Analysis work sheet handout, Career Development Holland Code work sheet (one for each student)

Partnerships Recommended:

CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):

Adaptable for Preschool, Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):

Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
**Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):**

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASCA Mindsets &amp; Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NCDA Guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS1</td>
</tr>
</tbody>
</table>

**References/Developed By:**

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 xpand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
# Holland’s Six Personality Types

<table>
<thead>
<tr>
<th>Realistic (R)</th>
<th>Social (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic types prefer to deal with Things.</td>
<td>Social types prefer to deal with People.</td>
</tr>
<tr>
<td>• A person with a Realistic Personality tends to be Frank, Practical, Focused, Mechanical, Determined, or Rugged.</td>
<td>• A person with a Social Personality tends to be Helping, Informing, Teaching, Inspiring, Counseling, and Serving.</td>
</tr>
<tr>
<td>• Examples of Realistic Abilities include manipulating tools, doing mechanical or manual tasks, or doing athletic activities.</td>
<td>• Examples of Social Abilities include interacting with people and concerned with the welfare of people.</td>
</tr>
<tr>
<td>• Examples of Realistic Holland Code Careers include Craftsman, Fitness Trainer, Optician, Policemen, Fire Fighter, and Physical Education Teacher.</td>
<td>• Examples of Social Holland Code Careers include Teacher, Clergy, Coach, Therapist, Nurse, Counselor, and Sociologist.</td>
</tr>
<tr>
<td>• Possible Realistic College Majors are Justice Studies, Fire Science, Athletic Training, Martial Arts, Corporate Fitness, and Physical Education.</td>
<td>• Possible Social College Majors are Nursing, Christian Education, Counseling, Biblical Studies, Social Science, and Education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Investigative (I)</th>
<th>Enterprising (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigative types prefer to deal with Things and Ideas.</td>
<td>Enterprising types prefer to deal with Data and People.</td>
</tr>
<tr>
<td>• A person with a Investigative Personality tends to be Analytical, Intellectual, Reserved, Independent, and Scholarly.</td>
<td>• A person with an Enterprising Personality tends to be Persuasive, Energetic, Sociable, Adventurous, Ambitious, and Risk-taking.</td>
</tr>
<tr>
<td>• Examples of Investigative Abilities include working with abstract ideas and intellectual problems.</td>
<td>• Examples of Enterprising Abilities include leading, managing, and organizing.</td>
</tr>
<tr>
<td>• Examples of Investigative Holland Code Careers include Biologist, Chemist, Historian, Researcher, Doctor, and Mathematician.</td>
<td>• Examples of Enterprising Holland Code Careers include Manager, Producer, Lawyer, Business/Marketing, Executive, Entrepreneur, and Principal.</td>
</tr>
<tr>
<td>• Possible Investigative College Majors are Botany, Engineering, Forestry Science, Physics, and Foreign Languages.</td>
<td>• Possible Enterprising College Majors are Pre-Law, Business Management and Administration, International Business, and Political Science.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artistic (A)</th>
<th>Conventional (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic types prefer to deal with Ideas and People.</td>
<td>Conventional types prefer to deal with Data and Things.</td>
</tr>
<tr>
<td>• A person with a Artistic Personality tends to be Complicated, Original, Impulsive, Independent, Expressive, and Creative.</td>
<td>• A person with a Conventional Personality tends to be Careful, Conforming, Conservative, Conscientious, Self-controlled, and Structured.</td>
</tr>
<tr>
<td>• Examples of Artistic Abilities include using imagination and feelings in creative expression.</td>
<td>• Examples of Conventional Abilities include ordering activities paying attention to details.</td>
</tr>
<tr>
<td>• Examples of Artistic Holland Code Careers include Artist, Musician, Actor/Actress, Designer, Writer, and Photographer.</td>
<td>• Examples of Conventional Holland Code Careers include Accountant, Banker, Editor, Office Manager, Librarian, and Reporter.</td>
</tr>
<tr>
<td>• Possible Artistic College Majors are Art, Theater, Graphic Design, Music, Journalism, and Communication.</td>
<td>• Possible Conventional College Majors are Business, Accounting, and Management.</td>
</tr>
</tbody>
</table>
This is based on Dr. John Holland's theory that people and work environments can be loosely classified into six different groups. Each of the letters above corresponds to one of the six groups described in the following pages.

Different people's personalities may find different environments more to their liking. While you may have some interests in and similarities to several of the six groups, you may be attracted primarily to two or three of the areas. These two or three letters are your “Holland Code.” For example, with a code of “RES” you would most resemble the Realistic type, somewhat less resemble the Enterprising type, and resemble the Social type even less. The types that are not in your code are the types you resemble least of all.

Most people, and most jobs, are best represented by some combination of two or three of the Holland interest areas. In addition, most people are most satisfied if there is some degree of fit between their personality and their work environment.

The rest of the pages in this booklet further explain each type and provide some examples of career possibilities, areas of study at MU, and co-curricular activities for each code. To take a more in-depth look at your Holland Code, take a self-assessment such as the SDS, Discover, or a card sort at the MU Career Center with a Career Specialist.
Realistic (Doers)

People who have athletic ability, prefer to work with objects, machines, tools, plants or animals, or to be outdoors.

Are you? independent ambitious Can you? fix electrical things solve electrical problems pitch a tent play a sport
practical straightforward/frank systematically
stable concrete
reserved
self-controlled

Like to? tinkering with machines/vehicles work outdoors be physically active use your hands
build things tend/train animals
work on electronic equipment

Career Possibilities
(Holland Code):

- Air Traffic Controller (SER)
- Archaeologist (IRE)
- Athletic Trainer (SRE)
- Cartographer (IRE)
- Commercial Airline Pilot (RIE)
- Commercial Drafter (IRE)
- Corrections Officer (SER)
- Dental Technician (REI)
- Farm Manager (ESR)
- Fish and Game Warden (RES)
- Floral Designer (RAE)
- Forester (RIS)
- Geodetic Surveyor (IRE)
- Industrial Arts Teacher (IER)
- Laboratory Technician (RIE)
- Landscape Architect (AIR)
- Mechanical Engineer (RIS)
- Optician (REI)
- Petroleum Geologist (RIE)
- Police Officer (SER)
- Practical Nurse (SER)
- Property Manager (ESR)
- Recreation Manager (SER)
- Service Manager (ERS)
- Software Technician (RCI)
- Ultrasound Technologist (RSI)
- Vocational Rehabilitation Consultant (ESR)

Investigative (Thinkers)

People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

Are you? inquisitive analytical scientific observant/precise scholarly cautious intellectually self-confident independent logical complex Curious

Can you? think abstractly solve math problems understand scientific theories do complex calculations use a microscope or computer interpret formulas

Like to? explore a variety of ideas work independently perform lab experiments deal with abstractions do research be challenged

Career Possibilities
(Holland Code):

- Actuary (ISE)
- Agronomist (IRS)
- Anesthesiologist (IRS)
- Anthropologist (IRE)
- Archaeologist (IRE)
- Biochemist (IRS)
- Biologist (ISR)
- Chemical Engineer (IRE)
- Chemist (IRE)
- Computer Systems Analyst (IER)
- Dentist (ISR)
- Ecologist (IRE)
- Economist (IAS)
- Electrical Engineer (IRE)
- Geologist (IRE)
- Horticulturist (IRS)
- Mathematician (IER)
- Medical Technologist (ISA)
- Meteorologist (IRS)
- Nurse Practitioner (ISA)
- Pharmacist (IES)
- Physician, General Practice (ISE)
- Psychologist (IES)
- Research Analyst (IRC)
- Statistician (IRE)
- Surgeon (IRA)
- Technical Writer (IRS)
- Veterinarian (IRS)
**Artistic (Creators)**

People who have artistic, innovating, or intuitive abilities and like to work in unstructured situations using their imagination and creativity.

<table>
<thead>
<tr>
<th>Are you?</th>
<th>Can you?</th>
<th>Like to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>creative</td>
<td>sketch, draw, paint</td>
<td>attend concerts, theatre, art</td>
</tr>
<tr>
<td>imaginative</td>
<td>play a musical instrument</td>
<td>exhibits</td>
</tr>
<tr>
<td>innovative</td>
<td>write stories, poetry, music</td>
<td>read fiction, plays, and poetry</td>
</tr>
<tr>
<td>unconventional</td>
<td>sing, act, dance</td>
<td>work on crafts</td>
</tr>
<tr>
<td>emotional</td>
<td>design fashions or interiors</td>
<td>take photography</td>
</tr>
<tr>
<td>independent</td>
<td></td>
<td>express yourself creatively</td>
</tr>
<tr>
<td>Expressive</td>
<td></td>
<td>deal with ambiguous ideas</td>
</tr>
<tr>
<td>original</td>
<td></td>
<td></td>
</tr>
<tr>
<td>introspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>impulsive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sensitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>courageous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>complicated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>idealistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nonconforming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Career Possibilities (Holland Code):**

- Actor (AES)
- Advertising Art Director (AES)
- Advertising Manager (ASE)
- Architect (AIR)
- Art Teacher (ASE)
- Artist (ASI)
- Copy Writer (ASI)
- Dance Instructor (AER)
- Drama Coach (ASE)
- English Teacher (ASE)
- Entertainer/Performer (AES)
- Fashion Illustrator (ASR)
- Interior Designer (AES)
- Intelligence Research Specialist (AEI)
- Journalist/Reporter (ASE)
- Landscape Architect (AIR)
- Librarian (SAI)
- Medical Illustrator (AIE)
- Museum Curator (AES)
- Music Teacher (ASI)
- Photographer (AES)
- Writer (ASI)
- Graphic Designer (AES)

**Social (Helpers)**

People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.

<table>
<thead>
<tr>
<th>Are you?</th>
<th>Can you?</th>
<th>Like to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>friendly</td>
<td>teach/train others</td>
<td>work in groups</td>
</tr>
<tr>
<td>helpful</td>
<td>express yourself clearly</td>
<td>help people with problems</td>
</tr>
<tr>
<td>idealistic</td>
<td>lead a group discussion</td>
<td>do volunteer work</td>
</tr>
<tr>
<td>insightful</td>
<td>mediate disputes</td>
<td>work with young people</td>
</tr>
<tr>
<td>outgoing</td>
<td>plan and supervise an activity</td>
<td>serve others</td>
</tr>
<tr>
<td>understanding</td>
<td>cooperate well with others</td>
<td></td>
</tr>
<tr>
<td>cooperative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>generous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forgiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kind</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Career Possibilities (Holland Code):**

- City Manager (SEC)
- Clinical Dietitian (SIE)
- College/University Faculty (SEI)
- Community Org. Director (SEA)
- Consumer Affairs Director (SER)\(\text{Counselor/Therapist (SAE)}\)
- Historian (SEI)
- Hospital Administrator (SER)
- Psychologist (SEI)
- Insurance Claims Examiner (SIE)
- Librarian (SAI)
- Medical Assistant (SCR)
- Minister/Priest/Rabbi (SAI)
- Park Naturalist (SEI)
- Physical Therapist (SEI)
- Police Officer (SER)
- Probation and Parole Officer (SEC)
- Real Estate Appraiser (SCE)
- Recreation Director (SER)
- Registered Nurse (SIA)
- Teacher (SAE)
- Social Worker (SEA)
- Speech Pathologist (SAI)
- Vocational-Rehab. Counselor (SEC)
- Volunteer Services Director (SEC)
**Enterprising (Persuaders)**

People who like to work with people, influencing, persuading, leading or managing for organizational goals or economic gain.

- **Are you?**
  - self-confident
  - assertive
  - persuasive
  - energetic
  - adventurous
  - popular

- **Can you?**
  - initiate projects
  - convince people to do things your way
  - sell things
  - give talks or speeches
  - organize activities
  - lead a group
  - persuade others

- **Like to?**
  - make decisions
  - be elected to office
  - start your own business
  - campaign politically
  - meet important people
  - have power or status

**Career Possibilities (Holland Code):**

- Advertising Executive (ESA)
- Advertising Sales Rep (ESR)
- Banker/Financial Planner (ESR)
- Branch Manager (ESA)
- Business Manager (ESC)
- Buyer (ESA)
- Chamber of Commerce Exec (ESA)
- Credit Analyst (EAS)
- Customer Service Manager (ESA)
- Education & Training Manager (EIS)
- Emergency Medical Technician (ESI)
- Entrepreneur (ESA)
- Foreign Service Officer (ESA)
- Funeral Director (ESR)
- Insurance Manager (ESC)
- Interpreter (ESA)
- Lawyer/Attorney (ESA)
- Lobbyist (ESA)
- Office Manager (ESR)
- Personnel Recruiter (ESR)
- Politician (ESA)
- Public Relations Rep (EAS)
- Retail Store Manager (ESR)
- Sales Manager (ESA)
- Sales Representative (ERS)
- Social Service Director (ESA)
- Stockbroker (ESI)
- Tax Accountant (ECS)

**Conventional (Organizers)**

People who like to work with data, have clerical or numerical ability, carry out tasks in detail, or follow through on others’ instructions.

- **Are you?**
  - well-organized
  - accurate
  - numerically inclined
  - methodical
  - conscientious
  - efficient
  - conforming

- **Can you?**
  - work well within a system
  - do a lot of paper work in a short time
  - keep accurate records
  - use a computer terminal
  - write effective business letters

- **Like to?**
  - follow clearly defined procedures
  - use data processing equipment
  - work with numbers
  - type or take shorthand
  - be responsible for details
  - collect or organize things

**Career Possibilities (Holland Code):**

- Abstractor (CSI)
- Accountant (CSE)
- Administrative Assistant (ESC)
- Budget Analyst (CER)
- Business Manager (ESC)
- Business Programmer (CRI)
- Business Teacher (CSE)
- Catalog Librarian (CSE)
- Claims Adjuster (SEC)
- Computer Operator (CSR)
- Congressional District Aide (CES)
- Cost Accountant (CES)
- Court Reporter (CSE)
- Credit Manager (ESC)
- Customs Inspector (CEI)
- Editorial Assistant (CSI)
- Elementary School Teacher (SEC)
- Financial Analyst (CSI)
- Insurance Manager (ESC)
- Insurance Underwriter (CE)
- Internal Auditor (ICR)
- Kindergarten Teacher (ESC)
- Medical Records Technician (CSE)
- Museum Registrar (CSE)
- Paralegal (CCE)
- Safety Inspector (RCS)
- Tax Accountant (ECS)
- Tax Consultant (CSC)
- Travel Agent (ECS)
**Analysis:**
1. Examine your results and describe what the graph is showing you.

**Reflection:**
2. Write your thoughts about the results. Is this what you expected? Does this change your mind about your future goals?
Name: __________________________________________ Date: ____________________ Period: ____

In the space below compare and contrast using a graphic organizer. Compare and contrast your personality type you most identified with to the highest score personality type from the Holland Code Quiz. You may use any type of graphic organizer to complete this task as long as you are comparing and contrasting the requested information.
Answer the following questions in the space provided. Remember to be honest to yourself. This is for your benefit. Also use complete sentences.

1. What was your original personality selection? Why did you select this one? What careers did you believe would best be suited for this personality type?

2. After taking the Holland Code Quiz, did your personality type change? What did the test show you? What careers were indicated that are a best fit for this personality type?

3. Based on this new information would you consider changing your career options? Why? Why not?

4. What things do you need to consider in order to pursue a career based on the Holland Code Quiz for personality types or the personality type you selected initially?
“A Family Career Tree Activity”

Activity Description:

**Purpose of Activity:** Students will develop career awareness.

**Objectives:** Students will...
- increase their familiarity with the world of work.
- practice interview skills and recording information.

**Activity (what to do):**
1. Explain the concept of a family career tree (similar to a family tree). Teacher can share own family’s career history tree. Examples should go back several generations and include persons who married into the family.
2. Have students interview their family members to find out the career history of their family going back as many as possible.
3. Using art supplies have students create their own family career tree.
4. During class discussion or presentations, have students look at their family career trees for patterns of similar talents and abilities and draw inferences about their own talents and abilities.

**Evaluation of Learning:**
- Grade students on completion of family career trees
- Display all family career trees
- Assign an essay synthesizing their family career history or discussing the patterns found in talents and abilities.

**Duration/Length:**
Two 45-90 minute class sessions plus homework assignment.

**Tools/Materials Needed:**

**Materials:** (Enough for a class of 30 students)
- Examples of family trees and family career trees
- Paper and Writing Materials (pens, color pencils, crayons, & markers)
- Art Supplies to create Family Career Trees

**Partnerships Recommended:**
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**
Adaptable for Elementary, Middle School, High School, and College.
Suggestions for Scaling (ideas for use with students of other ages):

<table>
<thead>
<tr>
<th>Number of and type of questions asked.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of time.</td>
</tr>
<tr>
<td>For lower grade levels provide actual graphic organizers.</td>
</tr>
<tr>
<td>For lower grade levels provide more guided practice and direction.</td>
</tr>
<tr>
<td>When done within semester of school year.</td>
</tr>
<tr>
<td>Advancing skill over time (activity that transcend entire school year allowing for increased complexity).</td>
</tr>
<tr>
<td>Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.</td>
</tr>
</tbody>
</table>

Enhanced Learning:

- Assign a similar project to represent the education programs or degrees/certifications of their families or community members.
- Assign an additional graphic or art project for students to show their family members’ skills and abilities.
- Have students gather information from the family career trees to complete career frequencies among the student’s parents.
- Have the class discuss how information can be represented by mathematics.
- Encourage students to share the finished family career tree with their family.

Standards Covered (**NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors**):

**WY C/VE Standards:**
- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

**ASCA Mindsets & Behaviors:**
- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

**NCDA Guidelines:**
- PS1
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 xpand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
“Circles of Multicultural Self”

Activity Description:

**Purpose of Activity:**
The Circles activity engages clients (students) in a process of identifying what they consider to be the most important dimensions of their own identities. Stereotypes are examined as participants share stories about when they were proud to be part of a particular group and when it was especially hurtful to be associated with a particular group.

**Objectives:** Students will...
- examine share stories about when they were proud to be part of a particular group.
- examine when it was especially hurtful to be associated with a particular group.

**Activity (what to do):**
Ask participants to pair up with somebody they do not know very well. Invite them to introduce themselves to each other, then follow these steps:

1. Ask students to write their names in the center circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: female, athlete, Jewish, brother, educator, Asian American, middle class, and so on.
2. In their pairs, have students share two stories with each other. First, they should share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, they should share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.
3. The third step will be for students to share a stereotype they have heard about one dimension of their identity that fails to describe them accurately. Ask them to complete the sentence at the bottom of the handout by filling in the blanks: "I am (a/an) ____________ but I am NOT (a/an) _____________." Provide your own example, such as "I am a Christian, but I am NOT a radical right Republican."
   
   Instructions for steps 1, 2, and 3 should be given at once. Allow 8-10 minutes for participants to complete all three steps, but remind them with 2 minutes remaining that they must fill in the stereotype sentence.
4. Probe the group for reactions to each other’s stories. Ask whether anyone heard a story she or he would like to share with the group. (Make sure the person who originally told the story has granted permission to share it with the entire group.)
5. Advise students that the next step will involve individuals standing up and reading their stereotype statements. You can simply go around the room or have people randomly stand up and read their statements. Make sure that students are respectful and listening actively for this step, as individuals are making themselves vulnerable by participating. Start by reading your own statement. This part of the activity can be extremely powerful if you introduce it energetically. It may take a few moments to start the flow of sharing, so allow for silent moments.
6. Several questions can be used to process this activity:
   1. How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?
   2. Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?
   3. How did it feel to be able to stand up and challenge your stereotype?
4. (There is usually some laughter when somebody shares common stereotype such as "I may be Arab, but I am not a terrorist" or "I may be a teacher, but I do have a social life.") I heard several moments of laughter. What was that about?

Where do stereotypes come from? How are they connected to the kinds of socialiation that make us complicit with oppressive conditions?

**Facilitator Notes:**

The key to this activity is the process of examining one’s own identity and the stereotypes associated with that identity, then having one’s own stereotypes challenged through others’ stories and stereotype challenges. Encourage students to think about the stereotypes they apply to people and to make a conscious effort to think more deeply about them, eventually eliminating them.

As with most activities, it can be especially effective if you participate while you facilitate. If you are willing to share your own experiences, students are more likely to feel open to share their own.

It is crucial, especially for the final part of the activity when students are sharing their stereotypes, to allow for silences. People will be hesitant to share initially, but once the ball starts rolling, the activity carries a lot of energy. Allow time at the end for participants to talk more about whatever stereotype they shared.

