



# Career Exploration

Grades 3-6



# Unit Overview

## Materials:

- Dictionaries
- Jello (red)
- Whip cream
- Red sprinkles
- Cupcake paper: the baking liners
- Refrigerator
- Computer with Internet access
- Word Map (Appendix E)
- Graphic Organizer Web (Appendix C)
- KWL Chart (Appendix B)
- Career cluster interest survey (Appendix G)
- Interview questions worksheet (Appendix H)
- Job application (Appendix I)
- Resume template from MSWord or any other program
- Cover letter
- Plain paper
- 5 paper clips (per pair of students)
- Ruler (per pair of students)
- 2 heavy books (per pair of students)
- Scissors (per pair of students)
- At least 100 pennies, metal washers, or other small weights (set per 4 students)

## Extension Ideas

- Lesson 1: Have a guest speaker from the local vocational education institute for each career.
- Lessons 1-10: Have students take a field trip to local vocational institute.
- Lessons 1-10: Have students look up schools that specialize in their field of interest.

## ELL Modifications

- Use the buddy system for students who are learning English.
- Have a discussion about the types of careers in their native country.

## Standards

Unit Content Standards	Unit Youth Development Standards
<ul style="list-style-type: none"> <li>• LA.6.6.1.2: The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision.</li> <li>• LA.6.6.4.2: The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.</li> <li>• LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.</li> <li>• SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.</li> <li>• LA.3.6.2.1: The student will determine information needed for a search by narrowing or broadening a topic, and identify key words.</li> <li>• LA.4.5.2.4: The student will ask questions of speakers, using appropriate tone and eye contact.</li> <li>• LA.5.6.2.1: The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources.</li> <li>• MA.3.S.7.1: Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.</li> <li>• LA.5.6.1.1: The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).</li> </ul>	<ul style="list-style-type: none"> <li>• Social Competencies: 32</li> <li>• Boundaries &amp; Expectations: 16</li> <li>• Constructive Use of Time: 17</li> <li>• Positive Identity: 39, 40</li> <li>• Commitment to Learning: 25</li> </ul>

## Pre/Post-Assessment

See Appendix A

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# Lesson 1: Becoming a Chef

## Essential Question:

What career would I like and how do I prepare for it?

## Content Standards:

- LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.
- LA.3.6.2.1: The student will determine information needed for a search by narrowing or broadening a topic, and identifying key words.

### Vocabulary

- Culinary
- Chef
- Entrepreneur

## Youth Development Standards:

- Boundaries & Expectations: 16
- Constructive Use of Time: 17
- Commitment to Learning: 25
- Social Competencies: 32
- Positive Identity: 39, 40

## Teacher Background Knowledge:

- <http://www.bls.gov/k12/>: This website gives information about jobs including pay, education, and job outlook.
- [http://en.wikipedia.org/wiki/Culinary\\_art](http://en.wikipedia.org/wiki/Culinary_art): This is a dictionary website.
- <https://access.bridges.com>: This website requires the access key code for the district.
- <http://www.allculinaryschools.com>: If students are interested in culinary they can look at perspective schools.

## Materials:

- Dictionary or computer access
- Jello (red)
- Whip cream
- Red sprinkles
- Cupcake paper: the baking liners
- Refrigerator
- KWL Chart (Appendix B)

**Procedure:**

1. Introduce the vocabulary.
2. Use KWL Chart (Appendix B) to go over step 3.
3. Go to <http://www.bls.gov/oco/ocos331.htm#nature> and explain the nature of the work, training they will need, employment, job outlook, earnings, and related occupations.
4. Explain that they will be doing a math/science experiment making Santa Hats. This will help them understand some skills they will need in order to be a chef.
5. Santa Hats:  
Ingredients:  
Your favorite Jell-O (Red)  
Whip cream  
Red sprinkles  
Cupcake paper liners  
Directions:  
Follow directions on the box to make Jell-O. Put cupcake papers in a cupcake pan, pour Jell-O in each cup and refrigerate until it's done. When ready put whip cream on top and sprinkle red sprinkles on whip cream.
6. Go over how cooking uses math and science and many steps in order to get to the final product.
7. Ask the students how they used math and science.

**Formative Assessment:**

- What do cooks do?
- What kind of schooling do you need?
- How many jobs are held in this occupation?
- What is the job outlook?
- How much money do chefs make?
- What are other related occupations?
- Did you like making the Santa Hats?
- Would you like to be a chef every day and make money doing it?

## Lesson 2: Becoming a Cosmetologist

### Essential Question:

What career would I like and how do I prepare for it?

### Content Standards:

- LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.
- LA.3.6.2.1: The student will determine information needed for a search by narrowing or broadening a topic, and identifying key words.
- LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.

### Vocabulary

- Cosmetology
- Manicurist
- Esthetician

### Youth Development Standards:

- Constructive use of time: 17
- Social Competencies: 32
- Positive Identity: 39
- Positive Identity: 40

### Teacher Background Knowledge:

- <http://en.wikipedia.org/wiki/Cosmetology>: Give definition of the career.
- <http://www.taaz.com/>: Virtual makeover.
- Teacher Background Knowledge for the Frayer Model is located in Appendix D.

### Materials:

- Computer with Internet access
- Graphic Organizer Web (Appendix C)
- Frayer Model (vocabulary) (Appendix D)

### Procedure:

1. Use a graphic organizer web to list the nature of the work, training they will need, employment, job outlook, earnings, and related occupations.
2. Review vocabulary using the Frayer Model or another graphic organizer.
3. Use <http://en.wikipedia.org/wiki/Cosmetology> to list the different types of cosmetology on the web list.
4. Do a virtual makeover on Taaz.com.
5. Click on start makeover.
6. Student should look at Gallery of makeovers.

7. Go through all parts of the face. Choose face type, makeup and hair.
8. Can also use <http://www.marieclaire.com/hair-beauty/trends/articles/virtual-hair-salon> to do the same activity.
9. Have the student explain why he/se chose this particular color and hair.
10. Have them present their model and ask if they would like to be a cosmetologist.

