

## Module 8



Duration: 55 minutes

### Refining the Destinations

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

### Objectives

At the end of this module, 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

- Read the lesson plan and resource material.
- Duplicate materials for [Handout 6: Using Navigator to Explore Occupations](#), [Handout 7: Useful Resources](#), [Activity 19: Learning About Favorite Occupations](#) (three copies for each student), and [Activity 20: Information Interview](#).
- Arrange for use of a computer lab, ideally with one computer per student and access to Navigator.
- If it is not possible to do this lesson by using Navigator, take students to the career center, library, or guidance office. Multiple copies of books listed at the end of this lesson plan will be needed.
- Make arrangements to show the PowerPoint presentation. This presentation can be accessed online from the ADMS.

## Homework Assignment

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: Information 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 in the school library if it is not practical for them to use Navigator in a classroom setting. 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 Mindsets & Behaviors for Student Success Addressed

- B-LS 4. Apply self-motivation and self-direction to learning.
- B-LS 5. Apply media and technology skills.
- B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.

# Module 8: Lesson Plan



SLIDES 8-1 AND 8-2

## Introduction: What Career Deciders Need to Know

(10 minutes)

*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.*



SLIDES 8-3 AND 8-4

*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:

- **What are some of the things you need to know about an occupation (job) 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

### **Activity 19: Learning About Favorite Occupations**

(30 minutes)

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



If students have access to the Internet, ask all students to access Navigator at [www.navigator.kuder.com](http://www.navigator.kuder.com) (or other custom URL, if applicable), following the instructions on Handout 6, as shown below.

SLIDES 8-5 TO 8-6

- *Sign on to Navigator by clicking **I already have an account**, entering the username and password you created last time.*
- *In the navigation menu, choose **Explore Occupations**.*
- *Then, select **Occupations Suggested by Assessment Results** to view 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 by expected job growth and/or median annual salary.*
- *Click on the title of any occupation 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 your **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 Kuder 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.*



SLIDE 8-7

## Homework Assignment

*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: Information Interview](#) as a guide for the interview. Complete that worksheet after you have had the interview, and bring it to the next class session.*



ACTIVITY 20

## 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 Material

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 Navigator or, if Internet access is not possible, with reference books and other materials in your career center, guidance office, or library. 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.

Navigator combines research-based assessment results with comprehensive career exploration and planning. The system integrates 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](http://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](http://www.online.onetcenter.org) and in Navigator. CareerOneStop ([www.acinet.org](http://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 Navigator to Explore Occupations

Access Navigator at <http://navigator.kuder.com> (or other custom URL, if applicable), and follow the instructions shown below.

- Sign on to Navigator by clicking ***I already have an account***, using the same username and password you created last time.
- Choose ***Explore Occupations*** in the navigation menu.
- Select ***Occupations Suggested By Assessment Results*** to view 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, click on the title of any occupation to learn more about it. If you have some titles listed 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, if one is provided, and then read through all tabs within the description.
- If the occupation appeals to you, click on the star in the under the occupation title to save it to the ***My Favorite Occupations*** list.
- After reviewing 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](http://www.bls.gov/ooH)
- CareerOneStop: [www.acinet.org](http://www.acinet.org)
- O\*NET Online: [www.onetonline.org](http://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, cont'd

If you are in high school, you have access to additional information regarding occupations you are researching. If you have time, answer the questions below.

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?

---

---

---



## Activity 20: Information 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:



## Activity 20: Information Interview, cont'd

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?

---

---

---

---

---

---