After everyone has shared their stereotype challenge, announce that anyone who would like to share another one can do so. Model by sharing another one about yourself.

**Duration/Length:**

This activity requires 20-30 minutes.

**Tools/Materials Needed:**

Distribute copies of the [Circles handout](#).
Pencil

**Partnerships Recommended:**

CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**

Adaptable for Elementary, Middle School, High School, and College.
Suggestions for Scaling (ideas for use with students of other ages):

- Number of and type of questions asked.
- Length of time.
- For lower grade levels provide actual graphic organizers.
- For lower grade levels provide more guided practice and direction.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

WY C/VE Standards:
- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

ASCA Mindsets & Behavior:
- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

NCDA Guidelines:
- PS1
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
● Adapted from Ed Exchange
● Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
● Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
● Designing and Implementing Career Services by National Career Development Association
● 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
● MN Programs of Study url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
● Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
● Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
● Career Exploration url: http://breitlinks.com/careers/career_activities.htm
● GAcollege411 expand Your Opportunities @ www.gacollege411.org.
● University of Missouri Student Success Center MU Career Center
● Compare and Contrast images at Google Images
● FM6-22 Leader Development US Army Manual
● FM 22-100 Army Leadership; Be Know, Do US Army Manual
● US Army Values and Code of Ethics
● Jim Rohn, Motivational Speaker
● Website Source: www.GoodCharacter.com
This activity highlights the multiple dimensions of our identities. It addresses the relationships between our desires to self-define our identities and the social constructions that label us regardless of how we define ourselves.

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Taoist, scientist, or any descriptor with which you identify.

1. Share a story about a time you were especially proud to identify with one of the descriptors you used above.

2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.

3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. Fill in the following sentence:

I am (a/an) _____________________ but I am NOT (a/an)___________________.

Example:
(If one of my identifiers was "Christian," and I thought a stereotype was that all Christians are radical right Republicans, my sentence would be: I am a Christian, but I am NOT a radical rightwing Republican.)
Activity Description:

**Purpose of Activity:**
This activity will involve collecting data and then charting / graphing the information. Student teams will poll classmates on selected topics and chart / graph the information to graphically show the results of their research.

**Objectives:** Students will...
- collect data.
- examine results of collected data and draw conclusions.
- work in teams to accomplish a task and goal.
- apply math and problem solving skills.
- develop positive interpersonal skills including respect for diversity.
- communicate orally or through other media methods results for their work.

**Related Occupations:**
Data Collector, Scientific Researcher, Mathematician, Statistician, Poll Taker, Management, & Business

**Type of Activity:**
Team Activity

**Concept:**
Graphing and Charting

**Subjects:**
Science, Mathematics, Social Studies, STEM

**Activity (what to do):**
Divide the class into teams of three to four students, then follow these steps:

1. Provide each team with “Data Collection Form” and ask them to select three to four (depending on number of team members) traits or “favorites” on which to gather information. Ideas for traits or “favorites” is included in the additional resources section of this activity.
2. Have students poll each other and other class members to collect data.
3. Ask teams to analyze their data and create a chart or graph for each trait or favorite they researched. Students can generate their graph or chart on paper, “create-a-graph” [https://nces.ed.gov/nceskids/createagraph/](https://nces.ed.gov/nceskids/createagraph/), or an excel spread sheet program.
4. Conduct a class discussion about differences and preferences. Be sure to discuss how we all have favorite colors, foods, TV shows, etc. that carry little or no value judgments with them and are freely accepted. However, some others “favorites” or traits have a value judgment placed on them and are not accepted. For example, heritage and skin color have led to prejudice and racism; purple hair and tattoos may lead to discrimination. Discuss how these are just traits or personal choices rather than something on which we should pass judgment.
5. Discuss with students that perception is part of the working world and that some organization pass judgment of others based on policies, rules, or how a person will be perceived based on appearance.
not what they are capable of doing or qualifications.

**Facilitator Notes:**
The key to this activity is to develop positive interpersonal skills including respect for diversity and acceptance of others.

**Evaluation:**
Students will be evaluated on their data collection, graphs/charts, and team participation.

**Additional Resources:**
Possible traits might include hair color, eye color, number of siblings, state in which they were born, lifestyle choices, beliefs, ethnic background, tattoos, piercings, etc. This list is not limited to just these, allow other acceptable choices, remember use your discretion. Possible favorites might include favorite color, food, television show, type of music, favorite football team, favorite baseball team, favorite hockey team, favorite basketball team, favorite sport to play, computer game, internet site, leisure time activity, time of day, etc. Again, this list is not limited to just these, allow other acceptable choices, remember use your discretion.

**Sample Chart**

<table>
<thead>
<tr>
<th>Trait: Eye Color</th>
<th># With Trait</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>III</td>
<td>3</td>
</tr>
<tr>
<td>Brown</td>
<td>IIII</td>
<td>4</td>
</tr>
<tr>
<td>Green</td>
<td>I</td>
<td>1</td>
</tr>
</tbody>
</table>

**Sample Graphs**

Duration/Length:
This activity requires 2-50 minute class periods.
**Tools/Materials Needed:**

- Distribute copies of the “Data Collection Form”.
- Pencil
- Color Pencils or Markers
- Paper
- Computers, chrome books, iPads, or other electronic device with access to internet

**Partnerships Recommended:**

- CDF
- Classroom Teacher, Counselor, or other educational professional
- Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**

- Adaptable for Elementary, Middle School, High School, and College.

**Suggestions for Scaling (ideas for use with students of other ages):**

- Number of and type of questions asked.
- Length of time.
- For lower grade levels provide actual graphic organizers.
- For lower grade levels provide more guided practice and direction.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

**Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):**

**WY C/VE Standards:**
- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

**ASCA Mindsets & Behavior:**
- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

**NCDA Guidelines:**
- PS2
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;

- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollege411 xpand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
"DATA COLLECTION FORM"

Name: __________________________________________ Date: _______________ Period: ______

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>NUMBER with TRAIT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Create or attach graph to the back of this page.
“Changes, Goals, and Expectations”

Activity Description:

**Purpose of Activity:**
As part of this activity, students will identify positive goals and expectations relating to early adolescence.

**Objectives:** Students will...
- collect information.
- communicate orally or through other media methods results for their work.
- identify positive goals and expectations relating to early adolescence.
- integrate personal growth and change into your career development.

**Related Occupations:**
All Careers

**Concept:**
Brainstorming and Categorizing

**Type of Activity:**
Individual

**Subjects:**
Health, Language Arts, & STEM

**Activity (what to do):**

Prior to activity schedule guest speakers.

1. Place three sheets of newsprint on the wall.
2. Label each of the sheets with one of the following headings: Physical Changes, Social/Emotional Changes, and Intellectual Changes.
3. Invite a group of former students who are now in high school and adults who attended your school to talk with the class about some important changes in their lives during their teenage years that were influential in the decisions they made for their futures. Ask them to relate some goals they set and the results they saw.
4. Ask the students to take careful notes on these changes so they can categorize them later.
5. Have the students list the changes that were discussed by the guest speakers and write them on the proper sheet of newsprint.
6. Ask the students to add any changes they expect to experience as they grow and mature.
7. Lead a class discussion on how to handle the changes in positive ways.
8. Discuss the basics of goal setting and how to write effective goals.
9. Ask the students to write several goals that will assist them in dealing with change in a positive way.

**Facilitator Notes:**
Supervise and provide guided practice and direction throughout this activity.
When inviting guest speakers keep the following tips in mind:
- Call them at least a couple of weeks in advance to allow them to schedule the time.
♦ Provide them information on the topic you would like them to cover, the audience (the number as well as the age range), the amount of time they will have, etc.
♦ Call them the day before their visit as a reminder.
♦ Follow up with a thank-you note from the class.

**Evaluation:**
Students will be evaluated on class participation and their lists of goals.

**Additional Resources:**
This activity was adapted from Creating Connections: Integrated Activities for Middle Grades. See that publication for additional, more in-depth career development activities. It is available from the Oklahoma Department of Career and Technology Education, 800-654-4502 or can be ordered on-line at [www.okcareertech.org/cimc](http://www.okcareertech.org/cimc).

**Duration/Length:**
This activity requires 2-50 minute class periods with follow up time to write thank you notes to guest speakers.

**Tools/Materials Needed:**
- Guest Speakers
- Newsprint
- Tape
- Paper
- Pen/Pencil
- Color Pencils
- Markers

**Partnerships Recommended:**
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**
Adaptable for Elementary, Middle School, High School, and College.

**Suggestions for Scaling (ideas for use with students of other ages):**
Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASCA Mindsets &amp; Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NCDA Guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3</td>
</tr>
</tbody>
</table>

References/Developed By:

- Developed by James J. Williams adapted from a variety of online and text sources that follow;
  - Adapted from Ed Exchange
  - Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
  - Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
  - Designing and Implementing Career Services by National Career Development Association
  - 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
  - Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
  - Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
  - Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
  - GAcollege411 xpand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
  - University of Missouri Student Success Center MU Career Center
  - Compare and Contrast images at Google Images
  - FM 22-100 Army Leadership; Be Know, Do US Army Manual
  - US Army Values and Code of Ethics
  - Jim Rohn, Motivational Speaker
  - Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
“I Can Be happy for Hours Just Doing …”

Activity Description:

**Purpose of Activity:**
This activity will explore leisure activities. Students will describe a leisure activity that can be done for hours.

**Objectives:** Students will...
- collect information.
- communicate orally or through other media methods results for their work.
- learn to balance personal, leisure, community, learner, family, and work roles.
- describe a leisure activity that can be done for hours.

**Related Occupations:**
Cruise Ship Staff, Golf Course Pro, YMCA Director, etc.

**Type of Activity:**
Individual with Oral Presentation

**Concept:**
Exploration

**Subjects:**
Language Arts & STEM

**Activity (what to do):**
Prior to this activity gather needed materials.

1. Define leisure activities.
2. Ask the students to discuss leisure activities they do now.
3. Have the students write a paper entitled “I Can Be Happy For Hours, Just Doing…”.
4. Ask the students to draw a carton illustrating their leisure activity, write a poem, or short story about it.
5. When finished, have the students present their paper and illustration, poem, or short story.
6. Lead a discussion on the purpose of leisure activity. Be sure to include such things as stress / tension relief, mental health, fun, and physical fitness.
7. Ask the students to identify some occupations which are considered leisure occupations. Examples might include: cruise ship jobs, golf course jobs, scouting jobs, etc. Suggest they use the Internet for research, if possible.

**Facilitator Notes:**
Supervise and provide guided practice and direction throughout this activity.
When inviting guest speakers keep the following tips in mind:
- Call them at least a couple of weeks in advance to allow them to schedule the time.
- Provide them information on the topic you would like them to cover, the audience (the number as well as the age range), the amount of time they will have, etc.
- Call them the day before their visit as a reminder.
- Follow up with a thank-you note from the class.
**Evaluation:**
Students will be evaluated on their papers, illustration, poems, or short stories, and participation in the class discussions.

**Additional Resources:**
None.

**Duration/Length:**
This activity requires 2-50 minute class periods with follow up time to write thank you notes to guest speakers.

**Tools/Materials Needed:**
- Guest Speakers
- Newsprint
- Tape
- Paper
- Pen/Pencil
- Color Pencils
- Markers

**Partnerships Recommended:**
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**
Adaptable for Elementary, Middle School, High School, and College.

**Suggestions for Scaling (ideas for use with students of other ages):**
Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

WY C/VE Standards:
CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

ASCA Mindsets & Behavior:
B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

NCDA Guidelines:
PS4

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/isbek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/isbek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
# “Stress and Peer Pressure”

**Activity Description:**

**Purpose of Activity:**
This uses the Internet to research ways to deal with specific peer pressure or stress issues and includes a role-play activity to demonstrate ways to deal with the issues.

**Objectives:** Students will...
- develop research skills.
- demonstrate ways to deal with specific peer pressure and/or stress issues.
- integrate personal growth and change into career development.
- participate in a role playing activity.

**Related Occupations:**
Psychologist, Counselor, etc.

**Type of Activity:**
Team Activity

**Concept:**
Role Play

**Subjects:**
Instructional Technology, Health, Information Literacy, & STEM

**Activity (what to do):**
Prior to this activity gather needed materials.

1. Divide the class into teams of three to four students. Give each team a problem dealing with peer pressure or stress to solve.
2. Have teams use the Internet to research ways to deal with their specific issues.
3. Ask each team to create and present a role-playing activity to the class on a stress or peer-pressure issue and ideas they found to deal with it.
4. Ask the audience to provide additional ideas for dealing with the issue presented.

**Facilitator Notes:**
Supervise and provide guided practice and direction throughout this activity.

**Evaluation:**
Students will be evaluated on team participation, research, and the role-playing activity.

**Additional Resources:**
Problems the teams might research may include:

- Your best friend has been acting different lately. She’s talked of dying, and has withdrawn from many activities. You think she may be depressed or even suicidal.
- You are overstressed. You haven’t been sleeping well at all, and your grades are dropping. Your boss
has added ten hours a week to your schedule, and mid-term tests are next week.

Your neighbor is a grade ahead of you in school and has been using drugs. She recently began asking you to try some drugs with her. She assures you she hasn’t had any problems since she started using them. She feels great and her grades have been improved.

You are part of a group of five who hand around together all the time. Last week when you went to the mall one of your friends shoplifted a CD. He issued a challenge to the rest of the group to do the same when you go to the mall on Saturday.

Your mom just lost her job.

You just transferred to a new school and don’t know anyone but Jamee. She has decided to cut class and asks you to come along. She tells you that the school will leave a message on your phone machine which you can erase before anyone hears it.

Duration/Length:

This activity requires 2-50 minute class periods with follow up time to write thank you notes to guest speakers.

Tools/Materials Needed:

- Computer with Internet access
- Paper
- Pen/Pencil
- Color Pencils
- Markers
- Props (as needed for role-play activity)
- Problem statements (see Additional Resources for sample problems)

Partnerships Recommended:

CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):

Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):

Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
Standards Covered *(NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors)*:

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASCA Mindsets &amp; Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NCDA Guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3</td>
</tr>
</tbody>
</table>

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcircle411 Expand Your Opportunities @ [www.gacircle411.org](http://www.gacircle411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
PROBLEM STATEMENTS

Your best friend has been acting different lately. She’s talked of dying, and has withdrawn from many activities. You think she may be depressed or even suicidal.

You are overstressed. You haven’t been sleeping well at all, and your grades are dropping. Your boss has added ten hours a week to your schedule, and mid-term tests are next week.

Your neighbor is a grade ahead of you in school and has been using drugs. She recently began asking you to try some drugs with her. She assures you she hasn’t had any problems since she started using them. She feels great and her grades have been improved.

You are part of a group of five who hang around together all the time. Last week when you went to the mall one of your friends shoppedlifted a CD. He issued a challenge to the rest of the group to do the same when you go to the mall on Saturday.

Your mom just lost her job.

You just transferred to a new school and don’t know anyone but Jamee. She has decided to cut class and asks you to come along. She tells you that the school will leave a message on your phone machine which you can erase before anyone hears it.
Activity Description:

**Purpose of Activity:**
Student will play the stock market by buying and selling stocks. Teams will research, select, and track stocks for one month. They will calculate gains or losses on their purchases.

**Objectives:** Students will...
- develop research skills.
- track and record data over time.
- learn how to calculate gains and losses.
- develop positive interpersonal skills including respect for diversity.

**Related Occupations:**
Stock Broker, Accountant, Banker, Financial Analyst, etc.

**Type of Activity:**
Team Activity

**Concept:**
Simulation

**Subjects:**
Technology, Mathematics, Information Literacy, Social Studies, & STEM

**Activity (what to do):**
Divide the class into teams of four students.

1. Each team will have $10,000 to invest. This activity is designed to last four weeks.
2. Teams should initially research four stocks and decide which stock or stocks to purchase based on their research. Research can be done via the internet at such sites as Excite’s Money and Investing site at [http://money.excite.com](http://money.excite.com). Teams should use the “Introduction to Stocks” handout for research, completing one for each of the stocks they research. Teams may purchase one, two, three, or all four of the researched stocks.
   
   Option: You can select stocks and distribute them to teams to research.

3. At the end of each week, teams should evaluate their stocks and calculate how much they have gained or lost in dollars and by percentage. They should research two more stocks weekly and decide whether to sell some of their stocks, to buy other stocks, or hold their stocks. Teams may make one trade per week.

4. At the end of four weeks, have the teams evaluate their stock portfolio and write an overview about what they learned during this activity. Ask them to include overall gain/loss figures, whether they fell they made the correct decisions when selecting/buying/selling stocks, and what they would do differently if they did this activity again.

   Option: Play the Stock Market Game from Oklahoma Council on Economic Education. Have teams write
weekly reports on their gain/loss information, the stocks they bought and sold, and why they made their decisions to buy or sell. This is an electronic simulation game.

**Facilitator Notes:**
Supervise and provide guided practice and direction throughout this activity.

**Evaluation:**
Each team should provide weekly research forms, documentation of gain/loss, and a final overview of the project including the points listed above.

**Additional Resources:**
- Oklahoma Council on Economic Education web address: [http://www.occe-ok.org](http://www.occe-ok.org)
- Oklahoma Council on Economic Education, Dr. Sue Lynn Sasser, President, 100 N. University Drive, Edmond, OK 73034, phone: (405) 974-5627, FAX: (405) 974-3853, email: ocee@aixl.ucok.edu

**Duration/Length:**
This activity requires four weeks to complete, class time for research along with time spent at home learning about the stock market.

**Tools/Materials Needed:**
- Computer with Internet access
- Paper
- Pen/Pencil
- Color Pencils
- Markers
- “Introduction to Stocks” handout

**Partnerships Recommended:**
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**
Adaptable for Elementary, Middle School, High School, and College.

**Suggestions for Scaling (ideas for use with students of other ages):**
- Number of and type of questions asked.
- Length of time.
- For lower grade levels provide actual graphic organizers.
- For lower grade levels provide more guided practice and direction.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
<th>ASCA Mindsets &amp; Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
<tr>
<td>NCDA Guidelines:</td>
<td></td>
</tr>
<tr>
<td>PS2</td>
<td></td>
</tr>
</tbody>
</table>

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;

- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
“Introduction to Stocks” Handout

Team Members: __________________________ Date: __________ Period: ______

Directions: To answer the following questions, select a stock to research and go to the Internet site [http://money.excite.com] to do your research. Click on the “Symbol Lookup” button and type in the name of the company you wish to research.

1. Name of stock: ________________________________________________________
2. Trading symbol: _________________________________________________________
3. What does this company do (Use the “Profile” section for this information.)
   _______________________________________________________________________
4. Price of the stock today: ________________ Price one year ago: ________________
   Price three years ago: ________________ (Use the “chart” section to locate this information.)
5. What is the 52-week price range of the stock? _________________________________
   (Look in the “Fundamentals” section for the information in questions 5-7.)
6. What is the latest quarterly return? _________________________________________
7. What is the latest 12-month return? _________________________________________
8. What is the long term growth rate? __________________________________________
   (Use the “Analysts Ratings” section for information in questions 8-11.)
9. What is the analyst consensus rating of this stock? _____________________________
   (One is the highest score, five is the lowest.)
10. What is the long term growth rate of the stock? ______________________________
11. Click on the “Stock Comparison” button near the top of the chart. This should bring up a list of other stocks within the same sector as your stock. Select several of the competitors, then click the “Go” button to see how your stock compares to others in the sector. How did your choice compare with others?
   _______________________________________________________________________
   _______________________________________________________________________
12. Do you feel this stock is one in which you would like to invest? Why or why not?
   _______________________________________________________________________
   _______________________________________________________________________


# “How Full is Your Basket”

**Activity Description:**

<table>
<thead>
<tr>
<th>Purpose of Activity:</th>
<th>This activity will allow students to examine how the things we say and do affect the feelings of others.</th>
</tr>
</thead>
</table>
| Objectives: Students will... | - examine how the things they say affect feelings of others.  
- demonstrate knowledge of the influence of a positive self-concept (PS1). |
| Related Occupations: | Psychologist, Social Worker, Counselor, Management, Supervisor, etc. |
| Type of Activity: | Individual. |
| Concept: | Self-evaluation. |
| Subjects: | Language Arts & STEM. |
| Activity (what to do): | Bring a basket and eggs for props (Easter Basket and Plastic Eggs).  
1. Introduce the concept of filling one another’s baskets, both positively and negatively.  
3. Have the students discuss the important points of the story.  
4. Ask the students to discuss how events and feedback in a person’s life determine a person’s feelings about himself/herself.  
5. Have the students discuss ways to add “eggs” to the baskets of the people they know. |
| Facilitator Notes: | Bring enough baskets and eggs for an entire class (number dependent on enrollment). |
| Evaluation: | Students will be evaluated on participation in the class discussion. |

**Duration/Length:**

1-50 Minute class period.
Tools/Materials Needed:
- Baskets
- Plastic Easter Eggs
- “How Full is Your basket?” Handout
- Paper
- Pencil

Partnerships Recommended:
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):
Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

**WY C/VE Standards:**
- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

**ASCA Mindsets & Behavior:**
- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

**NCDA Guidelines:**
- PS 1
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollege411 Expand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
“How full is Your Basket?”