**Formative Assessment:**

- What does a cosmetologist do?
- What kind of schooling do you need?
- How many jobs are held in this occupation?
- What is the job outlook?
- What is a cosmetologist's salary?
- What are other related occupations?
- Did you like creating a new look for your model?
- Would you like to be a cosmetologist every day and make money doing it?
- Do you have to have a state license in order to be a cosmetologist?
- Who are some notable cosmetologists?

## Lesson 3: Becoming a Childcare worker

### Essential Question:

What career would I like and how do I prepare for it?

### Content Standards:

- LA.5.6.1.1: The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
- LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.

### Vocabulary

- Childcare
- Nanny
- Teacher

### Youth Development Standards:

- Boundaries & Expectations: 16
- Constructive Use of Time: 17
- Commitment to Learning: 25
- Social Competencies: 32
- Positive Identity: 39, 40

### Teacher Background Knowledge:

- <http://www.babydow.com>
- <http://www.bls.gov/k12/>

### Materials:

- Word Map (Appendix E)
- Graphic Organizer Web (Appendix C)

### Procedure:

1. Choose one word to do a word map.
2. Students should research using a graphic organizer web to list the nature of the work, training they will need, employment, job outlook, earnings, and related occupations.
3. Have the students get into groups and discuss their word maps with other students.
4. Students should go to Baby Dow ([www.babydow.com](http://www.babydow.com)) and register.
5. They can create their baby.
6. They can take care of their baby by determining quality time, games, rest, and nursery.
7. They should clothe their baby.
8. Have students present their babies after they have completed the activity.

**Formative Assessment:**

- What is the difference between a child care worker, a nanny, and a teacher?
- Which one would you most like to be?
- What type of education do you need for each of these careers?
- What are the different areas in taking care of a baby that you learned from the website?
- Did you enjoy taking care of the baby?

## Lesson 4: Careers in Construction

### Essential Question:

What career would I like and how do I prepare for it?

### Content Standards:

- LA.5.6.1.1: The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
- LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.

### Youth Development Standards:

- Boundaries & Expectations: 16
- Constructive Use of Time: 17
- Commitment to Learning: 25
- Social Competencies: 32
- Positive Identity: 39, 40

#### Vocabulary

- Construction
- project manager
- construction manager

### Teacher Background Knowledge:

- <http://www.bls.gov/oco/cg/CGS003.htm>

### Materials:

- Internet access
- Graphic Organizer Web (Appendix C)
- Plain paper
- 5 paper clips (per pair of students)
- Ruler (per pair of students)
- 2 heavy books (per pair of students)
- Scissors (per pair of students)
- At least 100 pennies, metal washers, or other small weights (set per 4 students)

### Procedure:

1. Have students go to this website and choose two careers in construction:  
<http://www.bls.gov/oco/cg/CGS003.htm>

2. Students should research using a graphic organizer web to list the nature of the work, training they will need, employment, job outlook, earnings, and related occupations.
3. Introduce the activity by holding up a single piece of paper; ask the students how many pennies they think a bridge made out of paper can hold. After kids make some guesses, lay the sheet of paper flat across two books placed about 8 inches apart. Have the kids keep count as you place the pennies on the bridge, near the middle, until the bridge fails. (It will only hold a few.)
4. Ask the students if they can build a bridge that holds 100 pennies, using 1 sheet of paper and up to 5 paper clips. Tell them that their bridge must support its own weight as well as the weight of anything placed on it, like the pennies. Their paper bridge must span 8 inches and the side of the bridge will rest on two books and cannot be taped or attached to the books or the table.
5. Have students pick a partner that they will enter this challenge with.
6. Have the students make a prediction. They should describe how they think the bridge should be constructed in order to support its own weight as well as the weight of the pennies.
7. Students should discuss possible ideas with their partner before they start building. What can they do to make the bridge stronger? Once they have decided on a design, they can construct their bridge.
8. Have students place their bridge across two supports that are 8 inches apart. Remind them that the space below the bridge must be clear to allow boats to pass.
9. Have students test their bridges, by loading it with pennies one at a time, until it collapses.
10. Record the number of pennies each students bridge was able to hold on the board.
11. Ask students to describe how well their bridge supported its weight. Was it as strong as they thought it would be? Where did it fail?
12. If time allows, have students redesign their bridge and test it again, using a new sheet of paper. Ask them how their second attempt compared?

**Formative Assessment:**

- Do I like building things?
- Can I work out doors?
- What education do I need to work in construction?

## Lesson 5: Becoming an Auto Mechanic

### Essential Question:

What career would I like and how do I prepare for it?

### Content Standards:

- LA.5.6.1.1: The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
- LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.

### Vocabulary

- Auto mechanic
- ASE certification

### Youth Development Standards:

- Boundaries & Expectations: 16
- Constructive Use of Time: 17
- Commitment to Learning: 25
- Social Competencies: 32
- Positive Identity: 39, 40

### Teacher Background Knowledge:

- <http://www.bls.gov/oco/cg/CGS003.htm>
- This is a great opportunity to connect with the community by having a guest speaker come in and share information related to auto mechanics with the students.

### Materials:

- Internet access
- Graphic Organizer Web
- Guest speaker

### Procedure:

1. Have students go to this website <http://www.bls.gov/oco/cg/CGS003.htm> and research auto mechanic.
2. Students should research using a graphic organizer web to list the nature of the work, training they will need, employment, job outlook, earnings, and related occupations.

3. Have the guest speaker explain to the students what their job consists of and how what they learned in school they can apply to their job. Encourage students to ask thoughtful questions of the guest speaker.
4. If time permits, allow students to play interactive computer games on auto mechanics from one of the following sites: [www.thegameslist.com/playgame/1662/Car\\_Work\\_Shop](http://www.thegameslist.com/playgame/1662/Car_Work_Shop) or [www.mechanicsanantonio.com/games.htm](http://www.mechanicsanantonio.com/games.htm)

**Formative Assessment:**

- Do I like fixing things?
- Do I like cars?
- Do I like putting things back together?
- Can I work with my hands well?
- Will this career be needed in the future?

