



Worksheets

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Who am I?

Your personality and interests make up who you are. It's never too early to begin thinking about what you want to do and how to get there.

Important next steps:

- Learn more about yourself
- Figure out what you like
- Learn about what you DONT like

Finding out more about yourself improves your chances for making good decisions for your life and future career.

- 1. Learn about me**
- 2. Explore my community**
- 3. Focus on my school and activities**
- 4. Think about my network.**

Learn about me...

Name: _____ Date: _____ Grade/Class: _____

Things I like to do

People who enjoy going to work are doing things they like to do. Employees who enjoy their jobs get more work done. They are happier at work and at home.

- ⇒ Think about things you like to do.
- ⇒ Make a list of 10 activities you enjoy doing, use ONLY action verbs. These activities are sometimes called skills. A skill is something you have learned how to do. Example: Read novels and short stories
- ⇒ Visualize doing these activities. Are you doing them alone or with others? Are you using objects or tools? Are you using words or numbers? Put a check in the box or boxes that describe the activity. For example, while playing soccer you are with others. Building robots requires using objects and tools. Reading novels requires working with words.

Activity	Alone	Other People	Objects or Tools	Words or Numbers
Read novels and short stories	√			√
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

⇒ *Make a list of five activities you do **not** like to do. Use ONLY action verbs.*

1. _____
2. _____
3. _____
4. _____
5. _____

Thoughts and reflections

⇒ *You can store your reflections in two places.*

- ✓ *One is to go back to CIS portfolio, **My career plan**, and fill in the field for **Things I like to do**.*
- ✓ *If you use a paper portfolio, write your thoughts below and keep the handout in your folder.*

⇒ *List five things you really like to do.*

⇒ *List one thing you want to learn to do.*

Name: _____ Date: _____ Grade/Class: _____

Qualities for success

Do you know what it takes to be successful when you grow up? Do you have qualities for success? How would you describe yourself during a job interview?

Step 1: These personal characteristics describe people who are successful in school, the community and work. Circle at least five characteristics and up to ten that reflect the kind of person YOU think you are.

Persistent	Likes challenges
Takes on responsibilities	Energetic
Leader	Works hard to get things done
Friendly	Works well with others
Easy to get along with	Sensitive to the feelings of others
Helpful	Mature
Self-confident	Flexible
Accepts criticism	Stays calm when in stressful situations
Controls anger	Avoids being aggressive
Dependable	Thorough when doing work
Honest	Creative
Problem-solver	Thinks things through
Continues trying when the work gets difficult	Follows instructions

Step 2: List five words or phrases that you think best describe the person you are. You can use words or phrases that are not listed above.

1. _____
2. _____
3. _____
4. _____
5. _____

Step 3: Ask at least one other person to describe the kind of person he or she thinks you are.

- ✓ Have the person use the **How others see me** worksheet.

Step 4: Compare your list of personal characteristics to the list from the other person(s).

- ✓ Think about how the lists are similar or different.
- ✓ Are there words and phrases on the person's list that you had not thought about in describing yourself? What are those words?

1. _____

2. _____

3. _____

Step 5: We all would like to improve ourselves in some way. List two qualities you would like to work on to help you be more successful?

1. _____

2. _____

How others see me

Step 1:

⇒ Circle all the characteristics that reflect the kind of person YOU think

_____ is.

Persistent

Likes challenges

Takes on responsibilities

Energetic

Leader

Works hard to get things done

Friendly

Works well with others

Easy to get along with

Sensitive to the feelings of others

Helpful

Mature

Self-confident

Flexible

Accepts criticism

Stays calm when in stressful situations

Controls anger

Avoids being aggressive

Dependable

Thorough when doing work

Honest

Creative

Problem-solver

Thinks things through

Continues trying when the work
gets difficult

Follows instructions

Step 2:

⇒ Add additional comments about the success of this person in school, community, and at home.

Thoughts and reflections

⇒ You can store your reflections in two places.

- ✓ One is to go back to CIS portfolio, **My career plan**, and fill in the field for **Qualities for success**.
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

⇒ List three qualities that help you be successful in your school, community, and home.

⇒ List one personal quality you want to improve on to be more successful.

Name: _____ Date: _____ Grade/Class: _____

Important life events

Who we are today can be understood by looking at our past. Our past experiences helped us grow and change. The knowledge we bring from the past helps us make decisions about our future. Therefore, it is helpful to think about important events in our lives.

Step 1: Create a timeline.

- ▼ Think about events that have been important in your life.
 - ▼ Think about who shared the events with you.
 - ▼ Figure out what you learned from the event. Or figure out how the event changed you.
- ⇒ Use the *My important life events timeline* to tell the story of your life.

Sample timeline:

When? (Your age or the year)	What happened?	Who was involved?	What did I learn about myself?
Age 3	Learned to ride a bicycle	Dad and older sister	I can learn how to do new things and I am determined
Age 5	Started school	Parents and teacher	I can do things without my family and I can make new friends
Age 8	Broke my arm	Nurse, doctor, family	Hospitals are okay places to stay and I can deal with a disability
Age 10	Took care of the neighbor's pets	Neighbors and pets	I can follow directions and neighbors can depend on me

Step 2: Create a timeline for your future life events.

- ✓ Think about things you want to do in the next ten years.
- ✓ What important events do you see happening to you in the next ten years?
- ✓ Study the sample below.

⇒ Then use the **My future life events timeline** to share the story you want to tell about the next ten years.

Sample timeline:

When? (Your age or the year)	What will happen?	Who will be involved?	Why will this happen?
Age 15	Make the high school basketball team	Coach, other players	I practice with my older sister and friends and attend summer basketball camps.
Age 18	Accept scholarship to play on college team	Coach, other players, family	I get good grades in high school and work hard to improve as a player.
Age 22	Graduate from college with a degree in journalism	Professors	I set goals to graduate from college and I stick to my study and practice schedule.
Age 23	Play professional basketball	Coach, other players, agent	I keep working to improve my skills.
Age 33	Become a sports announcer for a radio station	Sports announcer who teaches me about the job	I take jobs at radio stations during off-season.

My important life events

When? (Your age or the year)	What happened?	Who was involved?	What did I learn about myself?

My future life events

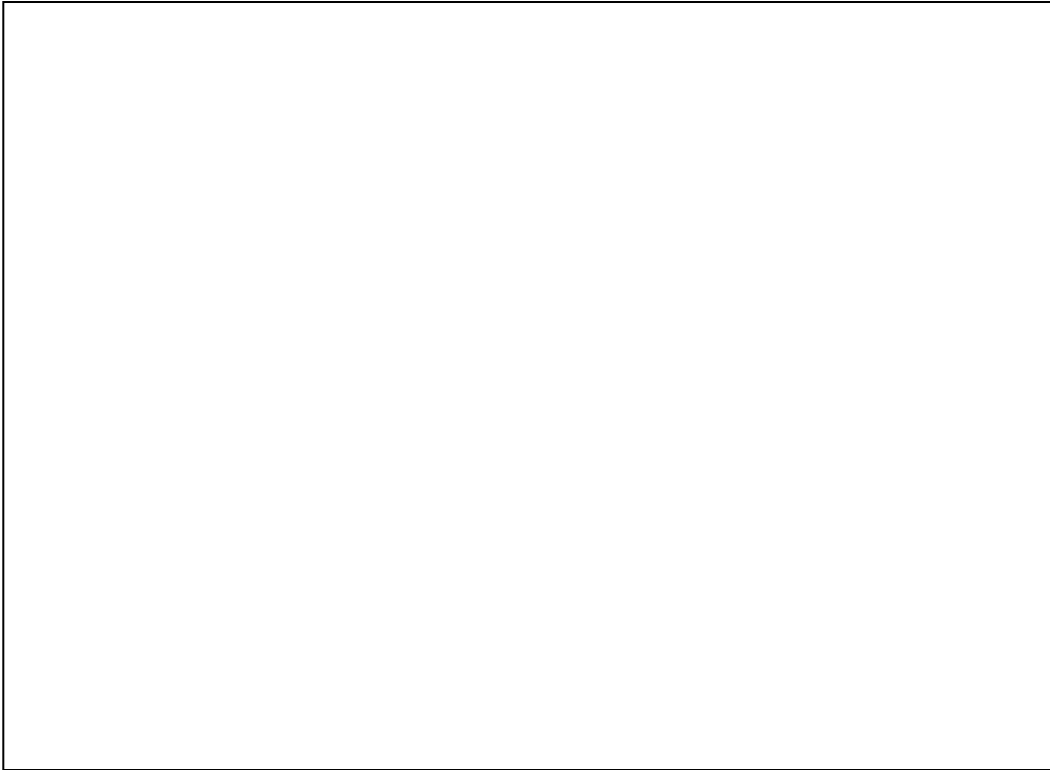
When? (Your age or the year)	What will happen?	Who will be involved?	Why will this happen?

Thoughts and reflections

⇒ You can store your reflections in two places.

- ✓ One is to go back to CIS portfolio, **My career plan**, and fill in the field for **Important life events**.
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

⇒ List one thing you want to do in your future life?

A large, empty rectangular box with a thin black border, intended for students to write their reflections on future goals.

Name: _____ Date: _____ Grade/Class: _____

What are skills?

A skill is something you learn how to do. You learn skills when you are at home, at school, at church, with your friends, or by yourself. Parents, teachers, coaches, clergy, and friends teach you new skills. You teach yourself how to do some things. Have you heard the saying "you learn something new every day?" You learn new skills every day.

It is important to learn the names and definitions of skills. You write and talk about your skills when you apply for jobs, college, and scholarships. Knowing your skills will also help you make decisions about what you want to be when you grow up.

The *Skills* handout gives you information about skills that are used by workers in many different occupations.

- ⇒ *Divide the skills from the handout among individual students or small groups of students.*
- ⇒ *Prepare to teach other students about the skills you have been assigned.*
- ⇒ *For each skill, supply the following information.*
 - ✓ *What is the skill? (Be calm during tense situations; tolerate stress.)*
 - ✓ *Where in school or outside of school do you learn or practice this skill? (Use this skill during storm drills.)*
 - ✓ *Give an example of a job or occupation, where the workers use this skill. (Police officers use this skill.)*
- ⇒ *The lesson can be presented using one of the following methods.*
 - ✓ *Tell the students about the skills by doing a presentation. The presentation should include a handout with the skills and related information.*
 - ✓ *Create posters that include the skills and related information. Be prepared to tell the students about the posters.*
 - ✓ *Create a Power Point that includes the skills and related information.*
 - ✓ *Present the information about the skills to the students.*
 - ✓ *Create an enhanced or video podcast. Present the podcast to the students. Be creative. Include graphics.*

Name: _____ Date: _____ Grade/Class: _____

Skills

A skill is something you learn how to do. The skills listed below are used by workers in many different jobs.

✓ **Personal skills**

1. Dependable and responsible.
2. Flexible; accept change.
3. Persistent; continue to work despite interruptions or distractions.
4. Have integrity; honest and ethical.
5. Efficient and organized.
6. Strive to be the best; competitive.

✓ **Social skills**

7. Aware of the needs and feelings of others.
8. Independent; work without someone telling you to get busy.
9. Be a good team member; work cooperatively with others.
10. Work with the people outside the school or group; work with the public.
11. Provide assistance and care to others.
12. Talk to or with others to sell something or entertain them.
13. Teach or guide others.

✓ **Movement skills**

14. Finger dexterity; get fingers to work together.
15. Manual dexterity; get hands and arms to work together.
16. Motor coordination; get fingers, hands, arms, legs, and feet to work together.
17. Stamina; be physically active for a long time.
18. Strength.
19. Move quickly between two different activities; rapid response.

✓ **Perceptual skills**

20. Detect the differences between sounds, loudness, or pitch.
21. Detect the differences between sizes, shapes, and mass.
22. Detect the differences between colors, shades, and brightness.
23. Detect the distance between objects; depth perception.
24. Visualize; form a mental picture of how something will look.
25. Creative.
26. Recognize natural or artistic beauty.

✓ **Situational skills**

27. Be calm during tense situations; tolerate stress.
28. Work in dangerous conditions; tolerate hazards.
29. Work in unpleasant conditions; tolerate discomfort.

30. Do the same things over and over; tolerate repetition.

✓ **Processing skills**

- 31. Follow instructions and rules to complete a task.
- 32. Identify items that are similar.
- 33. Keep records.
- 34. Check each item carefully; pay attention to details.
- 35. Make sure information is correct; verify information.

✓ **Technical skills**

- 36. Follow instructions to set up equipment, machines, or furniture; install.
- 37. Check to see that something is set up correctly; inspect.
- 38. Repair.
- 39. Figure out what is causing a problem; troubleshooting.
- 40. Operate or control machines.
- 41. Operate or drive vehicles or big equipment.
- 42. Use computers.
- 43. Write computer programs.
- 44. Design new equipment or change something so that it can be used in a new way.

✓ **Math and science skills**

- 45. Add, subtract, multiply, and divide; calculate.
- 46. Estimate distances, quantity, time, or costs.
- 47. Budget money.
- 48. Use math to solve problems.
- 49. Use scientific methods to solve problems.

✓ **Communication skills**

- 50. Read and understand information.
- 51. Write ideas and information.
- 52. Speak to others to share information.
- 53. Listen to what people are saying and ask questions.
- 54. Concentrate on a something despite interruptions and distractions.

✓ **Problem solving skills**

- 55. Find and gather information.
- 56. Judge whether an idea or project is successful; evaluate.
- 57. Give advice to others.
- 58. Get information to figure out a better solution to a problem; synthesize.
- 59. Look at the information you have and figure out how to solve a problem; analyze.
- 60. Plan how to get something done.
- 61. Learn how to do something by yourself as you get new information; active learning.
- 62. Use your experience and knowledge.

✓ **Management skills**

- 63. Make sure others are safe and healthy.
- 64. Convince others to change how they are doing something; persuade.
- 65. Bring others together and try to patch up their differences; negotiate.
- 66. Confront others
- 67. Take on new responsibilities and challenges; initiate.
- 68. Organize people and activities; coordinate.
- 69. Give directions to others; lead.
- 70. Make decisions.
- 71. Determine the best way to use people, money, and materials; manage resources.
- 72. Accept the consequences of decisions.

Name: _____ Date: _____ Grade/Class: _____

My accomplishments

Make a list of your accomplishments—projects or activities you have done well. Consider activities you have enjoyed.

Project or activity accomplishments

⇒ *List as many project or activities accomplishments as you can. See the examples below.*

- ✓ Built a birdhouse in the backyard.
- ✓ Cooked for my family during my mom's illness.
- ✓ Sang in the chorus in the spring musical.
- ✓ Played in three basketball games.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

⇒ *Now circle at least one of the accomplishments.*

Accomplishment:

- ✓ Built a birdhouse in the backyard.

1. _____

Skills

⇒ List the skills you used in or learned from this activity. A skill is something you can learn how to do. See the examples below.

- ✓ Read plans for building birdhouse.
- ✓ Made measurements for cutting boards.
- ✓ Followed instructions.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My school accomplishments

⇒ List as many school or class accomplishments as you can—projects or activities you have done well. Consider activities you have enjoyed. See the examples below.

- ✓ Solved a word problem.
- ✓ Wrote a report on an explorer.
- ✓ Gave a speech about caring for pet fish.
- ✓ Created a model of a volcano.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

10. _____

⇒ *Now circle at least one of the classroom accomplishments.*

Accomplishment:

- ✓ Gave a speech about caring for pet fish.

1. _____

Skills

⇒ *List skills you used in or learned from this activity. A skill is something you can learn how to do. See the examples below.*

- ✓ Gathered information about my topic.
- ✓ Made a plan for the speech.
- ✓ Practiced the speech.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Thoughts and reflections

⇒ You can store your reflections in two places.

- ✓ One is to go back to CIS portfolio, **My career plan**, and fill in the field for **My Accomplishments**.
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

Knowing about your skills is important to planning your career. There are some things you like to do and can do well. Those are skills you might want to use in the future at a job.

⇒ List five skills you like to use.

⇒ Give the names of two people who helped you learn these skills.

⇒ List one thing you want to learn to do.

Explore my community...

Name: _____ Date: _____ Grade/Class: _____

My community

Your community has hired a new regional planner. The regional planner will set goals for the future growth and development of your town. The first step for the planner is to gather information. Your class has been hired to do a survey of your area.

⇒ *The regional planner has asked your class to gather the following data. List two jobs for each business, company, service, or recreation area.*

1. Businesses that buy and sell goods such as food and clothing.
2. Businesses that sell services such as automobile repair and hair styling.
3. Businesses that sell both goods and services such as computer shops and auto dealers.
4. Companies that make products.
5. Town services that fill a special need for the residents such as churches, libraries, and police departments.
6. Places for recreation such as parks and ball fields.
7. For each location, provide the address.

