

GCIS Job Search
12th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Guidelines Standard/Competency

7. Skills to prepare to seek, obtain, maintain, and change jobs
- Demonstrate skills to locate, interpret, and use information about job openings and opportunities
 - Demonstrate academic or vocational skills required for a full-time or part-time job
 - Demonstrate skills and behaviors necessary for a successful job interview
 - Demonstrate skills in preparing a resume and completing job applications
 - Identify specific job openings
 - Demonstrate skills to assess occupational opportunities
 - Describe placement services available to make the transition from high school to civilian employment, the armed services or postsecondary education/training

Goal: Students will use GCIS to explore the job search process.

Objectives:

- Understand the need for an action plan
- Investigate job search methods
- Create a job search action plan
- Use GCIS as an investigation tool for job searches

Materials:

- 12th Grade Career Development Advisement Activity #1 handouts: **Creating a Job Search Action Plan, Job Search Methods, My Job Search Action Plan, and GCIS Job Search.**
- Pen or pencil

Activity:

1. *Greet students: “Welcome to advisement, Seniors. This is your last year of high school and I’d like for us to discuss something that is going to be extremely important from now on: How to find a job.” Take a survey of the class to see how many students currently hold jobs. Ask students how many others would like to find a job.*
2. *Distribute to students handout #1, **Creating a Job Search Action Plan.** Go over the information with students, ensure they understand the information and the terms used. Answer any questions from students.*
3. *Distribute to students handout #2, **Job Search Methods.** Go over the information with students, ensure they understand the information and the terms used. Answer any questions from students. Help students devise other methods not listed on the handout, some that are specific to your school or local community.*
4. *Distribute to students handout #3, **My Job Search Action Plan.** Go over the information with students, ensure they understand the information and the terms used. Answer any questions from students and ensure that they understand the assignment and when it is due. (To be turned in at the same time as handout #4.)*

5. *Distribute to students handout #4, **GCIS Job Search**. Go over the information with students, ensure they understand the information and the terms used. Answer any questions from students, ensure that they understand the assignment, and when it is due.*

Evaluation:

Students will be evaluated on their participation in the group discussion and their completed handouts.

Creating a Job Search Action Plan
12th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)

Developing a plan is an important part of the job search process. When you buy a new game, do you read the directions? Or do you just start playing? By reading the directions, you are usually better and faster at winning the game. Having a job search plan is similar, because when you take the time to map it out it pays off. By writing down what you want to achieve and what your ultimate goals are, you can track and evaluate how your job search is progressing.

To create your own **Job Search Action Plan**, follow these simple directions.

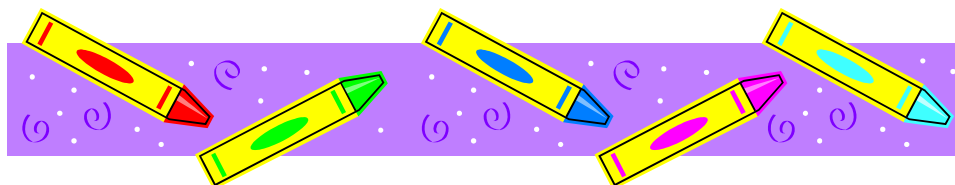
- State your **Objective** or what you want to accomplish.
- Write the **Reasons** you want to achieve that objective. (If finding reasons for obtaining this objective is difficult, you may want to find another objective. Make it **YOUR** objective and not someone else's wish for you.)
- Plan your **Steps**. Think through each specific step needed to help you reach your objective. Is it clear what you need to do?
- Write down **how many days** you need to accomplish each step. Make sure that you can achieve the goal within a couple of days to a week.