## Lesson 6: Career Cluster Interest Survey

### Essential Question:

What career would I like and how do I prepare for it?

### Content Standards:

- LA.5.6.1.1: The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers ) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
- LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.

### Vocabulary

- Interest inventory
- Career cluster
- Survey

### Youth Development Standards:

- Boundaries & Expectations: 16
- Constructive Use of Time: 17
- Commitment to Learning: 25
- Social Competencies: 32
- Positive Identity: 39, 40

### Teacher Background Knowledge:

- <http://www.khake.com/page94.html>: Career activities and vocational lesson plans.
- Google career plan and kids.
- <http://www.vtcareergateway.org/16careersectors/index.php>: Overview of all career clusters.

### Materials:

- Career Cluster Survey (Appendix G)

### Procedure:

1. Go over the vocabulary.
2. Have students complete the Career Cluster Interest Survey.
3. They should fill out the top three career clusters.
4. Go over the 16 career clusters with students.
5. Explain different jobs that could be in each category.

**Formative Assessment:**

- Were your career clusters correct?
- What did you learn about yourself from this activity?
- What would you do if one of your career clusters is education and training?

## Lesson 7: What do you like?

### Essential Question:

What career would I like and how do I prepare for it?

### Content Standards:

- LA.5.6.1.1: The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
- LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.

### Youth Development Standards:

- Boundaries & Expectations: 16
- Constructive Use of Time: 17
- Commitment to Learning: 25
- Social Competencies: 32
- Positive Identity: 39, 40

### Teacher Background Knowledge:

- <http://www.bls.gov/k12/>

### Materials:

- Internet access
- Computer with PowerPoint for each student or pairs of students

### Procedure:

1. Go to <http://www.bls.gov/k12/>
2. Have students choose two of the areas that they like to do.
3. Then they can pick a career from each category.
4. They should fill out the graphic organizer on jobs that they like (if it is different than the organizers they have already done).
5. They should answer: What is the job like? How do you get ready? How much does the job pay? How many jobs are there? What about the future? Are there any other jobs like this? Where can you find more information?

6. They should do a PowerPoint presentation on which career they chose out of all the careers researched.
7. Each slide should answer each question.
8. Include pictures and any other information.
9. Present to the class.

**Formative Assessment:**

- What is the career that you chose?
- How will you prepare for that career?
- How did you like presenting in front of the class?

## Lesson 8: What's my personality?

### Essential Question:

What career would I like and how do I prepare for it?

### Content Standards:

- LA.5.6.1.1: The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
- LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.

### Vocabulary

- Personality
- Conscientiousness
- Extraversion

### Youth Development Standards:

- Boundaries & Expectations: 16
- Constructive Use of Time: 17
- Commitment to Learning: 25
- Social Competencies: 32
- Positive Identity: 39, 40

### Teacher Background Knowledge:

- <http://www.outofservice.com/bigfive/>

### Materials:

- Internet access

### Procedure:

1. Go to website <http://www.outofservice.com/bigfive/> "The Big Five Personality Test."
2. Have students fill out the "I see myself as someone who..."
3. They will rate each statement on a scale of 1-5, 1 being strongly disagree and 5 being strongly agree.
4. They will fill out their gender and age.
5. They will not fill out optional information.
6. Click submit at the end of the quiz.
7. Students should read their results.
8. Go over each section with students what each means: Open to experience and intellect, Conscientiousness, Extraversion, Agreeableness, and neuroticism.
9. Have students write a paragraph on what type of person they are.
10. Have them include how their personality can affect their career.

**Formative Assessment:**

- What is a personality?
- How does your personality affect your career choice?
- What are some of your positive personality traits?

## Lesson 9: What do I need to apply for a job?

### Vocabulary

- Resume
- Cover letter

### Essential Question:

What career would I like and how do I prepare for it?

### Content Standards:

- LA.5.6.1.1: The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
- LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.

### Youth Development Standards:

- Boundaries & Expectations: 16
- Constructive Use of Time: 17
- Commitment to Learning: 25
- Social Competencies: 32
- Positive Identity: 39, 40
- 

### Teacher Background Knowledge:

- <http://www.career.vt.edu/JOBSEARC/coversamples.htm>: Explains everything about a cover letter
- <http://jobsearch.about.com/od/coverlettersamples/a/covertemplate.htm>: Sample cover letter
- [http://en.wikipedia.org/wiki/Cover\\_letter](http://en.wikipedia.org/wiki/Cover_letter): Definition
- [http://www.trincoll.edu/depts/career/guides/cover\\_ltr.shtml](http://www.trincoll.edu/depts/career/guides/cover_ltr.shtml): Sample
- <https://www.careerkids.com/resumeSSL.php>: My first resume

### Materials:

- Resume template from MSWord or any other program
- Cover letter

### Procedure:

1. Go over vocabulary.
2. Explain to students that they should always send a cover letter with their resumes.
3. Go over the tips on the website <http://www.career.vt.edu/JOBSEARC/coversamples.htm>.

4. Show students the sample cover letter:  
<http://jobsearch.about.com/od/coverlettersamples/a/covertemplate.htm>.
5. Next, have the student create their resume through the website My First Resume:  
<https://www.careerkids.com/resumeSSL.php>. (See Appendix F for sample) or use a template from MSWord and enter the information.
6. Students will use the career that they would like to apply for.
7. They can make up information or they can use their current experiences.

**Formative Assessment:**

- Why is it important to have a cover letter?
- What information does a resume include?

# Lesson 10: Application and Mock Interview

## Essential Question:

What career would I like and how do I prepare for it?

## Content Standards:

- LA.5.6.1.1: The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
- LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.