⇒ *The report for the regional planner should include the chart along with a map of the town or community.*

⇒ *Draw in the streets and highways and locate each site listed on the charts.*

Name	Address	Job 1	Job 2
Franklin Grocery	1401 Main Avenue	Cashier	Butcher

⇒ *As a class, develop a plan for gathering the information for the regional planner.*

⇒ *Also develop a plan for reporting the information to the planner.*

Thoughts and reflections

⇒ You can store your reflections in two places.

- ✓ One is to go back to your CIS portfolio, ***My career plan***, and fill in the field for ***My community***.
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

Once you have completed the survey for the regional planner, you have been asked to do one more task. The planner wants to know where you might work at in the future. But you need more facts about the options before you can make a decision.

⇒ *Give the name of two businesses in your community you would like to learn more about.*

My ideal community

A regional planner sets goals for the future growth and development of a town or community. The regional planner from your area is going to survey residents to find out what they want in their community. The planner wants to get information from all residents including the students.

- ⇒ *You have been asked to think about what you want in your town. What is missing? What additions or changes would make it a better place to live?*
- ✓ Does your community need any of the following?
 1. Businesses that buy and sell goods such as food and clothing?
 2. Businesses that sell services such as autobody repair or hair styling?
 3. Businesses that sell services and goods such as computer shops and auto dealers?
 4. Companies that make products?
 5. Town services that fill a special need for residents such as schools, churches, libraries, and police departments?
 6. Places for recreation such as parks and soccer fields?
 7. Other additions?
- ⇒ *Work in small groups or individually to figure out what is missing in your community.*
- ⇒ *Identify one thing to add to or change in the town. Describe the addition or change in detail.*
- ⇒ *Then list all the reasons why this change should be made? Include the jobs that would be added to the town.*
- ⇒ *Prepare a report for the planner. You could write a report or do a PowerPoint presentation. Tell the planner why these changes or additions are important.*
- ⇒ *Be creative to get the planner's attention.*

Thoughts and reflections

⇒ You can store your reflections in two places.

- ✓ One is to go back to CIS portfolio, **My career plan**, and fill in the field for **My community**.
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

Where you live is important to your career. The community you are living in now may not have the jobs in which you want to work. So, you might have to move to another area. When you are an adult, you may really want to live in the same community where you live now. So, you would have to work in jobs that are available in this town. Another option is to start a new business, company, or service.

⇒ Think about your ideal community.

- ✓ Where do you want to live?
- ✓ What does a community need to have for you to consider living there?
- ✓ Does it have to have a hospital? A high school? A grocery store?
- ✓ Does it need a pharmacy? A swimming pool?

⇒ List three things a community must have for you to choose to live there.

Name: _____ Date: _____ Grade/Class: _____

Job shadow checklist

What is a job shadow? Just as a shadow follows a person, you will follow a worker at a job site. The activity may last from two to eight hours.

Why do a job shadow?

- ✓ To see what people do all day at work.
- ✓ To learn what employers expect of their workers.
- ✓ To find out more about different places to work.
- ✓ To learn more about an occupation that is of interest to you.
- ✓ To see how computers and other equipment are used on the job.
- ✓ To find out how what you are learning in school is used on the job.

Steps	Date completed
<p>Step 1: Select an occupation or business that you want to learn more about.</p> <ul style="list-style-type: none"> ✓ Find a location for the shadow. ✓ Complete Where to job shadow? To guide you through the first step. 	
<p>Step 2: Contact a business and arrange a job shadow.</p> <ul style="list-style-type: none"> ✓ Prepare for the phone call or letter by creating a phone script provided in <i>Setting up a job shadow</i>. <p><i>Job Shadow Contact:</i></p> <p>_____</p> <p><i>Business, address:</i></p> <p>_____</p> <p><i>Phone number:</i></p> <p>_____</p> <p><i>Date and Time:</i></p> <p>_____</p>	

<p>Step 3: Before the job shadow, be sure you are prepared.</p> <ul style="list-style-type: none"> ✓ Read about the occupation you are shadowing. ✓ Write five questions to ask the person you will shadow. ✓ Think of three things you want to look for as you are watching the person work. ✓ Know where you are going so you are not late. ✓ Use the handout Getting ready for the job shadow. 	
<p>Step 4: Complete the job shadow.</p> <ul style="list-style-type: none"> ✓ Be sure to take the questions you want to ask and the things you want to look for at the work place. ✓ Take notes to use when you write your final report. 	
<p>Step 5: Write a thank-you note.</p> <ul style="list-style-type: none"> ✓ Use the sample provided in Thank your job shadow host. 	
<p>Step 6: Report what you learned during your job shadow.</p> <ul style="list-style-type: none"> ✓ Complete What did you learn during your job shadow? 	

Name: _____ Date: _____ Grade/Class: _____

Setting up a job shadow

Who are you writing a letter to or calling?

Contact _____ Phone number _____

(If you do not have a name, ask for the manager or for the person who could help set up a job shadow.)

Business name _____

Occupation or job you want to shadow _____

When do you want to shadow—date and time? _____

Phone script

"May I speak with _____?"

"Hello. My name is _____.

I am a(n) _____ grader at _____ school.

I am interested in learning about (occupation, job, or business) _____.

I received your name from _____, and I was wondering if you might allow me to job shadow you or someone else in your business for (length of job shadow) _____?"

If the person agrees to the job shadow, *set the day and time.*

"I would like to do the job shadow on _____ at _____."

- ⇒ *Explain you will provide your own transportation. If you will be at the business over lunch, ask if you should bring your own lunch.*
- ⇒ *Thank the contact person. Explain that you will be calling one or two days prior to the day to confirm the job shadow.*
- ⇒ *If the person you contact cannot help you, ask: "Is there anyone else that you know who might be able to help me with a job shadow?"*

Other contacts:

Contact _____ Phone number _____

Business name _____

Contact _____ Phone number _____

Business name _____

Name: _____ Date: _____ Grade/Class: _____

Getting ready for the job shadow

Step 1: Read about the occupation you are going to shadow.

Step 2: What do you want to know about the job? Some suggestions are provided below.

- ✓ What do you like about your job?
- ✓ What do you not like about your job?
- ✓ What do you do in a typical work day?
- ✓ How do you use the things you learned in school in your job?
- ✓ How much education and training do you need for this job?
- ✓ What is your work schedule? When does your work day start and when does it end?
- ✓ When you were in middle or high school, did you think you would be doing this job?
- ✓ What is the starting salary for this job?

Step 3: Think of five questions you are going to ask the worker you are going to shadow.

1. _____

2. _____

3. _____

4. _____

5. _____

Step 4: *Decide what 3 things you want to look for during the shadow?*

Some suggestions are provided below.

- ✓ Do you want to see what people wear on the job
- ✓ Do you want to see what equipment they use?
- ✓ Do they work inside or outside?
- ✓ Do they move around or sit all day?
- ✓ Do they work alone or with other people?

1. _____

2. _____

3. _____

Step 5: *Call the contact person to remind her/him of the day and time you will be coming for the job shadow.*

Name: _____ Date: _____ Grade/Class: _____

Thank your job shadow host

Thanking your host is very important. Your job shadow host spent a lot of time with you.

⇒ So, write a thank-you note when you get back to school.

- ✓ Review the sample note.
- ✓ Write a draft note.
- ✓ Have someone review the note for correct spelling and punctuation.
- ✓ Next, write the note on a clean sheet of paper and address an envelope.
- ✓ Use the appropriate postage and mail it.

_____ (Today's date)

(four blank lines)

_____ (Name and title of person)

_____ (Name of business)

_____ (Street address)

_____ (City, State, Zip)

(one blank line)

Dear _____ (Title and last name)

(one blank line)

Thank you for allowing me to visit you at your work. I appreciate all the time you spent with me.

(one blank line)

I learned a lot being your shadow. My favorite part of the visit was _____.

I learned _____.

(one blank line)

Thank you again for answering my questions and letting me see what you do in a workday.

(one blank line)

Sincerely,

_____ (Your name)

Name: _____ Date: _____ Grade/Class: _____

What did you learn during your job shadow?

1. Describe the work you saw your host or other workers doing?

2. What did you learn from the questions you asked your host?

3. What did you look for during the job shadow? What did you learn?

4. Is this a job you think you would like to do after you get out of school? Why or why not?

Focus on my school and activities...

Name: _____ Date: _____ Grade/Class: _____

Getting to know my school—a scavenger hunt

⇒ Fill in all the squares to learn more about your school.

⇒ Find the location or the name of the person. If the answer is the name of a person, you might be asked to find that person and get his or her signature.

Who cleans my school each day?	Where do I find a school lunch menu?	Who do I ask to use the phone?	Who do I go to if I need to use a computer after school?	Who cooks the school lunches?
Who do I go to if I am sick and have to leave school?	Who will help me find a book in the library?	Who would I ask about a coat I lost?	Where do I meet the bus or meet my ride after school?	What do I do if I have to take a prescription during the school day?
Who will help me fix the door on my locker?	If I am absent, who do I talk to first when I return to school?	Who do I talk to if I forgot my lunch and don't have money to eat?	If I tear my pants, who will help me fix them?	If I have a problem and don't want to tell a teacher or friend, who could I talk to at school?
If I am late to school in the morning, who do I talk to first?	Who do I ask if I forget my locker combination?	Who do I talk to if I have questions about my schedule?	Where do I take something I find that does not belong to me?	Where are the bathrooms that are close to my classes?

Name: _____ Date: _____ Grade/Class: _____

Should I join?

Are you bored? Sick of watching reruns on television? Want to be with people your own age? *Take some time to see what is out there for you to join.* Schools and communities offer several extracurricular activities for middle school students.

⇒ *Consider volunteering and doing community service.*

Benefits of extracurricular activities

- ✓ So, what is in it for you?
 1. Explore your interests.
 2. Spend time with people who share your interests.
 3. Find new friends.
 4. Meet people who are different from you.
 5. Learn about different occupations.
 6. Gives you something to do.
 7. Learn how to work with others.
 8. Learn to manage your time.
 9. Looks good on college, scholarship, and job applications.
- ✓ Students who participate in extracurricular activities tend to develop good study habits. As a result, they get better grades. Because the students are busy, they are less likely to smoke, drink, or use drugs.

Find the right activity

⇒ *Learn about the activities that are offered in your school and community. Ask other students about their experiences. Think about your interests, skills, and time. Ask yourself the following questions.*

1. What are my interests?
2. What new skills do I want to learn?
3. Am I taking a class that requires extra study time?
4. Do I need to focus on my grades?
5. How will I get to and from the activity?

6. Will I get the sleep I need?
7. Will I have time to relax?
8. Will I have time to spend time with my family?

⇒ *Talk with activity advisors and coaches. Ask questions to get information you need to make a decision about which activity to join.*

1. Do I have to be a certain age or in a certain grade to join the activity?
2. Are there fees to join? How much are they? Are there fees for travel, food, uniforms, or other expenses? Will I be required to help raise money?
3. Do I need a physical to join the activity?
4. Do I have to get certain grades to join or stay in the activity?
5. How much time is this activity going to take? How often will the group meet? Practice? Travel?

Should I join?

⇒ *Think of two or three activities or clubs you might join. Talk with activity advisors and coaches. Ask questions to get information you need to make a decision about which activity to join. Fill out a sheet for each of the activities.*

What activity are you thinking of joining?

Who is the advisor, coach, or sponsor of this activity?

⇒ *Talk with the advisor, coach, or sponsor to get answers for the following questions.*

1. Do I have to be a certain age or in a certain grade to join the activity?

2. Are there fees to join? How much are they? Are there fees for travel, food, uniforms, or other expenses? Will I be required to help raise money?

3. Do I need a physical to join the activity? _____

4. Do I have to get certain grades to join or stay in the activity? _____

5. How much time is this activity going to take? How often will the group meet, practice, or travel?

6. Are you going to join? Why or why not?

Thoughts and reflections

⇒ *You can store your reflections in two places.*

- ✓ *One is to go back to your CIS portfolio, **My career plan**, and fill in the field for **Should I join?***
- ✓ *If you use a paper portfolio, write your thoughts below and keep the handout in your folder.*

⇒ *After you finish the activity, think about what you have learned.*

- ✓ *What are two activities, clubs, or hobbies you would like to try before you go to high school?*



Name: _____ Date: _____ Grade/Class: _____

My activities and achievements

One of the benefits of participating in extracurricular activities is that it looks good on college, scholarship, and job applications. It is important to keep a record of your activities and achievements during your educational career.

You have two options for keeping a record of all your activities and achievements. One is to go to *My Education and Work History* in your CIS portfolio. In the *Activities and Achievements* data entry sections add at least one item.

If you use a paper portfolio instead of the CIS portfolio, record the information about at least one activity or achievement on the next page. Store the information in your folder.

Do not limit your entries to school-related activities. Include community, religious, and volunteer interests.

My activities and achievements

⇒ Circle the type of activity or achievement.

Athletics	Professional Association
Award	Recognition
Club	Presentation
Community Service	Talent
Interest	Other activity
Leadership	Other achievement

Title: _____

Start date: Month___ Year_____ End date: Month_____ Year_____

Hours spent: _____per week; per month; per year; or total

Description:

⇒ Circle the position, if applicable.

Contact:	
Advisor	Supervisor
Coach	Teacher
Mentor	Other

Name: _____

Phone: _____

E-mail: _____

Think about my network...

Name: _____ Date: _____ Grade/Class: _____

My network

A personal network is much like a computer network. You are the center of your network as a server is the center of a computer network. You are linked to groups of individuals as a server is connected to groups of computers.

Think of groups of individuals to which you are connected. The groups might include family and friends and neighbors. The groups might be centered on activities such as sports, theatre, or church. The members of one group might be all belong to one organization or they may just be people you happen to know.

Why think about your network? A personal network can help you in your life the way a computer network helps employees do their work. People in your network can provide different kinds of assistance. They can help you:

- ✓ Choose the best phone service.
- ✓ Find an automobile mechanic.
- ✓ Locate your lost pet.
- ✓ Solve a problem.
- ✓ Set up a job shadow.
- ✓ Find a job.

⇒ *Visualize your personal network.* Who is in your network? Can you organize these individuals into groups? *Think of groups of which you are a member.* Are there people in those groups who could help you solve problems or get information?

- ✓ *Use the visual image from your thoughts to create a picture or graphic of your network. See the example on page three.*
- ✓ *Be creative in thinking about your network as well as in “drawing” the picture or graphic.*
- ✓ *Put in the names of the network members along with their jobs.*
- ✓ *For the members who are still in school, list student as their job.*

References

- ⇒ *When you are finished creating a picture of your network, identify the members of your network, other than family members, who know you best.*
- ⇒ *In the future, when you apply for a job, college, or scholarships, you usually have to list references. A reference is a person who can explain why you would be a good employee. Or why you would be successful in college. Or why you*

deserve to receive a scholarship. A teacher or coach could be a reference. Another reference could be the adult director of a club to which you belong.

