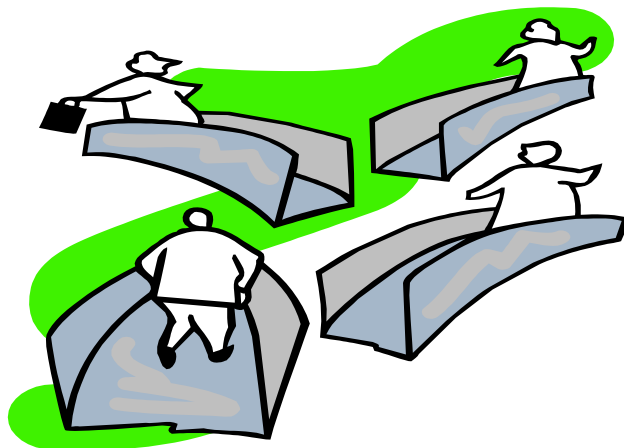


CAREER PATHWAYS



**COMPETENCY
CATEGORY:** Career Development

**COMPETENCY
NUMBER:** A.4

COMPETENCY: Develop a career pathway for a selected occupation.

OBJECTIVE: Upon completion of this module, students will be able to identify an appropriate career pathway.



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INTRODUCTION

- State module topic and review module objective.
- Ask the following questions:
 1. What is a career pathway?
 2. How do you decide which career pathway is best for you?
 3. How can you change jobs within the same career pathway?
- We will address these questions and many others as we complete this module entitled "Career Pathways."

Administer Pre-Assessment

OUTLINE

- A. What are career pathways?
1. Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths.
 2. All pathways include a variety of occupations that require different levels of education and training.
 3. Selecting a career pathway provides you with an area of focus, along with flexibility and a variety of ideas to pursue.
 4. By selecting a career pathway, you can prepare for the future, regardless of your interests, abilities, talents, or desired level of education.
 5. All pathways have equal dignity.
 6. Deciding on a career pathway can help you prepare for your future.

7. The intent is not for you to decide on a specific occupation for the rest of your life, but to select a career pathway into which you can begin directing your energies.
8. Identifying a career pathway can help you in selecting school courses, activities, and part-time employment.
9. It can also help guide your participation in workplace readiness programs like school-to-work activities, internships, or cooperative education.
10. A career pathway choice is not a permanent commitment.
11. As you have new experiences, you will learn new things about yourself and may change career pathways.

COMPLETE LEARNING ACTIVITY A.4-1
"FINDING OUT MORE ABOUT YOU"

COMPLETE LEARNING ACTIVITY A.4-2
"CAREER PATHWAYS SURVEY"

B. Agriculture Science and Technology careers

Note to Specialist: The Career Pathways described in this module are adapted from the Career Pathways Toolbook.

1. Are you a nature lover?
2. Are you curious about the physical world, and interested in plants and animals?
3. Do you like to be physically active?
4. Do you like to observe, learn, investigate, or solve problems?
5. This may be the career pathway for you.

6. Occupations in this pathway are involved in agriculture, the environment, and natural resources, including earth sciences, environmental sciences, marine sciences, plant sciences, and animal science.
7. These may include horticulturist, fish/game warden, conservationist, biological scientist, veterinarian, and production agriculture.
8. Sample occupational areas include:
 - a. Earth Sciences
 1. Botanist
 2. Geologist
 - b. Environmental Sciences
 1. Chemist
 2. Microbiologist
 3. Urban planner
 4. Landscape architect
 - c. Marine Sciences
 1. Fish farmer
 2. Aquatic geologist
 - d. Plant Science
 1. Nursery worker
 2. Floral designer
 3. Horticulturist
 4. Forest Ranger
 - e. Animal Science
 1. Veterinarian
 2. Game keeper
 3. Biochemist

9. Pathways ladders, career opportunities, and educational requirements
- Entry level positions may require a high school diploma, GED, and/or on-the-job training.
 - Technical/skilled positions may require junior/technical/community college or an apprenticeship.
 - Professional positions may require a bachelor's degree, master's degree, or doctoral degree.
 - Examples:

Agricultural Mechanics

Entry Level	Technical/Skilled	Professional
Farm Equipment Sales	Agricultural Fabrication	Agricultural Engineer
Farm Machine Operator	Diesel Mechanic	Agricultural Extension Agent
Farm Mechanic	Gas Engine Mechanic	Construction Contractor
Welder's Helper	Tractor Mechanic	Electrician
	Welder	Mechanical Engineer

Animal and Veterinary Science

Entry Level	Technical/Skilled	Professional
Animal Caretaker	Animal Equipment Sales	Agriculture Teacher
Extension Agent	Animal Products Sales	Animal Breeder
Ranch Worker	Cattle Buyer	Animal Scientist
Processing Plant Worker	Feed Mill Operator	Biologist
Stable Worker	Livestock Inspector	Dairy Manager
Feedlot Worker	Meat Inspector	Feedlot Manager
Animal Groomer	Meat Processor	Fish Hatchery Manager
Lab Assistant	Range Manager	Meat Scientist
Veterinary Attendant	Veterinary Assistant	Veterinarian

Aquatic Science

Entry Level	Technical/Skilled	Professional
Aquarium Keeper	Computer Analyst	Aquaculturist
Fish Hatchery Worker	Lab Technician	Ichthyologist
Fisherman	Scuba Diving Instructor	Marine Biologist
Lab Assistant	Water Plant Operator	Oceanographer
	Underwater Welder	

Crop and Soil Science

Entry Level	Technical/Skilled	Professional
Agricultural Worker	Equipment Operator	Agricultural Scientist
Extension Service Worker	Floriculturist	Agricultural Teacher
Farm Laborer	Forest Conservation Worker	Agri-Engineer
Floral Delivery	Greenhouse Manager	Conservationist
Gardener/Groundskeeper	Irrigation Systems Designer	Extension Service Specialist
Greenhouse Keeper	Plant Grower/Retailer	Landscape Architect

e. These lists are not inclusive.

C. Art, Communications, and Media Careers

1. Are you a creative thinker?
2. Are you imaginative, innovative, and original?
3. Do you like to communicate ideas?
4. This may be the career pathway for you.
5. Occupations involved in this pathway include those in the performing, visual, literary, and media arts, humanities, and culture.
6. These may include architecture, interior design, creative writing, film, fine arts, graphic design and production, journalism, radio, television, advertising, public relations, and religion.
7. Sample occupational areas include:
 - a. Communications Occupations
 1. Interpreter/Translator
 2. Public relations specialist
 3. Radio/Television announcer/newscaster
 4. Reporter/Correspondent
 5. Technical writer
 6. Writer/Editor
 7. Computer graphics technician
 - b. Performing Arts Occupations

1. Actor/Director/Producer
2. Dancer/Choreographer
3. Model
4. Musician

c. Visual Arts Occupations

1. Fashion designer
2. Floral designer/florist
3. Graphic artist
4. Graphic designer
5. Industrial designer
6. Interior designer
7. Merchandise display technician
8. Motion picture camera operator
9. Photographer/Camera operator
10. Set designer
11. Visual artist

8. Pathway ladders, career opportunities, and educational requirements

- a. Entry level positions may require a high school diploma, GED, and/or on-the-job training.
- b. Technical/Skilled positions may require junior/technical/community college or an apprenticeship.
- c. Professional positions may require a bachelor's degree, master's degree, or doctoral degree.