### Vocabulary

- Interview
- Application

## Youth Development Standards:

- Boundaries & Expectations: 16
- Constructive Use of Time: 17
- Commitment to Learning: 25
- Social Competencies: 32
- Positive Identity: 39, 40

## Teacher Background Knowledge:

- [http://en.wikipedia.org/wiki/Mock\\_interview](http://en.wikipedia.org/wiki/Mock_interview)
- <http://content.scholastic.com/browse/lessonplan.jsp?id=177>
- <http://www.quintcareers.com/interviewing-dos-donts.html>
- <http://www.career.vt.edu/jobsearc/interview/dodont.html>

## Materials:

- Interview questions worksheet (Appendix H)
- Job application (Appendix I)

## Procedure:

1. Go over vocabulary with students using the Frayer Model or concept map.
2. Have students fill out the job application.
3. Go over the do's and don'ts <http://content.scholastic.com/browse/lessonplan.jsp?id=177>.
4. Students should practice the interview questions with a partner.

**Formative Assessment:**

- What are three ways to practice for an interview?
- How should you dress for an interview?
- What is the best way to fill out a job application?
- What is a mock interview?

A decorative border of small, stylized human figures in yellow and blue, arranged in a grid-like pattern around the page.

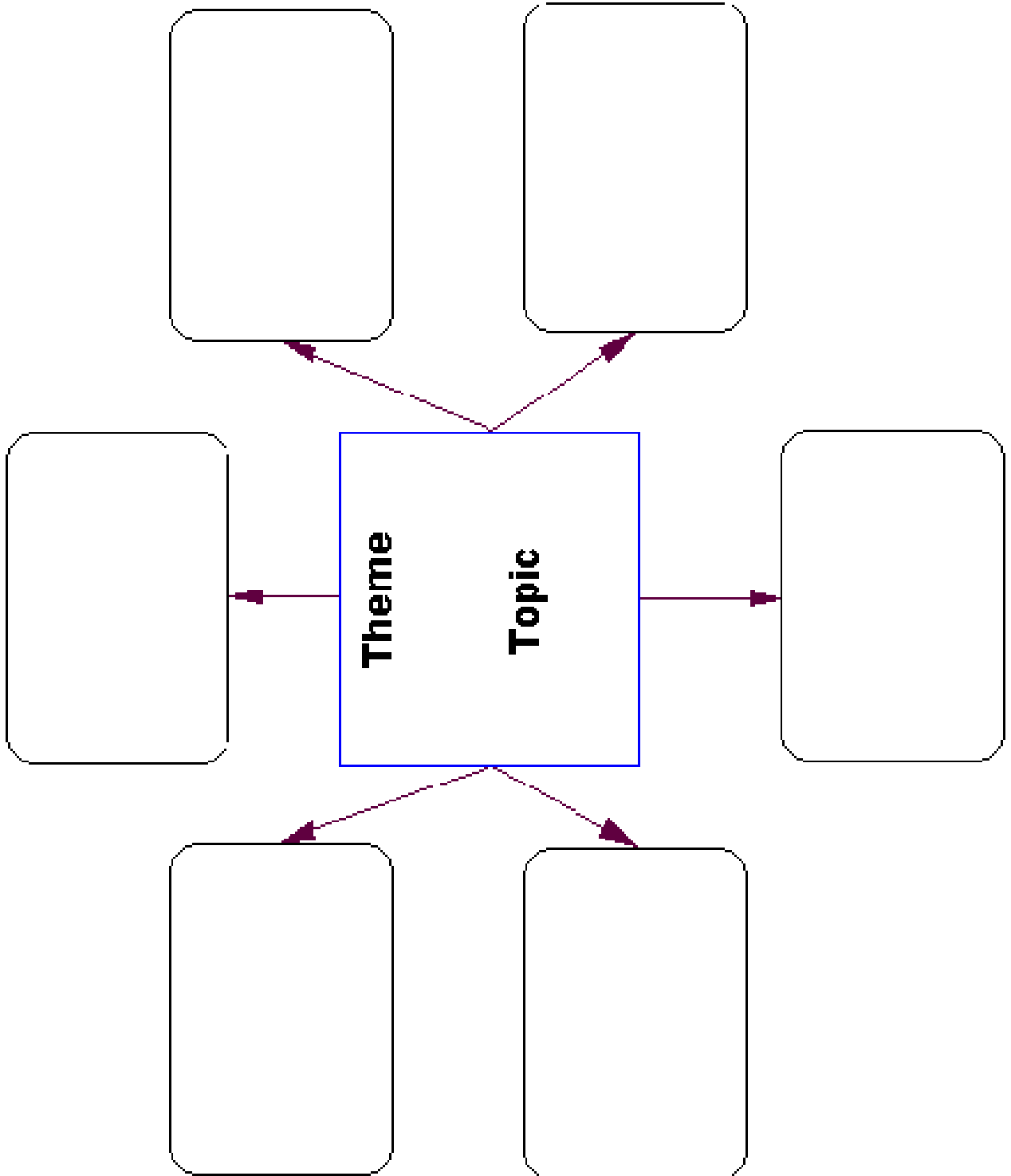
## Appendix A: Pre Assessment/Post Assessment

1. What is a career?
2. List as many careers as you can think of.
3. What do you need to do to apply for a job?
4. List some things you need to know about yourself before you choose a career.

## Appendix B: KWL CHART

Name:		
Topic:		
Know	Want to know	What I have learned

## Appendix C: Graphic Organizer Web



## Appendix D: Frayer Model Background Information

(<http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm>)

The Frayer Model is an adaptation of the concept map. The framework of the Frayer Model includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non examples of the concept word. It is important to include both examples and non examples, so students are able to identify what the concept word is and what the concept word is not. First, the teacher will assign the concept word being studied and then talk about the steps involved in completing the chart.