⇒ *Go back to your network and underline at least one person who could be a reference.*

⇒ *Next ask the person(s) if you could use them as a reference in the future.*

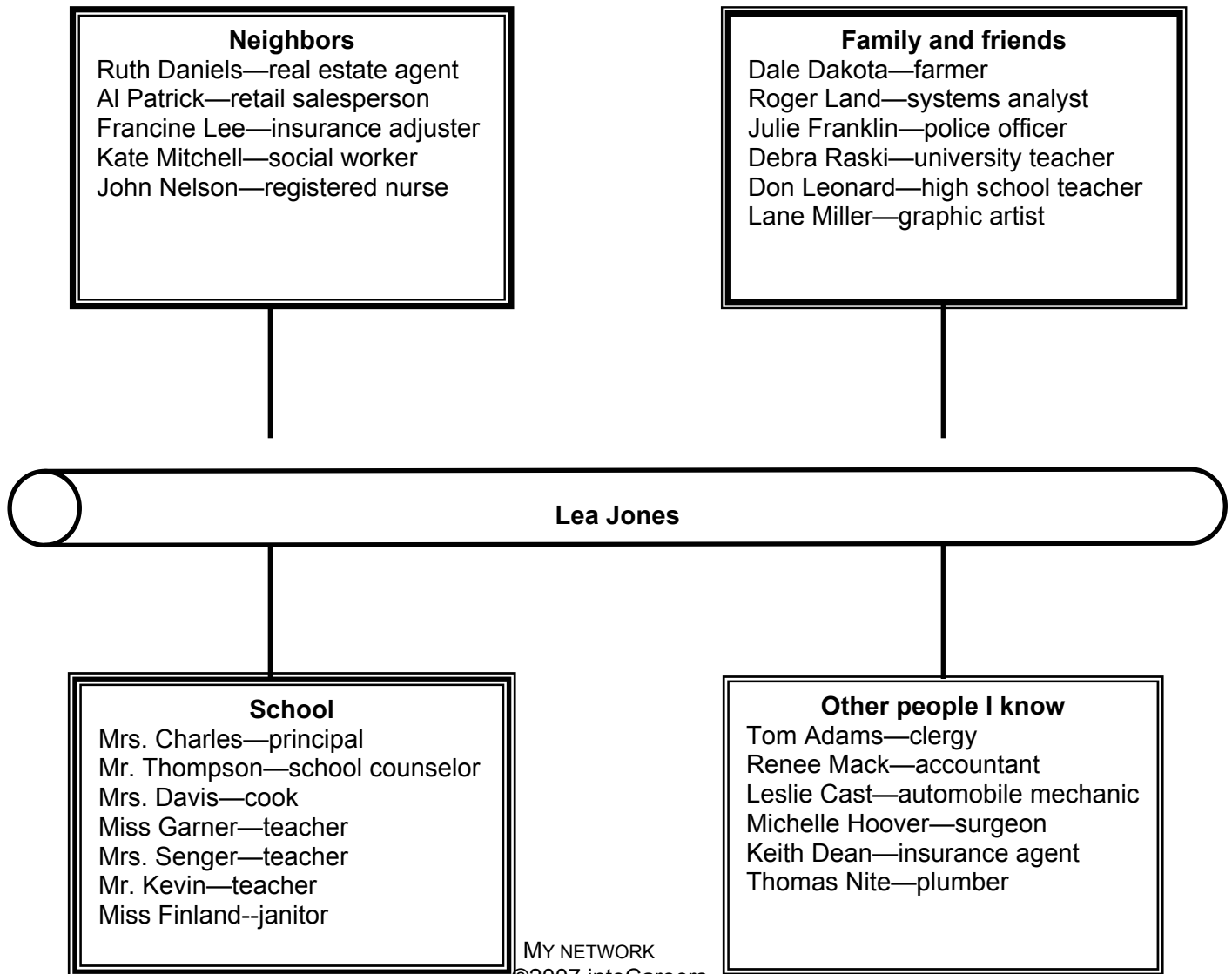
⇒ *Then ask for the following information:*

- ✓ First and last name
- ✓ Relationship to you
- ✓ Employer
- ✓ Job or title
- ✓ Address, city, state, and zip
- ✓ Work phone
- ✓ Home phone
- ✓ E-mail

⇒ *You can store your references in two places.*

- ✓ *One is to go back to CIS portfolio, **My education and work history**, and add at least one reference in the **References data entry** section.*
- ✓ *If you use a paper portfolio, record the information about your reference(s) on a sheet of paper. Store your reference information in your folder.*

My network



MY NETWORK
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Where am I going?

A career is like a long trip. For a trip you need a road map. For the trip through your life, you need a career plan.

The next step is to find out about different careers. Explore information about:

- Career clusters
- Occupations
- The workplace

Use what you know about yourself and your options to help develop your career plan. Remember, your career plan can be changed at any time. It is okay to change your mind as you learn more about yourself, school and work.

- 1. Career Cluster Activities**
- 2. Occupation Activities**
- 3. Learn about the workplace**
- 4. Make decisions**
- 5. Make plans**
- 6. Make a career action plan**

Career Clusters ...

Name: _____ Date: _____ Grade/Class: _____

Career cluster mobiles

How many jobs and occupations are there? Hundreds? Thousands? Occupations are arranged in groups called clusters. The grouping of occupations is similar to groupings of music: Pop, rock, rap, hip hop, classical, etc. The clusters of music help you find the songs you prefer. They also make it easier to learn about specific musicians. The same is true for the career clusters. They make it easier to learn about occupations.

Career clusters help you learn about occupations you might not have explored. For example, you might have thought about being a doctor. However, you do not want to spend so many years in college. Plus, doctors have to work too many hours each week. But, you do want to help people and you really like science classes. You could go to the Health Science cluster and study all the occupations in the group. Some of the occupations require fewer years of education and have regular working hours. Also, these occupations give you the opportunity to help people and study science.

- ⇒ *To learn more about the sixteen career clusters, create a cluster mobile using a hanger, string, and paper. Follow these steps.*
- ⇒ *Divide the class into small groups.*
- ⇒ *Assign one or more clusters for mobiles.*
- ⇒ *Read about the clusters in CIS.*
- ⇒ *The mobile will have four parts.*
 - ✓ *Name of career cluster.*
 - ✓ *Five things workers do in this cluster.*
 - ✓ *Five occupations in the cluster.*
 - ✓ *Five classes to take in high school.*
- ⇒ *Add drawings, pictures, or graphics to make the mobile interesting.*
- ⇒ *Display the career cluster mobiles in the school or classroom.*

Name: _____ Date: _____ Grade/Class: _____

What's my cluster?

Career clusters are used to group occupations. The more you learn about each cluster, the more you learn about occupations. This is an important step in figuring out where you are going in your career.

- ✓ This activity will help you learn more about the 16 Career Clusters.
 - ⇒ *Assign each participant a career cluster. You become the expert for that cluster.*
 - ⇒ *Read about and study the cluster and be prepared to answer 20 questions about the cluster.*
 - ⇒ *Divide the class into groups to question the experts.*
 - ⇒ *Each group will question an expert. The goal is to guess the name of the career cluster in 20 questions or fewer.*
 - ⇒ *The questions must be worded so that the expert can give a "yes" or "no" answer.*
 - ⇒ *The expert must answer the questions truthfully.*
 - ⇒ *During the next round, a different group questions a different expert.*
 - ⇒ *The activity continues until all the experts have been questioned.*

(Note: *What's my cluster?* uses ideas from the *What's my line?* show and *Twenty questions*).

Name: _____ Date: _____ Grade/Class: _____

Career cluster posters

Occupations are arranged in groups called career clusters. The clusters help you learn about occupations. They also help you see how what you do in school is related to occupations. Think about reading maps in social studies. In what career cluster would a worker use that skill? In the Transportation, Distribution, and Logistics cluster, pilots and truck drivers read maps. In the Agriculture, food, and natural resources cluster, conservation scientists and foresters read maps.

⇒ *Create a poster for each of the sixteen career clusters. Follow these steps.*

1. *Assign the clusters to individuals or small groups.*
2. *Put the name of the career cluster on the poster.*
3. *Add the name of eight to ten occupations in the cluster.*
4. *Add drawings, pictures, and graphics to give more information about the cluster.*
5. *Hang the posters in the classroom.*

⇒ *During future classes, add more information to the cluster.*

1. *When you read a short story or novel, figure out the jobs of the main characters. Write the name of the character on a piece of paper along with his/her job. Attach the paper to the related career cluster.*
2. *When you learn to use a new concept in math, think about the workers who would use this skill. Write the skill on a paper and attach it to the related cluster. For example, carpenters have to figure the area of squares. Write "area of square" on a paper and attach it to the Architecture and construction poster.*

⇒ *Keep repeating this assignment throughout the school year.*

1. *At the end of the year, look at the pieces of paper attached to each cluster.*
2. *Talk about what you have learned about each cluster. For example, what classes are used most in each cluster?*
3. *What are you learning now that can help you with your career?*

Occupation activities...

Name: _____ Date: _____ Grade/Class: _____

Occupations scavenger hunt

What am I going to be when I grow up? To answer this question you need information about your options.

⇒ Go to *Occupations in CIS* to hunt for the answers.

1. What is an occupation?	2. <i>Magistrate</i> is another name for what occupation?	3. <i>Travel agents</i> are assigned to what cluster?	4. Do a search using the keyword <i>doctors</i> . What are two occupations that match?
5. In the <i>Law, Public Safety, and Security</i> cluster, what are two things you could do?	6. How much can <i>water treatment operators</i> get paid a year?	7. What does Mark Musgrove enjoy most about being a <i>funeral director</i> ?	8. Do you need a degree after high school to get a job as a <i>registered nurse</i> ?
9. In the future, how many jobs will be open for <i>dental hygienists</i> ?	10. Do some <i>landscape architects</i> work for engineering firms?	11. <i>Social workers</i> are assigned to what cluster?	12. What is one way to prepare to be an <i>electrician</i> after you graduate from high school?
13. Where do <i>zoologists</i> work?	14. What are some courses you would take in high school to work in the <i>Transportation, Distribution, and Logistics</i> cluster?	15. Is the video for <i>biologists</i> available in Spanish?	16. What do <i>radiation therapists</i> do?

<p>17. Do some <i>dietitians</i> work on weekends?</p>	<p>18. What do <i>industrial designers</i> do?</p>	<p>19. What are some high school activities or hobbies you could be involved in to help you prepare to work in <i>Architecture and Construction</i></p>	<p>20. What are the steps to do to print out an occupation?</p>
--	--	---	---

Name: _____ Date: _____ Grade/Class: _____

Boblator decision sheet

What about an occupation is important to you? Is it important because you are familiar with its name? Because you know someone who works in the occupation? Because you can make lots of money?

Step 1:

- ⇒ Look at the occupations listed in the first column.
- ⇒ Think about what workers in these occupations might do.
- ⇒ With only the name of the occupation provided, rate your interest in them from 1 to 10. 1 is the least interesting and 10 is the most interesting.
- ⇒ Put your ratings in the column labeled Step 1.

Occupation	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
1. Boblator							
2. Gastronomist							
3. Extricator							
4. Arbologist							
5. Husher							
6. Wrencher							
7. Knowleologist							
8. Encodologist							
9. Imagizer							
10. Haulassister							

You will be given more information about the occupations and after each step, you will rate the occupation from 1 to 10 based on your interest in the occupation. After the last step, you will get the real name for the occupation.

Step 2:

- ⇒ *Study the information provided for each occupation.*
- ⇒ *Rank them from 1 to 10 based on your interest in the occupation.*
- ⇒ *Put your rankings in the column labeled Step 2.*

- 1. Bobilator.....Human services**
- 2. Gastronomist..... Hospitality and tourism**
- 3. Extricator..... Health science**
- 4. Arbologist..... Agriculture, food, and natural resources**
- 5. Husher..... Education and training**
- 6. Wrencher.....Architecture and construction**
- 7. Knowleologist..... Education and training**
- 8. Encodologist..... Information technology**
- 9. Imagizer..... Arts, Audio/Visual technology, and
Communication**
- 10. Haulassister.....Transportation, distribution, and logistics**

Step 3: How important is money to you?

⇒ *Check the salary ranges for the occupations.*

⇒ *Rank your occupations again from 1 to 10.*

⇒ *Put your rankings in the column labeled Step 3.*

- 1. Bobilator..... \$14,220-\$37,300/annual**
- 2. Gastronomist..... \$22,870-\$51,620/annual**
- 3. Extricator..... \$60,930-\$145,000/annual**
- 4. Arbologist..... \$29,600-\$82,120/annual**
- 5. Husher..... \$12,070-\$26,680/annual**
- 6. Wrencher.....\$24,400-\$63,150/annual**
- 7. Knowleologist.....\$29,240-\$56,580/annual**
- 8. Encodologist.....\$33,310-\$90,020/annual**
- 9. Imagizer.....\$31,190-\$95,170/annual**
- 10. Haulassister.....\$15,210-\$43,620/annual**

Step 4: How easy will it be to find a job?

- ⇒ *Review the number of job openings there will be each year.*
- ⇒ *Think about all the information that has been provided.*
- ⇒ *Rank your occupations again from 1 to 10.*
- ⇒ *Put your rankings in the column labeled Step 4.*

- 1. Bobilato 109 job openings each year**
- 2. Gastronomist 76 job openings each year**
- 3. Extricator 17 job openings each year**
- 4. Arbologist 2 job openings each year**
- 5. Husher 30 job openings each year**
- 6. Wrencher 87 job openings each year**
- 7. Knowleologist 706 job openings each year**
- 8. Encodologist 78 job openings each year**
- 9. Imagizer 1 job openings each year**
- 10. Haulassist 432 job openings each year**

Step 5: How many months or years of training are you willing to complete to get the job you want? Training could be provided after you get the job or it could mean attending college.

- ⇒ *Study the length of training for each occupation.*
- ⇒ *Think about all the information that has been shared with you.*
- ⇒ *Rank your occupations again from 1 to 10.*
- ⇒ *Put your rankings in the column labeled Step 5.*

- 1. Bobilator.....About 16 months**
- 2. Gastronomist.....Up to 3 years**
- 3. Extricator..... 6 to 8 years**
- 4. Arbologist..... 4 to 6 years**
- 5. Husher..... about a month**
- 6. Wrencher..... 3 to 4 years**
- 7. Knowleologist.....4 to 5 years**
- 8. Encodologist..... 2 to 5 years**
- 9. Imagizer..... 4 to 5 Weeks**
- 10. Haulassister..... Less than 1 year**

Step 6: Do you want to work indoors or outdoors? Are you willing to work at night and on weekends? These are working conditions.

- ⇒ *Read about the working conditions for each occupation.*
- ⇒ *Think about all the information that has been shared with you.*
- ⇒ *Rank your occupations again from 1 to 10.*
- ⇒ *Put your rankings in the column labeled Step 6.*

1. **Bobilator:** Indoors; standing; work nights and weekends
2. **Gastronomist:** Indoors; standing; heat; work nights and weekends
3. **Extricator:** Indoors; close people contact; may work nights and weekends
4. **Arbologist:** Indoors and outdoors; standing and sitting; may travel
5. **Husher:** Indoors; standing and sitting; lifting; may work nights and weekends
6. **Wrencher:** Outdoors or indoors; physical work; may work nights and weekends
7. **Knowleologist:** Indoors; 10 months a year; work nights and weekends
8. **Encodologist:** Indoors; sitting; may work alone
9. **Imagizer:** Indoors; work alone; meet deadlines
10. **Haulassister:** Outdoors and indoors; may work nights and weekends; sitting and lifting

Step 7: What are the real names for the occupations?

⇒ *your ideas in the last column.*

Bobilator decision sheet 2

Which step's information is most important to you? Step # _____

Why? _____

Which step's information is least important to you? Step # _____

Why? _____

Which occupation would you rank #1? _____

Why? _____

Bobilator occupations

1. Bobilator Hairstylist
2. Gastronomist Chef or Cook
3. Extricator Dentist
4. Arbologist Forester
5. Husher Library Assistant
6. Wrencher Plumber or Pipefitter
7. Knowleologist Teacher
8. Encodologist Computer programmer
9. Imagizer Film or Video editor
10. Haulassister Light truck driver

Name: _____ Date: _____ Grade/Class: _____

If I became....

An occupation is a group of jobs that have many things in common. For example, the people employed in an occupation such as *registered nurse* need a common set of skills and abilities. Registered nurses took a common set of courses in high school to prepare for college.

You have completed assessments and inventories that link your interests and preferences to occupations.

⇒ *Review your results and pick one occupation you want to learn more about.*

If I became a(n) _____
(name of the occupation)

What skills and abilities would I need for this occupation?

1. _____
2. _____
3. _____

What courses would I need to take in high school?

1. _____
2. _____

Where would I work?

1. _____
2. _____

How would I prepare after high school?

1. _____
2. _____

How much does it pay?

1. _____

Is this occupation for me? Why or Why not? Give three reasons.

1. _____

2. _____

3. _____

Name: _____ Date: _____ Grade/Class: _____

Job shadow checklist

What is a job shadow? Just as a shadow follows a person, you will follow a worker at a job site. The activity may last from two to eight hours.

Why do a job shadow?

- ✓ To see what people do all day at work.
- ✓ To learn what employers expect of their workers.
- ✓ To find out more about different places to work.
- ✓ To learn more about an occupation that is of interest to you.
- ✓ To see how computers and other equipment are used on the job.
- ✓ To find out how what you are learning in school is used on the job.