d. Examples:

Fine Arts, Graphic Arts, and Printing Technology

Entry Level	Technical/Skilled	Professional
Apprentice	Binder/Finisher	Ad Agency Owner
Image Converter	Dark Room Assistant	Animator
Lab Technician	Fashion Illustrator	Architect
Photographer	Image Assembler	Commercial Artist
Press Operator	Landscape Artist	Fine Arts Designer
Signmaker	Layout Artist	Graphic Designer
Typesetter	Photographer	Interior Designer
	Production	Magazine Editor
	Technical Illustrator	Store Manager/Owner
		Publisher

Dance

Entry Level	Technical/Skilled	Professional
Dancer	Teacher Assistant	Choreographer
Dance Teacher	Costume Designer	Dance Studio Owner
Show Producer	Dance Center Manager	Producer
	Local Theatre Dancer	Public/Private School Teacher
	Special Events Producer	

Instrumental Music

Entry Level	Technical/Skilled	Professional
Composer/Arranger	Composer or Arranger for Films or Television	Instrumental Line Designer and Builder
Conductor of a Church or Community Ensemble	Music Store Manager	Music Store Owner
Music Store Employee	Piano Tuner, Organ Builder, or Technician	Symphonic Orchestra Conductor
Manager of Local Group	Recording Engineer	Teacher
Musical Instrument Repairman	Studio Musician	Recording Artist
Private Instrumental Teacher	Symphony Orchestra Manager	Studio Owner
Pianist/Organist for Local Church		Soloist
Recording Technician		Tour Group Manager

Vocal Music

Entry Level	Technical/Skilled	Professional
Director of Church Choir or Children's Chorus	Arranger and Transposer of Music for Professional Musicians	Career Roles in Opera
Local Group Recording Technician	Backup Recording Vocalist	Composer
Opera Chorus Member	Conductor of Local Chorus	Professional Mixer
Private Vocal Instructor	Minor Roles in Operas	Recording Artist
Singer in Local Band/Group	Director of Professional Chorus	Teacher
Writer or Composer	Sound Technician in Studio	

e. These lists are not inclusive.

D. Business and Marketing Careers

1. Do you enjoy being a leader, organizing people, planning activities for others, and talking with people?
2. Do you like to work with numbers or ideas?
3. Do you enjoy carrying through with an idea and seeing the end product?
4. Do you like to know what is expected of you and like things around you to be neat and orderly?
5. This may be the career pathway for you.
6. Occupations involved in this pathway are involved in the business environment.
7. These may include jobs in entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.
8. Sample occupations include:
 - a. Executive, Administrative, and Managerial Occupations
 1. Accountant/Auditor
 2. Construction contractor/manager
 3. Education administrator
 4. Health services manager/administrator
 5. Hotel manager/assistant
 6. Personnel/Training/Labor relations specialist/manager
 7. Property and real estate manager
 8. Restaurant and food service manager
 9. Retail sales manager

- b. Marketing and Sales Occupations
 - 1. Cashier
 - 2. Insurance agent/broker
 - 3. Real estate agent/broker/appraiser
 - 4. Retail sales worker
 - 5. Stockbroker/securities and financial services sales representative
 - 6. Travel agent

- c. Computer, Mathematical, and Operations Research Occupations
 - 1. Computer systems analyst
 - 2. Mathematician
 - 3. Statistician

- d. Administrative Support Occupations, Including Clerical
 - 1. Adjuster/Investigator/Collection Worker
 - 2. Bank teller
 - 3. Bookkeeping/Accounting/Auditing clerk
 - 4. Computer operator
 - 5. Court clerk
 - 6. Court reporter
 - 7. Dispatcher
 - 8. File clerk
 - 9. General office clerk
 - 10. Postal clerk/mail carrier
 - 11. Receptionist
 - 12. Records clerk
 - 13. Secretary
 - 14. Teacher aide
 - 15. Typist/Word processor/data entry operator

9. Pathway ladders, career opportunities, and educational requirements
- Entry level positions may require a high school diploma, GED, and/or on-the-job training.
 - Technical/Skilled positions may require junior/technical/community college or an apprenticeship.
 - Professional positions may require a bachelor's degree, master's degree, or doctoral degree.
 - Examples:

Accounting

Entry Level	Technical/Skilled	Professional
Accounting Assistant	Accounting Clerk	Accountant (CPA)
Adjustment Clerk	Accounts Payable Clerk	Accounting Programmer
Bookkeeper	Accounts Receivable Clerk	Auditor
Credit Clerk	Cost Estimator	Statistician
	Marketing Assistant	
	Payroll Clerk	
	Tax Examiner	

Business Information Systems

Entry Level	Technical/Skilled	Professional
Bank Clerk	Bookkeeper	Accountant (CPA)
Computer Operator	Claims Agent	Actuary
Customer Service Clerk	Computer Maintenance Technician	Auditor
Data Entry Clerk	Information Processor	Business Teacher
Dispatcher	Insurance Processor	Estate Planner
File Clerk	Insurance Underwriter	Financial Analyst
Finance Clerk	Loan Officer	Investment Broker
Insurance Clerk	Office Manager	Programmer/Supervisor
Receptionist	Property Management	Real Estate Appraiser
Telemarketing Clerk	Word Processor	Systems Analyst

Computer Information Systems

Entry Level	Technical/Skilled	Professional
Data Entry Clerk	Administrative Technician	Administrative Assistant
General Office Clerk	Computer Technician	Business Teacher
Receptionist	Telecommunications Technician Specialist	Information Technical Support
Telephone Operator	Word Processor	Programmer
		Systems Analyst
		Technical Writer

e. These lists are not inclusive.

E. Health Science Technology Careers

1. Do you like to care for people or animals who are sick or help them stay well?
2. Are you interested in new diseases and in how the body works?
3. Do you enjoy observing patients and looking for changes in how they are doing?
4. This may be the career pathway for you.
5. Occupations in this pathway are involved in the promotion and maintenance of health and the treatment of disease.
6. These may include health assessment and treatment, health services, health diagnosing practitioners, health technologists and technicians, research, prevention, treatment, and related technologies.
7. Sample occupations include:
 - a. Health Assessment and Treating Occupations
 1. Activities therapist
 2. Dietitian/Nutritionist
 3. Occupational therapist
 4. Pharmacist
 5. Physical therapist
 6. Recreational therapist
 7. Registered nurse
 8. Respiratory therapist
 9. Speech/Language Pathologist/Audiologist

b. Health Services Occupations

1. Dental assistant
2. Medical assistant
3. Nursing and psychiatric aide

c. Health Technologists and Technicians

1. Chiropractor
2. Dentist
3. Optometrist
4. Physician
5. Podiatrist
6. Veterinarian
7. Health Technologists and Technicians
8. Clinical laboratory technologist/technician
9. Dental hygienist
10. Dialysis technician
11. EEG technologist (Electroencephalogram)
12. EKG technician (Electrocardiograph)
13. Emergency medical technician (EMT)
14. Licensed practical nurse
15. Medical records technician
16. Nuclear medicine technologist
17. Optician (dispensing)
18. Radiologic technologist
19. Ultrasound technologist/sonographer