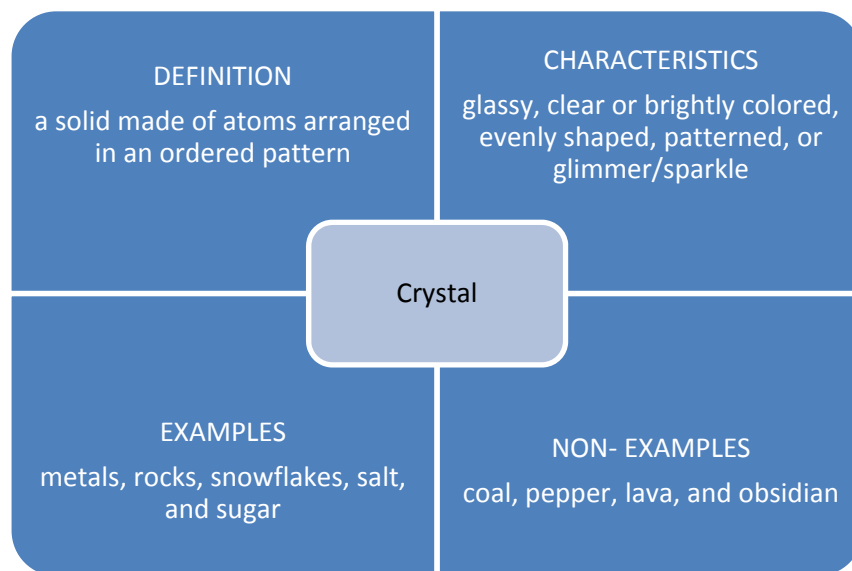
In the center oval of the Frayer Model map, write the word CRYSTAL. This is the key word or concept of the lesson.

In the first box, you will write the definition of the key word or concept word. Write the definition under the space labeled DEFINITION. Remember, this is the definition you, as the teacher, want students to remember. The definition I want my students to remember is "a solid made of atoms arranged in an ordered pattern."

In the second box, you will list the characteristics of the key word or concept word. Ask students if they can think of any characteristics of the key word. Some of the characteristics that I came up with for crystals include: glassy, clear or brightly colored, evenly shaped, patterned, or glimmer/sparkle. In the box labeled CHARACTERISTICS, I will list the characteristics.

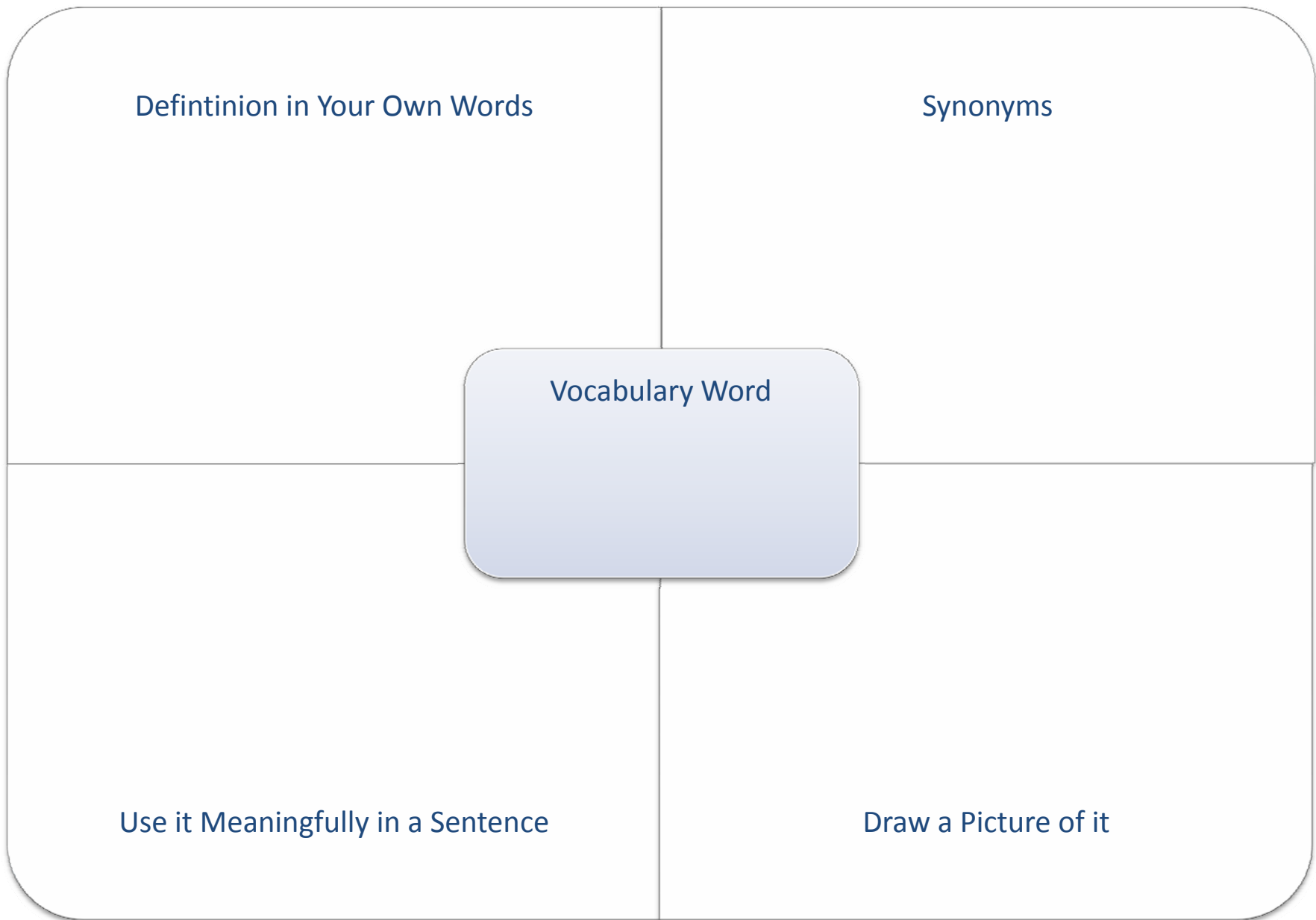
In the third box, you will list examples of the key or concept word. Ask for student input at this point. Have students offer examples, and write their suggestions on the board or overhead. Some of the examples I came up with for crystals include: metals, rocks, snowflakes, salt, and sugar. In the box labeled examples, I will write the following examples.