Steps	Date completed
<p>Step 1: Select an occupation or business that you want to learn more about.</p> <ul style="list-style-type: none"> ✓ Find a location for the shadow. ✓ Complete Where to job shadow? To guide you through the first step. 	
<p>Step 2: Contact a business and arrange a job shadow.</p> <ul style="list-style-type: none"> ✓ Prepare for the phone call or letter by creating a phone script provided in Setting up a job shadow. <p><i>Job Shadow Contact:</i></p> <p>_____</p> <p><i>Business, address:</i></p> <p>_____</p> <p><i>Phone number:</i></p> <p>_____</p> <p><i>Date and Time:</i></p> <p>_____</p>	

<p>Step 3: Before the job shadow, be sure you are prepared.</p> <ul style="list-style-type: none"> ✓ Read about the occupation you are shadowing. ✓ Write five questions to ask the person you will shadow. ✓ Think of three things you want to look for as you are watching the person work. ✓ Know where you are going so you are not late. ✓ Use the handout Getting ready for the job shadow. 	
<p>Step 4: Complete the job shadow.</p> <ul style="list-style-type: none"> ✓ Be sure to take the questions you want to ask and the things you want to look for at the work place. ✓ Take notes to use when you write your final report. 	
<p>Step 5: Write a thank-you note.</p> <ul style="list-style-type: none"> ✓ Use the sample provided in Thank your job shadow host. 	
<p>Step 6: Report what you learned during your job shadow.</p> <ul style="list-style-type: none"> ✓ Complete What did you learn during your job shadow? 	

Name: _____ Date: _____ Grade/Class: _____

Setting up a job shadow

Who are you writing a letter to or calling?

Contact _____ Phone number _____

(If you do not have a name, ask for the manager or for the person who could help set up a job shadow.)

Business name _____

Occupation or job you want to shadow _____

When do you want to shadow—date and time? _____

Phone script

"May I speak with _____?"

"Hello. My name is _____.

I am a(n) _____ grader at _____ school.

I am interested in learning about (occupation, job, or business) _____.

I received your name from _____, and I was wondering if you might allow me to job shadow you or someone else in your business for (length of job shadow) _____?"

If the person agrees to the job shadow, *set the day and time.*

"I would like to do the job shadow on _____ at _____."

⇒ *Explain you will provide your own transportation. If you will be at the business over lunch, ask if you should bring your own lunch.*

⇒ *Thank the contact person. Explain that you will be calling one or two days prior to the day to confirm the job shadow.*

⇒ *If the person you contact cannot help you, ask: "Is there anyone else that you know who might be able to help me with a job shadow?"*

Other contacts:

Contact _____ Phone number _____

Business name _____

Contact _____ Phone number _____

Business name _____

Getting ready for the job shadow

Step 1: Read about the occupation you are going to shadow.

Step 2: What do you want to know about the job? Some suggestions are provided below.

- ✓ What do you like about your job?
- ✓ What do you not like about your job?
- ✓ What do you do in a typical work day?
- ✓ How do you use the things you learned in school in your job?
- ✓ How much education and training do you need for this job?
- ✓ What is your work schedule? When does your work day start and when does it end?
- ✓ When you were in middle or high school, did you think you would be doing this job?
- ✓ What is the starting salary for this job?

Step 3: Think of five questions you are going to ask the worker you are going to shadow.

1. _____

2. _____

3. _____

4. _____

5. _____

Step 4: *Decide what 3 things you want to look for during the shadow?*

Some suggestions are provided below.

- ✓ Do you want to see what people wear on the job
- ✓ Do you want to see what equipment they use?
- ✓ Do they work inside or outside?
- ✓ Do they move around or sit all day?
- ✓ Do they work alone or with other people?

1. _____

2. _____

3. _____

Step 5: *Call the contact person to remind her/him of the day and time you will be coming for the job shadow.*

Name: _____ Date: _____ Grade/Class: _____

Thank your job shadow host

Thanking your host is very important. Your job shadow host spent a lot of time with you.

⇒ So, write a thank-you note when you get back to school.

- ✓ Review the sample note.
- ✓ Write a draft note.
- ✓ Have someone review the note for correct spelling and punctuation.
- ✓ Next, write the note on a clean sheet of paper and address an envelope.
- ✓ Use the appropriate postage and mail it.

_____ (Today's date)

(four blank lines)

_____ (Name and title of person)

_____ (Name of business)

_____ (Street address)

_____ (City, State, Zip)

(one blank line)

Dear _____ (Title and last name)

(one blank line)

Thank you for allowing me to visit you at your work. I appreciate all the time you spent with me.

(one blank line)

I learned a lot being your shadow. My favorite part of the visit was _____.

I learned _____.

(one blank line)

Thank you again for answering my questions and letting me see what you do in a workday.

(one blank line)

Sincerely,

_____ (Your name)

Name: _____ Date: _____ Grade/Class: _____

What did you learn during your job shadow?

1. Describe the work you saw your host or other workers doing?

2. What did you learn from the questions you asked your host?

3. What did you look for during the job shadow? What did you learn?

4. Is this a job you think you would like to do after you get out of school? Why or why not?

Learn about the workplace...

Name: _____ Date: _____ Grade/Class: _____

What are working conditions?

Conditions at work would be similar to conditions at school. For example, the conditions at school or work could be noisy or quiet. The setting could be inside or outside. The schedule for work or school could be the same or different each day. Workers travel to different work sites just like some students travel to different schools.

Before you decide on an occupation, consider the working conditions. What do you want? For example a computer specialist might prefer working in a quiet place. A school counselor may prefer to work with people. A carpenter may want to work with her/his hands. An automobile mechanic may prefer to work with machines.

⇒ *Below is a list of working conditions. Circle the one condition for each pair that you prefer.*

- | | | |
|-----------------------------|----|------------------------------------|
| Work alone | OR | Work with others |
| Do the same tasks each day | OR | Have a variety of tasks to do |
| Work inside | OR | Work outside |
| Sit most of the time | OR | Stand most of the time |
| Work during the day | OR | Work evenings |
| Work Monday to Friday | OR | Work weekends |
| Stay at one work site | OR | Travel to different work sites |
| Work 40 hours each week | OR | Work more than 40 hours |
| Work with equipment | OR | Work with words and numbers |
| Stay clean | OR | Get dirty |
| Go home at the end of day | OR | Be away from home for several days |
| Work with the same people | OR | Meet new people almost every day |
| In charge of your work only | OR | In charge of other workers |
| Wear uniforms | OR | Wear your own clothes |
| Get a regular pay check | OR | Paid by amount of work done |

Thoughts and reflections

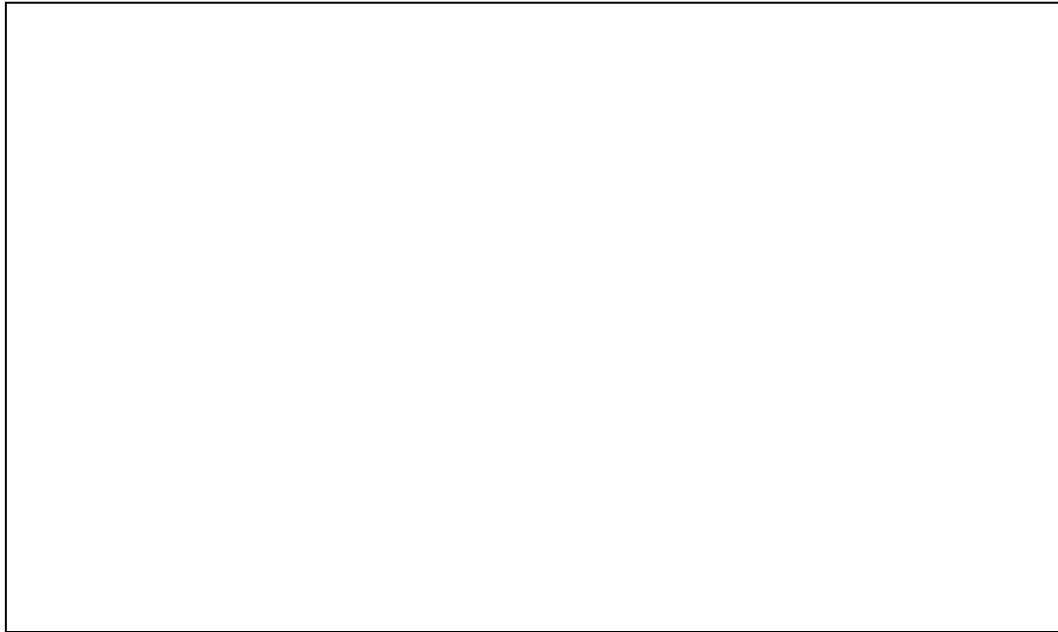
⇒ *You can store your reflections in two places.*

- ✓ *One is to go back to your CIS portfolio, **My career plan**, and fill in the field for **What are working conditions?***
- ✓ *If you use a paper portfolio, write your thoughts below and keep the handout in your folder.*

Knowing what is important to you help you plan your career. There are some working conditions you really want.

⇒ *Save your thoughts about your favorite working conditions.*

- ✓ *What four or five working conditions are most important to you?*



Name: _____ Date: _____ Grade/Class: _____

Why do people work?

People work for many different reasons. Some work to earn money to be able to do what they love outside of work. For example, some work to earn money to own a motorcycle and travel the United States. Some work to feel a sense of accomplishment. Some want to make a contribution to their community.

⇒ *To learn "why people work", ask people who work. Interview one person. Ask the following questions and record the answers.*

Worker's Name _____

Worker's Job _____

1. Why do you work _____

2. If you won a lottery and did not have to work for money, would you continue to work? Why? _____

3. If you had choice, would you keep this job or would you do something different? Why? _____

4. What job would you want? _____

5. What do you like about working? _____

6. What don't you like about working? _____

⇒ *Share the information from your interview. You might create a PowerPoint or enhanced podcast presentation.*

⇒ *Study the information and think about your future as a worker. Answer the following question.*

Why do you want to work? _____

What rewards do I want from work?

What rewards do you want from work? Like most workers, you want to get paid. What if you have two job offers that pay the same? How are you going to choose the job that is best for you? Do you want to set your own work schedule? Do you want work that is exciting?

⇒ *Study the list of rewards and rate how important each reward is to you. Place an X in the appropriate box.*

I want a job where I can..	Very important	Moderately important	Not important
1. Earn large amounts of money.			
2. Do something different every day.			
3. Work alone.			
4. Be busy all the time.			
5. Do work that is exciting.			
6. Get up and move around.			
7. Work and live in area that allows me to do things I enjoy.			
8. Work with others as part of a team.			
9. Set my own time schedule.			
10. Receive recognition for what I do.			
11. Be in charge of other employees.			
12. Be creative.			
13. Plan my own work day.			
14. Develop friendships with the other workers.			
15. Solve problems and make decisions.			
16. Do things for other people.			
17. Try out my own ideas.			
18. Work for the same company for many years.			

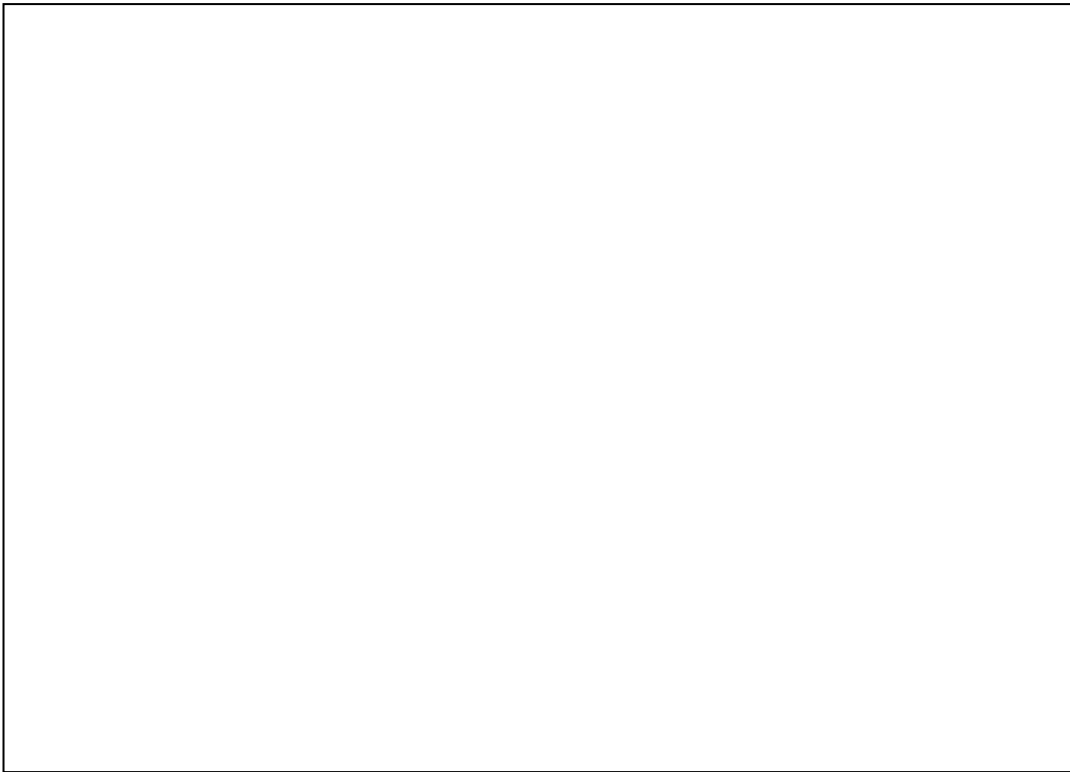
Thoughts and reflections

⇒ You can store your reflections in two places.

- ✓ One is to go back to your CIS portfolio, **Career Plan**, and fill in the field for **What rewards do I want from work?**
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

⇒ After you finish the activity, think about what you have learned. Save your thoughts or reflections about rewards from work.

- ✓ What rewards do I want from work?
- ✓ List at least three rewards.



Make decisions ...

Name: _____ Date: _____ Grade/Class: _____

How do I make decisions?

Decisions, decisions, decisions! Decision making is an important skill to learn. You want to grow up to be independent. Making decisions now will help you meet this goal. As you grow up, you will make more decisions that affect you.

⇒ Use the six-step model presented below to help you think about how to make decisions.

Step 1: *Identify the decision to be made.*

- ✓ What are you trying to decide?
- ✓ Think of a decision you have made in the past week.
- ✓ Think of a decision you need to make in the next month.
- ✓ Or, use this question: Where would you like to go on vacation—Honolulu, San Diego, or Omaha?

What are you trying to decide?

Step 2: *Know yourself.*

- ✓ How are your interests related to the decision to be made?
- ✓ What is important to you?
- ✓ If you are picking a place to go on vacation, what do you know about yourself that will help make a choice? Do you sunburn easily? Do you love the ocean? How much money do you have saved? Do you like to fly?

What is important to you?

Step 3: List your options.

- ✓ What are your options?
- ✓ What different things can you choose from?
- ✓ The options for your vacation are Honolulu, San Diego, or Omaha.

What are your options?

Step 4: Gather information about your options.

- ✓ What information would help you make your decision?
- ✓ Where can you get the information you need?
- ✓ Who can give you some advice?
- ✓ What information would help you choose the site for your vacation? Where could you get the information? Who could you talk to about the trip?

What information do you need to make your decision? Where can you get the information? Provide information for each option.

Step 5: Evaluate each option.

- ✓ What are the advantages and disadvantages for each option?
- ✓ How does each option relate to your interests and values?
- ✓ What are the consequences for each option?
- ✓ For example, what are the advantages and disadvantages of choosing Honolulu for your vacation? What are the consequences of choosing Honolulu? Will you miss too much school? Will you have to borrow money?

List each option and describe the advantages and disadvantages. Explain how the option relates to your interests and values. Provide the consequences.

Step 6: Make your decision.

What is your decision? _____

Name: _____ Date: _____ Grade/Class: _____

What book do I pick to read?

Selecting a book to read for an assignment or for leisure can be a challenge. There are so many books in the library or store. How does a person make a choice?

⇒ Use this six-step model to help you make the decision about what book to read.

Step 1: *Identify the decision to be made*

- ✓ What book am I going to read? _____

Step 2: *Know yourself*

- ✓ What are your interests? What is important to you?

Step 3: *List your options*

- ✓ Ask the librarian, teacher, or another student to offer suggestions. Tell them about your interests and preferences. Use the computer to search on topics of interest to you. Pick out two or three books.

Step 4: *Gather information about your options*

- ✓ What information will help you make your decision? Who can give you some advice? Read several pages of each book.

Step 5: Evaluate each option

- ✓ What are the advantages and disadvantages for each book? How does each book relate to your interests?

Step 6: Make your decision

- ✓ Remember, you can change your mind.

Make plans...

Name: _____ Date: _____ Grade/Class: _____

Learn a new skill

A skill is something you learn how to do. You have many skills now. You will learn many more skills throughout your career.

Have you ever told yourself you need to learn how to do something? But you still have not done it? Learning skills is easier when you have a plan. If you have a plan, you are more likely to follow through.

⇒ *Think of something you want to learn how to do. This will be your goal.*

⇒ *Create a plan to meet your goal.*

Step 1: What skill do I want to learn?