8. Pathway ladders, career opportunities, and educational requirements

- a. Entry level positions may require a high school diploma, GED, and/or on-the-job training.
- b. Technical/Skilled positions may require junior/technical/community college or an apprenticeship.
- c. Professional positions may require a bachelor's degree, master's degree, or doctoral degree.

d. Examples:

Biomedical Technology

Entry Level	Technical/Skilled	Professional
Lab Assistant	Computer Technician	Biomedical Engineer
Lab Equipment Cleaner	Electrical Technician	Systems Engineer
	Laser Technician	
	Metrological Technician	

Health Services

Entry Level	Technical/Skilled	Professional
Ambulance Drive	Dental Lab Technician	Administrator
Clinical Lab Assistant	Dispensing Optician Tech	Athletic Trainer
Dental Assistant	Licensed Practical Nurse	Audiologist
Dialysis Technician	Medical Records Technician	Chiropractor
Electrocardiograph Tech	Medical Assistant	Dental Hygienist
Health Record Technician	Orthotics/Prosthetics Technician	Occupational Therapist
Home Health Aide	Pharmacist Technician	Pharmacist
Medical Assistant	Physical Therapy Technician	Physical Therapist
Nursing Aide	Psychiatric Technician	Physician
Optometric Aide	Radiological Technician	Podiatrist
Pharmacy Aide	Respiratory Therapist	Radiological Technologist
Physical Therapy Aide	Ultrasound Technologist	Respiratory Therapist
Surgical Technologist	Veterinary Technician	Speech Pathologist
		Vocational Nursing Teacher

Medical

Entry Level	Technical/Skilled	Professional
Home Health Aide	Dental Hygienist	Anesthesiologist
Hospital Aide	Dental Lab Technician	Biochemist
Orderly	EEG Technician	Cardiologist
Physical Therapist Aide	EKG Technician	Dentist
	Emergency Medical Technician	Family Practitioner
	Medical Laboratory Technician	Medical Researcher
	Nuclear Medicine Technician	Nurse
	Operating Room Technician	Occupational Therapist
	Optician	Optometrist
	Paramedic	Orthodontist
	Physician's Assistant	Pediatrician

e. These lists are not inclusive.

F. Human Development, Management, and Service Careers

1. Are you friendly, open, outgoing, understanding, and cooperative?
2. Do you like to work with people to solve problems?

3. Is it important to you to do something that makes things better for other people?
4. This may be the career pathway for you.
5. Occupations in this pathway are involved in the improvement of individual and family health and well-being.
6. These may include family relations, economics and home management education, including child and elder care, food and beverage preparation and service, lodging and related services and personal and social services.
7. Sample occupations include:
 - a. Child Development, Education, and Services Occupations
 1. Child care worker
 2. Kindergarten/Elementary/School teacher
 3. Child protective services case worker
 4. Teacher aide
 5. Home economics teacher
 - a. Hospitality
 1. Cook/Chef/Baker
 2. Catering manager
 3. Hotel/Motel manager
 4. Food services director
 - b. Nutrition and Wellness
 1. Dietitian
 2. Consumer product specialist
 3. Food production chemist
 - c. Environmental Design
 4. Interior designer
 5. Set designer

- e. Consumer and Resource Management
 - 1. Credit counselor
 - 2. Product demonstrator
 - 3. Personal shopper
 - 4. Extension home economist

- f. Social Scientists and Urban Planners
 - 1. Foster parent
 - 2. Elder care aide
 - 3. Retirement facility administrator
 - 4. Recreation supervisor

- g. Textiles and Apparel
 - 1. Alteration specialist
 - 2. Visual displayer
 - 3. Fashion buyer
 - 4. Fashion illustrator
 - 5. Wardrobe supervisor

- 8. Pathway ladders, career opportunities, and educational requirements
 - a. Entry level positions may require a high school diploma, GED, and/or on-the-job training.

 - b. Technical/Skilled positions may require junior/technical/community college or an apprenticeship.

 - c. Professional positions may require a bachelor's degree, master's degree, or doctoral degree.

d. Examples:

Child and Family Services

Entry Level	Technical/Skilled	Professional
Child Care Worker	Child Care Director	Case Manager
Domestic Worker	Foster Parent	Child Psychologist
Nursery School Assistant	Human Services Worker	Counselor
Teacher's Aide	Substitute Teacher	Dietitian/Nutritionist
		Occupational Therapist
		Social Worker
		Teacher

Education

Entry Level	Technical/Skilled	Professional
Child Care Worker	Child Care Director	College Professor
Social Service Aide	Computer Assistant	Counselor
Special Education Aide	Preschool Teacher	Diagnostician
Teacher Aide	Substitute Teacher	Learning Facilitator
	Vocational/Technical Teacher	Librarian
		School Administrator
		Teacher

Hospitality Services

Entry Level	Technical/Skilled	Professional
Bellhop	Catering Director	Chef
Bus Person	Floral Designer	Dietitian/Nutritionist
Chauffeur	Food Technologist	Health Inspector
Cook	Hotel Front Desk Operations	Hotel Manager
Custodian	Interior Decorator	Restaurant Manager
Dining Room Attendant	Preparation Cook	Social/Recreation Director
Dishwasher	Reservation Clerk	
Flight Attendant	Restaurant Shift Manager	
Food Services Worker		
Host/Hostess		
Hotel/Food Servers		
Laundry Worker		
Maid/Housekeeper		
Recreation Facility Attendant		
Waiter/Waitress		

e. These lists are not inclusive.

G. Industrial and Engineering Technology Careers

1. Are you mechanically inclined?
2. Do you like to use your hands and build things?
3. Are you curious about how things work?

4. This may be the career pathway for you.
5. Occupations in this pathway are related to the technologies necessary to design, develop, install, and maintain physical systems.
6. These may include engineers, architects and surveyors; printing; manufacturing; mechanics, installers and technicians; construction; plant and system operations; and technologies other than health.
7. Sample occupations include:
 - a. Engineers
 1. Aerospace engineer
 2. Chemical engineer
 3. Civil engineer
 4. Electrical/Electronics engineer
 5. Industrial engineer
 6. Mechanical engineer
 7. Nuclear engineer
 8. Petroleum engineer
 - b. Architects and Surveyors
 1. Architect
 2. Landscape architect
 3. Surveyor
 - c. Mechanics, Installers, and Repairers
 1. Aircraft mechanic
 2. Automotive mechanic
 - d. Metalworking and Plastics Working Occupations
 1. CNC machinist
 2. Jeweler

3. Machinist
4. Tool and die maker
5. Welder

e. Printing Occupations

1. Bindery worker
2. Typesetter
3. Plate maker
4. Press operator
5. Graphics technician

f. Construction Trades Occupations

1. Bricklayer
2. Carpenter
3. Carpet installer
4. Drywall worker
5. Electrician
6. Glazier
7. Insulation worker
8. Painter/Paperhanger
9. Plasterer
10. Plumber/Pipefitter
11. Roofer
12. Sheet-metal worker

g. Plant and Systems Operators

1. Power generating plant operator
2. Stationary engineer
3. Water treatment plant operator
4. Instrumentation technician

h. Technologists, except health

1. Semiconductor manufacturer
2. Broadcast technician
3. Computer programmer
4. Drafter

5. Engineering technology
 6. Telecommunications technician
8. Pathway ladders, career opportunities, and educational requirements
- a. Entry level positions may require a high school diploma, GED, and/or on-the-job training.
 - b. Technical/Skilled positions may require junior/technical/community college or an apprenticeship.
 - c. Professional positions may require a bachelor's degree, master's degree, or doctoral degree.
 - d. Examples:

Automotive and Transportation

Entry Level	Technical/Skilled	Professional
Auto Service Center Attendant	Aircraft Mechanics	Auto Dealership Owner/Manager
Apprentice Technician	Auto Collision Technician	Automotive Engineer
Brake Technician	Diagnostician	Automotive Instructor
Collision Repair Apprentice	Diesel Mechanic	Body Shop Owner/Manager
Detailer	Estimator	Manufacturing Representative
Porter	Parts Store Owner/Operator	Service Manager

Communications Technology

Entry Level	Technical/Skilled	Professional
Cable Installer	Design Technician	Design Engineer
Cellular Phone Installer	Repair Technician	Radio Frequency Research/Design Specialist
Computer Hardware Installer	Instrumentation Technician	Station Manager
Electrician's Helper	Sales and Service	Systems Designer

Construction

Entry Level	Technical/Skilled	Professional
Bricklayer	Cabinetmaker	Architect
Building Maintenance Worker	Carpenter	Builder/Developer
Cabinetmaker's Helper	Heating and Air Conditioning Technician	Construction Trades Teacher
Carpenter's Apprentice	Licensed Electrician	Construction Supervisor
Electrician's Helper	Licensed Plumber	Engineer
Journeyman Plumber	Pipefitter	Master Plumber
Painter	Quality Control Inspector	Master Electrician
Roofer's Helper	Roofer	Welding Inspector

Industrial Technology

Entry Level	Technical/Skilled	Professional
Technician's Assistant	Auto Technicians	Architect
Computer Operator	Computer Maintenance	Civil Engineer
Construction Worker Technician	Technician	Construction Supervisor
Drafter Trainee	Construction Foreman	Construction Superintendent
Mechanic's Assistant	Designer	Electrical Engineer

e. These lists are not inclusive.

H. Personal and Protective Services Careers

1. Do you like to work with people in social, recreational and leisure environments?
2. Are you responsible and want to help others?
3. Do you like to travel?
4. Do you like to work with your mind as well as your hands?
5. This may be the career pathway for you.
6. Occupations in this pathway are involved in personal improvement, the comfort and appearance of a person and his/her possessions, and in benefiting society as a whole.
7. These may include legal and protective services; social, recreational, and leisure services; personal, building, and grounds services, and material and people moving services.
8. Sample occupations include:
 - a. Legal Occupations
 1. Court reporter
 2. Paralegal
 3. Lawyer/Judge

- b. Protective Services Occupations
 - 1. Corrections officer
 - 2. Firefighter
 - 3. Military personnel

- c. Materials and People Moving Occupations
 - 1. Bus driver
 - 2. Truck driver
 - 3. Ticket agent
 - 4. Flight attendant
 - 5. Aircraft pilot

- d. Social Services and Rehabilitation Occupations
 - 1. Social worker
 - 2. Probation officer
 - 3. Case worker

- e. Personal and Building Service Occupations
 - 1. Barber/Cosmetologist
 - 2. Housekeeper
 - 3. Custodian
 - 4. Dog/Pet Groomer
 - 5. Dry cleaner

- 9. Pathway ladders, career opportunities, and educational requirements
 - a. Entry level positions may require a high school diploma, GED, and/or on-the-job training.
 - b. Technical/Skilled positions may require junior/technical/community college or an apprenticeship.
 - c. Professional positions may require a bachelor's degree, master's degree, or doctoral degree.

d. Examples:

Cosmetology

Entry Level	Technical/Skilled	Professional
Manicurist	Barber	Color/Cosmetics Chemist
Nail Technician	Beauty School Owner	Cosmetology Inspector
Nail Designer	Hairdresser	Cosmetology Examiner
Shampoo Technician	Makeup Artist	Teacher

Government, County and City Services

Entry Level	Technical/Skilled	Professional
Camp Counselor	Firefighter	Customs Inspector
Claimstaker	Interpreter for Deaf	Lawyer
Hazardous Waste Technician	Mortician	Military Officer
Hospital Interpreter	Postmaster	Parks and Recreation Manager
Mail Carrier	Surveyor	Politician
Military Service		Public Administrator
Postal Clerk		Safety Inspector
		Urban/City Planner

Legal Services

Entry Level	Technical/Skilled	Professional
Courier	Computer Specialist	District County/State Lawyer: Trial Law
File Clerk	Court Reporter	Tax Law
Receptionist	Detective	Family Law
	Law Clerk	Probate Law
	Legal Secretary	Corporate Law
	Paralegal	Defense Law
	Private Investigator	Immigration Law

e. These lists are not inclusive.

- I. Decide which career pathway seems to fit you best.
 1. Making a career decision is a hard process that requires you to believe in yourself, and to believe that your choices determine your future.
 2. It requires a desire to exert control over your future by deciding on a pathway and then making decisions that help you to stay on that pathway.
 3. Making a career decision is different today than in the past.
 - a. The average adult changes careers 3 to 5 times in her or his lifetime.

- b. Deciding on a career pathway and/or field of occupations, not a specific job title, is probably better.
- c. There are many excellent career choices for you, but each choice will probably have something about it that you wish were different. You need to choose a career that is a good fit, knowing that it probably won't be perfect.

J. How can you decide which career best fits you?

- 1. Identify your interests, abilities, and talents.
- 2. Consider the possible careers in each pathway in relationship to your interests, abilities, and talents. If you would like to learn more about a specific career, you can look at career resources or talk to people who work in that career.
 - a. One helpful resource is the **Occupational Outlook Handbook**. This is a national publication that usually gives about a two-page description of an occupation, plus a list of related occupations.
 - b. Other good resources include **Chronicle Guidance**, the **Encyclopedia of Careers**, and **Occupational Guidance**.
- 3. Decide which career pathway seems to fit you best. You do not have to decide on the specific occupation that you want to pursue.
- 4. As you investigate each occupation, think about how it matches your interests, abilities and talents.

COMPLETE LEARNING ACTIVITY A.4-3
"THE GIANT JOB LIST"

COMPLETE LEARNING ACTIVITY A.4-4
"CAREER PATHWAYS INVESTIGATIONS"

**COMPLETE LEARNING ACTIVITY A.4-5
"JOURNAL WRITING"**

**COMPLETE LEARNING ACTIVITY A.4-6
"SERVICE LEARNING"**

**COMPLETE READING ACTIVITY A.4
"TWO REPAIRS FOR THE PRICE OF ONE"**

**COMPLETE MATH ACTIVITY A.4
"INVESTING IN THE FUTURE"**

ADMINISTER POST-ASSESSMENT

LEARNING ACTIVITY A.4-1
"FINDING OUT MORE ABOUT YOU"

OBJECTIVE: To identify abilities and interests relative to career pathways

RESOURCES: Work Sheet—Learning Activity A.4-1

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity A.4-1.
2. Direct students to check all of the items that they do well or enjoy doing.
3. Use the key to help students identify which career pathway they might have an interest in.
4. Have students share which career pathway they have identified through this exercise.