In the fourth and final box, you will list non-examples of the key or concept word. It is important to include this section so students will be able to distinguish between what the word is not. Ask for students' input. Write their suggestions on the board or overhead. Some of the non-examples I used for crystals include: coal, pepper, lava, and obsidian.




## **Appendix E: Word Map**

There are multiple types of Word Maps. The following is just one example. If your day program has a format that they use, it is important to use the same format with this activity.



## Appendix F: Resume Sample

(This is a sample resume created using the site [www.careerkids.com/resumeSSL.php](http://www.careerkids.com/resumeSSL.php))

<b>John Smith</b> 1616 North Road Immokalee, FL 34142 Tel: 941-555-5555
<b>Position Sought: Plumber</b>
<b>Abilities and Talents</b> <ul style="list-style-type: none"><li>• Possesses computer skills</li><li>• Team player; works well with others</li><li>• Responsible; good management skills</li><li>• Strong math and analytical skills</li></ul>
<b>Achievements and Awards</b> <ul style="list-style-type: none"><li>• I helped my team win at basketball</li></ul>
<b>Work Experience</b> May 2010 - Current    my dad watermelon sales 941-555-5555
<b>Education</b> Currently in 5th Grade Highlands Elementary School Immokalee, FL


## **Appendix G: Career Cluster Survey**

The Career Cluster Survey is located on the next four pages. Each of the rows of questions on the survey corresponds to one of the sixteen career clusters. The sixteen career clusters are explained on the fifth and sixth page of this section.

# Career Cluster Survey

Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Directions: Place a check in the space next to the items that best describe you. You may make as many or as few checks in each box as you choose. Add up the number of checks in each box. Look to see what box has the highest number. Find the corresponding cluster on the pages immediately following this survey to see which cluster you may want to explore further.