- ✓ *Choose a new skill to learn.*
- ✓ *Look for ideas in the reflections you saved from **Things I like to do** and **My accomplishments**.*
- ✓ *The skill will be your goal. The goal should be specific. It should be specific enough for you to know when you have accomplished your goal. For example, learn to play basketball is not specific. How would you know that you can play basketball? When would you know? Learn to make a jump shot is specific. You will know when you have learned the skill.*

I want to learn to _____

Step 2: Who can help me?

- ✓ *You may not be sure how or where you can learn this new skill. Ask someone who can give you some information or suggestions.*
- ✓ *Or ask someone who can teach you this new skill. Who can help you learn to make a jump shot? Your neighbor played basketball in college and she coaches a summer league team.*

I will ask _____

Step 3: How will I learn this skill?

- ✓ *Make a list of actions. What would you do to learn the jump shot?*
- ✓ *The first action might be to ask the neighbor to coach you.*
- ✓ *The second action might be to set a time to meet.*

- ✓ The third action, do the coaching session.
- ✓ Fourth, practice the jump shot.
- ✓ Fifth, have the neighbor evaluate your shot.

To learn this skill, I will

Step 4: What might get in the way of learning the new skill?

- ✓ Sometimes when plans are made, something gets in the way and wrecks the plans. But you can get around the upsets by thinking ahead. For example, the neighbor had surgery and cannot help you with your jump shot. You can get around this upset by finding someone else to coach you.

Something that might get in my way is _____

I can get around this by _____

Step 5: When will I learn this skill?

- ✓ Setting a time to meet your goal will help you stick to the plan. This will help you to not put off learning the skill.

I will learn the skill by _____

Make a change

Have you ever wanted to make a change? To do something differently so that life would go more smoothly? But you just do not get the change made? Or you change or a few days and then go back to the old way? Making a change is easier when you have a plan. If you have a plan, you are more likely to follow through.

- ✓ Do you want to get up the first time you are called or the first time the alarm goes off?
- ✓ Do you want to talk to an elderly neighbor or relative every week?
- ✓ Do you want to get all of your assignments in on time this week?

⇒ *Think of something you want to change about you. This will be your goal.*

Step 1: What do I want to change?

- ✓ The goal should be specific enough so that you can see that you have reached your goal.

Step 2: Who can help me?

- ✓ Who can you ask to help you reach your goal?

Step 3: How will I make the change?

- ✓ Make a list of actions.

Step 4: What might get in the way of making the change?

- ✓ Something that might get in my way is? _____

- ✓ I can get around this by _____

Step 5: When will I make the change?

Step 6: Follow up to make sure you make the change.

- ✓ Check to make sure that you really continue to practice the change. Follow-up can prevent you from going back to doing something the old way. Create a schedule for confirming your progress and report on the progress. Decide how often to check and how many times.

Report 1:

Report 2:

Report 3:

Make a career action plan...

Name _____ Date _____ Grade/Class _____

What do I want to be when I grow up?

What do you want to be when you grow up? How many times have you been asked this question? Have you asked yourself the same question? You will probably ask yourself the question several times in the future.

This question is important to making a decision about your career. A career is all the education and training and jobs you have in your entire life. So, this is one of the many decisions you will make throughout your career.

When you make a decision, an important thing to remember is that you can change your mind. Today you may choose one occupation as a career goal. But as you learn more about yourself and take more courses, you may change your mind about your goal. That's okay. During your future years in middle school and high school, you will be asked about your career goal many times.

The six-step model presented below will help you choose an occupation that is important to you, today. Complete each step by answering the questions. Write your responses on a separate sheet of paper. A sample is provided as a guide. Other options are to create an enhanced podcast or PowerPoint that are saved on a disk. Print out your My NCIS Account or have your portfolio available for this activity.

Step One: Identify the decision to be made.

What are you trying to decide?

Step Two: Know yourself.

What are your interests and preferences? Review the information in your Personal Learning Plan or portfolio. What is important to you? What do you like to do? What skills do you like to use? What are your favorite school subjects? What do you want to do in your future life? When you did the assessments, what did you say you like to do?

Step Three: List your options.

What occupations are you considering? Review the results from the assessments you have completed. Look at information in your My NCIS Account or portfolio.

Step Four: Gather information about your options.

What information will help you make your decision? Who can give you some advice? List each option. Provide information about each option that will help you make a decision. One source for information is the occupations in NCIS Junior.

Step Five: Evaluate each option.

What are the advantages and disadvantages for each occupation? How does each occupation relate to your interests and preferences? What are consequences for each option? What will you have to do to reach your career goal? Will you have to go to college? List each option and explain how the occupation fits you. Compare things you know about yourself with information in the occupation file.

Step Six: Make your decision.

Today, what occupation is best for you?

Save your decision to use to create your career action plan.

Sample What to Be When I Grow Up?

Step One: I have to decide which occupation I want to work in when I get out of school.

Step Two: There are several things I know about myself that will help make this decision.

1. I like to use the following skills:
 - Work with others
 - Read
 - Write
 - Speak
 - Gather information
2. I would like to do some of the following things:
 - Teach children to read.
 - Direct a children's play.
 - Coach a T-ball team.
 - Write stories for a magazine.
 - Lead group discussions.
3. My favorite subjects are:
 - English
 - History
 - Art
 - Music

Step Three: I am thinking about being an elementary school teacher, high school teacher, or librarian.

Step Four: The information I am going to use in my CIS portfolio and the information on each occupation from CIS. I will also talk with my teachers.

Step Five: I will evaluate each option by comparing each occupation to my interests. Also, I will explain the consequences for each occupation.

First Option: Elementary School Teacher

1. Elementary school teachers and I both like to:
 - Work with others
 - Speak
 - Teach children to read
 - Direct children's plays
 - Lead group discussions
 - Coach sports
 - Teach art, music, English, and history

Sample What to Be When I Grow Up?

2. Consequences

- Attend a college or university.
- Get a bachelors degree—takes four years.
- Get to work with children.
- Get my summers off.

Second Option: High school teacher

1. High school teachers and I both like to:

- Work with others.
- Speak.
- Lead group discussions.
- Coach sports.
- Teach art, history, music, or English.

2. Consequences

- Attend a college or university.
- Get a bachelors degree.
- Get my summers off.
- Not sure I want to work with high school students.

Third Option: Librarian

1. Librarians and I both like to:

- Work with others but not as much as teachers do.
- Read.
- Work with books.

2. Consequences

- Attend college or university.
- Get a masters degree—takes five years.
- Get my summers off.
- Could work in elementary, middle, or high school.

Step Six: Today, my goal is to be an elementary school teacher. This occupation is best for me because:

- I want to work with children.
- I want to be able to teach all my favorite subjects.
- I can coach school sports.
- I can work with others almost all the time.
- I can get my summers off.

Name: _____ Date: _____ Grade/Class: _____

My career action plan

Your career is all the education, training, and jobs you have during your entire life. You have started your career because you are getting an education in middle school. You have also made some decisions about your career. For example, you may have chosen school or community activities in which to participate.

Now is the time to start making plans for your career. Plans are based on decisions, and like decisions, they can be changed. Today, you are creating an action plan based on the career decision you made. You set a goal for what you would like to be when you grow up—an occupation. The next step is to make a plan to meet your goal.

Just like you need information to make decisions, you need information to create a career plan. *Bring the following items to your planning: Occupation file from CIS, related Career Cluster file, college admission requirements, your high school's graduation requirements, and your CIS portfolio.*

- ⇒ Follow the steps for writing an action plan. A sample career action plan is provided to guide you in your writing.
- ⇒ On a separate sheet of paper, create your career plan. Or create an enhanced podcast or PowerPoint.

Step 1: What is my career goal?

- ✓ Today, what do you want to be when you grow up?
- ✓ What is the name of the cluster or occupation?

Step 2: Who can help me with my career goal?

- ✓ Who can help you get the information you need?
- ✓ Who can answer questions you have about the occupation you have chosen?
- ✓ To whom can you talk to make sure you have made the right decision?

Step 3: How will I get to my career goal?

- ⇒ *Make a list of actions.* What will you need to do achieve your goal?
 - ✓ The occupation and career cluster files give you suggestions for courses to take and hobbies or activities in which to participate.
 - ✓ How will you prepare to work in the occupation you have chosen?

- ✓ An important action to include is to review your career action plan every year.
- ✓ It's okay to change your mind and change your plan.

Step 4: What could get in the way of achieving my goal and how can I get around those barriers?

- ✓ What could get in the way and wreck your career plan? You don't think you want to go to college. That would be a barrier to becoming a doctor.
- ✓ To get around this barrier, visit a college. You might see that college is a place you want to be in the future.

Step 5: When will I achieve my career goal?

- ✓ Information in the Occupation file describes how to prepare and will help you set a date.

Thoughts and reflections

⇒ After you finish the activity, think about your career plan. You can store your reflections in two places.

- ✓ One is to go back to CIS portfolio, **My career plan**, and fill in the fields for **My career action plan**.
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

What is your career goal?

What courses will you take in high school to achieve your goal?

What will you do after high school to achieve your career goal?

What hobbies or activities will help you achieve your career goal?

Sample career action plan

Step 1: What is my career goal?

I want to be an elementary school teacher.

Step 2: Who can help me with my career goal?

The following people can help me with my career goal:

- ✓ Mr. Brown, school counselor
- ✓ Mrs. Franks, my third-grade teacher
- ✓ Lincoln Adams, neighbor who teaches fifth grade
- ✓ Julie James, my sister who coaches Little League

Step 3: How will I get to my career goal?

These are the actions I will do to get to be an elementary school teacher.

- ✓ Study the information about Elementary school teachers and the Programs of study/Education and training cluster in CIS.
- ✓ Talk with Mrs Franks and Lincoln Adams about being a teacher.
- ✓ Do a job shadow in an elementary school.
- ✓ Participate in school and community activities that will help me prepare to be a teacher.
 - Forensics and speech
 - Chorus
 - Future Teachers of America (FTA)
 - Work as a public library aid to read to children.
 - Teach a Sunday or Bible School class.
 - Work as a teacher assistant in an elementary school.
- ✓ Take the courses I need to graduate from high school.
- ✓ Take the courses I need to get into four-year college or university.
 - Four years of English
 - Four years of math
 - Two years of the same world language
 - Three years of science
 - Three years of social sciences
- ✓ Select electives that will help prepare me to be a teacher.
 - Psychology
 - Sociology

- Child development
- Art
- Music
- Nutrition
- Computer applications
- ✓ Graduate from high school
- ✓ Get a Bachelors degree.
- ✓ Get a certificate to teach.
- ✓ Review my Career Action Plan every year.

Step 4: What could get in the way of becoming an elementary teacher? How can I get around these barriers?

- ✓ College costs a lot of money.
 - Put 25% of my weekly allowance in a savings account for college.
 - Do odd jobs in the neighborhood like babysitting, lawn mowing, checking their house when neighbors are on vacation, or walking dogs.
 - Talk with family members about starting a college savings plan for me.
- ✓ I am not positive I want to be an elementary school teacher. I might want to teach in high school.
- ✓ Work with elementary-aged children to see if I like being with them. Volunteer at Sunday school and the public library and do babysitting.
- ✓ Talk with elementary and high school teachers.
- ✓ Do a job shadow in elementary school and high school.

Step 5: When will I achieve my career goal?

I plan to get my first job as an elementary teacher in September, 2015.

How do I get there?

Once you know more about who you are and what you want to do, use your career plan to help you stay on track to achieve your goals.

Plan for high school and beyond
Gain experiences related to your goals.

There are many routes to your future. You can go to college, join the military, or complete an apprenticeship program.

How well you do in school matters. Make choices that will keep your options open.

- 1. Develop employability skills**
- 2. Become a volunteer**
- 3. Plan for high school**
- 4. Think about life after high school**

Develop employability skills ...

Name: _____ Date: _____ Grade/Class: _____

Working together

Middle school is about more than learning subjects. It is also about learning skills that help you be a good employee. Working in a group to get a task done is an example of an important job skill.

⇒ *Complete one or both of these group activities. After each activity, think about how well the group worked together. Use the questions below to help you better understand what it means to work as a team.*

Human knot

⇒ *Form a circle with each person facing in and shoulders almost touching.*

⇒ *Grab the right hand of someone who is not standing next to you.*

⇒ *Then grab the left hand of someone you are not standing next to and not already holding hands with.*

⇒ *Then try to untangle the human knot without dropping hands.*

⇒ *It can be done!*

Breakfast circle

⇒ *Form a circle with each person facing in and shoulders almost touching.*

⇒ *One person is given a tennis ball and lightly tosses it to another person.*

⇒ *The person who catches the ball says his/her name and the name of a breakfast food.*

⇒ *Continue tossing the ball around the circle until each person has caught the ball and mentioned a breakfast food.*

⇒ *Start the ball though the circle again doing the same thing.*

⇒ *Immediately start a second ball through the circle using the same activity.*

⇒ *Then add three balls.*

⇒ *See how many rounds can be completed before someone drops the ball.*

Thinking about working together

1. Who got things done in the group? _____
2. Who was a leader? _____
3. Who followed? _____
4. Who was a watcher? _____
5. What did you learn about yourself in the group? _____
6. What did you learn about others? _____
7. Did you feel you had a chance to contribute? _____
8. What obstacles did the group face in meeting its goal? _____

9. How could the group work together better? _____

Name: _____ Date: _____ Grade/Class: _____

Are you listening?

In school, you are asked to listen to the teacher and other students. At work, you listen to the boss and other workers. Listening is important to getting assignments and job tasks done.

- ⇒ *Stand or sit in a circle.*
- ⇒ *Start with one person thinking of a message and whispering it to the person sitting next to him/her.*
- ⇒ *That person whispers the message to the next person and so on until the message is passed around the circle.*
- ⇒ *The last person says the message out loud.*
- ⇒ *You cannot ask a speaker to repeat the message.*
- ⇒ *Repeat the activity several times with different people thinking of a message.*
- ⇒ *During the last round, have the person think of a message using the teacher's name.*

Were some messages more messed up than others? Why do you think that happened?

Did some messages remain unchanged as they were passed from person to person? Why do you think that happened?

- ⇒ *Review the three steps for listening.*

✓ **Hearing**

Hearing means listening enough to catch what the speaker is saying. If you can repeat the statement, then you have heard what has been said.

✓ **Understanding**

The next part of listening is to take what you have heard and to understand it in your own way.

✓ **Judging**

After you understand what you think the speaker has said, then you decide whether it makes sense.

During the activity, did you **hear** the message? _____

If you heard the messages, did you **understand** every message? _____

If you thought you understood the messages, were you able to **judge** that each message made sense? _____

Tips for being a good listener

1. *Give your full attention to the speaker. Look directly at the person.*
2. *Make sure your mind is focused on the speaker, too. Concentrate on the speaker's words so that you hear what is being said.*
3. *Let the speaker finish before you talk.*
4. *Let yourself finish listening before you begin to speak. Thinking about what to say next means you are not listening.*
5. *Listen for the main ideas.*
6. *Repeat in your own words what the speaker said. Repeating is a way to be sure you understand the message.*
7. *Give feedback. Nod to show that you are listening. You may also smile, frown, or laugh at the right times. Feedback lets the speaker know you are making sense of the message.*

⇒ *Repeat the listening activity one more time. Use the three steps for listening.*

Did the original message get through to the last person? _____

Name: _____ Date: _____ Grade/Class: _____

Listening skills on the job

In school, some classes require you to listen more than other classes. At work, there are some jobs that require more listening than other jobs.

⇒ *Divide the class into small groups. Assign each group one of the following jobs.*

1. Police officer
2. Waiter and waitress
3. Lawyer
4. Doctor
5. Pilot
6. Computer specialist
7. Secretary

⇒ *In your group, answer the following questions.*

1. What are some situations where a person in this job would have to use listening skills?

2. What might happen if a person in this job has poor listening skills?

3. What are some other jobs that require good listening skills?

⇒ *Return to the large group and share your information with the other students.*

Being dependable

To be dependable is to be there when needed. It also means to be trusted to do what has to be done. Being dependable is an important skill for success at school and at work. One of the reasons employees get fired is because they are not at work when they are needed. Another reason employees may be fired is the employees are not doing what is expected.

⇒ *Review each story and think about the potential problems if the employee is not dependable.*

⇒ *Also, think about what each person would do if he/she is dependable.*

⇒ *Work alone or in small groups.*

✓ **Part-time construction worker**

You and two of your friends are working part-time in a construction business. Your job is to assist the bricklayers while they finish the front of a new office building. They are working from a scaffold which has to be moved. Your job is to secure the bracing on the scaffold each time it is moved. It is time for lunch and the bricklayers have just finished moving the scaffold. They ask you to secure the bracing before you leave for lunch. Your friends are yelling at you to hurry up. You leave without getting the rear bracing done. You plan to do the job as soon as you return from lunch.