SAMPLE ACTION PLAN

Objective: Find a job as a landscaper

Reasons: Like plants
Want to work outdoors
Enjoy working on a team
Want to see a finished product

Steps:	Research GCIS occupation file about landscapers	1 day
	Talk to friends and family about local landscapers	3 days
	Look in the yellow pages and form a list	1 day
	Drive by houses that have companies' signs in the yard	2 days
	Stop by landscapers' offices and talk to the staff	5 days



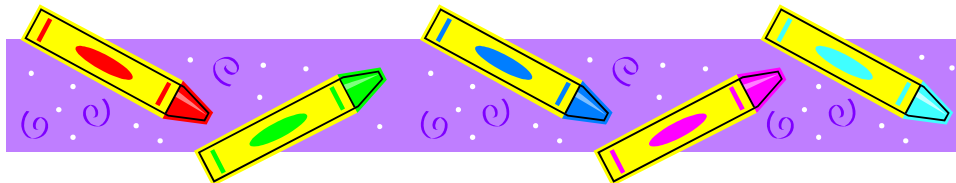
Job Search Methods
12th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)

Successful strategies usually involve using a variety of methods. You may tend to choose ones that are comfortable for you, but push yourself to choose methods that involve talking to people and using the phone. People who use the phone significantly increase their success in the job search. As you do information gathering interviews, you may learn what methods people in your field use. Review these methods, add some of your own.

Check off the job search methods you plan to use:

- | | |
|--|---|
| <input type="checkbox"/> Explore classified advertisements | <input type="checkbox"/> Call companies |
| <input type="checkbox"/> Visit employment agencies | <input type="checkbox"/> Attend Job Fairs |
| <input type="checkbox"/> Volunteer | <input type="checkbox"/> Obtain Internships |
| <input type="checkbox"/> Search Internet | <input type="checkbox"/> Contact family and friends |
| <input type="checkbox"/> Contact past employers | <input type="checkbox"/> Talk with teachers or instructors |
| <input type="checkbox"/> Send letters to companies | <input type="checkbox"/> Conduct information gathering interviews |
| <input type="checkbox"/> Stop by companies | <input type="checkbox"/> Visit human resources offices |
| <input type="checkbox"/> Contact Chambers of Commerce | <input type="checkbox"/> Check out federal, state, local government opportunities |

Add some additional job search methods not included on this list.



My Job Search Action Plan
12th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)

Student name: _____

Advisor: _____

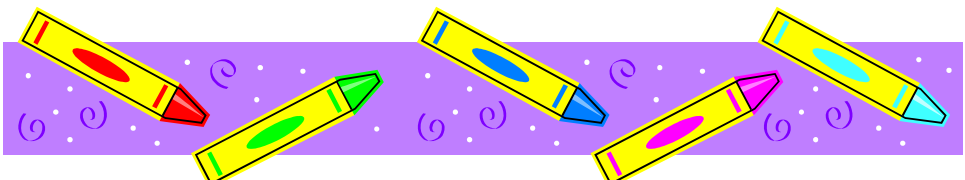
Date: _____ Due Date _____

Follow the directions from Handout#1 to create your own Job Search Action Plan.

My objective: _____

Reasons: _____

Steps:	_____	Time:	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____



GCIS Job Search
12th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)

Student name: _____

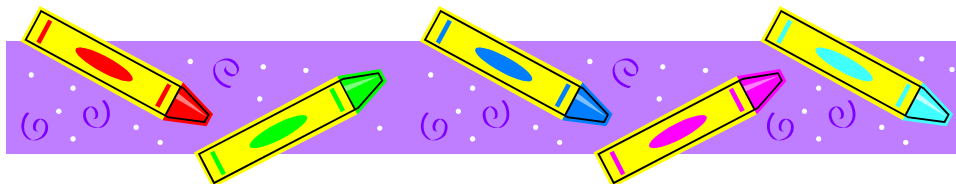
Advisor: _____

Date: _____ Due Date _____

GCIS has a terrific site to help you become successful in your job quest. Take your time going over the information on the site and be sure to add the information from Handout #3 to the **My Portfolio** section of the website.

Directions:

1. Log into GCIS using your personal portfolio User Name and Password.
2. Click on **My Portfolio Main Menu**, and then click on **My GCIS Favorites**.
3. Click on **Job Search** on the left under **Occupations & Employment**, and then click it again on the right.
4. Click on **Plan Your Job Search** under the **Clusters** category. The first topic, **Job Search Plan**, is the information we covered in Advisement. Review the topics in that section and complete Handout #3, **My Job Search Action Plan**.
5. Continue through each of the topics in the **Plan Your Job Search** cluster and complete the activities under each topic. Be sure to add all this information to the **My Portfolio** section of the website.
6. Continue to explore the various clusters under **Job Search**. Return to this site periodically to continue honing your skills in everything from creating an action plan to resumes, cover letters, and interview skills.



