



Module 8

Duration: 55 minutes

Refining the Destinations

This module focuses on detailed exploration of three occupations selected by students, making use of Kuder Navigator® and/or print resources.

Objectives

At the end of this module, middle school students will be able to:

- Name at least three favorite occupations, selected from their highest-interest pathways and/or clusters.
- Detail the work tasks, training requirements, employment outlook, and earnings for these three occupations.

Module 8: Overview

Components:

- **Introduction: What Career Deciders Need to Know**
10 minutes
- **Activity 19: Learning About Favorite Occupations**
30 minutes
- **Summarizing What You Have Learned**
15 minutes

Facilitator Preparation

1. Read the lesson plan and resource material.
2. Duplicate materials for Handout 6: Using Kuder Navigator to Explore Occupations, Handout 7: Useful Resources, Activity 19: Learning About Favorite Occupations (three copies for each student), and Activity 20: Informational Interview.
3. Arrange to show the presentation. This presentation can be accessed in the Kuder Navigator® admin experience.

Homework Assignments

Have students identify a person who works in the occupation that they think is the first choice of those researched today. Make an appointment to interview that person either by phone or in person. Use Activity 20: Informational Interview as a guide for the interview. Complete that worksheet after the interview and bring it to the next class.

Optional Activity

Ask students to research occupations of their interest online. If you assign this activity, provide students with a copy of Handout 7: Useful Resources.

National Career Development Guidelines Addressed

- Indicator CM3.A2: Demonstrate the ability to use different types of career information resources.

ASCA National Standards for School Counseling Programs Addressed

- Indicator C:A1.1: Develop skills to locate, evaluate, and interpret career information.
- Indicator C:B1.5: Use research and information.
- Indicator C:B1.6: Learn to use the Internet to access career planning information.

Module 8: Lesson Plan



Introduction: What Career Deciders Need to Know

(10 minutes) (Slides 1 and 2)

Share: In previous sessions you identified many occupations that could be possibilities in the future. In this lesson you will learn in-depth about occupations chosen from your highest- ranking pathways and/or clusters. You should be able to leave this session with detailed information about three occupations that are of highest priority for you.

Just as we thoroughly research types of cars or houses when we are going to buy one, we need to research the occupations we are considering. Since we spend at least one-third of our time at work, and it influences our lives so much, it is important to have as much information as possible before making career choices.

Continue with these questions: (Slides 3 and 4)

- **What are some of the things you need to know about an occupation before you seriously consider it?**

What you do on the job each day, the conditions of work, what skills and education you need, how much you will be paid, whether there is a possibility to move from that occupation to another that may have more benefits, whether there will be job openings in the future, the good things and the bad things about the occupation, where to learn more, etc.

- **Why is it important to know these things?**

To decide whether you want to continue considering that occupation, and to know how to plan high school courses and further education.

We will use Navigator, and you will summarize the information you find on copies of the worksheets that I will give you now. You should have one worksheet for each occupation you are considering. You used this system when you took the interest and skills assessments. Distribute copies of [Activity 19: Learning about Favorite Occupations](#).



Activity 19: Learning About Favorite Occupations

(30 minutes) (Slides 5 and 6)

Navigator integrates occupational information from several authoritative governmental resources into one database. These occupational descriptions are connected to the results of the interests, skills, and work values assessments.

If students have access to the internet, ask all students to access Navigator following the instructions on [Handout 6](#), as shown below.

- Sign on to Navigator as a returning user, entering the username and password you created at your first use. (If you have not registered, click on New Users to complete the process.)
- In the left-hand menu, select **Explore Occupations**, and then **Occupations Suggested by Assessment Results**.
- If your list has more than 15 options, you may want to shorten it by narrowing down by expected job growth and/or median annual salary.
- Click on the title of any occupations on the list that you want to learn about. Especially consider occupations suggested by both the interests and skills assessments, as well as the work values assessment if you have taken it.

Read about the occupation including its description, typical education, annual salary, and work conditions. You may also watch the video about this occupation, if one is offered.