1. Potential problems:

2. A dependable person would:

✓ **Rock climber**

During spring break, you and your friends decide to go to the mountains. You are going to take some rock climbing lessons. You listen to everything said about equipment, safety, and always being able to count on your partner. The Number 1 rule is that you should never climb alone. You choose to partner with your best friend. After setting up the relay point for your rope, you begin to climb. Your partner is holding the safety rope. You reach a spot twenty feet above the ground. Then your instructor tells you to fall back on the safety rope.

1. Potential problems:

2. A dependable person would:

✓ **Baby sitter**

You are baby-sitting and it is time to cook dinner. You are heating some spaghetti in a pan and the phone rings. It is your best friend calling to tell about something that happened after school. You tell the three year old to watch television while the dinner is heating.

1. Potential problems:

2. A dependable person would:

✓ **Store clerk**

You have been working at the new store at the mall for two months. Responsibilities have increased over this time. Now you have started closing the store two nights each week. Tonight is one of the nights you are to close up. You have just gotten a phone call from a family member who needs a ride home. You ask one of your fellow workers to close the store for you. This worker has not closed before, but you are certain that this person can handle the job.

1. Potential problems:

2. A dependable person would:

✓ **Soccer player**

You are a member of your local soccer team. Your team is in an out-of-town tournament today. The team won the first two matches and has made it to the finals which start in 25 minutes. Three of your teammates left the fields to go get lunch almost two hours ago. No one has seen them since, and it is time to turn in the final roster for the championship match.

1. Potential problems:

2. A dependable person would:

⇒ *Write a story on the topic of being dependable. Leave out the ending so the readers can decide if the main character(s) is being dependable. The story will be shared with other students so they can discuss potential problems with which the character(s) might have to deal.*

Using My Time for Success

Successful people find the time to do the things that are important. They are well organized.

Think about a person you believe is well organized and is successful at accomplishing tasks. Ask that person to fill out a record of his or her daily activities for one day. Use the *Record of My Daily Activities* sheet. You fill out a record for the same day.

Compare your activities for the day with the activities of the other person.

1. How much time did each of you spend on things such as work, school, activities, chores, and studying? _____

2. How much time was spent on things such as watching television; listening to music; or talking to, emailing, or text messaging friends? _____

3. What daily activities were similar? _____

4. What daily activities were different? _____

5. What things would you like to change about your daily activities? _____

Record of My Daily Activities

Name _____ Date _____

Record everything you do during each 30-minute period for one day. Include school- or work-related activities as well as leisure and personal activities such as bathing, eating, and sleeping. Remember to include time for traveling to school, work, or home and for chores done at home.

7:00 am	2:30 pm
7:30 am	3:00 pm
8:00 am	3:30 pm
8:30 am	4:00 pm
9:00 am	4:30 pm
9:30 am	5:00 pm
10:00 am	5:30 pm
10:30 am	6:00 pm
11:00 am	6:30 pm
11:30 am	7:00 pm
Noon	7:30 pm
12:30 pm	8:00 pm
1:00 pm	8:30 pm
1:30 pm	9:00 pm
2:00 pm	9:30 pm

Name: _____ Date: _____ Grade/Class: _____

Planning my time for success

Successful people are organized and are good at managing their time. They do this by keeping records of their activities. These schedules help them figure out how to best use the time in a day, week, or month. They can see where changes need to be made in how they use their time.

- ⇒ *Begin to make daily plans to get organized. The first step is to figure out how you use the time in your day. Keep a record of your daily activities for one or more days.*
- ⇒ *Record everything you do during each 30-minute period for one day. Include school- or work-related activities as well as leisure and personal activities such as bathing, eating, and sleeping.*
- ⇒ *Remember to include time for traveling to school or home and for chores done at home.*

30 minute planner

7:00 am	2:30 pm
7:30 am	3:00 pm
8:00 am	3:30 pm
8:30 am	4:00 pm
9:00 am	4:30 pm
9:30 am	5:00 pm
10:00 am	5:30 pm
10:30 am	6:00 pm
11:00 am	6:30 pm
11:30 am	7:00 pm
Noon	7:30 pm
12:30 pm	8:00 pm
1:00 pm	8:30 pm
1:30 pm	9:00 pm
2:00 pm	9:30 pm

⇒ Use the record of your daily activities to figure out how much time you spent on the following activities.

⇒ Use hours. Change the minutes into fractions of hours. Determine the percent of time you spend on each of the daily activities.

Daily activity	Day one	Percent*	Day two	Percent*
Sleeping				
Eating				
In school (include extracurricular activities)				
Activities outside of school (4-H, church, music lessons)				
Homework				
Travel (to school, activities, and home)				
Television, radio, I-Pod, stereo, and other devices for listening to music				
Phone				
Computer				
Time with friends (other than phone and computer)				
Time with family				
Chores				
Volunteer				
Personal Care (brushing teeth, fixing hair, bathing, showering)				
Hobbies				
Nothing				
Other _____				
Other _____				

*Percent: To determine percentage of your day spent on an activity, divide the hours in the activity by 24.

- ⇒ *Study how you use your time. Focus on the percent of each day you spend on different activities. Look for possible problems that are keeping you from being successful at school, with your family, and with your hobbies or activities.*
- ⇒ *Decide on a possible solution for each problem. Follow the example provided below to fill out the chart.*
- ⇒ *For each problem, figure out what is the cause—watching television, wasting time, working on a hobby.*
- ⇒ *Once you have identified the problem and its cause, concentrate on solving it. Think of at least one solution that you are willing to do to be successful. Some problems can be solved in different ways. Pick the one you will do first.*
 - ✓ The solutions should include specific information about what you can do. You may not be willing to give up talking with your friends. But you might be willing to give up 20 or 30 minutes of conversation.

Problem and cause	Solution
Do not get my homework assignments done every day. Doing other things like watching television.	On the days I have extra homework, I will not watch television or work on my hobby until all the assignments are completed.

Now, make a plan to work with one of the problems you have with dealing with time successfully. Each week assess how you are doing. Check your success for four weeks.

1. What is the problem? _____

2. How am I going to solve the problem? _____

3. Week One: What is the result? _____

Is your solution working? Do you have to find a different way to solve the problem? _____

4. Week Two: What is the result? Do you need to make any changes?

5. Week Three: _____

6. Week Four: _____

Congratulations! You have made a change in how you use your time. You have taken a big step in learning how to be successful at school, home, and in the community.

Job success scale

⇒ *Think about the skills you use to be a successful student. These same skills will help you be successful on a new job. For example, being on time is equally important in school and at work. If you use these skills now, you are very likely to use the same skills on a new job.*

The **Job success scale** will help you measure your ability to do what is needed to be successful at work.

⇒ *Circle the number for the statement that best describes you as a future employee.*

⇒ *Have two adults rate you using the Job success scale.*

On the job, I would...	A lot like me	Somewhat like me	A little like me	Not like me
1. Get to work on time.	4	3	2	1
2. Meet deadlines for my work to be completed.	4	3	2	1
3. Follow instructions.	4	3	2	1
4. Let my boss know if I am going to be absent.	4	3	2	1
5. Ask questions about my work so that I do it right.	4	3	2	1
6. Accept criticism without getting angry or frustrated.	4	3	2	1
7. Do my share of work.	4	3	2	1
8. Listen to other workers and the boss when they share their ideas.	4	3	2	1
9. Follow the rules for use of phones, email, and the Internet.	4	3	2	1
10. Not use alcohol or drugs.	4	3	2	1
11. Admit when I make mistakes.	4	3	2	1
12. Not use time at work for personal business.	4	3	2	1
13. Not steal from or damage the workplace.	4	3	2	1
14. Do my best at all times.	4	3	2	1
15. Not gossip about the other workers or the boss.	4	3	2	1
16. Follow the company dress code.	4	3	2	1
17. Do what I am asked to do.	4	3	2	1

18. Get along with other workers and the boss.	4	3	2	1
19. Not whine and complain about work.	4	3	2	1

⇒ Use the scale you just completed to list three skills for job success you have that will make you a good employee in the future.

1. _____
2. _____
3. _____

⇒ List three skills you want to improve on to be a good employee in the future.

1. _____
2. _____
3. _____

What did these adults say about the skills you have for success on the job?

⇒ Keep this scale to use when you go to a job interview. Employers sometimes ask why the company should hire you. To answer the question, talk about the skills that helped you be successful in school. These skills will also help you be a success in the new job.

Free job training

School is a great training ground for adult life. It is a laboratory for the world in which you will be working. The time you spend in school is an opportunity to get free job training. It is time to learn the skills that you will need to be successful on the job.

Below is a list of training opportunities available in school.

- ⇒ *Think about each job skill and rate yourself according to the level of learning you have achieved.*
- ⇒ *Write down specific classes or activities in which you have learned or practiced each skill—the training ground.*

Job skill	Rating			Training ground in school
	High	Med	Low	
Getting to work on time				
Following instructions				
Following company rules for use of phones, email, and Internet				
Meeting deadlines				
Getting along with the boss				
Coming to work prepared				
Getting along with other employees				
Cooperating with other workers to get a job done				
Asking questions to do the job right				
Doing what I am asked to do				
Accepting criticism and suggestions for improvement				

Not using drugs or alcohol				
----------------------------	--	--	--	--

⇒ Use the information from the chart to complete the following statements.

1. The job skills in which I gave myself a high rating are

2. Two job skills I need training for are

3. I can get free training in school for these two skills in (what training ground?)

Name: _____ Date: _____ Grade/Class: _____

Getting fired at work and school

Employees get fired for some of the same reasons students get into trouble in school. Many school rules and policies for students are similar to company rules and policies for workers.

- ⇒ *In the chart provided below, list five reasons employees get fired in the first column.*
- ⇒ *In the second column, relate the statement to a situation in school. Do students get in trouble for some of the same reasons?*

Getting fired at work	Getting fired at school
1.	
2.	
3.	
4.	
5.	

- ⇒ *Read **Reasons people get fired** to learn more company rules and policies.*

Reasons people get fired

Employees can be fired for many different reasons. However, they are rarely fired because they cannot do the job. Many reasons employers may use for firing fall into the "attitude" category. The real world is different from what you see on television or in movies. Once employees are fired, they will not return to the old job. That just does not happen. Being fired can damage your reputation and self-confidence and use up your savings. Still, employees can keep their jobs by learning from the examples provided below.

1. **Criminal behavior:** Stay out of trouble and obey the law; stealing from an employer or engaging in some other criminal activity will likely get you fired.
2. **Abusing drugs or alcohol:** Abusing drugs or alcohol results in increased absenteeism, injuries, health insurance costs and lost production all of which costs the employer money. An employer cannot afford to keep you on the job.
3. **Insubordination:** The workplace is not a democracy; you must follow orders (within legal and ethical limits). Listen carefully and do the work as assigned and avoid gossiping about or undermining the boss.
4. **Irresponsibility:** You can be fired for abusing break time, leaving your work station, misusing Internet access and email, sleeping on the job, waiting to be told what to do and sloppy, inaccurate work.
5. **Dishonesty:** Be honest about your work assignments and activities and past employment and education records. Know the company policy.
6. **Production:** Produce the quality and quantity of work expected by coworkers and employers. Doing just enough to "get by" is not sufficient. Talk to coworkers or the boss about ways to improve your work or production. Always make an effort to improve after you have been given warnings about your work.
7. **Safety violations:** Accidents are expensive for employers and pose a danger for coworkers. Follow all safety rules and study and save all safety materials.
8. **Unreliability:** Show up for work on time and tell the boss about any absences. Follow the company vacation and leave policies. Demonstrate to the employer and coworkers that they can rely on you.
9. **Inability to get along with others:** Teamwork is important for the success of most companies today. Be a team player and develop cooperative and productive relationships at work.

10. **Appearance:** How you look is a direct reflection on your company's image. See what others are wearing and follow their code and use common sense when dressing for work. Make sure your clothes are clean and neat.
11. **Whining and complaining:** If you constantly identify problems with the company but offer no solutions, your behavior is a drain on morale. Spend your time producing and solving problems.

Name: _____ Date: _____ Grade/Class: _____

Classroom performance review

Employees know how they are doing at work because their bosses tell them. The employers evaluate the workers using a written performance review. The workers use the information from the review to make plans for improvement. The **Classroom performance review** is similar to the evaluations used by employers.

⇒ *First, rate your performance by circling your rating on each of the areas listed below. A 5 indicates the highest level of performance and a 1 the lowest.*

⇒ *Next, ask two teachers to complete a performance review for you.*

Attendance	5	4	3	2	1
Getting to class on time	5	4	3	2	1
Following instructions	5	4	3	2	1
Completing assignments	5	4	3	2	1
Quality of work	5	4	3	2	1
Relationship with other students	5	4	3	2	2
Relationship with teacher	5	4	3	2	1
Honesty	5	4	3	2	1
Working in groups	5	4	3	2	1
Willingness to learn	5	4	3	2	1
Following class and school rules	5	4	3	2	1
Listening to other students and teacher	5	4	3	2	1
Coming to class with books, assignments, and other tools	5	4	3	2	1
Attitude	5	4	3	2	1

⇒ *List your strengths in classroom performance:*

⇒ *List areas that need improvement:*

Student signature _____ Date _____

Teacher signature _____ Date _____

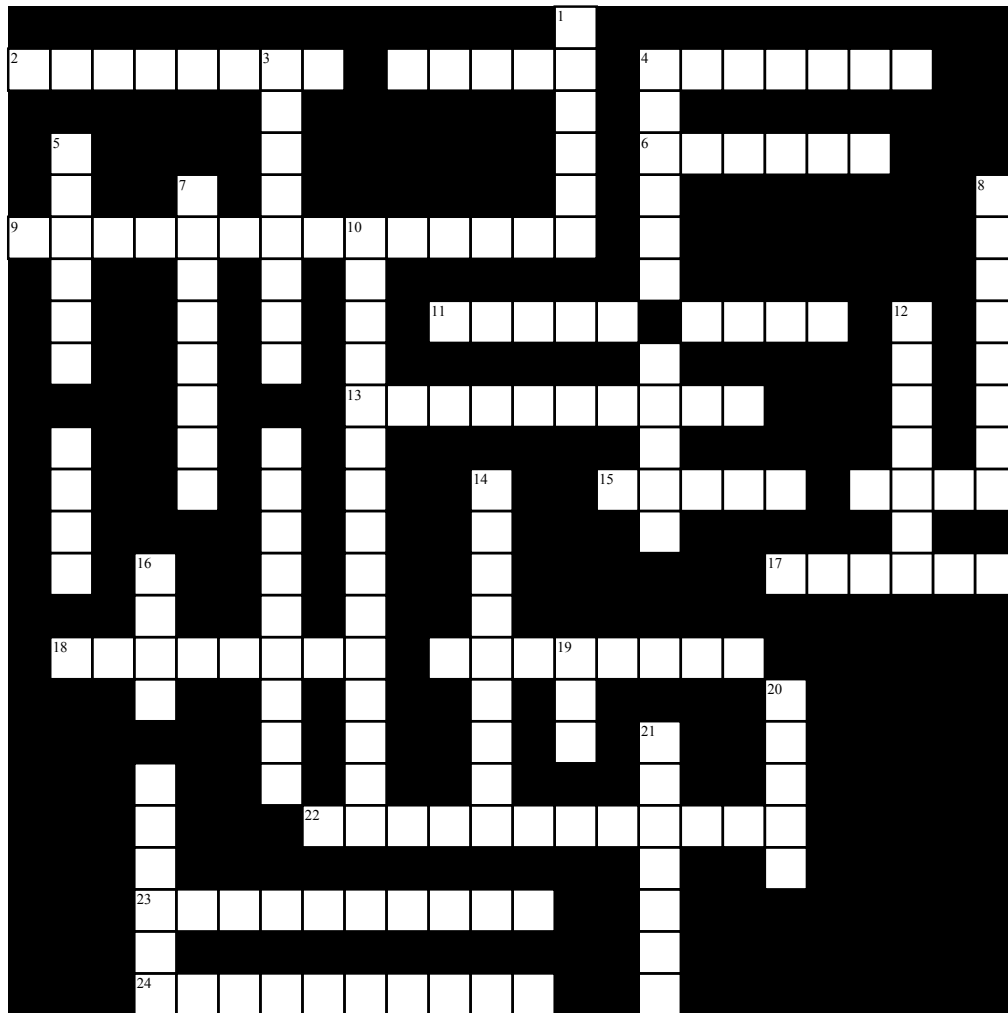
Plan for high school ...