GCIS Military Employment
12th Grade Career Development Advisement Activity #2
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Guidelines Standard/Competency

7. Skills to prepare to seek, obtain, maintain, and change jobs
- Demonstrate skills to locate, interpret, and use information about job openings and opportunities
 - Identify specific job openings
 - Demonstrate skills to assess occupational opportunities
 - Describe placement services available to make the transition from high school to civilian employment, the armed services or postsecondary education/training

Goal: Students will use GCIS to investigate military employment.

Objectives:

- Explore various military occupations
- Use GCIS as a tool for investigation

Materials:

- 12th Grade Career Development Advisement Activity #2 handout - **Military Employment**
- Pen or pencil

Activity:

1. *Greet students:* “Welcome to advisement. The last time we focused on career development we talked about the job search. I hope you’re using that information and all the other GCIS features in that cluster. Today we’re going to discuss something you may never have thought about: Jobs in the Military. First of all, what are the branches of the military?” *Answer: Air Force, Army, Coast Guard, Marine Corps, and Navy. Allow time for students to respond and write the correct responses on the board; complete the list if student responses are incomplete.*
2. *Ask:* “What kinds of jobs do you think are available in the military?” *Allow time for students to respond and record their responses on the board. (Typical student responses won’t list all the types of employment available, usually only those combat-oriented.)*
3. *Ask:* “Would it surprise you to know that there are Administrative; Construction; Electronic and Electrical Equipment Repair; Engineering, Science, and Technical; Executive, Administrative, and Managerial; Health Care; Human Resource Development; Machine Operator and Production; Media and Public Affairs; Protective Service; Support Service; Transportation and Material Handling; and Vehicle and Machinery Mechanic careers available in the military?” *Ask a student to write these cluster areas on the board as you read them out. Once the list is complete, choose three or four of the areas and have students discuss what sort of military jobs they think might be included in these clusters. Choose clusters where civilian counterparts might be more familiar to students, such as Construction, Media and Public Affairs, Human Resources Development or Health Care.*

4. *Divide the class into two groups. Have one group discuss and record the advantages of military employment and have the other group discuss and record the disadvantages of military employment. Have a spokesperson from each group present the results to the class.*
5. *Distribute Handout #5, **Military Employment**, go over the directions for the activity, answer questions from students, and ensure that they understand the assignment and when it is due.*

Evaluation:

Students will be evaluated on their participation in the group discussion and their completed handouts.

Military Employment
12th Grade Career Development Advisement Activity #2
Teacher as Advisor Program (TAP)

Student name: _____

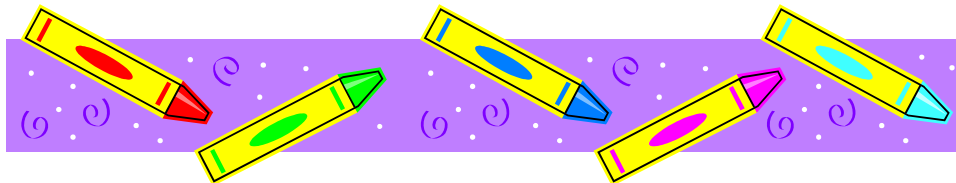
Advisor: _____

Date: _____ Due Date _____

The U.S. Military operates a world-class job-training network, which includes over 300 schools teaching over 10,000 vocational and technical courses. Some of them equate to the hottest civilian jobs, such as computer programming, medical technology, and electronics. Nearly every civilian job has a military equivalent (journalist, radio broadcaster, photographer, surveyor, driver, and so on) - but in the military, your training is free.

Directions:

1. Log into GCIS using your personal portfolio User Name and Password.
2. Click on **My Portfolio Main Menu**, and then click on **My GCIS Favorites**.
3. Click on **Military Occupations** on the left under **Occupations & Employment**, and then click it again on the right.
4. Review the clusters listed and investigate **two** occupations under **three** clusters of your choosing.
5. Click through each of the topics listed and answer the questions below on a separate sheet of paper.
 - What clusters did you choose?
 - What occupations did you choose?
 - What surprised you about what you learned?
 - What does this activity tell you about your occupational choices?
 - Was your perfect career on your list of choices? What is it?
 - Are you interested in any of the careers you explored? Why or why not?
6. Record your findings in the **Add to My GCIS Favorites in My Portfolio**.