<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Learn how things grow and stay alive. <input type="checkbox"/> Make the best use of the earth's natural resources. <input type="checkbox"/> Hunt and/or fish. <input type="checkbox"/> Protect the environment. <input type="checkbox"/> Be outdoors in all kinds of weather. <input type="checkbox"/> Plan, budget, and keep records. <input type="checkbox"/> Operate machines and keep them in good repair.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Self-reliant <input type="checkbox"/> Nature lover <input type="checkbox"/> Physically active <input type="checkbox"/> Planner <input type="checkbox"/> Creative problem solver	<b>School subjects I like:</b> <input type="checkbox"/> Math <input type="checkbox"/> Life Sciences <input type="checkbox"/> Earth Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Agriculture	<b>Total number checked in box #1</b>  <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Read and follow blueprints and/or instructions. <input type="checkbox"/> Picture in my mind what a finished product looks like. <input type="checkbox"/> Work with my hands. <input type="checkbox"/> Perform work that requires precise results. <input type="checkbox"/> Solve technical problems. <input type="checkbox"/> Visit and learn from beautiful, historic, or interesting buildings. <input type="checkbox"/> Follow logical, step-by-step procedures.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Curious <input type="checkbox"/> Good at following directions <input type="checkbox"/> Pay attention to details <input type="checkbox"/> Good at visualizing possibilities <input type="checkbox"/> Patient and persistent	<b>School subjects I like:</b> <input type="checkbox"/> Math <input type="checkbox"/> Drafting <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Construction Trades <input type="checkbox"/> Electrical Trades/Heat, Air Conditioning and Refrigeration/ Technology Education	<b>Total number checked in box #2</b>  <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Use my imagination to communicate new information to others. <input type="checkbox"/> Perform in front of others. <input type="checkbox"/> Read and write. <input type="checkbox"/> Play a musical instrument. <input type="checkbox"/> Perform creative, artistic activities. <input type="checkbox"/> Use video and recording technology. <input type="checkbox"/> Design brochures and posters.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Creative and imaginative <input type="checkbox"/> Good communicator/good vocabulary <input type="checkbox"/> Curious about new technology <input type="checkbox"/> Relate well to feelings and thoughts of others <input type="checkbox"/> Determined/tenacious	<b>School subjects I like:</b> <input type="checkbox"/> Art/Graphic design <input type="checkbox"/> Music <input type="checkbox"/> Speech & Drama <input type="checkbox"/> Journalism/Literature <input type="checkbox"/> Audiovisual Technologies	<b>Total number checked in box #3</b>  <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Perform routine, organized activities but can be flexible. <input type="checkbox"/> Work with numbers and detailed information. <input type="checkbox"/> Be the leader in a group. <input type="checkbox"/> Make business contact with people. <input type="checkbox"/> Work with computer programs. <input type="checkbox"/> Create reports and communicate ideas. <input type="checkbox"/> Plan my work and follow instructions without close supervision.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Organized <input type="checkbox"/> Practical and logical <input type="checkbox"/> Patient <input type="checkbox"/> Tactful <input type="checkbox"/> Responsible	<b>School subjects I like:</b> <input type="checkbox"/> Computer Applications/ Business and Information Technology <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Economics	<b>Total number checked in box #4</b>  <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Communicate with different types of people. <input type="checkbox"/> Help others with their homework or to learn new things. <input type="checkbox"/> Go to school. <input type="checkbox"/> Direct and plan activities for others. <input type="checkbox"/> Handle several responsibilities at once. <input type="checkbox"/> Acquire new information. <input type="checkbox"/> Help people overcome their challenges.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Friendly <input type="checkbox"/> Decision maker <input type="checkbox"/> Helpful <input type="checkbox"/> Innovative/Inquisitive <input type="checkbox"/> Good listener	<b>School subjects I like:</b> <input type="checkbox"/> Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Psychology	<b>Total number checked in box #5</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Work with numbers. <input type="checkbox"/> Work to meet a deadline. <input type="checkbox"/> Make predictions based on existing facts. <input type="checkbox"/> Have a framework of rules by which to operate. <input type="checkbox"/> Analyze financial information and interpret it to others. <input type="checkbox"/> Handle money with accuracy and reliability. <input type="checkbox"/> Take pride in the way I dress and look.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Trustworthy <input type="checkbox"/> Orderly <input type="checkbox"/> Self-confident <input type="checkbox"/> Logical <input type="checkbox"/> Methodical or efficient	<b>School subjects I like:</b> <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> Economics <input type="checkbox"/> Banking/Financial Services <input type="checkbox"/> Business Law	<b>Total number checked in box #6</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Be involved in politics. <input type="checkbox"/> Negotiate, defend, and debate ideas and topics. <input type="checkbox"/> Plan activities and work cooperatively with others. <input type="checkbox"/> Work with details. <input type="checkbox"/> Perform a variety of duties that may change often. <input type="checkbox"/> Analyze information and interpret it to others. <input type="checkbox"/> Travel and see things that are new to me.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Good communicator <input type="checkbox"/> Competitive <input type="checkbox"/> Service minded <input type="checkbox"/> Well organized <input type="checkbox"/> Problem solver	<b>School subjects I like:</b> <input type="checkbox"/> Government <input type="checkbox"/> Language Arts <input type="checkbox"/> History <input type="checkbox"/> Math <input type="checkbox"/> Foreign Language	<b>Total number checked in box #7</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Work under pressure. <input type="checkbox"/> Help sick people and animals. <input type="checkbox"/> Make decisions based on logic and information. <input type="checkbox"/> Participate in health and science classes. <input type="checkbox"/> Respond quickly and calmly in emergencies. <input type="checkbox"/> Work as a member of a team. <input type="checkbox"/> Follow guidelines precisely and meet strict standards of accuracy.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Compassionate and caring <input type="checkbox"/> Good at following directions <input type="checkbox"/> Conscientious and careful <input type="checkbox"/> Patient <input type="checkbox"/> Good listener	<b>School subjects I like:</b> <input type="checkbox"/> Biological Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Math <input type="checkbox"/> Occupational Health classes <input type="checkbox"/> Language Arts	<b>Total number checked in box #8</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Investigate new places and activities. <input type="checkbox"/> Work with all ages and types of people. <input type="checkbox"/> Organize activities in which other people enjoy themselves. <input type="checkbox"/> Have a flexible schedule. <input type="checkbox"/> Help people make up their minds. <input type="checkbox"/> Communicate easily, tactfully, and courteously. <input type="checkbox"/> Learn about other cultures.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Tactful <input type="checkbox"/> Self-motivated <input type="checkbox"/> Works well with others <input type="checkbox"/> Outgoing <input type="checkbox"/> Slow to anger	<b>School subjects I like:</b> <input type="checkbox"/> Language Arts/Speech <input type="checkbox"/> Foreign Language <input type="checkbox"/> Social Sciences <input type="checkbox"/> Marketing <input type="checkbox"/> Food Services	<b>Total number checked in box #9</b> <input type="checkbox"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Care about people, their needs, and their problems. <input type="checkbox"/> Participate in community services and/or volunteering. <input type="checkbox"/> Listen to other people's viewpoints. <input type="checkbox"/> Help people be at their best. <input type="checkbox"/> Work with people from preschool age to old age. <input type="checkbox"/> Think of new ways to do things. <input type="checkbox"/> Make friends with different kinds of people.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Good communicator/good listener <input type="checkbox"/> Caring <input type="checkbox"/> Non-materialistic <input type="checkbox"/> Uses intuition and logic <input type="checkbox"/> Non-judgmental	<b>School subjects I like:</b> <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Family & Consumer Sciences <input type="checkbox"/> Finance <input type="checkbox"/> Foreign Language	<b>Total number checked in box #10</b> <input type="checkbox"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Work with computers. <input type="checkbox"/> Reason clearly and logically to solve complex problems. <input type="checkbox"/> Use machines, techniques, and processes. <input type="checkbox"/> Read technical materials and diagrams and solve technical problems. <input type="checkbox"/> Adapt to change. <input type="checkbox"/> Play video games and figure out how they work. <input type="checkbox"/> Concentrate for long periods without being distracted.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Logical/analytical thinker <input type="checkbox"/> Sees details in the big picture <input type="checkbox"/> Persistent <input type="checkbox"/> Good concentration skills <input type="checkbox"/> Precise and accurate	<b>School subjects I like:</b> <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Computer Tech/Applications <input type="checkbox"/> Communications <input type="checkbox"/> Graphic Design	<b>Total number checked in box #11</b> <input type="checkbox"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Work under pressure or in the face of danger. <input type="checkbox"/> Make decisions based on my own observations. <input type="checkbox"/> Interact with other people. <input type="checkbox"/> Be in positions of authority. <input type="checkbox"/> Respect rules and regulations. <input type="checkbox"/> Debate and win arguments. <input type="checkbox"/> Observe and analyze people's behavior.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Adventurous <input type="checkbox"/> Dependable <input type="checkbox"/> Community-minded <input type="checkbox"/> Decisive <input type="checkbox"/> Optimistic	<b>School subjects I like:</b> <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Government/History <input type="checkbox"/> Law Enforcement <input type="checkbox"/> First Aid/First Responder	<b>Total number checked in box #12</b> <input type="checkbox"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Work with my hands and learn best that way. <input type="checkbox"/> Put things together. <input type="checkbox"/> Do routine, organized and accurate work. <input type="checkbox"/> Perform activities that produce tangible results. <input type="checkbox"/> Apply math to work out solutions. <input type="checkbox"/> Use hand and power tools and operate equipment/machinery. <input type="checkbox"/> Visualize objects in three dimensions from flat drawings.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Practical <input type="checkbox"/> Observant <input type="checkbox"/> Physically active <input type="checkbox"/> Step-by-step thinker <input type="checkbox"/> Coordinated	<b>School subjects I like:</b> <input type="checkbox"/> Math-Geometry <input type="checkbox"/> Chemistry <input type="checkbox"/> Trade and Industry courses <input type="checkbox"/> Physics <input type="checkbox"/> Language Arts	<b>Total number checked in box #13</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Shop and go to the mall. <input type="checkbox"/> Be in charge. <input type="checkbox"/> Make displays and promote ideas. <input type="checkbox"/> Give presentations and enjoy public speaking. <input type="checkbox"/> Persuade people to buy products or to participate in activities. <input type="checkbox"/> Communicate my ideas to other people. <input type="checkbox"/> Take advantage of opportunities to make extra money.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Competitive <input type="checkbox"/> Creative <input type="checkbox"/> Self-motivated <input type="checkbox"/> Persuasive	<b>School subjects I like:</b> <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Business Education/Marketing <input type="checkbox"/> Economics <input type="checkbox"/> Computer Applications	<b>Total number checked in box #14</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Interpret formulas. <input type="checkbox"/> Find the answers to questions. <input type="checkbox"/> Work in a laboratory. <input type="checkbox"/> Figure out how things work and investigate new things. <input type="checkbox"/> Explore new technology. <input type="checkbox"/> Experiment to find the best way to do something. <input type="checkbox"/> Pay attention to details and help things be precise.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Detail oriented <input type="checkbox"/> Inquisitive <input type="checkbox"/> Objective <input type="checkbox"/> Methodical <input type="checkbox"/> Mechanically inclined	<b>School subjects I like:</b> <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Drafting/Computer-aided drafting <input type="checkbox"/> Electronics/Computer Networking <input type="checkbox"/> Technical classes/Technology Education	<b>Total number checked in box #15</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Travel. <input type="checkbox"/> See well and have quick reflexes. <input type="checkbox"/> Solve mechanical problems. <input type="checkbox"/> Design efficient processes. <input type="checkbox"/> Anticipate needs and prepare to meet them. <input type="checkbox"/> Drive or ride. <input type="checkbox"/> Move things one place to another.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Realistic <input type="checkbox"/> Mechanical <input type="checkbox"/> Coordinated <input type="checkbox"/> Observant <input type="checkbox"/> Planner	<b>School subjects I like:</b> <input type="checkbox"/> Math <input type="checkbox"/> Trade and Industry courses <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Economics <input type="checkbox"/> Foreign Language	<b>Total number checked in box #16</b> <input type="text"/>
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**Disclaimer:** Your interests may change over time. These survey results are intended to help you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