You may have heard it called your basket, bucket, cup, plate, etc. but regardless of what it is called, it basically the same. It is a holder, and in the case of self-image, it helps determine how we feel about ourselves. While invisible, your basket is always with you. It is ready to hold more, even when full.

Your basket is filled by good things that happen to you and by things you do yourself. For example, if people compliment you, they add to your basket. If you in turn compliment or help someone else, you add to your basket. Often you find your basket is full without even realizing it is.

On the flip side, you can lose the contents of your basket the same way—from other people’s comments or criticisms or your own. Some people seem intent on taking from other people’s baskets by making fun of them, criticizing them, or pointing out mistakes or shortcomings. Generally, they are trying to fill their baskets and don’t know how to do it in a positive manner. You can also empty your own basket through negative self talk.

When your basket is full, you feel better about yourself and your life. When it is empty, or close to empty, you don’t feel very good. While it may be hard when the level in your basket is getting low, try to say something good about yourself or do something nice for yourself. Remember, you can also add to your basket (and another’s) by paying someone else a compliment or doing something nice for them. Fill other people’s baskets, and soon you may find yours overflowing as well.
“Rate Yourself”

Activity Description:

**Purpose of Activity:**
This activity is designed for the students to rate themselves on skills and personal attributes to determine areas of strength and weakness.

**Objectives:** Students will...
- demonstrate knowledge of the influence of a positive self-concept (PS1).
- rate themselves on skills and personal attributes to determine areas of strengths and weaknesses.
- prepare a written summary about personal attributes.

**Related Occupations:**
All Careers.

**Type of Activity:**
Individual.

**Concept:**
Self-Evaluation.

**Subjects:**
Health & Language Arts.

**Activity (what to do):**
1. Distribute the “Rate Yourself” handout.
2. Ask each student to complete the handout.
3. Lead a class discussion on strengths and weaknesses. Ask the students to discuss their strengths and weaknesses.
4. Invite an employer from the community to come and speak with the class on the personal attributes he/she looks for when hiring.
5. Have the students make a list of personal attributes which they have from the information given by the speaker.
6. Ask the students to make a list of personal attributes which they do not have from the information given by the speaker.
7. Have the students write a paragraph telling how they plan to develop those personal attributes.

**Facilitator Notes:**
None.

**Evaluation:**
Students will be evaluated on their completed handouts, lists of personal attributes, and summary of how they will develop those personal attributes.

**Additional Resources:**
None
Duration/Length:
2-50 minute class periods.

Tools/Materials Needed:
■ “Rate Yourself” Handout ■ Guest Speaker ■ Paper ■ Pen / Pencil

Partnerships Recommended:
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):
Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

WY C/VE Standards:
CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

ASCA Mindsets & Behavior:
B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

NCDA Guidelines:
PS 1
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollege411 Expand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
"Rate Yourself"

Instructions: Rate yourself in the following areas by placing a check in corresponding box

1 = not a strength; 2 = developing; 3 = satisfactory; 4 = high; 5 = highest

| Name: ___________________________ | Date: __________ | Period: __________ |

<table>
<thead>
<tr>
<th>Transferable Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artistic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delegating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prioritizing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem-solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quick-learner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scheduling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Mgt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Qualities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ambitious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confident</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conscientious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compassionate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dedicated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determined</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detail-oriented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diplomatic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energetic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hard-working</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optimistic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passionate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Precise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resilient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resourceful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-starting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sincere</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenacious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Versatile</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willing to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Activity Description:**

**Purpose of Activity:**
In this activity, the students will discuss the relationship between how they feel about themselves, their emotional adjustment, and the maintenance of good mental health.

**Objectives:** Students will...
- develop skills to interact positively with others.
- discuss the relationship between how they feel about themselves, their emotional adjustment, and the maintenance of good mental health.
- self-evaluate themselves and reflect on their self-evaluation.

**Related Occupations:**
Psychologist, Therapist, Counselor, Social Worker, etc.

**Type of Activity:**
Individual with Whole Class Discussion.

**Concept:**
Self-Evaluation.

**Subjects:**
Health.

**Activity (what to do):**
1. Discuss the idea that mental health means, “the way you feel about yourself.”
2. Distribute “Mental Health Means Being Straight With Yourself” worksheet to the students.
3. Ask the students to be honest about their self-evaluation as they score themselves.
4. After the students have finished, discuss the following questions:
   - Was it difficult to answer these questions about yourself?
   - How did you feel while answering these questions?
   - Was it hard to be honest with yourself?
   - How can it benefit you to answer these types of questions?
   - How can we improve our mental health?
5. Have the students discuss areas that they feel good about and those they would like to change and ways to make the changes.

**Facilitator Notes:**
None

**Evaluation:**
Students will be evaluated on their self-evaluations and class participation.

**Additional Resources:**
None
### Duration/Length:

1-50 minute class period.

### Tools/Materials Needed:

- “Mental Health Means Being Straight With Yourself” Worksheet
- Pen / Pencil

### Partnerships Recommended:

CDF  
Classroom Teacher, Counselor, or other educational professional  
Special Ed paras

### Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):

Adaptable for Elementary, Middle School, High School, and College.

### Suggestions for Scaling (ideas for use with students of other ages):

- Number of and type of questions asked.  
- Length of time.  
- For lower grade levels provide actual graphic organizers.  
- For lower grade levels provide more guided practice and direction.  
- When done within semester of school year.  
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).  
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

### Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

**WY C/VE Standards:**

- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

**ASCA Mindsets & Behavior:**

- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

**NCDA Guidelines:**

- PS2
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;

- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollege411 Expand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
**DEPARTMENT OF EDUCATION**

"Mental Health Means Being Straight With Yourself"

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Period</th>
</tr>
</thead>
</table>

**Directions:** Rate yourself on the following characteristics of mental health or "being straight with yourself," by circling the number on the scale which most nearly reflects the way you feel about yourself.

1. When something really upsets me, I can manage to control my temper.  
2. When people disagree with me, I try to see their point of view.  
3. When something goes wrong, I usually blame other people.  
4. I feel that I am totally responsible for my own decisions.  
5. When things change, I tend to panic and jump to conclusions.  
6. I try to think things out in a logical manner.  
7. I usually do what my "head" tells me.  
8. I usually do what my "heart" tells me.  
9. I think that people know they can count on me.  
10. I think that people feel that I am not very capable.  
11. I personally feel that I am very capable.  
12. When I lose in a game or sport, I am disappointed in myself.  
13. When people criticize me, I get mad at them.  
14. When people criticize my actions, I try to accept their advice and learn from them.  
15. When I get upset, I cry easily.  
16. I am afraid to meet new people.  
17. I enjoy meeting new people and trying new things.  
18. I am afraid to tell people what I really think.  
19. I feel that most people do not know me very well.  
20. I feel that I know myself very well.  
21. I worry about things.  
22. I feel that I am an important person.  
23. I feel that I have many good friends.  
24. In all honesty, I like myself.  
25. Overall, I am a very happy person.
“The Roles of The Family”

Activity Description:

Purpose of Activity:
What is a family? What roles do families fill? Why are families important? This activity will help students answer these questions and determine the family’s importance in our lives.

Objectives: Students will...
- demonstrate knowledge of the importance of growth and change.
- answer questions to determine the importance of family.
- define family, nuclear families, extended families, single parent families

Related Occupations:
Family, Counselor, Adoption, Worker, Social Worker.

Type of Activity:
Individual with Whole Class Discussion.

Concept:
Identification.

Subjects:
Health, & Language Arts.

Activity (what to do):

1. Define family. Be sure to include nuclear families, extended families, single parent families, etc.
   - Family - a group consisting of parents and children living together in a household.
   - Nuclear Family - a couple and their dependent children, regarded as a basic social unit.
   - Extended Family - a family that extends beyond the nuclear family, including grandparents, aunts, uncles, and other relatives, who all live nearby or in one household.
   - Single Parent Family - a person who has a dependent child or dependent children and who is widowed, divorced, or unmarried.

2. Indentify functions of the family. Have the students make a detailed list covering the following general categories
   - Physical Needs – food, clothing, shelter.
   - Emotional Needs – love, belonging, etc.
   - Social Needs – sharing, getting along with others, etc.

3. Discuss how important the family unit is in fulfilling the needs we all tend to “expect” and “take for granted.”

4. Have the students suggest ways we can all contribute to the family functions and ways we can express our appreciation of our families.

5. Ask the students to relate how work can also play a part in meeting the above list of needs.

Facilitator Notes:
None

**Evaluation:**
Students will be evaluated on their lists of functions and class participation.

**Additional Resources:**
None

**Duration/Length:**
1-50 minute class period.

**Tools/Materials Needed:**
- Paper / Pencil

**Partnerships Recommended:**
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**
Adaptable for Elementary, Middle School, High School, and College.

**Suggestions for Scaling (ideas for use with students of other ages):**
Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
### Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1,</td>
</tr>
<tr>
<td>CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1,</td>
</tr>
<tr>
<td>CV12.3.4</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>ASCA Mindsets &amp; Behavior:</td>
</tr>
<tr>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp;</td>
</tr>
<tr>
<td>B-SS6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>NCDA Guidelines:</td>
</tr>
<tr>
<td>PS3</td>
</tr>
</tbody>
</table>

### References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GACollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
Activity Description:

**Purpose of Activity:**
Students will learn to compute daily, weekly, and yearly wages given the hourly rate and the number of hours worked.

**Objectives:** Students will...
- understand the relationship between work and learning.
- compute daily, weekly, and yearly wages given two variables; hourly rate and hours worked.
- maintain records.

**Related Occupations:**
All Careers.

**Type of Activity:**
Individual.

**Concept:**
Self-Evaluation.

**Subjects:**
Math, Science, Business, Accounting, Statistics, & STEM.

**Activity (what to do):**

1. Discuss with students that some people are paid a salary regardless of the number of hours worked per week (e.g. school teachers) and other people are paid an hourly rate for the number of hours worked (e.g. waitress or a paraprofessional).
2. Distribute the “Hourly Wages” worksheet.
3. Ask the students to look at the amount each person makes for every hour they work.
4. Have the students compute the daily wages for each of the workers if they work eight hour per day.
5. After figuring the daily wages, have the students compute the weekly wages for each of the workers if they work eight hours per day and five days per week.
6. Have the students compute the yearly wages for each of the workers if they work eight hours per day, five days per week, and 52 weeks per year.
7. Discuss the minimum wage laws in effect now. Information on minimum wage can be found at [http://dol.gov/dol/esa/minwage/main.htm](http://dol.gov/dol/esa/minwage/main.htm) or by contacting your local Wyoming workforce service employment office.
8. Have students research minimum wage for the state of Wyoming. Discuss the average income in the state of Wyoming as it is provide in the latest data at Wyoming Workforce Service Employment office by internet [http://www.wyomingworkforce.org/](http://www.wyomingworkforce.org/) or call (307)473-3789.
9. Have students compare the yearly wages on the worksheet to the average income in the state and summarize how this information relates to lifestyles.

**Facilitator Notes:**
None
Evaluation:
Students will be evaluated on the accuracy of their figures and on their comparison summary.

Additional Resources:

<table>
<thead>
<tr>
<th></th>
<th>Daily</th>
<th>Weekly</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>45.20</td>
<td>226.00</td>
<td>11,752.00</td>
</tr>
<tr>
<td>2.</td>
<td>54.00</td>
<td>270.00</td>
<td>14,040.00</td>
</tr>
<tr>
<td>3.</td>
<td>136.00</td>
<td>680.00</td>
<td>35,360.00</td>
</tr>
<tr>
<td>4.</td>
<td>124.00</td>
<td>620.00</td>
<td>32,240.00</td>
</tr>
<tr>
<td>5.</td>
<td>48.00</td>
<td>240.00</td>
<td>12,480.00</td>
</tr>
<tr>
<td>6.</td>
<td>760.00</td>
<td>3,800.00</td>
<td>197,600.00</td>
</tr>
<tr>
<td>7.</td>
<td>41.20</td>
<td>206.00</td>
<td>10,712.00</td>
</tr>
<tr>
<td>8.</td>
<td>64.00</td>
<td>320.00</td>
<td>16,640.00</td>
</tr>
<tr>
<td>9.</td>
<td>41.60</td>
<td>208.00</td>
<td>10,816.00</td>
</tr>
<tr>
<td>10.</td>
<td>78.00</td>
<td>390.00</td>
<td>20,280.00</td>
</tr>
</tbody>
</table>

Duration/Length:
1-50 minute class period.

Tools/Materials Needed:
- “Hourly Wages” worksheet
- Minimum Wage Information
- State Income Information
- Paper
- Pen / Pencil
- Calculators
- Computer, Chrome Book, or iPad with Internet Access

Partnerships Recommended:
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):
Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

WY C/VE Standards:
- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

ASCA Mindsets & Behavior:
- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

NCDA Guidelines:
- PS4

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow:
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollege411 Expand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
"Hourly Wages" Worksheet

Name: ____________________________ Date: ______________ Period: _______

1. A checker at a grocery store earns $5.65 per hour.

2. A paraprofessional or school teacher’s aide earns $6.75 per hour.

3. An automobile technician earns $17.00 per hour.

4. A commercial bus driver earns $15.50 per hour.

5. A school cook earns 6.00 per hour.

6. A psychologist earns $95.00 per hour.

7. A fast food worker earns $5.15 per hour.

8. A delivery driver earns $8.00 per hour.

9. A retail store clerk earns $5.20 per hour.

10. A manager of a store earns $9.75 per hour.
SECTION 2: Educational Achievement and Lifelong Learning

The Seven Cs — 21st Century Lifelong Skills

<table>
<thead>
<tr>
<th>Seven Cs</th>
<th>Component Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking-and-Doing</td>
<td>Problem-solving, Research, Analysis, Project Management, etc.</td>
</tr>
<tr>
<td>Creativity</td>
<td>New Knowledge Creation, &quot;Best Fit&quot; Design Solutions, Artful Storytelling, etc.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Cooperation, Compromise, Consensus, Community-building, etc.</td>
</tr>
<tr>
<td>Cross-cultural Understanding</td>
<td>Across Diverse Ethnic, Knowledge and Organizational Cultures</td>
</tr>
<tr>
<td>Communication</td>
<td>Crafting Messages and Using Media Effectively</td>
</tr>
<tr>
<td>Computing</td>
<td>Effective Use of Electronic Information and Knowledge Tools</td>
</tr>
<tr>
<td>Career &amp; Learning Self-reliance</td>
<td>Managing Change, Lifelong Learning and Career Redefinition</td>
</tr>
</tbody>
</table>

Education

“Education is not preparation for life; education is life itself”

John Dewey

Education in its general sense is a form of **learning**, in which **knowledge, skills, and habits** of a group of people are transferred from one generation to the next through teaching, training, or research.
# “Education and Salary – Is There a Connection?”

## Activity Description:

### Purpose of Activity:
This activity will assist the students in being able to describe importance of academic and occupational skills in the world of work.

### Objectives: Students will...
- attain educational achievement and performance levels needed to reach personal and career goals.
- describe the importance of academic skills in the workforce.
- describe the importance of occupational skills in the workforce.
- conduct research.
- make comparison of collected information

### Related Occupations:
Various Occupations (based on their findings)

### Type of Activity:
Team Activity

### Concept:
Research and Comparison

### Subjects:
Instructional Technology, Information Literacy, Language Arts, Mathematics, & STEM

### Activity (what to do):
Divide the class into teams of four students.

1. Divide class into teams of four to six students.
2. Ask each team to use the OKCIS to find the salary and employment outlook for the following areas:
   - At least five jobs that require no more schooling
   - At least five jobs for which you must graduate from high school.
   - At least ten jobs for which vocational or two-year training is required.
   - At least ten jobs for which a college education is required.
   - At least ten jobs for which more than a college degree is required.
3. Ask the teams to determine what comparisons can be made from their findings. Is there a relationship between earnings and education or between the employment outlook and salary?
4. Have teams make a chart or graph of their findings, including what (or “how much”) each additional year of school is worth in salary. (Students can use other resources such as the “Occupational Outlook Handbook”).

### Facilitator Notes:
Supervise and provide guided practice and direction throughout this activity.

### Evaluation:
Students will be evaluated on the completeness of their research, accuracy, and clarity of the comparison chart, accuracy and clarity of what each year of education is worth. And team participation.

**Additional Resources:**
None

**Duration/Length:**
This activity requires four weeks to complete, class time for research along with time spent at home learning about the stock market.

**Tools/Materials Needed:**
- Computer with Internet access
- Graph/Chart Paper
- Paper or poster board
- Pen/Pencil
- Color Pencils
- Markers
- Calculators
- OKCIS
- Occupational Outlook Handbook

**Partnerships Recommended:**
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**
Adaptable for Elementary, Middle School, High School, and College.

**Suggestions for Scaling (ideas for use with students of other ages):**
Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
### Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

<table>
<thead>
<tr>
<th>Standards Covered</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>WY C/VE Standards:</td>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
</tr>
<tr>
<td>ASCA Mindsets &amp; Behavior:</td>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
<tr>
<td>NCDA Guidelines:</td>
<td>ED2</td>
</tr>
</tbody>
</table>

### References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;

- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org)
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
“How Am I Ever Going To Use This?”

Activity Description:

**Purpose of Activity:**
Why do I have to take this class? How will I ever use this? These questions are commonly asked by students. This activity will describe how education relates to the selection of college majors, entry into the job market, and the need for further training.

**Objectives: Students will...**
- attain educational achievement and performance levels needed to reach personal and career goals.
- conduct research on education and career options.
- describe how education relates to the selection of college majors.
- describe how education relates to entry into the job market.
- describe how education relates to the need for further training.

**Related Occupations:**
Various Occupations (based on student research)

**Type of Activity:**
Individual

**Concept:**
Research and Simulation

**Subjects:**
Art, Information Literacy, & STEM

**Activity (what to do):**

Divide the class into teams of four students.

1. Have students look up a particular school subject (such as math, science, English, or other subjects) by selecting “Occupations” located under “Occupation and Employment”. Click “search” and type in a high school subject. If their list has limited number of occupations, check “Full Text Search”.
2. Ask the students to read at least two of those occupational descriptions and list the subject area skills that are needed for that occupation.
   - Example: Math – Electrician – Reading blueprints and visualizing objects in three dimensions.
3. Have the students pretend they are teacher of their selected subject. They must recruit students for their class, so they must advertise their subject. Have them write and illustrate advertisements for their subject. All the ads must reflect how the subject will help students in the “real world”. Students may use the OKCIS program and the Occupational Outlook Handbook for ideas on “selling” their subject. No false advertising is allowed.

**Facilitator Notes:**
Set up an area for the students to display their ads. Split the class into two to four groups and have the groups display their ads on a specific day. Allow the rest of the class to visit the displays and ask questions about the ads. When questioned about their ad, students must show solid evidence to substantiate why they advertised as they did.
Evaluation:
Students will be evaluated on their research and skills lists, creativity and accuracy of their ads, their ad presentations, and the reasoning and research behind the ads.

Additional Resources:
OKCIS program is available from the Oklahoma Department of Career an Technology Education, 1-800-654-4502 or can be ordered on-line at [www.okcareertech.org/cimc].

Duration/Length:
This activity requires four weeks to complete, class time for research along with time spent at home learning about the stock market.

Tools/Materials Needed:
- Computer with Internet access
- Graph/Chart Paper
- Color Pencils
- Markers
- Calculators
- OKCIS
- Paper or poster board
- Pen/Pencil
- Occupational Outlook Handbook

Partnerships Recommended:
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):
Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
<th>ASCA Mindsets &amp; Behavior:</th>
<th>NCDA Guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1,</td>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3,</td>
<td>ED1</td>
</tr>
<tr>
<td>CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3,</td>
<td>B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
<td></td>
</tr>
<tr>
<td>CV12.2.1, &amp; CV12.3.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study  
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAc Colbert411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org)
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
“More Than Coal in The Ground”

Activity Description:

**Purpose of Activity:**
This activity will explore the many career occupations and industries and economic impact involved in coal mining in Wyoming.