LEARNING ACTIVITY A.4-1
"FINDING OUT MORE ABOUT YOU"
WORK SHEET

NAME:

4 Check what you do well or enjoy doing:

- 1. Operate a riding lawnmower or tiller
- 2. Grow plants
- 3. Fishing
- 4. Conserve natural resources
- 5. Hiking or camping
- 6. Read scientific magazines
- 7. Work with computers
- 8. Study slides through a microscope
- 9. Participate in science projects
- 10. Solve math quizzes and puzzles
- 11. Paint, sketch, draw or design
- 12. Act in a play or play a musical instrument
- 13. Write a report for TV, radio, or magazines
- 14. Use the Internet
- 15. Read or write poetry
- 16. Write letters
- 17. Belong to clubs
- 18. Help others with problems
- 19. Care for children
- 20. Teach someone something
- 21. Run for school/club office
- 22. Work in own business (paper route, baby-sitting, yardwork, etc.)
- 23. See things in other people
- 24. Give a speech
- 25. Lead a group or committee
- 26. Conduct lab experiments
- 27. Eat healthy foods
- 28. Environmental activity
- 29. Read medical articles in magazines and newspapers
- 30. Take care of your pet

KEY

Many people who check items 1 -5 tend to enjoy careers in Agricultural Science.

People who check items 6 - 10 tend to enjoy careers in Industrial and Engineering Technology.

People who check items 11 - 15 tend to enjoy careers in Art, Communications and Media.

People who check items 16 - 20 tend to enjoy careers in Human Development, Management and Services (Personal and Protective).

People who check items 21 - 25 tend to enjoy careers in Business and Marketing.

People who check items 26 - 30 tend to enjoy careers in Health Science.

(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY A.4-2
"CAREER PATHWAYS SURVEY"

OBJECTIVE: To identify an interest in a specific career pathway

RESOURCES: Work Sheet—Learning Activity A.4-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity A.4-2.
2. Have students rank the descriptions from 1 to 7 in the order that best describes them, with 1 being the best. Each number can only be used once.
3. Use the key to interpret the results. Have them place the name of the career pathway at the end of each of the descriptions so that they can refer to it later.
4. Have students share which career pathway was their first choice, last choice.

LEARNING ACTIVITY A.4-2
"CAREER PATHWAYS SURVEY"
WORK SHEET

Career Pathways Survey

DIRECTIONS: Read each of the following descriptions. Rank them from 1 to 7 in the order that best describes you, 1 being best. Use each number only once.

- ___ A. Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you like to be physically active? Do you like to observe, learn, investigate, or solve problems?
- ___ B. Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas?
- ___ C. Do you enjoy being a leader, organizing people, planning activities, and talking with people? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like to know what is expected of you?
- ___ D. Do you like to care for people or animals that are sick or help them stay well? Are you interested in new diseases and in how the body works? Do you enjoy observing patients and looking for changes in how they are doing?
- ___ E. Are you friendly, open, outgoing, understanding, and cooperative? Do you like to work with people to help solve problems? Is it important to you to do something that makes things better for other people?
- ___ F. Are you mechanically inclined and practical? Do you like to use your hands and build things? Are you curious about how things work?
- ___ G. Do you like to work with people in social, recreational and leisure environments? Do you like to help others? Do you like to travel? Do you like to work with your mind as well as your hands?

KEY TO SURVEY

- A= Agriculture Science and Technology Careers
- B= Art, Communications, and Media Careers
- C= Business and Marketing Careers
- D= Health Science Technology Careers
- E= Human Development, Management, and Service Careers
- F= Industrial and Engineering Technology Careers
- G= Personal and Protective Services Careers

(Source: **Career Pathways Toolbook**. Texas Education Agency.)

LEARNING ACTIVITY A.4-3
"THE GIANT JOB LIST"

OBJECTIVE: To create a giant job list that will represent all career pathways

RESOURCES:

- Large sheets of paper which can be taped together and rolled up
- Tape and markers
- Computer and printer (if available)

SUGGESTED TIME: Several hours throughout the module

DIRECTIONS:

1. Large sheets of paper which can be taped together, rolled up, transported, and unfurled should work well for The Giant Job List. If a computer is available, The List could be compiled electronically by the students and printed out for posting in the classroom.
2. Place the name of one of the career pathways at the top of each of the taped paper (one long board for each pathway).
3. The Giant Job List is an ongoing compilation of jobs generated by the students through their activities during this module. It is designed to be a visual reminder of the vast variety of career possibilities for the students. The names of resource people and the names of the students who investigate specific jobs also appear on The Giant Job List next to the job title.
4. During the module, The Giant Job List will become longer and more complex as jobs are added for each career pathway.
5. Because students add to The Giant Job List during the module and use it as a resource for their activities, it is important that The List be prominently displayed in the classroom each time they meet. The more creative and colorful the list, the better.
6. Each time a new job is researched or a resource person visits, have students place the job titles under the appropriate career pathway.

7. Additional activities which can be utilized with THE GIANT JOB LIST throughout the module:
 - a. Hold a competition between teams. Give each team marking pens of a different color with which members can add jobs to THE GIANT JOB LIST throughout the module. The group adding the most jobs to THE LIST wins a prize.
 - b. Give a student a whistle and have him or her blow it each time a new job is mentioned. Have someone add the job to THE GIANT JOB LIST at the sound of the whistle under the correct pathway.
 - c. As the students refine their own career interests, have them write on THE GIANT JOB LIST the jobs they are considering with their name after the job title.

LEARNING ACTIVITY A.4-4
“CAREER PATHWAY INVESTIGATIONS”

OBJECTIVE: To investigate specific jobs within each career pathway

RESOURCES:

- Lists of jobs for each career pathway (from module outline)
- Work Sheets—Learning Activity A.4-4
- Career resources (**Dictionary of Occupational Titles, Occupational Outlook Handbook**, computer software, Internet, career library resources)

SUGGESTED TIME: Seven hours throughout the module

DIRECTIONS:

1. Throughout the module assign students to identify one job title that they are interested in for each career pathway. A good time to make each assignment is after covering the pathway in class.
2. As you assign each career pathway investigation, provide the students with a list of the jobs for the pathway (copy this from the content in the module) and the “Career Pathway Investigation” sheet.
3. Have each student identify a job title he/she is interested in.
4. Students are to research the job they have selected and answer the questions on the work sheet.
6. Students share their results with the class.
7. Jobs should be added to “The Giant Job List” as they are reported on.
8. Resource people can be invited into the class to talk about the jobs that are being reported on.

LEARNING ACTIVITY A.4-4
“CAREER PATHWAY INVESTIGATIONS”
WORK SHEET

Complete the following information for one job in this career pathway.

Name of Career Pathway: Agriculture Science and Technology Careers

NAME OF JOB: _____

1. What are the basic job duties?

2. What is the average income (beginning & future)?

3. What kind of training is usually required?

How long is it?

Where is it available?

Are you willing to complete it and capable of doing so?

4. What is the job demand/employment outlook?

	Faster than		Slower than	
Rapid Increase	Average Increase	Average Increase	Average Increase	Stable Decrease

How does this fit with what you want?

CAREER PATHWAY INVESTIGATIONS

Complete the following information for one job in this career pathway.

Name of Career Pathway: Art, Communications, and Media Technology

NAME OF JOB:

1. What are the basic job duties?

2. What is the average income (beginning & future)?

3. What kind of training is usually required?

How long is it?