GCIS Georgia Schools
12th Grade Career Development Advisement Activity #3
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Guidelines Standard/Competency

4. Understanding the relationship between educational achievement and career planning
 - Describe the relationship of academic and vocational skills to personal interests
 - Describe how education relates to the selection of college majors, further training, and/or entry into the job market
 - Describe how learning skills are required in the workplace
12. Skills in career planning
 - Demonstrate knowledge of postsecondary vocational and academic programs

Goal: Students will use GCIS to investigate postsecondary schools in Georgia.

Objectives:

- Identify postsecondary school opportunities
- Use GCIS as a tool for investigation

Materials:

- 12th Grade Career Development Advisement Activity #3 handouts - **Types of Postsecondary Schools and Georgia Schools**
- Pen or pencil

Activity:

1. *Greet students:* “Welcome to advisement. Well, you’re getting close to the end of your high school career. Time is of the essence now! The last time we focused on career development we talked about military employment. I hope you’re investigating all your options. Today we’re going to discuss postsecondary schools in Georgia. Most of you have already selected your postsecondary destination. However for those of you who are dragging your feet, you will have one more opportunity to investigate your options. The rest of you can still listen and learn. First of all, there are three types of postsecondary schools. Who can name them?”
Answer: Four-year colleges and universities, two-year and technical colleges, and vocational or special purpose schools. Allow time for students to answer and write the correct answer on the board.
2. *Distribute the handout - Types of Postsecondary Schools to students and discuss each of the types of schools with the class to ensure they understand the differences.*
3. *Ask:* “Which type of school do we have more of in Georgia: four-year colleges and universities, two-year and technical schools or vocational/special purpose schools?” *Answer: vocational schools, 119. Write this on the board and ask students to name some of the types of special purpose schools they think are in Georgia. Answer: art, bartending, modeling, aviation, computer technology, apprenticeship, teaching, cosmetology, broadcasting, journalism, music, electrical, information technology, massage, real estate, plumbing, carpentry, masonry, horse-shoeing, dental, medical, iron working, pet grooming, long-term care, secretarial, skin care and nails. Write their responses on the board and add any others you think may be interesting to the class.*

4. *Divide the class into pairs and have them discuss this statement: “ALL schools are vocational schools.” Allow time for student discussion and have the class reach a consensus on whether this statement is valid.*
5. *Distribute Handout #7, **Georgia Schools**. Go over the directions for the activity, answer questions from students, and ensure that they understand the assignment and when it is due.*

Evaluation:

Students will be evaluated on their participation in the group discussion and their completed handouts.

Types of Postsecondary Schools
12th Grade Career Development Advisement Activity #3
Teacher as Advisor Program (TAP)

What types of schools are there?

There are three basic types of schools you can attend after high school in Georgia.

- Four-year colleges and universities
- Two-year and technical colleges
- Vocational or special purpose schools

What are four-year colleges and universities?

These schools offer academic programs that are four or more years in length.

Four-year colleges provide training in the arts and sciences. When you finish your program you receive a bachelor's degree. Universities also provide training in the arts and sciences. In addition, they offer graduate and professional studies (e.g., law, medicine). Depending on the program you complete, you receive a bachelor's, graduate, or professional degree. Colleges and universities may be either public or private.

What are two-year and technical colleges?

These schools generally offer programs that are less than four years in length.

Two-year schools and technical colleges offer academic, technical, and continuing education courses. You may earn an associate degree when you complete a two-year program. However, depending on your area of study you may earn a certificate or diploma instead. Most students are from the local community. Some programs at two-year schools lead to an associate degree in an academic area. These programs often are similar to the first two years of a general academic program at a four-year college or university. You may be able to transfer some or all of your credits to a four-year school. If you do this, the credits count toward your bachelor's degree. In general, two-year schools and technical colleges admit anyone who has a high school diploma or GED. Some schools require students to be at least 16 years old.

What are vocational or special purpose schools?

Vocational schools generally focus on training in specific fields. You usually earn a certificate or diploma when you complete a program. Some of these schools offer academic courses, but you may not be able to earn an associate degree. Special purpose schools may be private or public. Private vocational schools are sometimes called proprietary or career schools.

What is the difference between a public and a private school?