**Objectives:** Students will...
- obtain knowledge of the benefits for educational achievement.
- explore career occupations related to the coal mining industry in Wyoming.
- describe the economic impact of coal mining in Wyoming.

**Related Occupations:**
Coal Mining, Chemical Sciences, Environmental Sciences, Reclamation, EPA, Economics, Mineralogy, Researcher, Manufacturer, Career Counselor, Geological Sciences, Related Rare Earth Resources, etc.

**Type of Activity:**
Team Activity

**Concept:**
Brainstorming Evaluation

**Subjects:**
Science, Mathematics, Instructional Technology, Social Studies, Technology Education, & STEM

**Activity (what to do):**
1. Spit the class into teams of four to six students. Have each team brainstorm all the jobs involved in mining of coal. See the Additional Resources for sample list of jobs.
2. Have the teams report their list and write the jobs identified on the board. Group them according to occupational areas such as geological sciences, manufacturing, energy industry, etc. Add jobs the teams did not think of and take ideas from the class as well.
3. Assign each team an occupational area and ask them to use the web site source in the Additional Resource section to research each of the careers/jobs in their occupational area. They should research such things as salary range, educational requirements, locations where the jobs can be found, potential growth of the occupation, etc.
4. Ask teams to make an oral presentation to the class on their research.

**Facilitator Notes:**
Adaptable for other Wyoming industries.

**Evaluation:**
Students will be evaluated on their brainstorming activities, research, oral presentations, and team participation.

**Additional Resources:**
Duration/Length:
2-50 minute class periods.

Tools/Materials Needed:

- Computer, Chrome Book, or iPad with Internet access
- Poster Board
- Paper
- Pen/Pencil
- Markers
- Computer Software; Power Point, Excel, & Microsoft Word

Partnerships Recommended:

CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):

Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
## Standards Covered

**NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors:**

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
<th>ASCA Mindsets &amp; Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
<tr>
<td>NCDA Guidelines:</td>
<td>ED1</td>
</tr>
</tbody>
</table>

## References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/isex/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/isex/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
Activity Description:

**Purpose of Activity:**
This activity involves the students interviewing adults about lifestyles and life roles.

**Objectives:** Students will...
- obtain knowledge of the interrelationship of the life roles.
- interview adults about lifestyles and life roles.
- students will discuss findings with others.

**Related Occupations:**
Reporter, Newspaper Lifestyle Section Editor, Recreation Director,

**Type of Activity:**
Individual

**Concept:**
Self-Evaluation

**Subjects:**
Language Arts

**Activity (what to do):**

1. Distribute the “Lifestyle Interview Summary.”
2. Lead a class discussion on lifestyles and life roles.
3. Have the students describe the type of lifestyles they would like to have when they become independent.
4. Ask them to describe the type of life roles they see themselves playing in the next 20 years. Examples might include: worker, mother, father, etc.
5. Have the students use the “Lifestyle Interview Summary” to interview at least three adults about their life roles and lifestyle.
6. Ask the students to write a summary of the findings of their interviews.
   - What did they find that they were not expecting?
   - What did they find out that may have some influence on their future decisions?
   - How did earnings affect leisure time?

**Facilitator Notes:**
Make enough copies of “Lifestyle Interview Summary” handout for students to use for this assignment.

**Evaluation:**
Students will have interviewed 3 adults on their life roles and their lifestyles to become more informed about interrelationships of life roles and for future career planning.

**Additional Resources:**
None.
**Duration/Length:**

2-50 minute class periods plus homework time.

<table>
<thead>
<tr>
<th>Tools/Materials Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Computer, Chrome Book, or iPad with Internet access</td>
</tr>
<tr>
<td>■ Paper</td>
</tr>
<tr>
<td>■ Pen/Pencil</td>
</tr>
<tr>
<td>■ “Lifestyle Interview Summary” Handout</td>
</tr>
</tbody>
</table>

**Partnerships Recommended:**

CDF  
Classroom Teacher, Counselor, or other educational professional  
Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**

Adaptable for Elementary, Middle School, High School, and College.

**Suggestions for Scaling (ideas for use with students of other ages):**

Number of and type of questions asked.  
Length of time.  
For lower grade levels provide actual graphic organizers.  
For lower grade levels provide more guided practice and direction.  
When done within semester of school year.  
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).  
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

**Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):**

**WY C/VE Standards:**

- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

**ASCA Mindsets & Behavior:**

- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

**NCDA Guidelines:**

- ED1
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollege411 Expand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
Instructions: Complete the following for each of your three subjects.

How would you classify your lifestyle?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What are your life roles?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What have been some of the high points in your life?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What have been some of the low points in your life?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

How much leisure time do you have each week? ______ Is this enough time for you? ______
If not, how could you increase the amount of time?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Would you like to change your lifestyle? ______  How?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Why?
_____________________________________________________________________________________
_____________________________________________________________________________________
Activity Description:

"Taxing Taxes"

**Purpose of Activity:**
There’s a saying about two sure things in life being death and taxes. Tax is a fact of life as we know it. This activity explores the world of sales tax. Students will research taxes in their area and learn to figure sales tax.

**Objectives:** Students will...
- understand how work relates to the needs and functions of the economy and society.
- conduct tax research for the state of Wyoming.
- demonstrate how to calculate taxes.

**Related Occupations:**
Retailer, Sales Person, Accountant, Entrepreneur, etc.

**Type of Activity:**
Individual.

**Concept:**
Computation.

**Subjects:**
Math, Language Arts, Instructional Technology, & STEM

**Activity (what to do):**
1. Lead a class discussion on taxes and why we have them.
2. Ask the students to research the history of taxes in general and of sales tax as well and write a brief summary of their findings.
3. Have the students determine what the sales tax rate is in your area and how it is broken down. Most communities pay state, local, and county taxes. Ask the students to determine the rate of each type of tax and how the money collected from taxes is used. Have them add this information to their summaries.
4. Have the students complete the “Taxing Taxes” worksheet and turn in for grading. Answers can be found in the Facilitator Notes section.

**Facilitator Notes:**

**Answers to the worksheet:**
1. $ 17.27
2. $ 1.60
3. $ 8.65
4. $ 14.20
5. $ .32
   $ 4.29
Evaluation:
Students will be evaluated on their research, written summaries, completed worksheets, and class participation.

Additional Resources:
- Wyoming Internet Filing System (WYIFS) web site [https://excise-wyifs.wy.gov/].

Duration/Length:
1-50 minute class period plus homework.

Tools/Materials Needed:
- Computer, Chrome Book, or iPad with Internet access
- “Taxing Taxes” Worksheet
- Calculators
- Pen/Pencil
- paper

Partnerships Recommended:
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):
- Number of and type of questions asked.
- Length of time.
- For lower grade levels provide actual graphic organizers.
- For lower grade levels provide more guided practice and direction.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

WY C/VE Standards:
- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

ASCA Mindsets & Behavior:
- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

NCDA Guidelines: ED2

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
Use the tax rates listed below to solve the following problems dealing with sales tax. All the problems assume you pay state, county, and city tax on all purchases. Round off your answers to two decimal points.

State tax is 4.5%
County tax is 1.0%
City tax is 2.5%

1. You want to buy a new CD which costs $15.99. What will the total cost be including tax?

2. The new shirt you want is marked $19.99. How much tax will you have to pay on the shirt?

3. On your trip to Super-Mart, you buy a notebook for $1.99; pencils for $.99; poster board for $.59; markers for $2.99; and a card for $1.45. What is the total cost of your purchases including sales tax?

4. Your mom asked you to go to the grocery store for her. You purchased milk for $2.49, bread $.99, bananas for $2.39; cookies for $2.99; and cereal for $4.29. What was the total for your purchase, including sales tax?

5. You stop at the local drive-in for lunch. You order a hamburger for $1.99; fries for $.99; and a drink for $.99. How much is the tax on your order? What is your total cost for lunch?
Activity Description:

Plan for Your Future

Purpose of Activity: This activity is designed to help students start planning for their futures.

Objectives: Students will...
- participate in an ongoing, lifelong learning experience.
- write a summary based on research.
- conduct research on a given topic.

Related Occupations: All Occupations.

Type of Activity: Individual

Concept: Research

Subjects: All Content areas

Activity (what to do):

1. Lead a class discussion on post-secondary education and training requirements needed to be competitive in today's job market.
2. Discuss with students the tentative plans they might have for education beyond high school graduation. Ask students the following:
   - What are your educational plans?
   - Are the educational plans appropriate for the kinds of occupations you wish to pursue as an adult?
   - What can you do now and in the coming high school years?
3. Remind the students that it is not too early in life to begin thinking about whether they plan to discontinue their education immediately after high school or to go on to post-secondary education / training.
4. Have the students write a brief description of their tentative educational plans based on this activity.

Facilitator Notes: Encourage students to use the additional resources as they complete this activity.

Evaluation: Students will be evaluated on their written summaries and class participation.

Additional Resources:
O*NET Online web site available at https://www.onetonline.org/.
Wyoming Workforce Services web site available at http://www.wyomingworkforce.org/.
Wyoming Mining Association; 2601 Central Avenue Cheyenne, WY 82007, (307) 635-0331 Phone, web site at http://www.wyomingmining.org/resources/career-opportunities/.

Duration/Length:

1-50 Minute class period..

Tools/Materials Needed:

- Computer, Chrome Book, and iPad with Internet access
- Paper
- Pen/Pencil

Partnerships Recommended:

CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):

Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
<th>ASCA Mindsets &amp; Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
</tbody>
</table>

NCDA Guidelines: ED2

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;

- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
SECTION 3: Career Management
“What is The Point of Ethics?”

Activity Description:

At-A-GLANCE:

Ethics, or positive moral values, are things such as honesty, trustworthiness, loyalty, and integrity. Understanding ethics and demonstrating ethical behavior are ways young people get ahead. It’s not always easy, though, and we sometimes find ourselves in situations where it might be difficult to be honest or loyal. Understanding what it takes to demonstrate ethical behavior can help a young person go a long way!

Icebreaker Quote:

A good objective of leadership is to help those who are doing poorly to do well and to help those who are doing well to do even better.

Jim Rohn

Icebreaker Discussion:

Think about Rohn’s quote. Why do people help others? There is an expression called WIIFM Or What’s In It For Me…what does helping others do for us?

Purpose of Activity: Students will develop career ethics awareness.

Objectives: Students will...

- define ethical behavior.
- understand the importance of ethics.
- demonstrate ethical behavior.
Activity (what to do):

5. Discuss the term “ethics.” How do we know when something is “ethical?” What does it mean to be ethical? Have students use butcher paper and address this question by writing down their ideas in small groups. Have students share their ideas with the rest of the class.

6. Create a master “Ethics Poster” for display in the class with all student ideas.

7. Use the Ethics Worksheet to have students assess themselves (the worksheet looks at the following characteristics: trustworthiness, responsibility, integrity and honesty). This is a very informal assessment and it is recommended that the activity be used for discussion and reflection only. It is not recommended that students share their scores, as this is a personal.

8. Once students score themselves, discuss some of the ways people set goals to better themselves. Ask for recommendations to share for those who would like to improve their trustworthiness, responsibility, integrity, and honesty. Remind students that we all struggle with these issues from time to time—and it is through discussion, reflection and practice that we improve our ethical behavior.

Extensions:

Use the following scenarios to discuss ethics in the workplace. Encourage student to take notes and add this to their Career Portfolio.

1. There is an old saying that “the customer is always right.” What do you think that means? Do you agree with it? Explain. What would you do if you thought a customer was dead wrong?: Suppose you are a sales clerk in a store and some of your friends want you to let them shoplift. Think about and discuss the following:
   a. If you refused to let them shoplift, would that make you a disloyal friend? Explain your answer.
   b. How would you respond if your friends said to you:
      i. "Just turn your back. You won't even be involved."
      ii. "Don't let it bother you. Everybody does it."
      iii. "The store will never miss it."
      iv. "This store rips everybody off. We're entitled to get even."
   c. If they shoplift despite your objections, what would you do?

2. Suppose you have some personal problems that are troubling you. Is it okay to attend to these problems while you are at work? To what degree (or under what circumstances) do you think it's okay to deal with your own personal affairs on company time?

3. When you accept a job, what does the employer owe you, and what do you owe the employer?

4. Can you think of any other scenario in which you might face an ethical dilemma? How would you deal with it?
**Reflection/Evaluation of Learning:**

- Some people think you can’t get ahead by being honest. Do you agree or disagree with this statement. Explain.

- Get back into your original groups. Take out your original group poster and revisit your ideas. Are there any ideas you would change or reconsider? If so why? Be prepared to share your thoughts with the rest of the class.

- As a class revisit the master Ethics Poster. What would you change or re-consider? Why?

**Duration/Length:**

Two 45-50 minute class periods or one 90 minute block period.

**Tools/Materials Needed:**

- Ethical Behavior Worksheet (1 per student)
- Pencil
- Butcher Paper (White, Yellow, or any light color that is easy to read from a distant) per group and one master for each class
- Set of Markers per group

**Partnerships Recommended:**

- CDF
- Classroom Teacher, Counselor, or other educational professional
- Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**

Adaptable for Elementary, Middle School, High School, and College.

**Suggestions for Scaling (ideas for use with students of other ages):**

- Number of and type of questions asked.
- Length of time.
- For lower grade levels provide actual graphic organizers.
- For lower grade levels provide more guided practice and direction.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
</tr>
<tr>
<td>ASCA Mindsets &amp; Behavior:</td>
</tr>
<tr>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
<tr>
<td>NCDA Guidelines:</td>
</tr>
<tr>
<td>PS1</td>
</tr>
</tbody>
</table>

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnsu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnsu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollge411 xpand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
## Ethical Behavior Worksheet

<table>
<thead>
<tr>
<th>Always</th>
<th>Mostly</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I keep my promises; I am a person of my word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am reliable; I follow through on commitments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am honest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I keep secrets; I never betray a confidence or a trust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have integrity; I don’t cave into temptation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am loyal when loyalty is appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am ruthless, sincere, and straightforward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t lie, cheat, or steal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t intentionally mislead others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always try to do what is right, even when it is difficult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am true to my very best self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I live up to the highest ethical standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t compromise my values by giving into temptation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do what needs to be done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am reliable and dependable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am accountable for my actions; I don’t make excuses or blame others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use good judgment and think about the consequences of my actions (before I act)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I exercise self control</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th>Always</th>
<th>Mostly</th>
<th>Sometimes</th>
</tr>
</thead>
</table>

- Total number of ✓ in the “Always” column: \[\text{number} \times 3 = \text{number}\]
- Total number of ✓ in the “ Mostly” column: \[\text{number} \times 2 = \text{number}\]
- Total number of ✓ in the “Sometimes” column: \[\text{number} \times 1 = \text{number}\]
- **GRAND TOTAL** = \[\text{number}\]

### Your score can range anywhere from 18 to 54.

The higher your score, the more ethical behavior you demonstrate on a regular basis. If you scored low, or are unhappy with your score, it just means you have a little more work to do 😊. We are ALL a work in progress—and we can ALWAYS choose to change our behaviors. If you think you would like to talk to someone about your score, please show this paper to a teacher or CDF or an adult you trust.

Adapted from [www.GoodCharacter.com](http://www.GoodCharacter.com)
**Activity Description:**

**Purpose of Activity:**
In a global economy, the opportunities for bilingual workers abound. This activity will explore the opportunities for persons with skills in other languages.

**Objectives:** Students will...
- create and manage a career plan that meets career goals.
- explore the opportunities for persons with language skills.
- conduct research using technology.
- write a summary based on individual findings.

**Related Occupations:**
Career Counselor, ESL Teacher, Interpreter, Military, Business, Corporate America, etc.

**Type of Activity:**
Individual

**Concept:**
Research

**Subjects:**
Language Arts, Social Studies, Science, Mathematics, Art, and Languages

**Activity (what to do):**

1. Ask each student to select a foreign language to research for this activity.
2. Have them list ways their languages could be used in a work setting (communicating with co-workers, customers, foreign investors, etc).
3. Ask the students to explore career opportunities for bilingual workers in their language areas. See the “Additional Resources” section for some career areas. Searching the Internet is a good starting point for this activity.
4. Have students locate three job openings for someone who is bilingual. Ask them to explore the skills necessary for success in these positions. Have them write down the job description, education/training needed, and the skills required for each position.
5. Ask the students to prepare a summary of their findings.

**Facilitator Notes:**
None.

**Evaluation:**
Students will be evaluated on their research and summaries.

**Additional Resources:**
Career areas for bilingual or multilingual persons include jobs with volunteer/service organizations (Peace Corps, United Nations, World Bank, Military, etc.), teaching (foreign languages, English as a
Second Language), international business/commerce, communications/journalism, travel/tourism, translating/interpreting, and consulting.

**Duration/Length:**

2-50 minute class periods.

**Tools/Materials Needed:**

- Computer with Internet Access
- paper
- pen / pencil

**Partnerships Recommended:**

CDF  
Classroom Teacher, Counselor, or other educational professional  
Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**

Adaptable for Elementary, Middle School, High School, and College.

**Suggestions for Scaling (ideas for use with students of other ages):**

- Number of and type of questions asked.  
- Length of time.  
- For lower grade levels provide actual graphic organizers.  
- For lower grade levels provide more guided practice and direction.  
- When done within semester of school year.  
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).  
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

**Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):**

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
<th>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCA Mindsets &amp; Behavior:</td>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
<tr>
<td>NCDA Guidelines:</td>
<td>CM1</td>
</tr>
</tbody>
</table>
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;

- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
“Making Choices”

Activity Description:

**Purpose of Activity:**
This activity involves students solving word problems relating to economic choices.

**Objectives:** Students will…
- solve problems and make choices.
- use a process of decision-making as one component of career development.
- participate in a class discussion.

**Related Occupations:**
All Careers

**Type of Activity:**
Individual with Whole Class Discussion

**Concept:**
Self-evaluation

**Subjects:**
Mathematics, Language Arts, & STEM

**Activity (what to do):**
1. Distribute the “Making Choices” worksheet.
2. Have the students work the word problems and answer the worksheet questions
3. Ask the students to share their answers with the class.
4. Discuss with students the importance of budgeting and saving money for future purchases.
5. Ask the students to discuss when they have had to save money for a period of time in order to purchase something they wanted.
6. Ask the students if they were successful in saving enough to buy the item. If they were not, discuss why they gave up and spent the money on something less than they wanted. Discuss the level of satisfaction the student had with the substituted item.
7. Discuss with the student the feeling of pride and self discipline required to save money for a long period of time without giving in to a desire to spend the money before they reach their goals.

**Facilitator Notes:**
None

**Evaluation:**
Students will be evaluated on their completed worksheet and participation in class discussions.

**Additional Resources:**
None
Duration/Length:

1-50 minute class period.

Tools/Materials Needed:

- “Making Choices” worksheet
- Pen/Pencil

Partnerships Recommended:

CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):

Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):

Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

WY C/VE Standards:
CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.2.1, & CV12.3.4

ASCA Mindsets & Behavior:
B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

NCDA Guidelines:
CM2
Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollapse411 Expand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
Instructions: The following stories describe two strategies used by teenagers who each wanted to achieve the same short-term goal – to purchase “Run Fast, Jump High” sneakers at the end of the summer. Be prepared to write down strategies used by both Dan and Diane.

Scenario 1: Diane, age 14, wants to purchase “Run Fast, Jump High” sneakers for $100. Her parents tell her she must look for a summer job and save money for her sneakers. She decides to baby-sit for some neighbors. She charges $5 dollars per hour and usually has 12 hours of work per week. She’s decided to save half of what she earns and spend the rest on movies, clothes, etc. Will she have enough at the end of five weeks to buy her sneakers? Why or why not?

Scenario 2: Dan, age 15, also wants to purchase “Run Fast, Jump High” sneakers for $100. He decides to wash cars in the neighborhood during the summer. He has five steady customers who want him to wash their cars every week for eight weeks. He charges seven dollars per car. He’s decided to spend his first two weeks salary on movies, candy, and bowling with friends. He tries to save half of his earnings for the rest of the weeks but only saves ten dollars each week. Will he have enough to buy his sneakers? Why or why not?
“Community Careers”

Activity Description:

Purpose of Activity:
This activity will introduce students to services in the community and will help them identify such services.

Objectives: Students will...