Where is it available?

Are you willing to complete it and capable of doing so?

4. What is the job demand/employment outlook?

	Faster than		Slower than			
Rapid Increase	Average Increase	Average Increase	Average Increase	Stable	Decrease	

How does this fit with what you want?

CAREER PATHWAY INVESTIGATIONS

Complete the following information for one job in this career pathway.

Name of Career Pathway: Business and Marketing Careers

NAME OF JOB:

1. What are the basic job duties?

2. What is the average income (beginning & future)?

3. What kind of training is usually required?

How long is it?

Where is it available?

Are you willing to complete it and capable of doing so?

4. What is the job demand/employment outlook?

	Faster than		Slower than			
Rapid Increase	Average Increase	Average Increase	Average Increase	Stable	Decrease	

How does this fit with what you want?

CAREER PATHWAY INVESTIGATIONS

Complete the following information for one job in this career pathway.

Name of Career Pathway: Health Science Technology Careers

NAME OF JOB:

1. What are the basic job duties?

2. What is the average income (beginning & future)?

3. What kind of training is usually required?

How long is it?

Where is it available?

Are you willing to complete it and capable of doing so?

4. What is the job demand/employment outlook?

	Faster than	Average	Average	Slower than	Average	
Rapid Increase	Average Increase	Average Increase	Average Increase	Stable	Decrease	

How does this fit with what you want?

CAREER PATHWAY INVESTIGATIONS

Complete the following information for one job in this career pathway.

Name of Career Pathway: Human Development, Management and Service Careers

NAME OF JOB:

1. What are the basic job duties?

2. What is the average income (beginning & future)?

3. What kind of training is usually required?

How long is it?

Where is it available?

Are you willing to complete it and capable of doing so?

4. What is the job demand/employment outlook?

	Faster than		Slower than		
Rapid Increase	Average Increase	Average Increase	Average Increase	Stable	Decrease

How does this fit with what you want?

CAREER PATHWAY INVESTIGATIONS

Complete the following information for one job in this career pathway.

Name of Career Pathway: Industrial and Engineering Technology Careers

NAME OF JOB:

1. What are the basic job duties?

2. What is the average income (beginning & future)?

3. What kind of training is usually required?

How long is it?

Where is it available?

Are you willing to complete it and capable of doing so?

4. What is the job demand/employment outlook?

	Faster than		Slower than		
Rapid Increase	Average Increase	Average Increase	Average Increase	Stable	Decrease

How does this fit with what you want?

CAREER PATHWAY INVESTIGATIONS

Complete the following information for one job in this career pathway.

Name of Career Pathway: Personal and Protective Services Careers

NAME OF JOB:

1. What are the basic job duties?

2. What is the average income (beginning & future)?

3. What kind of training is usually required?

How long is it?

Where is it available?

Are you willing to complete it and capable of doing so?

4. What is the job demand/employment outlook?

	Faster than		Slower than		
Rapid Increase	Average Increase	Average Increase	Average Increase	Stable	Decrease

How does this fit with what you want?

LEARNING ACTIVITY A.4-5
“JOURNAL WRITING”

OBJECTIVE: Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with a topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY A.4-5
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY A.4-6
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity A.4-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

(Source: Sarkees-Wircenski, M. & Scott, J. *Vocational Special Needs*)

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY A.4
"TWO REPAIRS FOR THE PRICE OF ONE"

OBJECTIVE: To demonstrate recall and retention and to demonstrate the ability to make inferences and draw conclusions

RESOURCES:

- Reading Activity A.4
- Eight envelopes
- Musical Envelopes Questions
- Tape player and music tape

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity A.4 and distribute to each student.
2. Have each student read "Two Repairs for the Price of One."
3. Have students complete "Two Repairs Recall" and check their answers for accuracy.
4. Using the "Directions for Musical Envelopes," go over the guidelines of the game with the students and lead the class in playing the game.
5. Lead the class in discussion of choosing training options after high school, talking with their parents about the options, etc.

“TWO REPAIRS FOR THE PRICE OF ONE”

Sal, Lizbeth and Tran sat in a booth at a restaurant. They had enjoyed a movie with a group from school, but now they just wanted to sit and talk. And, since this restaurant would serve coffee refills all night, it was one of their favorites.

"Hey, let's hang out tomorrow," began Sal, "Do a little rock climbing and maybe rent a video."

"Sounds good to me," responded Tran almost without thinking, "Nothin' on my calendar, if you know what I mean."

"Oh, I can't tomorrow," Lizbeth interjected, "My folks and I are visiting Creative Careers Art School tomorrow. I'm hoping to go there next year."

"An *art* school?" questioned Sal, "How'd you get out of going to the university?"

"Well, sometimes I think I would like a four-year university, and I'm pretty sure I could do the work, but I want to concentrate on art right now instead of all of the English and history," explained Lizbeth, "And, when my folks checked into placement rates of this school and the kind of money the graduates make, they got a little more interested. It's what I really want to do, and they support me."

"That's 'cause you've got a 'Leave it to Beaver' kind of relationship with your parents," said Sal, almost complaining, "My dad is a little more controlling. He won't consider anything for me except a university, but I'm like you...I want to get started right now in something that will make me some money and that I enjoy. I may not be a guru, but I do pretty well with computers, and with a little training on systems, I could make some nice money and do what I enjoy."

"Have your dad talk to my dad," said Lizbeth. "They like the idea of a technical school."

"Or, have him call my parents," chimed in Tran, feeling like he'd been left out of the conversation.

“You’re not going right into a four year university?” questioned Sal and Lizbeth in unison.

“Man, I figured you for a fraternity man for sure,” continued Sal.

“Well, it may sound funny, but my fraternity will be the U.S. Army. I’m going to enlist and get training in diesel mechanics.” responded Tran, “When I get out, I may go after a degree... use some of that good army scholarship money... or I might just go to work for a diesel truck plant.”

The three continued to visit into the night.

The next day, Jaime Villareal, Sal’s father was climbing out of the attic after an hour of tinkering with the air conditioning unit. Frustrated, he called a repair service in the phone book.

The man who answered the phone explained that he just happened to be at the shop and answer the phone but they usually didn’t work on Saturdays. He couldn’t even get a truck because they were locked up. However, it sounded like Mr. Villareal was desperate and the unit just needed freon, so...

“I’ll pick up a couple things here and stop over on the way home,” said the repair tech.

Mr. Villareal heard a car pull into his driveway. When he glanced outside, he was a little surprised to see a late model Cadillac come to a stop. The man inside got out, went to his trunk and came out with some charging equipment and bottles of freon. The man introduced himself as Jake from City Air Conditioning Service.

“You must be the owner,” remarked Mr. Villareal noticing that Jake was dressed more like an insurance salesman than a repair person.

“Actually, I’m a supervisor,” answered Jake, as he climbed into the attic to begin the repair.

“Well, where did you go to college?” Jaime finally asked hesitantly.

“State Tech Center in Grand City,” responded Jake, with a hint of some pride for his alma mater. “Great school! Went to work as soon as I got out. Good thing too... that’s when we started having children and all the bills came rolling in. What’s really nice is that my son has gone there too and we work together... good for the family. We might start our own business some day.”