Name: _____ Date: _____ Grade/Class: _____

Words for high school

Word	Definition
1. Transcript	Official school report with a list of your grades in the subjects you studied in high school.
2. GPA	Grade Point Average; average grade you earned, figured by dividing the grade points earned by the number of credits.
3. Credit	Recognition to show that you have completed a course; counts towards your graduation. <i>Biology is worth six credits.</i>
4. Prerequisite	Course that you are required to take before taking a more advanced course. <i>Algebra I is a prerequisite to Algebra II.</i>
5. Diploma	Document that says you have successfully completed all the requirements to graduate from high school.
6. Eligible	Meet the requirements to participate in sports, music, speech, and other school activities.
7. Department	Division of school that is related to a subject area. <i>Science department.</i>
8. Dress code	Set of rules that tell you what you can wear to school or school event.
9. Truant	Absent from school without permission.
10. Inservice	Training program for school employees.
11. Superintendent	Person who manages the school district.
12. School Board	Group of people elected to be in charge of the school district.
13. Class rank	Arrange students from highest to lowest based on their grades or GPA.
14. Hazing	Physically abuse, humiliate, or ridicule new students or team members.
15. Transfer	Withdraw from one school or class and sign up for another.
16. Course load	Number of courses, classes, or credits you take each semester or school year.
17. Dual credit	High school course that counts toward college and high school graduation.
18. Advanced placement	College-level courses you can take in high school.
19. National Honor Society	Program to recognize high school students who show achievement in scholarship, leadership, service, and character.
20. Extracurricular	Activities outside of regular school classes.
21. Suspend	Keep a student out of school for a short period of time for breaking rules.
22. Expel	Remove a student from school for breaking rules.
23. Academic progress	Records show that you are doing what is needed to move forward toward graduation.
24. Admissions	Process students go through to get into college.

Words for High School intoCareers



- | Across | Down |
|--|--|
| 2 Program to recognize high school students who show achievement in scholarship, leadership, service, and character. | 1 Recognition to show that you have completed a course; counts towards your graduation. |
| 6 Physically abuse, humiliate, or ridicule new students or team members. | 3 College-level courses you can take in high school. |
| 9 Person who manages the school district. | 4 Group of people elected to be in charge of the school district. |
| 11 Arrange students from highest to lowest based on their grades. | 5 Number of courses, classes, or credits you take each semester or school year. |
| 13 Process students go through to get into college. | 7 Withdraw from one school or class and sign up for another. |
| 15 Set of rules that tell you what you can wear to school or school event. | 8 Meet the requirements to participate in sports, music, speech, and other school activities. |
| 17 Absent from school without permission. | 10 Activities outside of regular school classes. |
| 18 Records show that you are doing what is needed to move forward toward graduation. | 12 Document that says you have successfully completed all the requirements to graduate from high school. |
| 22 Course that you are required to take before taking a more advanced course. | 14 Training program for school employees. |
| 23 Division of school that is related to a subject area. | 16 High school course that counts toward college and high school graduation. |
| 24 Official school report with a list of your grades in the subjects you studied in high school. | 19 Average grade you earned, figured by dividing the grade points earned by the number of credits. |
| | 20 Remove a student from school for breaking rules. |
| | 21 Keep a student out of school for a short period of time for breaking rules. |

Graduation requirements in Montana

- A school district can establish its own requirements for graduation.
- The minimum graduation requirements are established by the Montana Board of Public Education.
- A student has to complete a minimum of 20 credits in order to receive a Montana high school diploma with 13 credits in the following courses:
 - (a) 4 credits of English language arts;
 - (b) 2 credits of mathematics;
 - (c) 2 credits of social studies;
 - (d) 2 credits of science;
 - (e) 1 credit of health enhancement, with 1/2 credit each year for two years;
 - (f) 1 credit of arts;
 - (g) 1 credit of vocational/technical education.

A unit equals one year of classes in the subject area. There are seven units of electives to fulfill the 20 unit graduation requirement.

MONTANA UNIVERSITY SYSTEM ADMISSION POLICIES

In order to be admitted to any of the four-year campuses of Montana University System, students must meet a combination of admissions standards, on the MUS website at [Montana University System - Admission Requirements](http://montana.edu/admission).

Students must complete the **Board of Regents' College Preparatory Program** in high school. There are two tracks of college prep courses, the minimum core, established in 1991, and the rigorous core, adopted in 2002 as part of the math proficiency standard. OCHE maintains and posts the lists of each high school's core on the website:

<http://mus.edu/asa/hscp/index.asp> . Students graduating in 2010 or later must complete the **Rigorous Core** to be eligible for a Montana University System Honor Scholarship.

Course	Minimum Core	Years	Rigorous Core	Years
Mathematics	Algebra I, II, and Geometry (or the sequential content equivalent).	3	Algebra I, II, and Geometry (or the sequential content equivalent) and a course beyond Algebra II (such as Trigonometry, Pre-Calculus, Calculus, Computer Math, or course equivalent)	4
English	Written and oral communication skills and literature	4	Written and oral communication skills, literature, and a designated college-prep composition or research-writing course	4
Science	2 lab sciences: one year must be earth science, biology, chemistry or physics	2	Full year each: General, physical or earth science; biology; chemistry or physics	3
Social Studies	Global studies (world history, world geography), American history, and government. Economics, American Indian history or other third-year course	3	Global studies (world history, world geography), American history, and government. Economics, American Indian history or other third-year course. Recommend: ½ yr of other courses such as psychology, humanities	3
Electives	World language, computer science, visual and performing arts, or vocational education	2	2 years of a second language, music, fine arts, speech/debate, career and technical education (such as information technology, computer science)	3

AND, students must satisfy the **Mathematics Proficiency** standard (Policy 301.15):

Assessment	Fall 2009	Fall 2010
ACT Math	18	22
SAT Math	440	520
AP Calculus AB or BC Subject Exam	3	3
CLEP College Algebra-Trig, Calculus, or Trig	50	50

OR Minimum Grades of C in each course of the High School **Rigorous Core** including 4 years of math and 3 years of science.

AND, students must satisfy the **Writing Proficiency** standard (Policy 301.16) according to this phase-in schedule:

Assessment	Fall 2008	Fall 2009 +
ACT Writing Subscore on Optional Writing Test or	6	7
ACT Combined English/Writing Score or	17	18
Essay Score Writing Section of SAT or	6	7
SAT Writing Section Score or	420	440
AP English Language Literature Examination or	3	3
MUS Writing Assessment	3	3.5

OR a Minimum Score of 50 on CLEP Subject Exam in Composition.

Admissions Policy 301.1, requires that students meet one of three minimum requirements:

Minimum admissions exam scores:	ACT Composite	SAT Total
MSU-Northern, UM-Western	20	1440
MSU-Billings & Bozeman	22	1540
UM-Missoula and MT Tech of UM	22	1540

OR have at least a 2.5 high school GPA (grade point average);

OR rank in top half of school's graduating class

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- A student has to complete a minimum of 20 credits in order to receive a Montana high school diploma with 13 credits in the following courses:
 - (a) 4 credits of English language arts;
 - (b) 2 credits of mathematics;
 - (c) 2 credits of social studies;
 - (d) 2 credits of science;
 - (e) 1 credit of health enhancement, with 1/2 credit each year for two years;
 - (f) 1 credit of arts;
 - (g) 1 credit of vocational/technical education.

A unit equals one year of classes in the subject area. There are seven units of electives to fulfill the 20 unit graduation requirement.

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Social Studies	Global studies (world history, world geography), American history, and government. Economics, American Indian history or other third-year course	3	Global studies (world history, world geography), American history, and government. Economics, American Indian history or other third-year course. Recommend: ½ yr of other courses such as psychology, humanities	3
Electives	World language, computer science, visual and performing arts, or vocational education	2	2 years of a second language, music, fine arts, speech/debate, career and technical education (such as information technology, computer science)	3

AND, students must satisfy the **Mathematics Proficiency** standard (Policy 301.15):

Assessment	Fall 2009	Fall 2010
ACT Math	18	22
SAT Math	440	520
AP Calculus AB or BC Subject Exam	3	3
CLEP College Algebra-Trig, Calculus, or Trig	50	50

OR Minimum Grades of C in each course of the High School **Rigorous Core** including 4 years of math and 3 years of science.

AND, students must satisfy the **Writing Proficiency** standard (Policy 301.16) according to this phase-in schedule:

Assessment	Fall 2008	Fall 2009 +
ACT Writing Subscore on Optional Writing Test or	6	7
ACT Combined English/Writing Score or	17	18
Essay Score Writing Section of SAT or	6	7
SAT Writing Section Score or	420	440
AP English Language Literature Examination or	3	3
MUS Writing Assessment	3	3.5

OR a Minimum Score of 50 on CLEP Subject Exam in Composition.

Admissions Policy 301.1, requires that students meet one of three minimum requirements:

Minimum admissions exam scores:	ACT Composite	SAT Total
MSU-Northern, UM-Western	20	1440
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UM-Missoula and MT Tech of UM	22	1540

OR have at least a 2.5 high school GPA (grade point average);
OR rank in top half of school's graduating class

What courses should I take?

Electives are courses you choose to take in high school. You are not required to take them. Electives provide you with great opportunities. Electives give you a chance to:

- ✓ Try something you have always wanted to do. For example, you might want to try drawing or want to know how to do basic repairs on a car.
- ✓ Learn skills you will need in the future. For example, most jobs and colleges require you to be able to use basic computer programs and the Internet.
- ✓ Take courses to prepare you for your future career plans.
- ✓ Find subjects that interest you.
- ✓ Take courses related to your strengths.
- ✓ Prepare for admission to college. Taking electives show colleges you are willing to stretch your learning beyond the basics.

⇒ *Use the six-step model presented below to help you choose the course(s) to take.*

- ✓ Decisions can be changed. Today, you will decide to take a course. But, next semester or next year you may change your mind. That is okay. At least once a year, review the decisions you have made about your course plan.

⇒ *Complete each step by answering the questions. Write the responses on a separate sheet of paper.*

Step 1: Identify the decision to be made.

- ✓ Courses to take.

Step 2: Know yourself.

- ✓ What are your interests and preferences?
- ✓ What skills do you like to use?
- ✓ Review the information in your portfolio and career plan.
- ✓ What are your favorite subjects?
- ✓ What do you want to be when you grow up?
- ✓ What are your passions?
- ✓ Are you planning to go to college?

Step 3: *List your options.*

- ✓ What courses are you considering?

Step 4: *Gather information about your options.*

- ✓ What information will help you make your decision?
- ✓ What are the graduation requirements for your school?
- ✓ What are the suggested courses for the occupation(s) in which you have an interest? What are the admission requirements for the colleges in your state?
- ✓ What are your passions?

Step 5: *Evaluate each option.*

- ✓ What are the advantages and disadvantages for each course?
- ✓ How does each course relate to the information you gathered?
- ✓ What are consequences for taking each of the courses?

Step 6: *Make your decision.*

- ✓ What course is best for you to take?

Should I join?

Are you bored? Sick of watching reruns on television? Want to be with people your own age? *Take some time to see what is out there for you to join.* Schools and communities offer several extracurricular activities for middle school students.

⇒ *Consider volunteering and doing community service.*

Benefits of extracurricular activities

- ✓ So, what is in it for you?
 1. Explore your interests.
 2. Spend time with people who share your interests.
 3. Find new friends.
 4. Meet people who are different from you.
 5. Learn about different occupations.
 6. Gives you something to do.
 7. Learn how to work with others.
 8. Learn to manage your time.
 9. Looks good on college, scholarship, and job applications.
- ✓ Students who participate in extracurricular activities tend to develop good study habits. As a result, they get better grades. Because the students are busy, they are less likely to smoke, drink, or use drugs.

Find the right activity

⇒ *Learn about the activities that are offered in your school and community. Ask other students about their experiences. Think about your interests, skills, and time. Ask yourself the following questions.*

1. What are my interests?
2. What new skills do I want to learn?
3. Am I taking a class that requires extra study time?
4. Do I need to focus on my grades?
5. How will I get to and from the activity?

6. Will I get the sleep I need?
7. Will I have time to relax?
8. Will I have time to spend time with my family?

⇒ *Talk with activity advisors and coaches. Ask questions to get information you need to make a decision about which activity to join.*

1. Do I have to be a certain age or in a certain grade to join the activity?
2. Are there fees to join? How much are they? Are there fees for travel, food, uniforms, or other expenses? Will I be required to help raise money?
3. Do I need a physical to join the activity?
4. Do I have to get certain grades to join or stay in the activity?
5. How much time is this activity going to take? How often will the group meet? Practice? Travel?

Should I join?

⇒ *Think of two or three activities or clubs you might join. Talk with activity advisors and coaches. Ask questions to get information you need to make a decision about which activity to join. Fill out a sheet for each of the activities.*

What activity are you thinking of joining?

Who is the advisor, coach, or sponsor of this activity?

⇒ *Talk with the advisor, coach, or sponsor to get answers for the following questions.*

1. Do I have to be a certain age or in a certain grade to join the activity?

2. Are there fees to join? How much are they? Are there fees for travel, food, uniforms, or other expenses? Will I be required to help raise money?

3. Do I need a physical to join the activity? _____

4. Do I have to get certain grades to join or stay in the activity? _____

5. How much time is this activity going to take? How often will the group meet, practice, or travel?

6. Are you going to join? Why or why not?

Thoughts and reflections

⇒ *You can store your reflections in two places.*

- ✓ *One is to go back to your CIS portfolio, **My career plan**, and fill in the field for **Should I join?***
- ✓ *If you use a paper portfolio, write your thoughts below and keep the handout in your folder.*

⇒ *After you finish the activity, think about what you have learned.*

- ✓ *What are two activities, clubs, or hobbies you would like to try before you go to high school?*



Name: _____ Date: _____ Grade/Class: _____

My High School Course Plan

Take the next step in your career—create a course plan for high school. High school education is an important part of a career. A course plan is like a giant action plan. When you create your course plan, you will set short-term and long-term goals. A short-term goal might be to successfully complete Algebra I. A long-term goal would be to graduate from high school.

Remember, you can change your mind about the courses to take in high school. Each school year, review your plan.

- ⇒ *Making a course plan for one year or for many years requires preparation and decision-making. Gather the following information.*
 - ✓ *List of subject areas your school uses.*
 - ✓ *List of courses you have to take (required courses) and courses you can choose to take (elective courses).*
 - ✓ *High school graduation requirements.*
 - ✓ *Printout of your CIS portfolio Account.*
 - ✓ *Your career plan.*
 - ✓ *Admission requirements for colleges in your state.*
- ⇒ *Once you have gathered the information, the first step is to fill in the **Course information plan**.*
- ⇒ *The next step is to fill in your **High school course plan**. Use the **Course information plan** to guide you.*
- ⇒ *You can store your plan in two places.*
 - ✓ *One is to go back to CIS portfolio, **My course plan**, and fill in the **Course plan**.*
 - ✓ *If you use a paper portfolio, save the **High school course plan** below and keep the handout in your folder.*

Course information

Subject area	Required courses and/or graduation requirements	Elective courses offered at my school	Recommended courses from career plan, career cluster(s) and/or occupations	Courses required to get into college

Course information-2

Subject areas	Required courses and/or graduation requirements	Elective courses offered at my school	Recommended courses from career Plan, Career Cluster(s) and/or Occupations	Courses required to get into college

My high school course plan

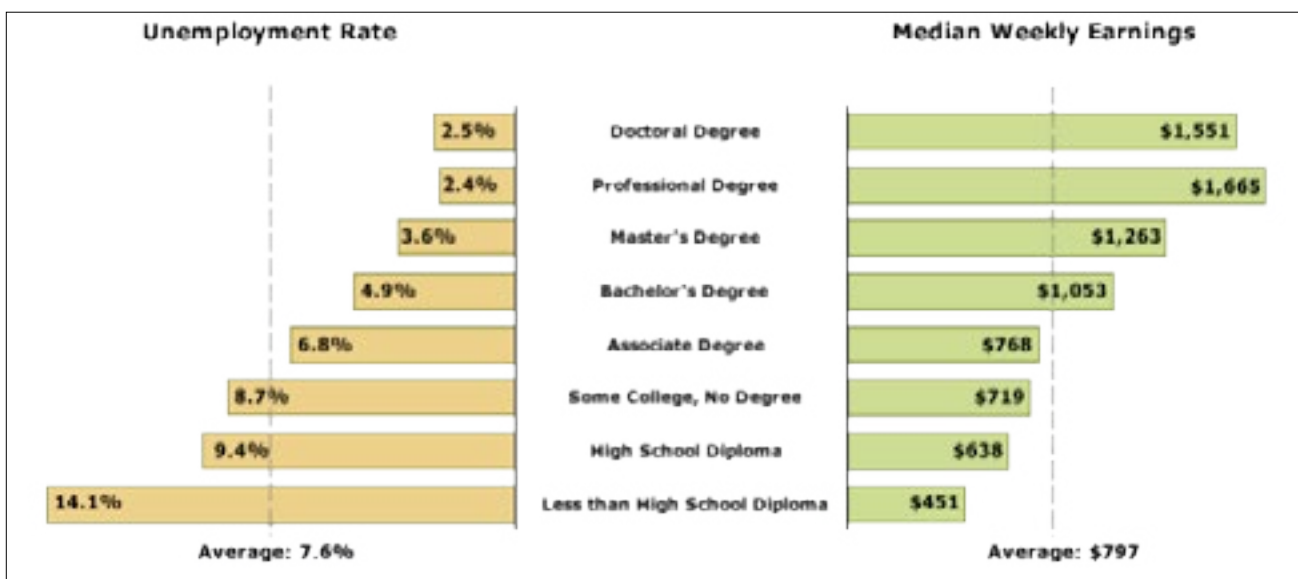
	9 th grade	10 th grade	11 th grade	12 th grade
Activities		Activities		Activities

Think about life after high school...