• use accurate, current, and unbiased career information during career planning and management.
• identify career community services within their community.
• participate in a team activity.
• communicate and present findings from collaborative research efforts.
• engage in a class discussion through the sharing of ideas.
• be involved in community service activities.

Related Occupations:
Fire Fighter, EMT, Law Enforcement, Nurse, Doctor, Family Services, Behavioral and Mental Health Services, Search and Rescue, Social Services, Librarian, Public Pool, Schools, etc.

Type of Activity:
Team Activity with Class Discussion and community involvement.

Concept:
Brainstorming, Oral Communication, and Presenting and Sharing of Ideas

Subjects:
Social Studies, Language Arts, Information Literacy, Information Technologies, STEM

Activity (what to do):

1. Discuss community services with students.
   ▶ Community Services: services that are identified by an institution of higher education through formal or informal consultation with local nonprofit, government, and community-based organizations, as designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs.
   ▶ services include:
     • such fields as health care, child care, literacy training, education (including tutorial services), welfare, social services, transportation, housing and neighborhood improvement, public safety, crime prevention and control, recreation, rural development, community improvement, and emergency preparedness and response;
     • work in service opportunities or youth corps under AmeriCorps, and service in the agencies, institutions, and activities described later;
     • support services for students with disabilities (including students with disabilities who are enrolled at the school); and
     • activities in which an FWS student serves as a mentor for such purposes as tutoring (see Employing FWS students as tutors later in this chapter), supporting educational and recreational activities, and counseling, including career counseling.
2. Have the students write down as many community services as they can think of such as the hospital, police, fire fighters, swimming pool, library, schools, etc.
3. Divide the class into teams of four to six students.
4. Ask the teams to compare their individual lists and make a master list on the chalkboard/whiteboard/smart board or projector.
5. Have the class check off the ones they have used as each team posts their lists so there isn’t any duplication on the master list.
6. Ask the students to list on paper services not available that they would like to have in their community and why they would like them.
7. Have each team select one service (hospital, police, etc.) and list the different kinds of services rendered and jobs within the agency.
8. Ask the students to discuss community services for which they may be interested in working and note them on their lists.
9. For students who are interested in services being offered in the community, set up an opportunity for the students to shadow a worker in the community service area. These student will then prepare a presentation for the rest of the class about what they learned, their experience, career information, educational or training requirements for their specific community service shadowing experience, and other interesting facts or information. Students will be encourage to create a multi media presentation of their choice.

Facilitator Notes:
Community service shadowing will need to be set up in advance in order to expedite the process and avoid some delays. The closer this can be done in alignment with this activity the better.

Evaluation:
Students will be evaluated on their lists, team participation, and shadowing experience if applicable.

Additional Resources:
None

Duration/Length:
2-50 minute class periods and time allotted for community service shadowing.

Tools/Materials Needed:
■ Paper ■ Pen/Pencil ■ Smart Projector or Smart Board or White Board ■ Poster Paper or Butcher Paper ■ Markers ■ Computers with Internet Access

Partnerships Recommended:
♦ CDF ♦ Classroom Teacher, Counselor, or other educational professional ♦ Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.
Suggestions for Scaling (ideas for use with students of other ages):

- Number of and type of questions asked.
- Length of time.
- For lower grade levels provide actual graphic organizers.
- For lower grade levels provide more guided practice and direction.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

**WY C/VE Standards:**
- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

**ASCA Mindsets & Behavior:**
- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

**NCDA Guidelines:**
- CM3

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAccollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
Activity Description:

**Purpose of Activity:**
This activity will help the students recognize skills they have and the skills that are needed for success in the workplace.

**Objectives:** Students will...
- master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance employment and academic opportunities.
- recognize skills they have and the skills they need to develop.
- identify skills that are needed for success in the workplace.
- practice written communication skills
- self evaluate themselves.

**Related Occupations:**
All Occupations

**Type of Activity:**
Individual

**Concept:**
Self-evaluation

**Subjects:**
All Subjects and Content Areas

**Activity (what to do):**
1. Discuss the personal skills needed in an employment field
2. Have the students write a sentence or two about how they feel about themselves concerning the following skills:
   - Work well with others (teamwork).
   - Works well in groups (interaction).
   - Cares about people (interpersonal).
   - Dresses neatly (self-image).
   - Follows directions (cooperative).
   - On time for school (punctual).
   - Keeps room in order (organized).
3. Explain to the students that these are skills they have now or can develop that will make them marketable for jobs.
4. Ask the students to discuss how they feel about these characteristics. Examples include:
   - Are they necessary?
   - Could they improve any of them?
   - How could they improve them?
5. Discuss with students the 21st Century Workplace Skills known as the four skill clusters:
   - Digital-age literacy, which includes the various competencies expected in a 21st century
Inventive thinking, which includes the ability to think outside the box.

Effective communication, which is the ability to clearly communicate with a wide range of audiences.

High productivity, which will be a requirement of success in the 21st Century workplace.

6. Give students a copy of the “21st Century Workplace Skills Information Sheet”. Have student look at this handout.

7. Ask the students to discuss how they feel about these 21st Century Workplace Skills. Example prompt questions include:
   ▶ Are they necessary?
   ▶ Where would they use these skills?
   ▶ Do they have these skills? How do they know?
   ▶ Are they ready for the 21st Century Workplace? If not what will they need to do to be ready?

8. Have students explore skills for success and related occupations by going to O*Net Online Skills (https://www.onetonline.org/skills/).

Facilitator Notes:
Teacher may need to prompt students (especially a younger audience).

Evaluation:
Students will be evaluated on their written evaluations of these skills and participation in class discussion.

Additional Resources:
21st Century Workplace Skills Information Sheet
O*Net Online Skills Search For Occupations; https://www.onetonline.org/skills/

Duration/Length:
2-50 minute class periods.

Tools/Materials Needed:
• Paper  • Pen / pencil  • 21st Century Workplace Skills Information Sheet
• Computers or Chrome books or iPads with Internet Access

Partnerships Recommended:
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.
Suggestions for Scaling (ideas for use with students of other ages):

<table>
<thead>
<tr>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of and type of questions asked.</td>
</tr>
<tr>
<td>Length of time.</td>
</tr>
<tr>
<td>For lower grade levels provide actual graphic organizers.</td>
</tr>
<tr>
<td>For lower grade levels provide more guided practice and direction.</td>
</tr>
<tr>
<td>When done within semester of school year.</td>
</tr>
<tr>
<td>Advancing skill over time (activity that transcend entire school year allowing for increased complexity).</td>
</tr>
<tr>
<td>Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.</td>
</tr>
</tbody>
</table>

Standards Covered *(NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors)*:

<table>
<thead>
<tr>
<th>Standards Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>WY C/VE Standards:</td>
</tr>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
</tr>
<tr>
<td>ASCA Mindsets &amp; Behavior:</td>
</tr>
<tr>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
<tr>
<td>NCDA Guidelines:</td>
</tr>
<tr>
<td>CM4</td>
</tr>
</tbody>
</table>
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;

- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAccollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
- National Institute for Professional Practice Website.
  url: [https://www.professionalpractice.org/about-us/skills_for_success_2/](https://www.professionalpractice.org/about-us/skills_for_success_2/)
“21st Century Workplace Skills Information Sheet”

The four 21st Century skill clusters are:

- Digital-age literacy, which includes the various competencies expected in a 21st century workplace.
- Inventive thinking, which includes the ability to think outside the box.
- Effective communication, which is the ability to clearly communicate with a wide range of audiences.
- High productivity, which will be a requirement of success in the 21st Century workplace.

Mastering the Skills

Within these skill clusters are a subset of skills and competencies that workers will be expected to have mastered upon graduation from High School. The subset of skills for each skill cluster above is as follows:

► Digital-age literacy encompasses:

- **Basic literacy:** This is defined as the ability to read, write, listen and speak as well as to compute numbers and solve problems.
- **Scientific literacy:** This is defined as a general knowledge and understanding of scientific concepts and processes.
- **Economic literacy:** This includes an understanding of basic economic concepts, personal finance, the roles of small and large businesses, and how economic issues affect them as consumers and citizens.
- **Technological literacy:** This includes an understanding about technology and how it can be used to achieve a specific purpose or goal.
- **Visual literacy:** This includes good visualization skills and the ability to understand, use, and create images and video using both conventional and new media.
- **Information literacy:** This includes the ability to find, access, and use information as well as the ability to evaluate the credibility of the information.
- **Cultural literacy:** This includes the ability to value diversity, to exhibit sensitivity to cultural issues, and to interact and communicate with diverse cultural groups.
- **Global awareness:** This is an understanding of how nations, individuals, groups, and economies are interconnected and how they relate to each other.

► Inventive thinking will be prized in the 21st Century and a successful individual needs to develop and cultivate these essential life skills:

- **Adaptability and managing complexity:** This is the ability to recognize and understand that change is a constant, and to deal with change positively by "modifying one's thinking, attitude or behavior" to accommodate and handle this new environment.
- **Self-direction:** This is the ability to work independently, whether developing goals or plans, managing one's time and work, or evaluating one's knowledge or learning process.
- **Curiosity:** This is the desire to learn more about something and is an essential component of lifelong learning.
• **Creativity:** This is the means of producing something new or original that is either personally or culturally significant.

• **Risk taking:** This is a willingness to think about a problem or challenge, to share that thinking with others, and to listen to feedback. It is a willingness to go beyond a safety zone, to make mistakes, to creatively tackle challenges or problems with the ultimate goal of enhancing personal accomplishment and growth.

• **Higher-order thinking and sound reasoning:** The higher-level thinking processes include the ability to analyze, compare, infer, interpret, evaluate, and synthesize. Sound reasoning applies common sense and acquired knowledge and skills to ensure good problem solving and decision making.

► **Effective communication** is the ability to communicate with both individuals and groups in a positive manner. Effective communication involves:

• **Teaming and collaboration:** Teaming is a situation in which individuals share a common goal, bring unique capabilities to the job of achieving, work in a structured environment, and exhibit trust and respect towards one another. Collaboration is the cooperative interaction between the members of the team as they work together to achieve their goal.

• **Interpersonal skills:** This is the ability to manage one's behavior, emotions, and motivations to foster positive interactions with other individuals and groups. The ability to effectively manage conflict is also an important interpersonal skill necessary for success in the 21st Century workplace. These skills are exhibited both in one-on-one situations and in emails, conference calls, and videoconferences.

• **Personal responsibility:** Personal responsibility in the 21st Century workplace requires one to understand the legal and ethical issues related to technology and to manage and use technology in a responsible manner.

• **Social and civic responsibility:** This requires that individuals use and manage technology to promote the public good and to protect society and the environment.

• **Interactive communication:** This requires that individuals learn to communicate using a wide range of media and technology. They must select the most effective method of communication for the intended audience and use it responsibly and effectively to enhance the dissemination of information.

► **High productivity** is expected of workers in the 21st Century workforce. Individuals need to master these skills if they are to be productive.

• **Prioritizing, planning, and managing for results:** These organizational skills help an individual achieve the goals that have been set through efficient management of time and resources, effective problem solving, and strong leadership skills.

• **Effective use of real-world tools:** This requires that individuals master current and new technology to communicate and collaborate with others, to effectively problem solve, and to accomplish tasks. They must learn how to select the appropriate tools for the task at hand and to apply these tools efficiently and effectively to achieve results.

• **Ability to produce relevant, high-quality products:** This is the "ability to produce intellectual, informational, or material products that serve authentic purposes and occur as a result of students using real-world tools to solve or communicate about real-world problems".
Activity Description:

**Purpose of Activity:**
This activity covers basic budgeting and will help students understand the need for budgeting money and how to set priorities based upon needs.

**Objectives:** Students will...
- integrate changing employment trends, social needs, and economic conditions into their career plans.
- apply mathematical skills in a problem solving situation.
- generate a budget plan.
- understand the need for budgeting money and how to set priorities based upon needs.

**Related Occupations:**
Accountant, Mathematician, Analyst, etc.

**Type of Activity:**
Individual

**Concept:**
Simulation

**Subjects:**
Math and STEM

**Activity (what to do):**
1. Discuss with the students that the income people receive from working plays an important role in determining their lifestyles.
2. Have the students list three things they will need to spend their income on if they are totally responsible for themselves.
3. Ask them to prioritize the list in order of the most important or vital need to the least important or vital need.
4. Have the students determine how much it will cost to pay for the three things on their list.
5. Discuss with the students the difference in gross pay and net pay.
6. Ask them to determine how much money they would need to earn in order to pay for all of the items on the list and to pay for deductible items such as social security, state, and federal taxes, insurance, etc.
7. Have the students set up a budget to show how they can pay for the three items. (e.g., How much would they need to pay out each pay period or how could they buy one of the three items each pay period?). Have students create a budget spreadsheet using the “How To Create a Budget Spreadsheet Guide”.
8. Discuss the value of being able to pay for an item rather than having to borrow money for it or buying it on credit.

**Facilitator Notes:**
None

**Evaluation:**
Students will be evaluated on their budget plan and participation in the class discussion.

**Additional Resources:**
“How to Setup Budget Spreadsheet Guide” Handout

<table>
<thead>
<tr>
<th>Duration/Length:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-50 minute class periods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tools/Materials Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Paper ■ Pen / Pencil ■ Computers, Chrome Books, or iPads with Internet Access ■ Excel Software ■ How To Create a Budget Spreadsheet Guide ■ ■ ■ ■</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partnerships Recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDF Classroom Teacher, Counselor, or other educational professional Special Ed paras</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptable for Elementary, Middle School, High School, and College.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions for Scaling (ideas for use with students of other ages):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of and type of questions asked.</td>
</tr>
<tr>
<td>Length of time.</td>
</tr>
<tr>
<td>For lower grade levels provide actual graphic organizers.</td>
</tr>
<tr>
<td>For lower grade levels provide more guided practice and direction.</td>
</tr>
<tr>
<td>When done within semester of school year.</td>
</tr>
<tr>
<td>Advancing skill over time (activity that transcend entire school year allowing for increased complexity).</td>
</tr>
<tr>
<td>Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets &amp; Behaviors):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WY C/VE Standards:</strong></td>
</tr>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
</tr>
<tr>
<td><strong>ASCA Mindsets &amp; Behavior:</strong></td>
</tr>
<tr>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
<tr>
<td><strong>NCDA Guidelines:</strong></td>
</tr>
<tr>
<td>CM5</td>
</tr>
</tbody>
</table>
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study
  url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollege411 Expand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
Using spreadsheets to help you plan your budget can be useful because it can help with complex calculations and you can see at a glance incommings and outgoings. It also means that any changes to figures can be automatically updated in calculations by the spreadsheet so that it does all the hard work.

Using a budget in this way can be used for many different things such as preparing for Christmas.

**This guide shows you how to create a budget spreadsheet in Microsoft Excel.**

**You’ll need:**
- A computer with Excel installed

**Follow these step-by-step instructions to create a budget spreadsheet using Excel**

**Step 1:** Open up Excel so that you have a blank spreadsheet.

**Step 2:** The spreadsheet needs to have information put in it, to calculate the figures for your budget. For a simple budget, we need to put in figures for ‘income’ and ‘expenditure’ (outgoings). Excel will total up the income and expenditure for you.

**Step 3:** Put in the months over which you want to budget to run. Type each month in an individual cell along one row of the spreadsheet.

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>Sept</th>
</tr>
</thead>
</table>

**Step 4:** Then, put in a heading for your income and then below this any sub-headings for the type of income you receive, for example salary, pension, benefits.

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Step 5:** Now we need to add your expenditure. In the same column that you have typed your income types, you need to add types of expenditure such as rent or mortgage payments, utility bills, shopping, leisure, TV licence, savings and so on.

<table>
<thead>
<tr>
<th>Income</th>
<th>Salary</th>
<th>Pension</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure</td>
<td>Shopping</td>
<td>TV</td>
<td>Leisure</td>
</tr>
<tr>
<td>Broadband</td>
<td>Gas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 6:** Once you have these headings in your spreadsheet, you can start to put in the calculations so that when you put in figures at a later date, Excel will calculate any totals automatically.

**Step 7:** Click on the cell where you want the total to be.
**Step 8:** Then, click *Autosum* in the menu ribbon.

![Autosum](image)

**Step 9:** Click and drag on the cells that you wish to be included in this total, so that the cells are highlighted. Click *Enter*.

![Highlight and Enter](image)

**Step 10:** Once you have the formula in the first cell, you can now copy that cell and paste it into all the other cells that require the same formula.
Step 11: Now you need to do a total for outgoings, repeat the steps above under your 'Expenditure' section.

Step 12: You may also want to know the difference between your income and your outgoings. To calculate this figure, click on the cell where you want this total – the surplus – to be shown. Then, click **Autosum** and click on the first figure you want to include in your calculation, in this case it’s the income Total. Now press the minus (+) key on your keyboard. Now press the **Ctrl** key on the keyboard and whilst holding it down, choose the second number you wish to include. In this case, the expenditure 'Total'. Click **Enter** to complete the calculation.

![Excel screenshot showing calculation of income and expenditure differences]

Step 13: Again, copy this calculation along the whole row.

Step 14: Now, you need to add in figures for your specific income and expenditure, and Excel will calculate the totals. You may also wish to use formatting functions like bold or italic to make your budget spreadsheet clearer and more attractive.
Activity Description:

**Purpose of Activity:**
Students will identify career opportunities in various geographic areas in the United States and its territories.

**Objectives:** Students will...
- develop skills to locate, understand, and use career information.
- identify career opportunities in various geographic areas in the United States and its territories.

**Related Occupations:**
All Occupations

**Type of Activity:**
Team Activity

**Concept:**
Research

**Subjects:**
All Content Areas

**Activity (what to do):**

1. On a map of the United States, divide the country into geographic regions for research of occupational opportunities.
2. Divide the class into teams of three to four students according to the area of the country they are interested in researching.
3. Assign each team a different section of the country to research to determine career opportunities in that region.
4. Have the teams write letters to Chambers of Commerce to gather information about career opportunities from selected sites within these sections.
5. Ask them to also use the Internet or visit the library to obtain information about their region and the industries characteristics to that area.
6. Have the teams compile or organize their findings in a written report.
7. Ask the teams make an oral presentation to the class and suggest how findings may be used in decision making for their own career.
8. Have each student decide upon a region which most interests him/her and write a paper on the decisions which brought about his/her selection of that region.

**Facilitator Notes:**
Option: Instead of using regions within the United States, have the teams research various countries throughout the world.

**Evaluation:**
Students will be evaluated on their research, team reports and presentations, team participation, and decision papers.
### Additional Resources:
None

### Duration/Length:
2-50 minute class periods.

### Tools/Materials Needed:
- Computer, Chrome Book, or iPad with internet access
- Map of the United States
- Paper
- Pen / pencil
- Other Resources for Research

### Partnerships Recommended:
- CDF
- Classroom Teacher, Counselor, or other educational professional
- Special Ed paras

### Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.

### Suggestions for Scaling (ideas for use with students of other ages):
- Number of and type of questions asked.
- Length of time.
- For lower grade levels provide actual graphic organizers.
- For lower grade levels provide more guided practice and direction.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.
Standards Covered *(NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors)*:

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASCA Mindsets &amp; Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NCDA Guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM1</td>
</tr>
</tbody>
</table>

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
“Rules, Who Needs Them?”

Activity Description:

**Purpose of Activity:**
For this activity, students will examine the need for rules and laws.

**Objectives:** Students will...
- develop skills to make decisions.
- participate in a game and class discussion.
- reflect on class activities.

**Related Occupations:**
All Careers.

**Type of Activity:**
Pairs Activity.

**Concept:**
Game, Reflection, and Participation.

**Subjects:**
All Content Areas.

**Activity (what to do):**

1. Play the following game to introduce rules and laws.
   - Have the students sit in pairs with one sheet of paper and two pencils.
   - Ask the students to draw two vertical lines on their paper.
   - When finished, tell the students they are to begin at the signal. The first pair finished wins the game.
   - Give the signal to begin. Shortly, the students will realize they have no rules to follow to play the game, and they do not have the necessary information to proceed.
2. Have the students discuss the need for laws and rules. Provide reinforce for students who follow group discussion rules, encourage listening and the acceptance of conflicting opinions.
3. Distribute the “Rules, Who Needs Them?” handout and have the students fill it out.
4. Use their answers to guide a class discussion on rules.
5. Invite a law enforcement officer to class to discuss reasons for laws and rules.
6. Conclude the activity by asking students why it is important to follow rules and obey laws,

**Facilitator Notes:**
Schedule a law enforcement officer or official prior to this activity. Provide background information to the student activity so the guest speaker has time to prepare.