# The Sixteen Career Clusters

 <p><b>1</b></p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
 <p><b>2</b></p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
 <p><b>3</b></p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
 <p><b>4</b></p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
 <p><b>5</b></p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
 <p><b>6</b></p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
 <p><b>7</b></p>	<p>Executing governmental functions to include governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels.</p>
 <p><b>8</b></p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
 <p><b>9</b></p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, and recreation events and travel-related services.</p>

 <p><b>Human Services</b> 10</p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
 <p><b>Information Technology</b> 11</p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
 <p><b>Law, Public Safety, Corrections &amp; Security</b> 12</p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
 <p><b>Manufacturing</b> 13</p>	<p>Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
 <p><b>Marketing, Sales &amp; Service</b> 14</p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
 <p><b>Science, Technology, Engineering &amp; Mathematics</b> 15</p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
 <p><b>Transportation, Distribution &amp; Logistics</b> 16</p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three clusters of interest are:

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

For more information, check with a career counselor at your high school, *CareerTech* center, higher education institution, or one-stop career centers.



**These 16 Career Cluster icons are being used with permission of the:**  
States' Career Clusters Initiative, 2007, [www.careerclusters.org](http://www.careerclusters.org)

## **Appendix H: Interviewing Questions**

# Interviewing Questions

## QUESTIONS ASKED BY EMPLOYERS

- How would you describe yourself?
- How do you think a friend who knows you well would describe you?
- How has your high school experience prepared you for a job?
- Why should I hire you?
- What qualifications do you have that make you think that you will be successful at this job?
- In what ways do you think you can make a contribution to this business?
- What two or three accomplishments have give you the most satisfaction, and why?
- Why did you choose this job?
- Do you think your grades are a good indication of your academic achievement, and why?
- What have you learned from participation in extracurricular activities?

- In what kind of work environment are you most comfortable?
- How do you work under pressure?
- What do you know about this company?
- Are you willing to spend at least six months as a trainee?
- What major challenge have you encountered and how did you deal with it?

**Add questions here:**

## **Questions to Ask Interviewers**

- What would a normal day be like?
- Is it possible to move through the training program faster?
- How much contact is there with management?
- Is this position more analytical or people- oriented?
- How soon can I expect to be advanced to the next level?
- Will I be expected to meet certain deadlines? How frequent are they?
- How often are performance reviews given?
- Does the company provide any educational benefits?

**Add questions here:**

From The Interview Guide. A Publication of the Rice University Career Services Center

## **Appendix I: Job Application**

Name \_\_\_\_\_

Date \_\_\_\_\_

Reproducible

## Spell-It-Right Research Institute Job Application

We are happy that you applied for a job with our company. Please fill out the following application. Be sure to use all of your spelling words. Be creative and have fun!

### **Name of Applicant**

\_\_\_\_\_

(last)

(first)

(middle)

### **Address**

\_\_\_\_\_

How long have you lived at this address?

### **Previous address**

\_\_\_\_\_

Date of birth

Place of birth

(month)

(day)

(year)

(city)

(state)

### **Hobbies, interests, leisure activities**

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

### **Education**

\_\_\_\_\_

(school name)

(city)

(state)

\_\_\_\_\_

(school name)

(city)

(state)

## Job Application (Continued)

### Work History

Employer

---

Type of business

---

Immediate supervisor

---

Job skill

---

Reason for leaving

---

Employer

---

Type of business

---

Immediate supervisor

---

Job skill

---

Reason for leaving

---

What type of work would you like to do in our company?

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