Name: _____ Date: _____ Grade/Class: _____

Education after High School

- ✓ **Know more:** You will gain knowledge and skills that will help you the rest of your life.
- ✓ **Have more choices:** You will have more career options and more jobs to choose from.
- ✓ **Earn more:** People with more education usually earn more money.



Are you planning to seek more education after high school? Why or why not?

Name: _____ Date: _____ Grade/Class: _____

If I Want to Be....

An occupation is a group of jobs that have many things in common. For example, people employed as *registered nurses* need the same skills and abilities. They take the same courses in high school. They attend college for at least two years. They go back to college to get better jobs and more pay.

You have completed assessments and inventories that link your interests and preferences to occupations.

⇒ *Review your results and pick two occupations you want to learn more about.*

If I became a(n) _____
(name of the occupation)

1. How do I prepare to work in this occupation?

2. How long will I have to study after high school?

3. How much does it pay?

4. What would I like most about this occupation?

If I became a(n) _____
(name of the occupation)

1. What type of education would I need after completing high school?

2. How long will I have to study after high school?

3. How much does it pay?

4. What would I like most about this occupation?

Which occupation pays more?

Which occupation requires more education?

Paying for College

Many groups want to help you go to college. Some will give you money for free. Other groups will give you money, but you will have to pay them back after you finish college. Some will give you money for college only if you serve in their organization.

Financial Aid

Your college usually decides how much financial aid you will receive. The money may come from several different places. The more money you need, the more money they will give you. There are several types of financial aid.

1. Grants

- Free money from state and federal governments or your school
- Does not have to be paid back – it's a free gift
- Based on how much money you actually need

2. Student Loans

- Money borrowed from the federal government or a bank
- Must be paid back over time after you graduate from college
- Can borrow as much as you want

3. Work study

- Money for a job at your college
- A great chance to gain work experience for you career

Scholarships

What's your talent? Some organizations reward students for their skill and hard work. Good grades are very important for many scholarships. Some awards are for students who are good at other things as well.

1. Merit Scholarships

- Money to go to college for something you are good at
- Many are offered by organizations right in your community or state
- Colleges offer academic scholarships to students who get very high grades and test scores.

2. Athletic Scholarships

- Many pay for room and board and tuition and fees.
- Some only pay for tuition and fees
- Offered for many sports – not just the ones on TV!

Savings

Are you saving for college? Money you save now may allow you to borrow less. That will save you money in the future! It's never too late to start saving for college. Your parents and other family members can save money for your education with special programs as well.

Community Service

Do you like to help people? Do you want to teach someday? Then one of these programs might be right for you.

1. AmeriCorps

- Serve for a set amount of time in a community in the U.S.
- Receive money to pay back student loans

2. Teach For America

- Teach in a community in the U.S. for a set amount of time
- Receive money to pay back school loans, or even have them cancelled

3. Peace Corps

- Serve a community in another country for a set amount of time
- Receive money to pay back student loans

Military Service

Do you want to join the military, but know how important a college education is for your future? Then there are a lot of options for you!

1. ROTC Scholarships

- Learn about and train for the military while attending college
- Serve as an officer for a set amount of time after you graduate
- The military pays all of your education costs

2. Service Academies

- Military colleges where you earn a college degree while serving
- There is a college for every branch (Army, Air Force, Navy, Coast Guard, and Merchant Marines) and even a military medical college
- The military pays for your education and you earn a paycheck, as well
- There is an additional service commitment that begins after you graduate from college

3. Tuition Assistance

- Take college classes online or at a nearby college while in the military
- The military pays for your tuition – and you still get a paycheck

4. Montgomery GI Bill

PAYING FOR COLLEGE

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- After you leave the service, you can use the GI Bill to pay for college
- Pays for a percentage of your education costs, depending on how long you served

Work

If you aren't in a hurry, this may be a good way to pay. Attend college part-time and continue to work part-time or full-time. Remember to make school your priority though. Cash in your pocket now may feel great, but a degree will do more for your future.

What Can I Do to Prepare for College?

⇒ You can start preparing for college by doing the following.

- ✓ Challenge yourself in school.
- ✓ Develop good study habits.
- ✓ Become involved in extracurricular school and community activities.
- ✓ Know the admission requirements for colleges in your state.
- ✓ Take courses that prepare you for college.
- ✓ Earn college credit in high school.
- ✓ Learn about types of colleges and degrees.

Can I earn college credit once I am in high school?

Yes! There are several options.

1. Dual Credit or Dual Enrollment

- ✓ Courses that count for both college and high school credit at the same time.
- ✓ May be taught at the high school or at a nearby college.

2. Advanced Placement (AP)

- ✓ Opportunity to take college-level courses in a high school setting.
- ✓ Taught by high school teachers.
- ✓ Pass exam to prove you do not have to take the related college-level course.

3. International Baccalaureate

- ✓ For students in the final two years of school.
- ✓ Demanding courses that prepare students to take exams.
- ✓ Colleges and universities may accept the high school courses as replacements for college courses.

What are college majors and minors?

1. A major is an area of study that you focus on while in college. Usually you will study in an area you want to work in some day. High school teaching, law, business administration, and electrical engineering are all majors.
2. A minor is an additional area of study you focus on in college. However, a minor requires less course work than your major. For example, if your major is high school teaching, your minor might be history. Or if your major is business administration, your minor might be marketing.

What types of schools or colleges are there?

1. Career and Technical Schools

- ✓ Require one week to two years of study.
- ✓ Offer certificates, diplomas, and associate degrees.
- ✓ Programs focus on teaching skills that lead to a job.
- ✓ Credits usually do not transfer to four-year colleges or universities.
- ✓ Often privately owned, but have fairly low tuition rates.

2. 2-Year and Community Colleges

- ✓ Require up to two years of study.
- ✓ Offer certificates, diplomas, and associate degrees.
- ✓ Often funded by taxpayers and fairly low tuition rates.
- ✓ Usually admit anyone who has a high school diploma or GED.
- ✓ Offer general education courses that transfer to a four-year college or university or courses that will prepare you for a job.

3. Four-Year Colleges and Universities

- ✓ Require four or more years of study.
- ✓ Offer bachelor's, master's, doctorate, and professional degrees.
- ✓ Universities offer graduate and professional degrees in law, medicine, and other fields of study.
- ✓ Admissions policies differ. Some require high grades or high test scores. Some accept any student with a high school diploma or GED.
- ✓ Taxpayer-funded colleges and universities are usually more expensive than community colleges, but less than private universities.
- ✓ Privately-owned colleges and universities are usually the most expensive schools. Religious universities may cost slightly less as they usually receive more donations.

What are the degrees awarded by schools or colleges?

1. Certificate or Diploma

- ✓ Requires one to eighteen months of study.
- ✓ Programs of study focus on skills that lead directly to a job.
- ✓ The following occupations often require at least a certificate or diploma to work in the occupation: hairstylists, massage therapists, Licensed Practical Nurses (LPN), and heavy truck drivers.

2. Associate Degree

- ✓ Requires two years of study.
- ✓ Programs of study focus on general education that transfers to four-year colleges or universities or on skills that lead directly to a job.

- ✓ The following occupations usually require at least an associate degree: veterinary technicians, drafters, engineering technicians, and computer support specialists.

3. Bachelor's Degree

- ✓ Requires four to five years of study.
- ✓ The following occupations require at least a bachelor's degree: conservation scientists, fashion designers, elementary school teachers, loan officers, and mechanical engineers.

4. Master's Degree

- ✓ Requires two years or more of study beyond the bachelor's degree.
- ✓ The following occupations require at least a master's degree: speech pathologists and audiologists, education administrators, social workers, and mental health counselors.

5. Doctoral Degree

- ✓ Requires three or more years of study beyond the master's degree.
- ✓ Doctorate is awarded for mastery of a field of knowledge and the ability to perform scholarly research.
- ✓ A doctoral degree is usually called a Ph.D.
- ✓ The following occupations usually require a doctorate: college and university teachers, astronomers, and zoologists.

6. Professional Degree

- ✓ Requires two or more years of study beyond the bachelor's degree.
- ✓ Specialized degree required to work in that field such as law or medicine.
- ✓ The following occupations require a professional degree: lawyers, dentists, chiropractors, family and general practitioners, and pharmacists.

What if I don't go to college? Can I get an education or training another way?

1. Join the military.

- ✓ You may be able to learn skills that transfer to jobs after your service.
- ✓ The military will pay for you to take classes while in the service.
- ✓ You will receive money to attend college after your service is complete.

2. Participate in an apprenticeship program.

- ✓ An apprenticeship is an agreement between an employer and worker.
- ✓ The employer provides training and pays the worker during the training.
- ✓ The training is taught by other employees or in classes at a college.
- ✓ The worker agrees to learn to do the job.
- ✓ Usually the employee gets a raise when the training is finished.

Name: _____ Date: _____ Grade/Class: _____

College Bingo

Rules

1. *Make copies of the ten different bingo cards.*
2. *You may use **What Can I Do to Prepare for College?** during the game.*
3. *One person reads a statement from the list below. Participants put a mark on the word that relates to the statement.*
4. *Six words appear twice on your card. There are two different statements related to each of the words. Participants mark only one word when a statement is read.*
5. *There is one Free Bingo Space.*
6. *The person who gets five words in a row first is a winner.*

Statements

1. What you need to handle all the homework in college. (Study Habits)
2. Courses needed to get into college. (Admission Requirements)
3. An area of study you focus on while in college. (Major)
4. Requires two years of study. (Associate)
5. A training program where the employer provides training and pays the worker during the training. (Apprenticeship)
6. Groups students join outside of regular classes. (Extracurricular Activities)
7. Lawyers need this to practice law. (Professional Degree)
8. Offers general education courses or courses that prepare you for a job. (Community College)
9. Earn both college and high school credit at the same time. (Dual Credit)
10. Most zoologists need this most advanced degree to get a job. (Doctorate)
11. Requires four or five years of study. (Bachelors)
12. Join for 8 years to get education, training, and experience. (Military)
13. Advanced courses during the last two years of high school (International Baccalaureate)
14. An area of study in college that requires less course work than a major. (Minor)
15. A speech pathologist needs this degree in addition to a bachelor's degree to work in a school district. (Masters)
16. Another name for a Ph.D. (Doctorate)
17. Licensed Practical Nurses need this to get a job. (Diploma)
18. Offer bachelors, masters, doctorate, and Professional degrees. (College or University)
19. Engineering technicians need this 2-year degree to get a job. (Associate)
20. Schools that focus on teaching certain skills that lead directly to a job. (Career & Technical Schools)
21. Elementary school teachers need this 4-year degree to get a job. (Bachelors)
22. College-level courses taken in high school. (Advanced Placement)
23. Often requires two or more years of study after a bachelor's degree. (Masters)
24. Specialized degree required to work as a lawyer or medical doctor. (Professional Degree)

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Name: _____ Date: _____ Grade/Class: _____

College Bingo

Dual Credit	Masters	Career & Technical Schools	Extracurricular Activities	Doctorate
Bachelors	FREE BINGO SPACE!	Associate	Professional Degree	International Baccalaureate
Major	Associate	Admission Requirements	Masters	Military
Minor	Diploma	Doctorate	Study Habits	Professional Degree
Community College	College or University	Bachelors	Apprenticeship	Diploma

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Name: _____ Date: _____ Grade/Class: _____

College Bingo

Bachelors	Masters	Diploma	Minor	Admission Requirements
Associate	College or University	Bachelors	Community College	Associate
Military	Masters	Extracurricular Activities	Apprenticeship	FREE BINGO SPACE!
Dual Credit	Doctorate	Doctorate	Professional Degree	Major
International Baccalaureate	Diploma	Study Habits	Professional Degree	Career & Technical Schools

Name: _____ Date: _____ Grade/Class: _____

College Bingo

Doctorate	Masters	College or University	Professional Degree	Diploma
Military	Bachelors	Diploma	Advanced Placement	Career & Technical Schools
Masters	Community College	Bachelors	Minor	Major
Dual Credit	Doctorate	Professional Degree	Extracurricular Activities	Apprenticeship
Admission Requirements	International Baccalaureate	Study Habits	FREE BINGO SPACE!	Associate

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Name: _____ Date: _____ Grade/Class: _____

College Bingo

Professional Degree	Doctorate	Associate	Diploma	Associate
Community College	Study Habits	Professional Degree	Apprenticeship	Career & Technical Schools
Admission Requirements	Dual Credit	Diploma	Minor	Extracurricular Activities
Bachelors	Masters	Doctorate	Masters	Major
Bachelors	Advanced Placement	International Baccalaureate	FREE BINGO SPACE!	Military

Name: _____ Date: _____ Grade/Class: _____

College Bingo

Associate	College or University	Dual Credit	Professional Degree	Community College
Extracurricular Activities	Career & Technical Schools	Apprenticeship	Minor	Associate
Bachelors	Professional Degree	Study Habits	Doctorate	Bachelors
Diploma	Diploma	Masters	Major	Masters
Military	Doctorate	International Baccalaureate	Admission Requirements	FREE BINGO SPACE!

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Name: _____ Date: _____ Grade/Class: _____

College Bingo

Doctorate	International Baccalaureate	Diploma	Advanced Placement	Study Habits
Military	College or University	Career & Technical Schools	Community College	Bachelors
Doctorate	Professional Degree	Masters	Diploma	Minor
Admission Requirements	Associate	Bachelors	Dual Credit	Major
Professional Degree	FREE BINGO SPACE!	Extracurricular Activities	Apprenticeship	Masters

Name: _____ Date: _____ Grade/Class: _____

College Bingo

Doctorate	International Baccalaureate	Diploma	Advanced Placement	Study Habits
Military	College or University	Career & Technical Schools	Community College	Bachelors
Doctorate	Professional Degree	Masters	Diploma	Minor
Admission Requirements	Associate	Bachelors	Dual Credit	Major
Professional Degree	FREE BINGO SPACE!	Extracurricular Activities	Apprenticeship	Masters

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Name: _____ Date: _____ Grade/Class: _____

College Bingo

Professional Degree	Admission Requirements	Diploma	Major	Doctorate
Bachelors	International Baccalaureate	Doctorate	Associate	FREE BINGO SPACE!
Bachelors	Masters	Diploma	Minor	Community College
Masters	Associate	Military	College or University	Advanced Placement
Extracurricular Activities	Study Habits	Dual Credit	Career & Technical Schools	Apprenticeship

COLLEGE BINGO

Name: _____ Date: _____ Grade/Class: _____

College Bingo

Advanced Placement	Bachelors	Extracurricular Activities	Study Habits	Associate
Dual Credit	FREE BINGO SPACE!	Bachelors	International Baccalaureate	Diploma
Career & Technical Schools	Apprenticeship	Associate	College or University	Military
Admission Requirements	Doctorate	Masters	Minor	Major
Diploma	Professional Degree	Professional Degree	Community College	Masters

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Name: _____ Date: _____ Grade/Class: _____

College Bingo

International Baccalaureate	Diploma	Apprenticeship	Dual Credit	Doctorate
Military	Advanced Placement	Diploma	Minor	Professional Degree
Study Habits	Masters	Major	Bachelors	Career & Technical Schools
Community College	College or University	Admission Requirements	Associate	Masters
FREE BINGO SPACE!	Associate	Extracurricular Activities	Professional Degree	Bachelors