**Evaluation:**
Students will be evaluated on their participation in the game and discussion, completed handouts, and class discussion.

**Additional Resources:**
None.
**Duration/Length:**

1-50 minute class period.

**Tools/Materials Needed:**

- “Rules, Who Needs Them?” Handout
- Guest Speaker
- Paper
- Pen/Pencil

**Partnerships Recommended:**

CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

**Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):**

Adaptable for Elementary, Middle School, High School, and College.

**Suggestions for Scaling (ideas for use with students of other ages):**

Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

**Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):**

**WY C/VE Standards:**
CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

**ASCA Mindsets & Behavior:**
B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

**NCDA Guidelines:**
CM2
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;

- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study url: http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollar411 Expand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com
“Rules, Who Needs Them?”
Discussion Questions

1. Why weren’t you able to play the game? ____________________________________________
________________________________________
________________________________________

2. At what other times do we need rules and laws? _____________________________________
________________________________________
________________________________________

3. List some of the rules we have in school, at home, and in the community. ________________
________________________________________
________________________________________
________________________________________

4. What happens when a person breaks a rule at school? At home? In the community? ________
________________________________________
________________________________________

5. Who makes the rules at school? At home? In the community? ___________________________
________________________________________
________________________________________

6. How do you show respect for authority? _____________________________________________
________________________________________
________________________________________

7. Give examples of a time when it would be acceptable to break a rule or law. _______________
________________________________________
________________________________________
________________________________________
8. Tell why you think a person might take something from a store without paying for it. 
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

9. What are the laws about shoplifting in our community? ________________________________
____________________________________________________________________________
____________________________________________________________________________

10. What happens to shoplifters? ____________________________________________________
____________________________________________________________________________
____________________________________________________________________________

11. What are the laws about school attendance? _________________________________________
____________________________________________________________________________
____________________________________________________________________________

12. What happens to students who skip school? __________________________________________
____________________________________________________________________________
____________________________________________________________________________

13. What do you think is the most important rule we have in school? Give reasons for your choice.
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

14. What is the most important rule in your home? ________________________________________
____________________________________________________________________________
____________________________________________________________________________
“Exploring Careers Game”

Activity Description:

**Purpose of Activity:**
This game is designed to introduce students to some different occupations and their traits.

**Objectives:** Students will...
- develop an understanding of the process involved in career planning.
- conduct a research project.

**Related Occupations:**
All Occupations

**Type of Activity:**
Entire Class.

**Concept:**
Game

**Subjects:**
Information Literacy & STEM

**Activity (what to do):**

1. Divide the class into teams of three to four students.
2. Ask each team to look through the websites listed in the Additional Resources and pick at least one occupation that they believe will be unfamiliar to the other students. Have them research and write down the following:
   - What a person in this occupation does?
   - Education / training required.
   - Salary range for the occupation.
   - Any special working conditions (tools, physical strength required, if the job is based outside or inside, etc.)
3. Once each team has selected at least one occupation, have the teams sit together around the classroom.
4. Ask the first team to announce the name of their occupation and have the other teams write down the answers to the following:
   - What does a person in this occupation do?
   - What education / training is required?
   - What is the salary range for the occupation?
   - Are there any special working conditions (tools, physical strength required, if the job is based outside or inside, etc.) for this occupation?
5. Have each team read their answers out loud. After all the teams have read their answers, read the correct answer.
6. Repeat the process for each team / occupation researched.

**Facilitator Notes:**
None.
Evaluation:
Students will be evaluated on the research, team participation, and game participation.

Additional Resources:
- O*NET Online web site available at https://www.onetonline.org/.
- Wyoming Mining Association; 2601 Central Avenue Cheyenne, WY 82007, (307) 635-0331 Phone, web site at http://www.wyomingmining.org/resources/career-opportunities/.

Duration/Length:
2-50 minute class periods.

Tools/Materials Needed:
- Computer, Chrome Book, or iPad with Internet access
- Career Information Web Sites
- Paper
- Pen/Pencil

Partnerships Recommended:
CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):
Adaptable for Elementary, Middle School, High School, and College.
Suggestions for Scaling (ideas for use with students of other ages):

<table>
<thead>
<tr>
<th>Number of and type of questions asked.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of time.</td>
</tr>
<tr>
<td>For lower grade levels provide actual graphic organizers.</td>
</tr>
<tr>
<td>For lower grade levels provide more guided practice and direction.</td>
</tr>
<tr>
<td>When done within semester of school year.</td>
</tr>
<tr>
<td>Advancing skill over time (activity that transcend entire school year allowing for increased complexity).</td>
</tr>
<tr>
<td>Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.</td>
</tr>
</tbody>
</table>

Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

<table>
<thead>
<tr>
<th>WY C/VE Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASCA Mindsets &amp; Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NCDA Guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM3</td>
</tr>
</tbody>
</table>

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/seek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/seek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org)
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
Activity Description:

Purpose of Activity:
This activity will students learn how to properly fill out an application. They will complete an application form using neat writing.

Objectives: Students will...
- demonstrate knowledge of skills necessary to seek and obtain jobs.
- learn how to complete a hard copy or online application.

Related Occupations:
All Careers.

Type of Activity:
Individual.

Concept:
Simulation.

Subjects:
All Content Areas.

Activity (what to do):

1. Discuss with students the purpose of filling out an application form and the importance of neatness and accuracy. Remind them to use blue or black ink when filling out an application.
2. Distribute sample application forms to students. The applications can come from local businesses, non-profit organizations, employment office, an office supply store that carries blank application forms, etc. Students can also go to Wyoming Workforce Service and create a free accountant and build an electronic online application (ideal for older students).
3. Have the students read the complete application form before they write ANYTHING!
4. Call the student’s attention to being neat and accurate.
5. Have the students gather the information needed to fill out the form, such as phone numbers, addresses, social security numbers, etc.
6. Ask the students to complete the form and turn it in for grading.
7. Have students correct any mistakes made or fill in any blank spaces not filled out (if appropriate).
8. Display on the bulletin board or on the wall all neat and accurately completed applications.

Facilitator Notes:
None

Evaluation:
Students will be evaluated on the accuracy, completeness and neatness of their applications.

Additional Resources:
Duration/Length:

2 to 3 – 50 minute class periods.

Tools/Materials Needed:

- Computer, Chrome Book, iPad with Internet access
- Sample Application Forms
- Black or Blue Ink Pen
- Wyoming Workforce Services Web Site

Partnerships Recommended:

CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):

Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):

Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

WY C/VE Standards:
CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

ASCA Mindsets & Behavior:
B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

NCDA Guidelines:
CM4

References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
Activity Description:

**Purpose of Activity:**
This activity is designed to show that many rewarding career choices can be made from areas traditionally thought suitable for one gender. Students will discuss traditional male and female career roles and question the reasons for maintaining such divisions.

**Objectives:** Students will...
- gain knowledge of different occupations and changing male / female roles.
- conduct research.

**Related Occupations:**
All Careers.

**Type of Activity:**
Individual with Whole Class Discussion.

**Concept:**
Research

**Subjects:**
All Content Areas.

**Activity (what to do):**
1. Distribute the “Career List” worksheet.
2. Ask the students to identify whether each is predominantly a male or female occupation.
3. Have the students select four of these occupations and determine the qualifications and physical requirements for each selection.
4. Discuss qualifications and physical requirements and questions whether there is a good reason for these occupations being predominantly male or female.
5. List on the whiteboard or chalkboard some prospective employers of these occupations, and discuss whether these employers be apt to hire both male and female in each identified occupation.
6. Lead a discussion about why certain people may or may not be hired previously selected careers. Are the reasons valid? What steps can be taken to change stereotypical attitudes.

**Facilitator Notes:**
None

**Evaluation:**
Students will be evaluated on their completed worksheets and participation in class discussions.

**Additional Resources:**
None
Duration/Length:

2-50 minute class periods.

Tools/Materials Needed:

- Computer, Chrome Book, or iPad with Internet access
- "Career List" Worksheet
- Resource Materials
- Pen/Pencil
- Paper
- White Board or Smart Board
- Butcher Paper or Poster Board
- Markers

Partnerships Recommended:

CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):

Adaptable for Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):

Number of and type of questions asked.
Length of time.
For lower grade levels provide actual graphic organizers.
For lower grade levels provide more guided practice and direction.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

**WY C/VE Standards:**
CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

**ASCA Mindsets & Behavior:**
B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

**NCDA Guidelines:**
CM5
**References/Developed By:**

Developed by James J. Williams adapted from a variety of online and text sources that follow;

- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: [https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf](https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf)
- Career Tech url: [https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons](https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons)
- Career Exploration url: [http://breitlinks.com/careers/career_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- GAcollege411 Expand Your Opportunities @ [www.gacollege411.org](http://www.gacollege411.org).
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: [www.GoodCharacter.com](http://www.GoodCharacter.com)
| 1. Firefighter                              | 21. Dentist                        |
| 2. Teacher                                | 22. Construction Worker            |
| 3. Model                                  | 23. Mechanic                       |
| 4. Bus Driver                             | 24. Minister                       |
| 5. Sales Clerk                            | 25. Actor/Actress                  |
| 6. Police Officer                         | 26. Secretary                      |
| 7. Doctor                                 | 27. Governor                       |
| 8. Musician                               | 28. Veterinarian                   |
| 10. Lawyer                                | 30. Nurse                          |
| 12. Farmer                                | 32. Writer                         |
| 13. Sports Player                         | 33. Inventor                       |
| 14. Engineer                              | 34. Ranger                         |
| 15. Pilot                                 | 35. Clown                          |
| 17. Banker                                | 37. Cook                           |
| 18. Barber                                | 38. Cosmetologist                  |
| 20. Graphic Artist                        | 40. Laser Technician               |
Activity Description:

**Purpose of activity:**
- This game encourages problem solving and helps groups learn to communicate effectively.
- To illustrate the importance of clear communication, and allow the group to explore their communication style and make improvements as necessary.
- Provide students an opportunity to develop helping skills and brainstorm ideas about how they are used in various careers (Encouragement, Questioning, Silence, Reframing, Attending, Reflecting, and Listening).

**Activity:**
Students are placed into teams of 3 (students will be referred to as clients). Client A is the communicator or director. Client B is the builder or constructor. And Client C is the observer and note taker. Clients A and B are given an identical set of building blocks or lego’s or other manipulatives. Clients can also be given cut out shapes on construction paper or card stock if cost is an issue. Clients are instructed to listen and communicate effectively. Clients will also need to be reminded to be respectful of each other and others in the classroom. Blinds are placed between clients, to keep them honest and focused during this activity.

**Steps:**
1. Have students place blinds between each other. Both partners are given an identical set of construction materials.
2. Client A is instructed to build a structure from the materials given without telling Client B (encourage client to build a simple structure to start). Remind Clients that this is not a competitive activity but rather an activity to determine their effectiveness at listening and communicating and reflecting on what they have learned. This should take 1 to 2 minutes.
3. Client B sits quietly and waits.
4. When Client A is finished he or she will give instructions to student B to replicate (build) their structure. Client B is allowed to ask “closed-ended” questions that require a “yes or no” response. They may also be allowed to ask “open-ended” questions for clarification and deepen understanding of what is being communicated. Client C will observe and take notes, their role is strictly observational. Client C DOES NOT interact with the activity taking place.
5. After Client A and B are done they switch roles. Following the flow chart below. Flow looks like this: Client A → Client B → Client C; Client A is B → Client B is Client C → Client C is Client A; continue until all clients have rotated through all roles once.
6. Clean up.
7. Clients will sit down in collaborative groups and reflect on what they observed, felt, and why is this important to me. This will allow clients to communicate effectively and illustrate the importance of clear communication, and allow clients to communication improvements.
8. Client groups will address the following in their reflection;
   a. How does this activity demonstrate the importance of solving a problem in a group rather than as an individual? Where might you see this approach outside the school setting?
   b. What did the group learn about communication with others. Why is this important to you?
   c. Which helping skills proved to be the most useful in this activity?
   d. Given this same activity at some later date, how would you improve the skills you learned today?
9. All participating groups will create a presentation of their observations to share with the rest of the class groups.
Duration/Length:

1-2 class session (45-50 minutes each). Note: this can be adjusted depending on the clientele being addressed.

Tools/Materials Needed:

1 set of identical Wood blocks or Lego’s.
2 fold out blinds.
Reflection Work sheet for after main activity.
Clip Board or notebook or legal pad.
Pen or Pencil.
Butcher Paper or Poster Board or Computer Available Technology
Markers, Crayons, or Color Pencils.

Partnerships Recommended:

CDF
Classroom Teacher, Counselor, or other educational professional
Special Ed paras

Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):

Adaptable for Preschool, Elementary, Middle School, High School, and College.

Suggestions for Scaling (ideas for use with students of other ages):

Number and color of blocks used.
Number of and type of questions asked.
Length of time.
When done within semester of school year.
Advancing skill over time (activity that transcend entire school year allowing for increased complexity).

Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets & Behaviors):

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WY C/VE Standards:</td>
<td>CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1CV12.1.3, CV12.1.4, CV12.2.1, &amp; CV12.3.4</td>
</tr>
<tr>
<td>ASCA Mindsets &amp; Behavior:</td>
<td>B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, &amp; B-SS6</td>
</tr>
<tr>
<td>NCDA Guidelines:</td>
<td>CM3</td>
</tr>
</tbody>
</table>
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;
- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- MN Programs of Study url: http://www.mnprogramsforstudy.org/mnpos/toolkit/advisers/explore-classroom.html
- Career Wise Education url: https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollege411 Expand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com

WYOMING STARBASE Academy Curriculum
Leadership-Team-Building-Blocks hthu.net/site/wp-content/.../01/Leadership-Team-Building-Blocks
Back to Blocks http://backtoblocks.com/just-a-glimpse
Communication Building Blocks https://successforkidswithhearingloss.com
Image of Building Blocks http://newhomerestar.com/print_article.php?id=319
“Can You Hear Me Now?”

Client C Observations/Notes:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Drawing Space Observations:

<table>
<thead>
<tr>
<th>Client A</th>
<th>Client B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Can You Hear Me Now?”

Reflections:

a. How does this activity demonstrate the importance of solving a problem in a group rather than as an individual? Where might you see this approach outside the school setting?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

b. What did the group learn about communication with others. Why is this important to you?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
“Crafting an Elevator Pitch”

Activity Description:

At-A-GLANCE:
Introducing Your Company Quickly and Compellingly
(Also known as an Elevator Speech or Elevator Pitch)

Icebreaker Quote:
“It is not what you know, but who you know!”

Icebreaker Discussion:
Introduce the quote above to the students and discuss with them what it means.

Purpose of Activity: Students will create a brief, persuasive speech that can be used to spark interest in their assigned organization.

Objectives: Students will...

- create an elevator speech or pitch.
- use appropriate oral and other media communication methods.
- generate business cards that accurately reflect their elevator pitch.
- reflect on what they learned from this lesson.

Activity (what to do):

Scenario:
You’ve just bumped into a former client at the airport. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where on earth do you start? Then, as you try to organize your thoughts, his flight is called, and he's on his way. If you'd been better prepared, you're sure that he'd have stayed long enough to schedule a meeting. This is one situation where it helps to have an "elevator pitch." This is a short, pre-prepared speech that explains what your organization does, clearly and succinctly. In this article, we'll explore situations where these are useful, and we'll look at how to craft an effective pitch.

1. An elevator pitch is a brief, persuasive speech that you use to spark interest in what your organization does. You can also use them to create interest in a project, idea, or product – or in yourself. A good elevator pitch should last no longer than a short elevator ride of 20 to 30 seconds, hence the name. They should be interesting, memorable, and succinct. They also need to explain what makes you – or your organization, product, or idea – unique.

2. When to use an Elevator Pitch.
Some people think that this kind of thing is only useful for salespeople who need to pitch their products and services. But you can also use them in other situations. For example, you can use one to introduce your organization to potential clients or customers. You could use them in your organization to sell a new idea to your CEO, or to tell people about the change initiative that you're leading. You can even
craft one to tell people what you do for a living.

3. Paste out the “Creating an Elevator Pitch” handout. Review the handout.

4. Keep in mind that your pitch should excite you first; after all, if you don't get excited about what you're saying, neither will your audience. Your pitch should bring a smile to your face and quicken your heartbeat. People may not remember everything that you say, but they will likely remember your enthusiasm.

   Tip 1: You may want to keep small take-away items with you, which you can give to people after you've delivered your pitch. For example, these could be business cards or brochures that talk about your product idea or business.

   Tip 2: Remember to tailor your pitch for different audiences, if appropriate. That's much more interesting, and shows the value that you provide to these organizations.

5. Students will use computers to create a sheet of business cards that captures the essence of their pitch and organization.

**Extensions:**

**Key Points**
An elevator pitch is a brief, persuasive speech that you can use to spark interest in what your organization does. You can also use one to create interest in a project, idea, or product. It needs to be succinct, while conveying important information.

To craft a great pitch, follow these steps.

- Identify your goal.
- Communicate your USP.
- Put it all together.
- Explain what you do.
- Engage with a question.
- Practice.

Try to keep a business card or other take-away item with you, which helps the other person remember you and your message. And cut out any information that doesn't absolutely need to be there.

**Reflection Questions:**

1. Find a friend or adult within your network to practice your elevator speech with and to help you refine your speech.
2. What did you learn about yourself during this exercise?
3. How could you use this activity to create an affective business card?

**Evaluation of Learning:**

- Have students try their pitch on other members of the class, other teachers in the building, or family members.
- Have students turn in their pitch and a reflection of how their pitch went when they tried it on other people.
- Have students turn in a copy of their business card.

Students will be evaluated on the quality of their pitch, their written reflection, and the accuracy of their business card in terms of their pitch.
### Duration/Length:

Two 45-50 minute class periods or one 90 minute block period.

### Tools/Materials Needed:

- Ethical Behavior Worksheet (1 per student)
- Pencil
- Butcher Paper (White, Yellow, or any light color that is easy to read from a distant) per group and one master for each class
- Set of Markers per group

### Partnerships Recommended:

- CDF
- Classroom Teacher, Counselor, or other educational professional
- Special Ed paras

### Developmental Level (e.g. Preschool, Elementary, Middle, College, etc.):

Adaptable for Elementary, Middle School, High School, and College.

### Suggestions for Scaling (ideas for use with students of other ages):

- Number of and type of questions asked.
- Length of time.
- For lower grade levels provide actual graphic organizers.
- For lower grade levels provide more guided practice and direction.
- When done within semester of school year.
- Advancing skill over time (activity that transcend entire school year allowing for increased complexity).
- Have students keep this activity handy to remind them of their visualized goal and make modifications as things change.

### Standards Covered (NCDA Guidelines, WY C/VE Standards, ASCA Mindsets &Behaviors):

#### WY C/VE Standards:

- CV5.1.4, CV5.2.2, CV5.3.4, CV5.4.1, CV8.1.1, CV8.2.1, CV8.3.4, CV8.4.4, CV12.1.1, CV12.1.3, CV12.1.4, CV12.2.1, & CV12.3.4

#### ASCA Mindsets & Behavior:

- B-LS1, B-LS3, B-SMS1, B-SMS3, B-SMS7, B-SMS8, B-SS1, & B-SS6

#### NCDA Guidelines:

- CM2
References/Developed By:

Developed by James J. Williams adapted from a variety of online and text sources that follow;

- Adapted from Ed Exchange
- Adapted from FOCUS (36 10 Minute Lesson Plans) By Phil Boyte, Micah Jacobson, & Ron Jones
- Facilitating Career Development Third Edition by Barbara H. Suddarth & David M. Reile
- Designing and Implementing Career Services by National Career Development Association
- 2014 Wyoming Career & Vocational Education Content Performance Standards by Wyoming State Board of Education
- Career Wise Education url: https://www.careerwise.mnscu.edu/isseek/static/Career_Activities1_13.pdf
- Career Tech url: https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons
- Career Exploration url: http://breitlinks.com/careers/career_activities.htm
- GAcollege411 Expand Your Opportunities @ www.gacollege411.org.
- University of Missouri Student Success Center MU Career Center
- Compare and Contrast images at Google Images
- FM 22-100 Army Leadership; Be Know, Do US Army Manual
- US Army Values and Code of Ethics
- Jim Rohn, Motivational Speaker
- Website Source: www.GoodCharacter.com

WYOMING STARBASE Academy Curriculum
Leadership-Team-Building-Blocks hthu.net/site/wp-content/.../01/Leadership-Team-Building-Blocks
Back to Blocks http://backtoblocks.com/just-a-glimpse
Communication Building Blocks https://successforkidswithhearingloss.com
Image of Building Blocks http://newhomestar.com/print_article.php?id=319
Creating an Elevator Pitch

It can take some time to get your pitch right. You'll likely go through several versions before finding one that is compelling, and that sounds natural in conversation.

Follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.

1. **Identify Your Goal**
   Start by thinking about the objective of your pitch. For instance, do you want to tell potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive? Or do you want a simple and engaging speech to explain what you do for a living?

2. **Explain What You Do**
   Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. If you can, add information or a statistic that shows the value in what you do.
   
   Example:
   Imagine that you're creating an elevator pitch that describes what your company does. You plan to use it at networking events. You could say, "My company writes mobile device applications for other businesses." But that's not very memorable! A better explanation would be, "My company develops mobile applications that businesses use to train their staff remotely. This results in a big increase in efficiency for an organization's managers." That's much more interesting, and shows the value that you provide to these organizations.

3. **Communicate Your USP**
   Your elevator pitch also needs to communicate your unique selling proposition (USP). Identify what makes you, your organization, or your idea, unique. You'll want to communicate your USP after you've talked about what you do.
   
   Example:
   To highlight what makes your company unique, you could say, "We use a novel approach because unlike most other developers, we visit each organization to find out exactly what people need. Although this takes a bit more time, it means that on average, 95 percent of our clients are happy with the first beta version of their app."

4. **Engage With a Question**
   After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
   
   Example:
   You might ask "So, how does your organization handle the training of new people?"
5. Put it all Together

When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Otherwise you risk losing the person's interest, or monopolizing the conversation. Then, try to cut out anything doesn't absolutely need to be there. Remember, your pitch needs to be snappy and compelling, so the shorter it is, the better!

Example:

Here's how your pitch could come together:
"My company develops mobile applications that businesses use to train their staff remotely. This means that senior managers can spend time on other important tasks. Unlike other similar companies, we visit each organization to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with the first version of their app. "So, how does your organization handle the training of new people?"

6. Practice

Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural, or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. You want it to sound like a smooth conversation, not an aggressive sales pitch. Make sure that you're aware of your body language as you talk, which conveys just as much information to the listener as your words do. Practice in front of a mirror or, better yet, in front of colleagues until the pitch feels natural.

As you get used to delivering your pitch, it's fine to vary it a little – the idea is that it doesn't sound too formulaic or like it's pre-prepared, even though it is!
2014 Wyoming Career & Vocational Education Content and Performance Standards

K-5:

**Standard 1 Career Development and Readiness.**

CV5.1.1: Students identify and describe various occupations.
CV5.1.2: Students describe how work relates to meeting needs for goods, shelter, and other necessities for living.
CV5.1.3: Students identify and demonstrate behaviors contributing to the successful completion of workplace tasks.
CV5.1.4: Students complete task within an allotted time by acquiring, storing, organizing, and using materials and space efficiently.

**Standard 2 Communication and Collaboration.**

CV5.2.1: Students identify and practice compromise and conflict resolution skills.
CV5.2.2: Students share new concepts learned through peer teaching and presenting to a group.
CV5.2.3: Students identify and actively participate in group roles and responsibilities while demonstrating respect and awareness of diversity.
CV5.2.4: Students apply safe, legal, and responsible use of information and technology as appropriate to the task.

**Standard 3 Critical Thinking and Problem Solving.**

CV5.3.1: Students identify and define real-world problems and meaningful questions for investigation.
CV5.3.2: Students plan and manage activities to develop a solution or complete a project.
CV5.3.3: Students collect and analyze data to identify solutions and make informed decisions.
CV5.3.4: Students seek help from appropriate people (staff, students, parents, etc.) and appropriate resources.

**Standard 4 Technical Literacy.**

CV5.4.1: Students use a variety of methods including oral, written, graphic, pictorial, and/or multimedia in order to create and share a product.
CV5.4.2: Students read and comprehend a variety of sources that provide workplace information, including functional texts.
CV5.4.3: Students explain events, procedures, ideas, or concepts in technical texts, including what happened and why, based on specific information in the text. (*Adapted from CCSS RI.4.3)*
CV5.4.4: Students interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how information contributes to an understanding of the text in which it appears. (*Adapted from CCSS RI.4.7)*

**Standard 5 Technical Proficiency and Productivity.**

CV5.5.1: Students explain the need for rules within organizational systems.
CV5.5.2: Students examine family, community, monetary, and school systems.
CV5.5.3: Students understand and apply the responsibilities of digital citizenship.
CV5.5.4: Students understand and appropriately use available technology systems.
6-8:

**Standard 1 Career Development and Readiness.**

CV8.1.1: Career-aware students explore several career pathways including but not limited to outlook, salary, needed training, duties, and lifestyle.

CV8.1.2: Career-aware students conduct an inventory of personal skills, aptitude and interests and identify career pathways that align with their results.

CV8.1.3: Career aware students prepare a self improvement plan including secondary and postsecondary programs to gain desired knowledge and experience toward possible career opportunities.

CV8.1.4: Career-aware students demonstrate an awareness of characteristics and skills necessary to enhance employability.

**Standard 2 Communication and Collaboration.**

CV8.2.1: Career-aware students effectively communicate using a variety of appropriate methods.

CV8.2.2: Career-aware students successfully lead a group activity.

CV8.2.3: Career-aware students actively participate as a team member to accomplish group goals while effectively working with diverse individuals/groups.

CV8.2.4: Career-aware students apply safe, legal, and responsible use of information and technology as appropriate to the task.

**Standard 3 Critical Thinking and Problem Solving.**

CV8.3.1: Career-aware students identify real-world problems and efficiently locate and effectively use various sources of information for informed decision making.

CV8.3.2: Career-aware students demonstrate an awareness of the working process of business and political systems and how they affect specific careers.

CV8.3.3: Career-aware students demonstrate an ability to explain and interpret solutions to problems using data and information from a variety of reputable sources.

CV8.3.4 Career aware students plan, manage and complete projects in a timely and effective manner.

**Standard 4 Technical Literacy.**

CV8.4.1: Career-aware students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (*CCSS W.9.4)

CV8.4.2: Career-aware students demonstrate an ability to indentify sources from which they locate, interpret, extract, and summarize data in an ethical and appropriate manner.

CV8.4.3: Career-aware students demonstrate the ability to create compositions and presentations to technical data in both written and verbal formats.

CV8.4.4: Career-aware students integrate and translate content presented in diverse formats and media, including visually and in words.

**Standard 5 Technical Proficiency and Productivity.**

CV8.5.1: Career-aware students identify technical and digital systems, how they are properly and ethically used and their relationship to other systems globally.

CV8.5.2: Career-aware students plan tasks recognizing human resources, financial and timeline constraints that take into account priorities and goals.

CV8.5.3: Career-aware students demonstrate technical knowledge and skills by safely, ethically, and appropriately acquiring, storing, organizing and using materials, tools, and workspace.

CV8.5.4: Career-aware students demonstrate proficiency in selecting and utilizing technologies in the completion of tasks and projects.
9-12:

**Standard 1 Career Development and Readiness.**

CV12.1.1: College and career-ready students evaluate current knowledge and interests in order to set career goals.

CV12.1.2: College and career-ready students explore careers including outlook, salary, needed training, duties and lifestyle utilizing all available resources including mentors and industry experts.

CV12.1.3: College and career ready students prepare an educational and career plan to enable them to gain desired knowledge and experience.

CV12.1.4: College and career ready students demonstrate employability skills that enable them to be responsible and contributing citizens and employment.

**Standard 2 Communication and Collaboration.**

CV12.2.1: College and career-ready students communicate clearly, effectively, and with reason.

CV12.2.2: College and career-ready students identify and model integrity, ethical leadership and effective management skills.

CV12.2.3: College and career-ready students work productively in teams while using cultural global competence.

CV12.2.4: College and career-ready students apply safe, legal, and responsible use of information and technology as appropriate to the task.

**Standard 3 Critical Thinking and Problem Solving.**

CV12.3.1: College and career-ready students identify and define authentic problems and significant questions for investigation.

CV12.3.2: College and career-ready students identify trends, forecast possibilities, and explore complex systems and issues.

CV12.3.3: College and career-ready students employ valid and reliable research strategies and apply prior knowledge to solve a problem or complete a project.

CV12.3.4: College and career-ready students demonstrate creativity and innovation while considering the environmental, social, and economic impact of decisions.

**Standard 4 Technical Literacy.**

CV12.4.1: College and career-ready students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (*CCSS w.11.4).

CV12.4.2: College and career-ready students determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in technical context. (*Adapted from CCSS RL.9.11).

CV12.4.3: College and career-ready students acquire, manipulate, analyze, diagnose, and or report information, using the appropriate technology.

CV12.4.4: College and career-ready students precisely follow a complex multistep procedure when performing technical tasks (*Adapted from CCSS RL.9.3).
Standard 5 Technical Proficiency and Productivity.

CV12.5.1: College and career-ready students manage resources to develop, analyze, and implement systems and applications.

CV12.5.2: College and career-ready students productively complete tasks taking constraints, priorities, and resources into account.

CV12.5.3: College and career-ready students safely and ethically use current industry-standard tools and emerging technologies.

CV12.5.4: College and career-ready students utilize technology to develop innovative solutions or products.
The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Category 1: Mindset Standards

CDF’s and school counselors encourage the following mindsets for all students.

M1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
M2. Self-confidence in ability to succeed.
M3. Sense of belonging in the social environment.
M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success.
M5. Belief in using abilities to their fullest to achieve high quality results and outcomes.
M6. Positive attitude toward work and learning.

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities, and/or individual/small-group counseling.

<table>
<thead>
<tr>
<th>Learning Strategies</th>
<th>Self-Management Skills</th>
<th>Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-LS1</td>
<td>Demonstrate critical-thinking skills to make informed decisions</td>
<td>B-SMS1 Demonstrate ability to assume responsibility.</td>
</tr>
<tr>
<td>B-LS2</td>
<td>Demonstrate creativity.</td>
<td>B-SMS2 Demonstrate self-discipline and self-control.</td>
</tr>
<tr>
<td>B-LS3</td>
<td>Use time-management, organizational and study skills.</td>
<td>B-SMS3 Demonstrate ability to work independently.</td>
</tr>
<tr>
<td>B-LS4</td>
<td>Apply self-motivation and self-direction to learning.</td>
<td>B-SMS4 Demonstrate ability to delay immediate gratification for long-term rewards.</td>
</tr>
<tr>
<td>B-LS5</td>
<td>Apply media and Technology skills.</td>
<td>B-SMS5 Demonstrate perseverance to achieve long- and short-term goals.</td>
</tr>
<tr>
<td>B-LS6</td>
<td>Set high standards of quality.</td>
<td>B-SMS6 Demonstrate ability to overcome barriers to learning.</td>
</tr>
<tr>
<td>B-LS7</td>
<td>Identify long- and short-term academic, career and social/emotional goals.</td>
<td>B-SMS7 Demonstrate effective coping skills when faced with a problem.</td>
</tr>
<tr>
<td>B-LS8</td>
<td>Actively engage in challenging coursework.</td>
<td>B-SMS8 Demonstrate the ability to balance school, home,</td>
</tr>
<tr>
<td>B-LS9</td>
<td>Gather evidence and consider multiple perspectives to make informed decisions.</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>B-SMS9</td>
<td>Demonstrate personal safety skills.</td>
<td></td>
</tr>
<tr>
<td>B-SS9</td>
<td>Demonstrate social maturity and behaviors appropriate to the situation and environment.</td>
<td></td>
</tr>
<tr>
<td>B-LS10</td>
<td>Participate in enrichment and extracurricular activities.</td>
<td></td>
</tr>
<tr>
<td>B-SMS10</td>
<td>Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.</td>
<td></td>
</tr>
</tbody>
</table>
## PERSONAL SOCIAL DEVELOPMENT DOMAIN

**GOAL PS1** Develop understanding of yourself to build and maintain a positive self-concept.

<table>
<thead>
<tr>
<th>PS1.K1</th>
<th>Identify your interests, likes, and dislikes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS1.A1</td>
<td>Demonstrate behavior and decisions that reflect your interests, likes, and dislikes.</td>
</tr>
<tr>
<td>PS1.R1</td>
<td>Assess how your interests and preferences are reflected in your career goals.</td>
</tr>
<tr>
<td>PS1.K2</td>
<td>Identify your abilities, strengths, skills, and talents.</td>
</tr>
<tr>
<td>PS1.A2</td>
<td>Demonstrate use of your abilities, strengths, skills, and talents.</td>
</tr>
<tr>
<td>PS1.R2</td>
<td>Assess the impact of your abilities, strengths, skills, and talents on your career development.</td>
</tr>
<tr>
<td>PS1.K3</td>
<td>Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).</td>
</tr>
<tr>
<td>PS1.A3</td>
<td>Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).</td>
</tr>
<tr>
<td>PS1.R3</td>
<td>Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.</td>
</tr>
<tr>
<td>PS1.K4</td>
<td>Identify your work values/needs.</td>
</tr>
<tr>
<td>PS1.A4</td>
<td>Demonstrate behavior and decisions that reflect your work values/needs.</td>
</tr>
<tr>
<td>PS1.R4</td>
<td>Assess how your work values/needs are reflected in your career goals.</td>
</tr>
<tr>
<td>PS1.A5</td>
<td>Demonstrate a positive self-concept through your behaviors and attitudes.</td>
</tr>
<tr>
<td>PS1.R5</td>
<td>Analyze the positive and negative aspects of your self-concept.</td>
</tr>
<tr>
<td>PS1.K6</td>
<td>Identify behaviors and experiences that help to build and maintain a positive self-concept.</td>
</tr>
<tr>
<td>PS1.A6</td>
<td>Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.</td>
</tr>
<tr>
<td>PS1.R6</td>
<td>Evaluate the affect of your behaviors and experiences on building and maintaining a positive self-concept.</td>
</tr>
<tr>
<td>PS1.K7</td>
<td>Recognize that situations, attitudes, and the behaviors of others affect your self-concept.</td>
</tr>
<tr>
<td>PS1.A7</td>
<td>Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.</td>
</tr>
<tr>
<td>PS1.R7</td>
<td>Evaluate the affect of situations, attitudes, and the behaviors of others on your self-concept.</td>
</tr>
<tr>
<td>PS1.K8</td>
<td>Recognize that your behaviors and attitudes affect the self-concept of others.</td>
</tr>
<tr>
<td>PS1.A8</td>
<td>Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.</td>
</tr>
<tr>
<td>PS1.R8</td>
<td>Analyze how your behaviors and attitudes might affect the self-concept of others.</td>
</tr>
<tr>
<td>PS1.K9</td>
<td>Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.</td>
</tr>
<tr>
<td>PS1.A9</td>
<td>Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.</td>
</tr>
<tr>
<td>PS1.R9</td>
<td>Assess how your self-concept affects your educational achievement (performance) and/or success at work.</td>
</tr>
<tr>
<td>PS1.K10</td>
<td>Recognize that educational achievement (performance) and/or success at work can affect your self-concept.</td>
</tr>
<tr>
<td>PS1.A10</td>
<td>Give personal examples of how educational achievement (performance) and/or success at work affected your self-concept.</td>
</tr>
<tr>
<td>PS1.R10</td>
<td>Assess how your educational achievement (performance) and/or success at work affect your self-concept.</td>
</tr>
</tbody>
</table>

**GOAL PS2**  
**Develop positive interpersonal skills including respect for diversity.**

<p>| PS2.K1 | Identify effective communication skills. |
| PS2.A1 | Demonstrate effective communication skills. |
| PS2.R1 | Evaluate your use of effective communication skills. |
| PS2.K2 | Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful. |
| PS2.A2 | Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful. |
| PS2.R2 | Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful. |
| PS2.K3 | Identify positive social skills (e.g., good manners and showing gratitude). |
| PS2.A3 | Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude). |
| PS2.R3 | Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others. |
| PS2.K4 | Identify ways to get along well with others and work effectively with them in groups. |
| PS2.A4 | Demonstrate the ability to get along well with others and work effectively with them in groups. |
| PS2.R4 | Evaluate your ability to work effectively with others in groups. |
| PS2.K5 | Describe conflict resolution skills. |
| PS2.A5 | Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions. |
| PS2.R5 | Analyze the success of your conflict resolution skills. |
| PS2.K6 | Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations. |
| PS2.A6 | Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations. |
| PS2.R6 | Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations. |
| PS2.K7 | Identify sources of outside pressure that affect you. |
| PS2.A7 | Demonstrate the ability to handle outside pressure on you. |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS2.R7</td>
<td>Analyze the impact of outside pressure on your behavior.</td>
</tr>
<tr>
<td>PS2.K8</td>
<td>Recognize that you should accept responsibility for your behavior.</td>
</tr>
<tr>
<td>PS2.A8</td>
<td>Demonstrate that you accept responsibility for your behavior.</td>
</tr>
<tr>
<td>PS2.R8</td>
<td>Assess the degree to which you accept personal responsibility for your behavior.</td>
</tr>
<tr>
<td>PS2.K9</td>
<td>Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.</td>
</tr>
<tr>
<td>PS2.A9</td>
<td>Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.</td>
</tr>
<tr>
<td>PS2.R9</td>
<td>Assess how you show respect for all kinds of human diversity.</td>
</tr>
<tr>
<td>PS2.K10</td>
<td>Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.</td>
</tr>
<tr>
<td>PS2.A10</td>
<td>Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.</td>
</tr>
<tr>
<td>PS2.R10</td>
<td>Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.</td>
</tr>
<tr>
<td>PS2.K11</td>
<td>Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.</td>
</tr>
<tr>
<td>PS2.A11</td>
<td>Explain how the ability to interact positively with diverse groups of people is often essential to maintain employment.</td>
</tr>
<tr>
<td>PS2.R11</td>
<td>Analyze the impact of your ability to interact positively with diverse groups of people on your employment.</td>
</tr>
</tbody>
</table>

**GOAL PS3** Integrate personal growth and change into your career development.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3.K1</td>
<td>Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.</td>
</tr>
<tr>
<td>PS3.A1</td>
<td>Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually).</td>
</tr>
<tr>
<td>PS3.R1</td>
<td>Analyze the results of your growth and changes throughout life to determine areas of growth for the future.</td>
</tr>
<tr>
<td>PS3.K2</td>
<td>Identify good health habits (e.g., good nutrition and constructive ways to manage stress).</td>
</tr>
<tr>
<td>PS3.A2</td>
<td>Demonstrate how you have adopted good health habits.</td>
</tr>
<tr>
<td>PS3.R2</td>
<td>Assess the impact of your health habits on your career development.</td>
</tr>
<tr>
<td>PS3.K3</td>
<td>Recognize that your motivations and aspirations are likely to change with time and circumstances.</td>
</tr>
<tr>
<td>PS3.A3</td>
<td>Give examples of how your personal motivations and aspirations have changed with time and circumstances.</td>
</tr>
<tr>
<td>PS3.R3</td>
<td>Assess how changes in your motivations and aspirations over time have affected your career development.</td>
</tr>
<tr>
<td>PS3.K4</td>
<td>Recognize that external events often cause life changes.</td>
</tr>
<tr>
<td>PS3.A4</td>
<td>Give examples of external events that have caused life changes for you.</td>
</tr>
<tr>
<td>PS3.R4</td>
<td>Assess your strategies for managing life changes caused by external events.</td>
</tr>
<tr>
<td>PS3.K5</td>
<td>Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.</td>
</tr>
<tr>
<td>PS3.A5</td>
<td>Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people.</td>
</tr>
<tr>
<td>PS3.R5</td>
<td>Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people.</td>
</tr>
<tr>
<td>PS3.K6</td>
<td>Recognize the importance of adaptability and flexibility when initiating or responding to change.</td>
</tr>
<tr>
<td>PS3.A6</td>
<td>Demonstrate adaptability and flexibility when initiating or responding to change.</td>
</tr>
<tr>
<td>PS3.R6</td>
<td>Analyze how effectively you respond to change and/or initiate change.</td>
</tr>
<tr>
<td><strong>GOAL PS4</strong></td>
<td><strong>Balance personal, leisure, community, learner, family, and work roles.</strong></td>
</tr>
<tr>
<td>PS4.K1</td>
<td>Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).</td>
</tr>
<tr>
<td>PS4.A1</td>
<td>Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.</td>
</tr>
</tbody>
</table>
**PS4.R1** Assess the impact of your life roles on career goals.