Jake chatted on about the weather, air conditioning and a few comments about politics; then, finally cleaned up the area, took a check from Mr. Villareal and left.

The conversation with Jake started Mr. Villareal thinking about Sal and tech school. Later that day Sal came home.

“Son, I think we need to talk about what school you’re going to after high school,” started Sal’s father.

“That’s just what I was thinking,” answered Sal.

“You know, there’s someone I’d like you to talk to about the possibilities of tech school as an option to college,” Mr. Villareal continued.

Sal couldn’t believe his ears. “That’s just what I was thinking,” answered Sal.

RECALL QUESTIONS

DIRECTIONS: Answer the following questions.

1. Why did the group like the particular restaurant they visited?

2. Who was going to attend an art school?

3. Sal believes he could be pretty successful working with:

4. What was the name of the “fraternity” that Tran was going to join?

5. How long did Sal’s father try to fix the air conditioner before he called a repair company?

6. What was the name of the representative from City Air Conditioning Service?

7. What kind of car did the repair person from City Air Conditioning Service drive?

8. What was the repair person's actual title?

9. Where was the Villareal's air conditioning unit located?

10. Where did the repair person from City Air Conditioning Service get his training?

DIRECTIONS FOR MUSICAL ENVELOPES

1. Prepare two groups of four envelopes by writing “A,” “B,” “C,” or “D” on the front. (One envelope will be envelope “A,” the next envelope will be envelope “B” and so on.)
2. Make a copy of the Musical Envelope questions and cut them out.
3. Place each question in the appropriate envelope and seal the envelope.
4. Divide the class into two groups... group 1 and group 2, and have each group form a circle.
5. Give the group one envelopes to group 1 and group two envelopes to group 2. Make sure the envelopes are distributed evenly through each group. Tell the students that each envelope has a question inside of it that can be answered by using *inferences and conclusions* from the story “Two Repairs for the Price of One.”
6. Position a tape player with a music tape cued up so that all can hear. Students like this activity better if it is music they like. Make certain the music is appropriate.
7. Instruct the students that when you start the tape, each member should pass the envelope to his/her right. The envelope must always be in someone’s hand. They may not toss, throw, shove, etc. the envelope to another person.
8. When the music stops, the students freeze and hold on to the envelope they have. (Some students may not have an envelope.)
9. You will randomly select a letter - A, B, C, or D.
10. The person in each group will become the representative player for that group. At your signal, they will open the envelope, read the question and give the answer. They may not consult with anyone else. A correct answer earns the group 1000 points.

11. An interesting option is to give the student the option of consulting with one other person in their group for half of the points.
12. After each group has answered their question (or missed it), take that envelope from the group, leaving only unopened envelopes and begin again with the music until all envelopes are used.

MUSICAL ENVELOPE QUESTIONS

<p>Group one, Question A</p> <p>Besides visiting in a restaurant, what are two activities the group in Two Repairs for the Price of One enjoy?</p>	<p>Group two, Question A</p> <p>Of the three in the story, who was in the most need of scholarship money?</p>
<p>Group one, Question B</p> <p>Of the three in the story, who was the best artist?</p>	<p>Group two, Question B</p> <p>Why did Mr. Villareal think that Jake was the owner of City Air Conditioning Service?</p>
<p>Group one, Question C</p> <p>Of the three in the story, who had the strictest parent(s)?</p>	<p>Group two, Question C</p> <p>What was one of the goals that Jake had for <i>his</i> life?</p>
<p>Group one, Question D</p> <p>At the restaurant, who got left out of the conversation for a while?</p>	<p>Group two, Question D</p> <p>What are three options for training after high school that are mentioned in the story?</p>

MATH ACTIVITY A.4
“INVESTING IN THE FUTURE”

OBJECTIVE: Manipulate employment data to make comparisons of units of measure as they relate to time and wages

RESOURCES:

- Work Sheet—Math Activity A.4
- Classified section of a local newspaper

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Ask students to predict how much more a person with technical training or a degree would make in their lifetime as compared with a person with no training.
2. Write their responses on the board, flipchart or overhead.
3. Explain that education and training plays a big part of the development of a career plan.

Note to Specialist: Explain that a person may start out in a career area with no training to gain experience, then advance as he/she gets the training they need.

4. Pass out copies of the “Investing in Your Future” worksheet to each student.
5. Pass out copies of the classified section of a local newspaper to each student.
6. Have students work in small groups of 2 or 3 to complete A1 through C2 of the work sheet.
7. Collect and post the work sheets.
8. Have the students move about the room to observe the results of other work sheets.

9. Lead the class through the completion of the work sheet (1-6).

10. MATH ACTIVITY A.4
“INVESTING IN THE FUTURE”
WORK SHEET

THE JOB MARKET

DIRECTIONS: Using recent help wanted ads from your local area, identify at least three different occupations. One should require no training, one should require technical training and the third should require a degree of some type.

Determine the following information:

A. Occupation (no training required):

1. Wages or Salary:

2. Earnings per hour (based on 40-hour week, 4 week month):

B. Occupation (technical training required):

1. Wages or Salary:

2. Earning per hour (based on 40-hour week, 4 week month):

C. Occupation (degree required):

1. Wages or Salary:

2. Earnings per hour (based on 40 hour week, 4 week month):

After everyone's results of this search are posted, determine as a class:

1. Which occupation makes the most money for each category (untrained, tech training, degree)?

2. Which occupations in each category made the least?

3. Which occupations surprised you?

4. Describe the increases in income between the categories. (Ex.: twice as much, more between unskilled and technically trained than between technically trained and degreed, etc.).

5. Using the average employment life of 45 years, compare the income of the highest paying career in each of the categories. Do the same for the lowest paying career.

6. What things made some calculations difficult? (fringe benefits, salary range, etc.)

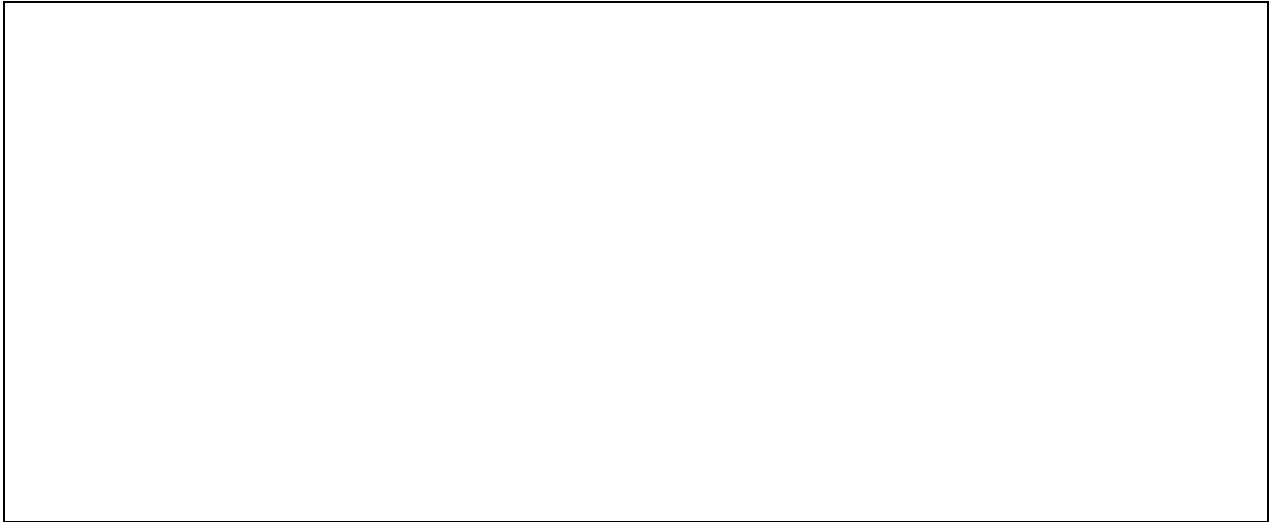
PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

