

SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES

TITLE: CAREER INFORMATION DELIVERY SYSTEMS

SUBJECT: Guidance Activity

GRADE LEVEL(S): 9-12

SC Career Guidance Standard/Competency

- Learning to Work: Standard 2. Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.
 - Competency 2.4. Apply decision-making skills to career choices
- Learning to Work: Standard 3. Students will explore careers and the connection of school to work.
 - Competency 3.5. Become aware of education, skills, and training needed to achieve career goals.
 - Competency 3.6. Develop skills to locate, evaluate, and interpret career information.

National Career Development Guidelines Goal/Indicator

- Career Management: GOAL CM2. Use a process of decision-making as one component of career development.
 - Indicator CM2.A3. Demonstrate the use of information (e.g., about you, the economy, and education programs) to make decisions.
- Career Management: GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.
 - Indicator CM3.A2. Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.
 - Indicator CM3.K5. Identify occupations you might consider without regard to your gender, race, culture, or ability.

Lesson Objectives

1. Students will identify at least five careers of interest.
2. Students will compare and contrast specified characteristics (e.g., education/training requirements, salary, employment outlook, etc.) for at least 2 occupations of their choice.
3. Students will relate the careers of interest to career clusters and CTE programs.
4. Students will explain what high school courses are related to the careers.
5. Students will list related postsecondary education/training programs.
6. Students will demonstrate their ability to use a Career Information Delivery System (CIDS).

Assessment

1. Students will use a CIDS to locate, evaluate, and interpret career information.
2. Students will list five occupations of interest and their related cluster(s).

3. Students will complete a research paper in which they compare and contrast two occupations of interest following the *Career Research Paper Guide* requirements.
4. Optional: Students will use a CIDS to identify at least 5 postsecondary institutions in South Carolina.
5. Optional: Students will identify at least two sources of financial aid for postsecondary education/training.

Preparation

- Prior Learning—Basic familiarity with computers, introduction to career clusters, introduction to decision-making process
- Handouts/Worksheets—*Career Research Paper Guide*, CIDS access instruction sheet
- Resources—Computer lab, SCOIS, O*Net (www.onetcenter.org), Discover, or other CIDS
- Time Required—135 minutes for introduction to the CIDS, occupation research and discussion; additional time required for postsecondary school and financial aid research; home assignment

Procedures

• Ideally, all high schools should provide students with access to at least one Career Information Delivery System (CIDS). The two most commonly used CIDS in South Carolina are SCOIS and Discover. O*Net is a free program offered by the federal government. A CIDS usually contains comprehensive and current data about labor market information, occupations, postsecondary institutions, and financial aid resources. If you are considering acquiring a CIDS for your school, take advantage of the free trial offered by most companies/organizations that market a CIDS. It is the best way to learn about a CIDS and determine how well it will meet the needs of your students.

Part One (45 minutes)

- Make arrangements for the class to access your CIDS in the computer lab.
- Provide an overview of the CIDS and give each student a handout with instructions for accessing the CIDS (most of the CIDS vendors have prepared instruction sheets)
- Have students explore the various databases in the CIDS.
- Optional: have the students take the career interest assessment in the CIDS.

Part Two (45 minutes)

- Make arrangements for the class to access your CIDS again in the computer lab.
- Give students a copy of the *Career Research Paper Guide* and review it with them.
- Tell students to write a research paper in which they compare and contrast two occupations of interest following the *Career Research Paper Guide* requirements. They are to gather the information for the paper from the CIDS.
- Remind students they will have many decisions to make about their career. Exploring options and gathering information about those options are key steps in the decision-

making process. This is also an important first step in developing a high school career and education plan.

- Provide time for students to complete their research and print out information about the occupations.
- Optional: Coordinate the research paper assignment with the English/Language Arts teacher.

Part Three (45 minutes)

- After students have completed the research paper, engage them in a discussion of their experience.
- What occupations were of interest? Brainstorm occupations related to each CTE program. What kind of education and training is required? What did the students learn from this experience?
- Suggest to students that they might use the CIDS to further explore occupations.
- Make the connection between the CTE programs, occupations of interest, high school courses, and writing their high school career/education plan. Be sure students realize that what courses they take in high school and how they achieve have an impact on what postsecondary education/training opportunities will be open to them.

Career Research Paper Guide

Directions: Write a research paper in which you compare and contrast two careers that are interesting to you. Use the CIDS to gather the information. Follow the outline below to write your paper. Be sure to include all of the information topics in your paper.

List five careers that you think are interesting. Name each one and its career cluster (e.g., nurse—Health Science career cluster).

Describe how the careers match with the results on your career interest assessment.

Compare and contrast your two favorite careers. Include the following information.

- a. Work duties/activities
- b. Work environment and work hours (e.g., outside, travel, dangerous, weekends)
- c. Education/training required
- d. Salary range
- e. Employment outlook
- f. Related high school courses
- g. What you like best about the career
- h. Other comments you want to include about the career