Inform high school students that they also have access to information regarding the occupation's employment outlook, related occupations, and associated interests, skills, and work values. If they have time, they should use this information to fill out the additional questions on the worksheet.

- Complete your worksheet for this occupation, and store its title in My Favorites if you want to continue to consider this occupation.
- Complete your worksheet for this occupation, and store its title in My Favorites if you want to continue to consider this occupation.
- Repeat this process for two other occupations on the list.

Note: If students have not completed the Navigator assessments, they can use the other options under the tab **Explore Occupations** to identify occupations. If you cannot do this activity on the Internet, use any reference books or files of occupational information available to you. A list of these is provided later in this lesson plan.

Navigator is a valuable source of information about occupations, one that you can use again and again. If you were unable to research all of the occupations you wanted to today because of time restraints, please continue your exploration at home or in another place where you can access the Internet.

Summarizing What You Have Learned

(15 minutes)

Lead a discussion, using questions such as the following:

- Which occupation(s) appealed to you most? Why?
- Which occupation(s) appealed to you least? Why?
- What did you learn that surprised you?
- What did you learn that will affect your education plans?
- What did you learn about the day-to-day activities of the occupation?
- What did you learn about the working hours and conditions?
- If you begin work in this occupation, what kinds of career moves might you make later?
- What opportunities are there for advancement or expansion?
- What kind of salary range might you expect?
- Does the U.S. Department of Labor predict that the number of people needed in the occupation will grow, stay steady, or decline?

You will have an opportunity to learn more about one of the occupations you are considering by talking to someone who actually works in it. You may need the assistance of your parents to find someone who does this kind of work. If possible, visit this person so that you can see where she/he works. If you cannot visit in person, talk to the person on the phone.

Homework Assignment (Slide 7)

Choose one occupation that you researched today that appeals to you. Identify a person who works in that occupation. Make an appointment to interview that person either by phone or in person. Use [Activity 20: Informational Interview](#) as a guide for the interview. Complete that worksheet after you have had the interview, and bring it to the next class session.

Optional Activity

Ask students to research occupations of their interest through additional websites or resource books. If you assign this activity, provide students with a copy of [Handout 7: Useful Resources](#).

Module 8: Resource Materials



As noted in Module 3, collecting information about alternatives is an essential step in the career planning process. One class period is insufficient time to do this since students may have a long list of occupations. One purpose of this session is to acquaint students with Kuder Navigator. After students become aware of these resources, they may become motivated to spend more time with them and will rely on them as informational resources for years to come.

Students created an electronic career portfolio when they signed on to Navigator. This system combines the research-based assessment results with comprehensive career exploration and planning. The system integrates state-specific data from several trusted online resources into a single database of approximately 1,000 occupational descriptions. These resources include the O*NET, the Occupational Outlook Handbook, Career InfoNet, Military Occupation and Training Data, and the Classification of Instructional Programs.

One of the resources included as part of Navigator, the Occupational Outlook Handbook (OOH), is available both in print form and on its own website (www.bls.gov/ooh). This resource, updated every two years, provides extensive data on approximately 270 occupations, covering over 100 million jobs. Lengthy descriptions include all of the following topics: duties and nature of the work, work settings and conditions, preparation required for entry, special requirements or considerations, methods of entry, earnings and other benefits, usual advancement possibilities, employment outlook, opportunities for experience and exploration, related occupations, and sources of additional information. The content of this book is updated and expanded on a quarterly basis in the Career Outlook, a publication available free of charge from the OOH website.

The most detailed database of occupational information developed by the U.S. Department of Labor is called O*NET. It contains descriptions of nearly 1,000 occupations. O*NET data is available on its website at www.online.onetcenter.org and in Navigator. CareerOneStop (www.acinet.org) is a third authoritative site developed and maintained by the U.S. Department of Labor. This site provides a keyword search capability for hundreds of occupations as well as extensive descriptions of them, including detailed data about their employment outlook and salary range as a national average and by state. In addition, short videos showing typical work tasks and environments are accessible for most of the occupations.

In addition to the publications, websites, and databases developed by the government, many private publishers offer high-quality material. Examples of these are listed below for your information. If you need to use printed material for this lesson, you may include some of those listed in order to have sufficient resources for all students.