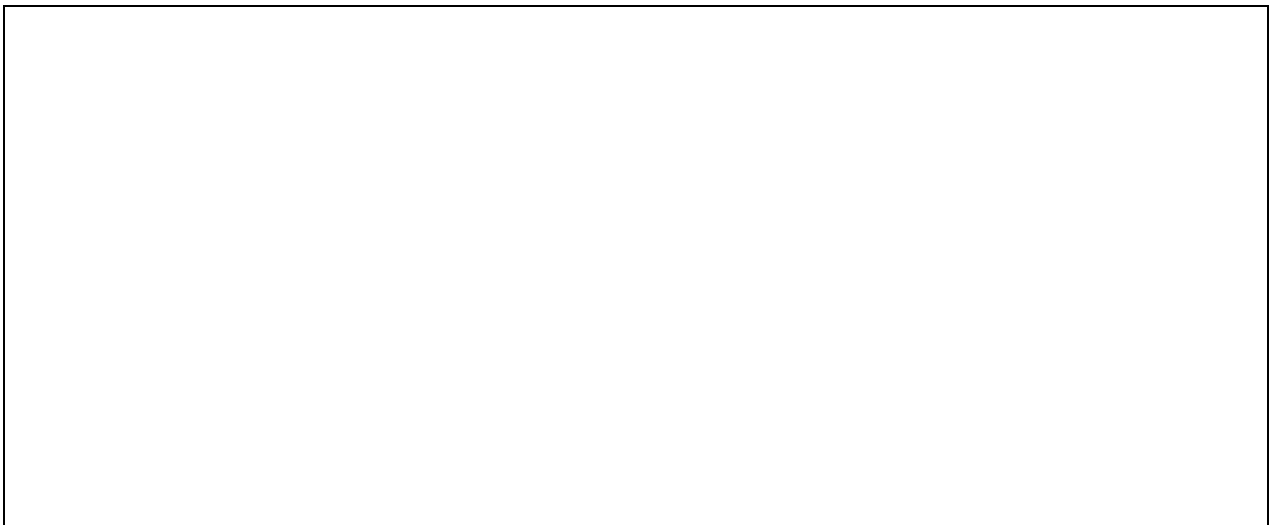
1. What are career pathways?

2. What does each career pathway include?

3. How can identifying a career pathway help you?



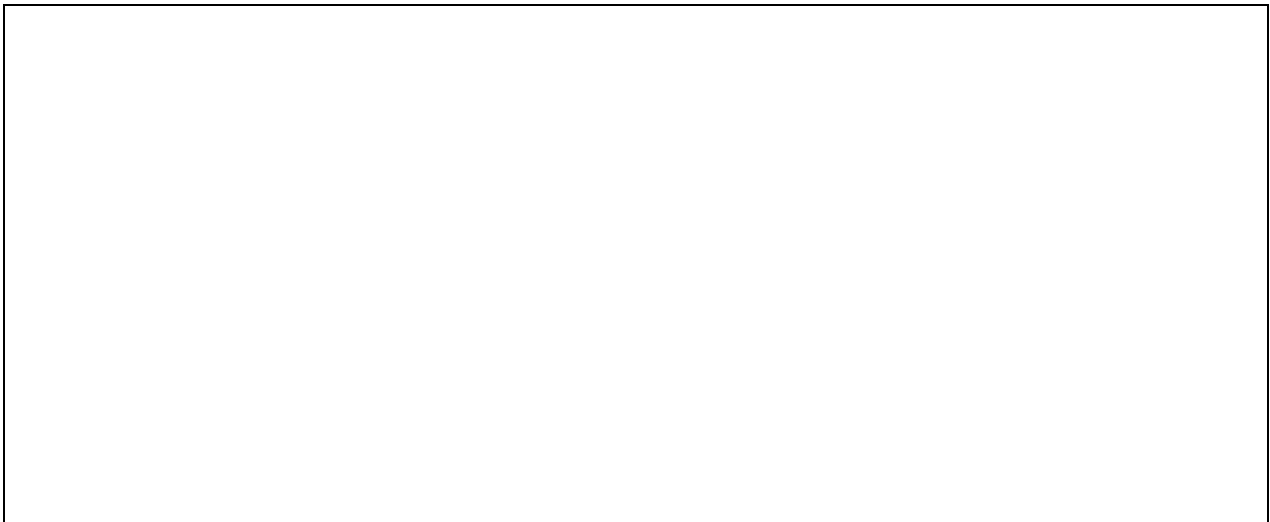
4. Identify seven career pathways.



5. Name several jobs included in each of the career pathways.



6. Name four steps in deciding which career pathway best fits you.



ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What are career pathways?
 - Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths.
2. What does each career pathway include?
 - All pathways include a variety of occupations that require different levels of education and training.
3. How can identifying a career pathway help you?
 - Identifying a career pathway can help you in selecting school courses, activities, and part-time employment. It can also help guide your participation in workplace readiness programs like school-to-work, internship, or cooperative education.
4. Identify seven career pathways.
 - Agriculture Science and Technology Careers
 - Art, Communications, and Media Careers
 - Business and Marketing Careers
 - Health Science Technology Careers
 - Human Development, Management, and Service Careers
 - Industrial and Engineering Technology Careers
 - Personal and Protective Services Careers
5. Name several jobs included in each of the career pathways.
 - Answers will vary. See job lists included at the end of each pathway covered in this module.

6. Name four steps in deciding which career pathway best fits you.

- Identify your interests, abilities, and talents.
- Consider the possible careers in each pathway in relationship to your interests, abilities, and talents. If you would like to learn more about a specific career, you can look in career resources or talk to people who work in that career.
- Decide which career pathway seems to fit you best. You do not have to decide on the specific occupation that you want to pursue.
- As you investigate each occupation, think about how it matches your interests, abilities, and talents.

ANSWER KEY
READING ACTIVITY

TWO REPAIRS RECALL:

1. Served coffee refills all night
2. Lizbeth
3. Computers
4. U.S. Army
5. 1 hr.
6. Jake
7. Cadillac
8. Supervisor
9. The attic
10. State Tech Center in Grand City

ANSWER KEY
MUSICAL ENVELOPES

Group one:

- A. Videos, rock climbing
- B. Lizbeth
- C. Sal
- D. Tran

Group two:

- A. Tran
- B. Drove expensive car; dressed nicely
- C. Go into business with his son
- D. College, Tech school, Military

ANSWER KEY
MATH ACTIVITY

A.

1. Answers will vary
2. Answers will vary

B.

1. Answers will vary
2. Answers will vary

C.

1. Answers will vary
2. Answers will vary

1. Answers will vary
2. Answers will vary
3. Answers will vary
4. Answers will vary
5. Answers will vary
6. Answers will vary