**PS4.K2** Recognize that you must balance life roles and that there are many ways to do it.

**PS4.A2** Show how you are balancing your life roles.

**PS4.R2** Analyze how specific life role changes would affect the attainment of your career goals.

**PS4.K3** Describe the concept of lifestyle.

**PS4.A3** Give examples of decisions, factors, and circumstances that affect your current lifestyle.

**PS4.R3** Analyze how specific lifestyle changes would affect the attainment of your career goals.

**PS4.K4** Recognize that your life roles and your lifestyle are connected.

**PS4.A4** Show how your life roles and your lifestyle are connected.

**PS4.R4** Assess how changes in your life roles would affect your lifestyle.

**EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN**

**GOAL ED1** Attain educational achievement and performance levels needed to reach your personal and career goals.

**ED1.K1** Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

**ED1.A1** Demonstrate educational achievement and performance levels needed to attain your personal and career goals.

**ED1.R1** Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.

**ED1.K2** Identify strategies for improving educational achievement and performance.

**ED1.A2** Demonstrate strategies you are using to improve educational achievement and performance.

**ED1.R2** Analyze your educational achievement and performance strategies to create a plan for growth and improvement.

**ED1.K3** Describe study skills and learning habits that promote educational achievement and performance.

**ED1.A3** Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

**ED1.R3** Evaluate your study skills and learning habits to develop a plan for improving them.

**ED1.K4** Identify your learning style.

**ED1.A4** Show how you are using learning style information to improve educational achievement and performance.

**ED1.R4** Analyze your learning style to develop behaviors to maximize educational achievement and performance.
| ED1.K5 | Describe the importance of having a plan to improve educational achievement and performance. |
| ED1.A5 | Show that you have a plan to improve educational achievement and performance. |
| ED1.R5 | Evaluate the results of your plan for improving educational achievement and performance. |
| ED1.K6 | Describe how personal attitudes and behaviors can impact educational achievement and performance. |
| ED1.A6 | Exhibit attitudes and behaviors that support educational achievement and performance. |
| ED1.R6 | Assess how well your attitudes and behaviors promote educational achievement and performance. |
| ED1.K7 | Recognize that your educational achievement and performance can lead to many workplace options. |
| ED1.A7 | Show how your educational achievement and performance can expand your workplace options. |
| ED1.R7 | Assess how well your educational achievement and performance will transfer to the workplace. |
| ED1.K8 | Recognize that the ability to acquire and use information contributes to educational achievement and performance. |
| ED1.A8 | Show how the ability to acquire and use information has affected your educational achievement and performance. |
| ED1.R8 | Assess your ability to acquire and use information in order to improve educational achievement and performance. |

**GOAL ED2** Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

| ED2.K1 | Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life. |
| ED2.A1 | Show how lifelong learning is helping you function effectively in a diverse and changing economy. |
| ED2.R1 | Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy. |
| ED2.K2 | Recognize that viewing yourself as a learner affects your identity. |
| ED2.A2 | Show how being a learner affects your identity. |
| ED2.R2 | Analyze how specific learning experiences have affected your identity. |
| ED2.K3 | Recognize the importance of being an independent learner and taking responsibility for your learning. |
| ED2.A3 | Demonstrate that you are an independent learner. |
| ED2.R3 | Assess how well you function as an independent learner. |
| ED2.K4 | Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary). |
| ED2.A4 | Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary). |
| ED2.R4 | Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary). |
| ED2.K5 | Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and |
| ED2.A5 | Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training). |
| ED2.R5 | Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal goals. |
| ED2.K6 | Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs). |
| ED2.A6 | Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy. |
| ED2.R6 | Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy. |
| ED2.K7 | Describe informal learning experiences that contribute to lifelong learning. |
| ED2.A7 | Demonstrate participation in informal learning experiences. |
| ED2.R7 | Assess, throughout your life, how well you integrate both formal and informal learning experiences. |

### CAREER MANAGEMENT DOMAIN

**GOAL CM1** Create and manage a career plan that meets your career goals.

| CM1.K1 | Recognize that career planning to attain your career goals is a life long process. |
| CM1.A1 | Give examples of how you use career-planning strategies to attain your career goals. |
| CM1.R1 | Assess how well your career planning strategies facilitate reaching your career goals. |
| CM1.K2 | Describe how to develop a career plan (e.g., steps and content). |
| CM1.A2 | Develop a career plan to meet your career goals. |
| CM1.R2 | Analyze your career plan and make adjustments to reflect ongoing career management needs. |
| CM1.K3 | Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). |
| CM1.A3 | Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). |
| CM1.R3 | Re-examine your career goals and adjust as needed. |
| CM1.K4 | Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). |
| CM1.A4 | Demonstrate career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). |
| CM1.R4 | Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). |
| CM1.K5 | Recognize that changes in you and the world of work can affect your career plans. |
| CM1.A5 | Give examples of how changes in you and the world of work have caused you to adjust your career plans. |
| CM1.R5 | Evaluate how well you integrate changes in you and the world of work into your career plans. |
### GOAL CM2

Use a process of decision-making as one component of career development.

<p>| <strong>CM2.K1</strong> | Describe your decision-making style (e.g., risk taker, cautious). |
| <strong>CM2.A1</strong> | Give examples of past decisions that demonstrate your decision-making style. |
| <strong>CM2.R1</strong> | Evaluate the effectiveness of your decision-making style. |
| <strong>CM2.K2</strong> | Identify the steps in one model of decision-making. |
| <strong>CM2.A2</strong> | Demonstrate the use of a decision-making model. |
| <strong>CM2.R2</strong> | Assess what decision-making model(s) work best for you. |
| <strong>CM2.K3</strong> | Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making. |
| <strong>CM2.A3</strong> | Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions. |
| <strong>CM2.R3</strong> | Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions. |
| <strong>CM2.K4</strong> | Identify alternative options and potential consequences for a specific decision. |
| <strong>CM2.A4</strong> | Show how exploring options affected a decision you made. |
| <strong>CM2.R4</strong> | Assess how well you explore options when making decisions. |
| <strong>CM2.K5</strong> | Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making. |
| <strong>CM2.A5</strong> | Show how personal priorities, culture, beliefs, and work values are reflected in your decisions. |
| <strong>CM2.R5</strong> | Evaluate the affect of personal priorities, culture, beliefs, and work values in your decision-making. |
| <strong>CM2.K6</strong> | Describe how education, work, and family experiences might impact your decisions. |
| <strong>CM2.A6</strong> | Give specific examples of how your education, work, and family experiences have influenced your decisions. |
| <strong>CM2.R6</strong> | Assess the impact of your education, work, and family experiences on decisions. |
| <strong>CM2.K7</strong> | Describe how biases and stereotypes can limit decisions. |
| <strong>CM2.A7</strong> | Give specific examples of how biases and stereotypes affected your decisions. |
| <strong>CM2.R7</strong> | Analyze the ways you could manage biases and stereotypes when making decisions. |
| <strong>CM2.K8</strong> | Recognize that chance can play a role in decision-making. |
| <strong>CM2.A8</strong> | Give examples of times when chance played a role in your decision-making. |
| <strong>CM2.R8</strong> | Evaluate the impact of chance on past decisions. |
| <strong>CM2.K9</strong> | Recognize that decision-making often involves compromise. |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM2.A9</td>
<td>Give examples of compromises you might have to make in career decision-making.</td>
</tr>
<tr>
<td>CM2.R9</td>
<td>Analyze the effectiveness of your approach to making compromises.</td>
</tr>
<tr>
<td><strong>GOAL CM3</strong></td>
<td><strong>Use accurate, current, and unbiased career information during career planning and management.</strong></td>
</tr>
<tr>
<td>CM3.K1</td>
<td>Describe the importance of career information to your career planning.</td>
</tr>
<tr>
<td>CM3.A1</td>
<td>Show how career information has been important in your plans and how it can be used in future plans.</td>
</tr>
<tr>
<td>CM3.R1</td>
<td>Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.</td>
</tr>
<tr>
<td>CM3.K2</td>
<td>Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.</td>
</tr>
<tr>
<td>CM3.A2</td>
<td>Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.</td>
</tr>
<tr>
<td>CM3.R2</td>
<td>Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.</td>
</tr>
<tr>
<td>CM3.K3</td>
<td>Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).</td>
</tr>
<tr>
<td>CM3.A3</td>
<td>Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate</td>
</tr>
<tr>
<td>CM3.R3</td>
<td>Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is.</td>
</tr>
<tr>
<td>CM3.K4</td>
<td>Identify several ways to classify occupations.</td>
</tr>
<tr>
<td>CM3.A4</td>
<td>Give examples of how occupational classification systems can be used in career planning.</td>
</tr>
<tr>
<td>CM3.R4</td>
<td>Assess which occupational classification system is most helpful to your career planning.</td>
</tr>
<tr>
<td>CM3.K5</td>
<td>Identify occupations that you might consider without regard to your gender, race, culture, or ability.</td>
</tr>
<tr>
<td>CM3.A5</td>
<td>Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).</td>
</tr>
<tr>
<td>CM3.R5</td>
<td>Assess your openness to considering non-traditional occupations in your career management.</td>
</tr>
<tr>
<td>CM3.K6</td>
<td>Identify the advantages and disadvantages of being employed in a non-traditional occupation.</td>
</tr>
<tr>
<td>CM3.A6</td>
<td>Make decisions for yourself about being employed in a non-traditional occupation.</td>
</tr>
<tr>
<td>CM3.R6</td>
<td>Assess the impact of your decisions about being employed in a non-traditional occupation.</td>
</tr>
<tr>
<td><strong>GOAL CM4</strong></td>
<td><strong>Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.</strong></td>
</tr>
<tr>
<td>CM4.K1</td>
<td>Describe academic, occupational, and general employability skills.</td>
</tr>
<tr>
<td>CM4.A1</td>
<td>Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.</td>
</tr>
<tr>
<td>CM4.R1</td>
<td>Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.</td>
</tr>
<tr>
<td>CM4.K2</td>
<td>Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CM4.A2</td>
<td>Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.</td>
</tr>
<tr>
<td>CM4.R2</td>
<td>Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.</td>
</tr>
<tr>
<td>CM4.K3</td>
<td>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.</td>
</tr>
<tr>
<td>CM4.A3</td>
<td>Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment.</td>
</tr>
<tr>
<td>CM4.R3</td>
<td>Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).</td>
</tr>
<tr>
<td>CM4.A4</td>
<td>Show how your skills are transferable from one occupation to another.</td>
</tr>
<tr>
<td>CM4.R4</td>
<td>Analyze the impact of your transferable skills on your career options.</td>
</tr>
<tr>
<td>CM4.K5</td>
<td>Recognize that your geographic mobility impacts on your employability.</td>
</tr>
<tr>
<td>CM4.A5</td>
<td>Make decisions for yourself regarding geographic mobility.</td>
</tr>
<tr>
<td>CM4.R5</td>
<td>Analyze the impact of your decisions about geographic mobility on your career goals.</td>
</tr>
<tr>
<td>CM4.K6</td>
<td>Identify the advantages and challenges of self-employment.</td>
</tr>
<tr>
<td>CM4.R6</td>
<td>Assess the impact of your decision regarding self-employment on your career goals.</td>
</tr>
<tr>
<td>CM4.K7</td>
<td>Identify ways to be proactive in marketing yourself for a job.</td>
</tr>
<tr>
<td>CM4.A7</td>
<td>Demonstrate skills that show how you can market yourself in the workplace.</td>
</tr>
<tr>
<td>CM4.R7</td>
<td>Evaluate how well you have marketed yourself in the workplace.</td>
</tr>
<tr>
<td><strong>GOAL CM5</strong></td>
<td><strong>Integrate changing employment trends, societal needs, and economic conditions into your career plans.</strong></td>
</tr>
<tr>
<td>CM5.K1</td>
<td>Identify societal needs that affect your career plans.</td>
</tr>
<tr>
<td>CM5.A1</td>
<td>Show how you are prepared to respond to changing societal needs in your career management.</td>
</tr>
<tr>
<td>CM5.R1</td>
<td>Evaluate the results of your career management relative to changing societal needs.</td>
</tr>
<tr>
<td>CM5.K2</td>
<td>Identify economic conditions that affect your career plans.</td>
</tr>
<tr>
<td>CM5.A2</td>
<td>Show how you are prepared to respond to changing economic conditions in your career management.</td>
</tr>
<tr>
<td>CM5.R2</td>
<td>Evaluate the results of your career management relative to changing economic conditions.</td>
</tr>
<tr>
<td>CM5.K3</td>
<td>Identify employment trends that affect your career plans.</td>
</tr>
<tr>
<td>CM5.A3</td>
<td>Show how you are prepared to respond to changing employment trends in your career management.</td>
</tr>
</tbody>
</table>
CM5.R3 Evaluate the results of your career management relative to changes in employment trends.

APPENDIX D
Strategies for Teaching Culturally Diverse Students

Teacher Behaviors

Appreciate and accommodate the similarities and differences among the students' cultures. Effective teachers of culturally diverse students acknowledge both individual and cultural differences enthusiastically and identify these differences in a positive manner. This positive identification creates a basis for the development of effective communication and instructional strategies. Social skills such as respect and cross-cultural understanding can be modeled, taught, prompted, and reinforced by the teacher.

Build relationships with students. Interviews with high school students who presented behavior challenges for staff revealed that they wanted their teachers to discover what their lives were like outside of school and that they wanted an opportunity to partake in the school's reward systems. Developing an understanding of students' lives also enables the teacher to increase the relevance of lessons and make examples more meaningful.

Focus on the ways students learn and observe students to identify their task orientations. Once students' orientations are known, the teacher can structure tasks to take them into account. For example, before some students can begin a task, they need time to prepare or attend to details. In this case, the teacher can allow time for students to prepare, provide them with advance organizers, and announce how much time will be given for preparation and when the task will begin. This is a positive way to honor their need for preparation, rituals, or customs.

Teach students to match their behaviors to the setting. We all behave differently in different settings. For example, we behave more formally at official ceremonies. Teaching students the differences between their home, school, and community settings can help them switch to appropriate behavior for each context. For example, a teacher may talk about the differences between conversations with friends in the community and conversations with adults at school and discuss how each behavior is valued and useful in that setting. While some students adjust their behavior automatically, others must be taught and provided ample opportunities to practice. Involving families and the community can help students learn to adjust their behavior in each of the settings in which they interact.
Instructional Strategies

Use a variety of instructional strategies and learning activities. Offering variety provides the students with opportunities to learn in ways that are responsive to their own communication styles, cognitive styles, and aptitudes. In addition, the variety helps them develop and strengthen other approaches to learning.

Consider students' cultures and language skills when developing learning objectives and instructional activities. Facilitate comparable learning opportunities for students with differing characteristics. For example, consider opportunities for students who differ in appearance, race, sex, disability, ethnicity, religion, socioeconomic status, or ability.

Incorporate objectives for affective and personal development. Provide increased opportunities for high and low achievers to boost their self-esteem, develop positive self-attributes, and enhance their strengths and talents. Such opportunities can enhance students' motivation to learn and achieve.

Communicate expectations. Let the students know the "classroom rules" about talking, verbal participation in lessons, and moving about the room. Tell them how long a task will take to complete or how long it will take to learn a skill or strategy, and when appropriate, give them information on their ability to master a certain skill or complete a task. For example, it may be necessary to encourage students who expect to achieve mastery but are struggling to do so. They may need to know that they have the ability to achieve mastery, but must work through the difficulty.

Provide rationales. Explain the benefits of learning a concept, skill, or task. Ask students to tell you the rationale for learning and explain how the concept or skill applies to their lives at school, home, and work.

Use advance and post organizers. At the beginning of lessons, give the students an overview and tell them the purpose or goal of the activity. If applicable, tell them the order that the lesson will follow and relate it to previous lessons. At the end of the lesson, summarize its main points.

Provide frequent reviews of the content learned. For example, check with the students to see if they remember the difference between simple and compound sentences. Provide a brief review of the previous lesson before continuing on to a new and related lesson.

Facilitate independence in thinking and action. There are many ways to facilitate students' independence. For example, when students begin their work without specific instruction from the teacher, they are displaying independence. When students ask questions, the teacher can encourage independence by responding in a way that lets the student know how to find the answer for his- or herself. When teachers ask students to evaluate their own work or progress, they are facilitating independence, and asking students to perform for the class (e.g., by reciting or role-playing) also promotes independence.

Promote student on-task behavior. Keeping students on task maintains a high level of intensity of instruction. By starting lessons promptly and minimizing transition time between lessons, teachers can help students stay on task. Shifting smoothly (no halts) and efficiently (no wasted effort) from one lesson to another and being business-like about housekeeping tasks such as handing out papers and setting up audiovisual equipment helps
to maintain their attention. Keeping students actively involved in the lessons – for example, by asking questions that require students to recall information – also helps them to stay focused and increases the intensity of instruction.

**Monitor students' academic progress during lessons and independent work.** Check with students during seatwork to see if they need assistance before they have to ask for help. Ask if they have any questions about what they are doing and if they understand what they are doing. Also make the students aware of the various situations in which a skill or strategy can be used as well as adaptations that will broaden its applicability to additional situations.

**Provide frequent feedback.** Feedback at multiple levels is preferred. For example, acknowledging a correct response is a form of brief feedback, while prompting a student who has given an incorrect answer by providing clues or repeating or rephrasing the question is another level. The teacher may also give positive feedback by stating the appropriate aspects of a student's performance. Finally, the teacher may give positive corrective feedback by making students aware of specific aspects of their performance that need work, reviewing concepts and asking questions, making suggestions for improvement, and having the students correct their work.

**Require mastery.** Require students to master one task before going on to the next. When tasks are assigned, tell the students the criteria that define mastery and the different ways mastery can be obtained. When mastery is achieved on one aspect or portion of the task, give students corrective feedback to let them know what aspects they have mastered and what aspects still need more work. When the task is complete, let the students know that mastery was reached.
Strategies for Teaching Culturally Diverse Students

Some points to be considered when teaching Native Americans:

- Be aware of their background, knowledge, and experiences.
- Get to know each person. This may take time but once a relationship is established which involves trust then the individual is more receptive to learning and more willing to participate. He will do better with the understanding that his teacher cares. Trust is an integral part of the relationship.
- One-to-one help. At the beginning, some may be reluctant to ask questions but through the trust building relationship and time they will open up and be more willing to share and ask questions. Some may not be as verbal as non-Native Americans.
- When teaching concepts use examples that are relevant to their lifestyles and/or communities. It helps to have some background information about the tribe(s) of the individual. They come with varying backgrounds and experiences.
- Use all modes (visual, auditory, tactile, and kinesthetic) when teaching concepts and skills. Use visual aids, drawings, illustrations or demonstrations, and do not limit activities to worksheets and lectures.
- Role playing can be utilized provided that the teacher feels comfortable in using it. At the beginning, students may appear shy and may not be willing or be hesitant to participate, but with time they will take part although perhaps not to the extent of some non-Native Americans. This depends on the background of individuals. The person who is more acculturated may be more verbal than a more traditional student. Become familiar with and know your students, then they will be more apt to open up and participate.
- In the beginning have them work in small groups and slowly bring the small groups together into a larger group. This allows students to get to know others and feel more comfortable.
- If they do not understand concepts, try another method of reteaching the concepts. Sometimes, the concept may be difficult because of the vocabulary.
- Teachers need to make sure students understand when concepts are being taught by asking questions. This allows for feedback before introducing a new concept.
- When reteaching a concept that involves reading, have them paraphrase a paragraph that they have read and ask to see if there are any words in the paragraph that they do not understand. It is usually the vocabulary that makes it difficult, especially in a subject area that is totally new to an individual. Use lots of examples and pictures in teaching concepts to make sure they understand.
- Some individuals may not be direct when they ask questions which could be interpreted as hinting. This may be because they do not want to appear pushy, persistent, or demanding. This may also be due to the individual not wanting to make a mistake or making sure he is doing the right thing.
- Allow wait-time for responses. If they know their native language and use it on a daily basis at home they may have to process the information in their native language and think how they will respond in English. They may also want to make sure their answer is correct.
- Use praise and incentives. Some prefer not to be recognized in front of their peers. But they will take and enjoy praises and incentives if given one-on-one.
- Be aware of body language. Become aware of their comfort level. Some may not mind the closeness as compared to others who may want their space.
- Present the whole picture of a concept before isolating skills/concepts. It is much easier to see the complete picture or the end result, the individual will then know what the concept is leading up to or the end result.
- Allow brainstorming and get input from everyone. Ask open-ended questions which will allow for input from the group.
- The preferred classroom arrangement, if desks are used, is circular. Allow space for freedom of movement and group activities. If there is not room for a circle, desks may be grouped in two's or fours' instead of rows.