Representative printed resources:

- Encyclopedia of Careers and Vocational Guidance (J.G. Ferguson, 2010)
- Occupational Outlook Handbook 2012 (U.S. Department of Labor, 2012)

Students at your school may have access to a web-based career guidance system other than Navigator. If so, this system may also be an excellent source of occupational information.

Exposing students to some combination of the resources listed above will provide valuable information to assist them in narrowing their options based on a planful decision-making process. It will be extremely valuable, however, to move them closer to the reality of an occupation through the assignment to complete an informational interview or through other programs available at your school, such as job shadowing or career days. Encourage students to use multiple sources of information.

Resources

J.G. Ferguson Publishing (2014). Encyclopedia of Careers and Vocational Guidance, 16th ed. (5 volumes). Chicago, IL: J.G. Ferguson Publishing.

U.S. Department of Labor (2014). Occupational Outlook Handbook 2014-2015, Washington, D.C.: Author.



Handout 6: Using Kuder Navigator® to Explore Occupations

Access Navigator at navigator.kuder.com (or your state-specific site), and follow the instructions shown below.

- Log in to Navigator, using the same username and password as you have used in previous sessions.
- Choose the tab Explore Occupations on the left side of the home page.
- Select Occupations Suggested By Assessment Results from the upper left-hand menu. This will take you to a suggested list of occupations based on your assessment results.
- If your list has more than 15 options, you may want to shorten it by narrowing
- down to a specific cluster, expected job growth, and/or median annual salary.
- From the list provided there, choose the title of any occupation. If you have some titles marked under all three columns (i.e., identified by your interests, skills, and work values) explore those first, then move on to those marked in the two columns of interest and skills.
- After you choose a title, look at the video and then at all sections of the description.
- If the occupation appeals to you, click on the star in the upper left of the screen to save it in your portfolio as a favorite.
- After looking at the descriptions of several occupations, print out the complete description of three that you like best if your instructor says that you can print.
- Complete [Activity 19 Learning About Favorite Occupations](#) for these three occupations.



Handout 7: Useful Resources

Reference Books

- Encyclopedia of Careers and Vocational Guidance (J.G. Ferguson, 2014)
- Occupational Outlook Handbook 2014-2015 (U.S. Department of Labor, 2014)

Websites

- Occupational Outlook Handbook: www.bls.gov/ooh
- CareerOneStop: www.acinet.org
- O*NET Online: www.onetonline.org

Name _____

Date _____



Activity 19: Learning About Favorite Occupations

As you research occupations, fill out this sheet for careers that catch your interest and appeal to you.

Name of Occupation _____

1. List three duties or tasks involved in this occupation.

2. Describe the work setting and working conditions.

3. Describe the preparation required for entry into this occupation.

4. Write down the typical salary range for this occupation (from entry level to experienced level) nationally and in your state.

5. Do you think you would be interested in pursuing this occupation? Why or why not?

Name _____

Date _____



Activity 19: Learning About Favorite Occupations – Continued

As you research occupations, fill out this sheet for careers that catch your interest and appeal to you.

6. List any special requirements for entry into this occupation – i.e., licenses, etc.

7. What is the employment outlook for this occupation in your state and nationally?

8. List kinds of advancement that may be possible.

9. Name one related occupation.

10. List skills and/or abilities required for this occupation.

11. List values you may attain through this occupation – are they among those you rated most important?

Name _____

Date _____



Activity 20: Informational Interview

Name _____

Class _____

Name of Person Interviewed: _____

Job Title: _____

General Duties of Job: _____

Work Setting: _____

Preparation for Entry into Job: _____

Special Requirements (licenses, certifications, etc.): _____

Benefits Other Than Salary: _____

Name _____

Date _____



Activity 20: Informational Interview – Continued

Name _____

Class _____

Opportunities for Advancement:

Skills Required for the Job:

Satisfiers (job characteristics):

Salary Range (entry-level to experienced):

Employment Outlook:

Would the interviewee enter this occupation again if she/he were your age? Why or why not?