Public colleges and universities receive state tax dollars while private colleges and universities do not. Both types of schools receive additional money from alumni or other groups who donate money. In general, tuition and fees are higher at private schools. However, these schools offer financial aid packages that can make them as affordable as public schools. Thus you should not stop considering a school just because of its tuition.

What is the difference between schools that are affiliated with a religious group and those that aren't?

The difference can be minimal or the difference can be very noticeable. Let's start with schools that are not affiliated with a religious group. This doesn't mean religious activity isn't permitted at these schools. In fact, these schools often have a bible study club and a nondenominational campus ministry. It just means that the school's policies, events, and daily student life aren't influenced by religious beliefs. At the opposite end of the spectrum are schools that are affiliated with a specific religious group and that group's beliefs affect campus life. For example, the school may prohibit alcohol on campus or require attendance at church service. Some schools that are affiliated with a religious group are nondenominational. So while the school may have been established by a religious group or is affiliated with one, the campus is nondenominational.

Georgia Schools
12th Grade Career Development Advisement Activity #3
Teacher as Advisor Program (TAP)

Student name: _____

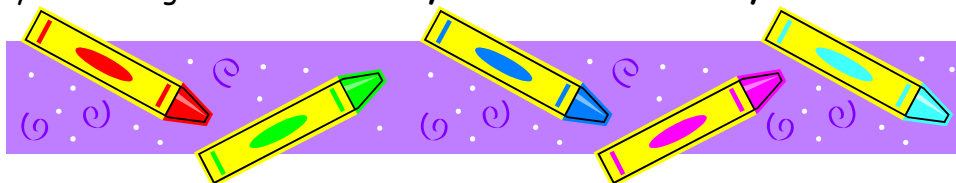
Advisor: _____

Date: _____ Due Date _____

What type of postsecondary training/education will YOU pursue? Four-year colleges and universities expect incoming students to have taken different high school courses than a two-year, technical college or vocational school might. So where will YOU go after high school? In pursuit of a four-year or advanced degree? After a two-year associate degree, certificate or diploma? Off to a special purpose school for certification or licensing in a specific area? Find out more about postsecondary opportunities in Georgia in GCIS.

Directions:

1. Log into GCIS using your personal portfolio User Name and Password.
2. Click on **My Portfolio Main Menu**, and then click on **My GCIS Favorites**.
3. Click on **Georgia Schools** on the left under **Education & Training**, and then click it again on the right.
4. If you're sure of which schools you want to investigate, click and go, but if you're not, click on **FAQs** (Frequently Asked Questions), review that topic, and then make your choices.
5. Click through each of the topics listed for each school you choose.
6. You can click on the **Compare** tab at the top of the page to review up to three schools at once.
7. Answer the following questions on a separate sheet of paper.
 - What type(s) of schools did you choose? Why?
 - Which schools did you investigate?
 - What programs of study or training interest you?
 - What is important to you about the type of postsecondary training you receive?
 - What does this activity tell you about your postsecondary training choices?
 - Are you interested in attending any of the schools you explored? Why or why not?
8. Record your findings in the **Add to My GCIS Favorites in My Portfolio**.



GCIS My Portfolio Update
12th Grade Career Development Advisement Activity #4
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency

1. Understanding the influence of a positive self-concept
 - Identify and appreciate personal interests, abilities, and skills
 - Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals
4. Understanding the relationship between educational achievement and career planning
 - Describe the relationship of academic and vocational skills to personal interests
 - Describe how education relates to the selection of college majors, further training, and/or entry into the job market
 - Describe how learning skills are required in the workplace

Goal:

Students will use GCIS to review and update their portfolios.

Objectives:

- Understand the need to review and update portfolio information
- Use GCIS as a source for career information

Materials:

- 12th Grade Career Development Advisement Activity #4 handout - **GCIS My Portfolio Update**
- Pen or pencil

Activity:

1. *Greet students:* “Welcome to advisement. This is the LAST career-related activity we will cover. I hope you have gather information that will allow you to make the best possible decisions regarding your future. The last time we focused on career development we talked about Georgia schools. I hope you are investigating ALL your options. Today we’re going to discuss goals for the future. Take a few minutes and answer these questions. “Are your after-high school goals the same as when you were an eleventh grader?” *Allow time for students to respond.* “Are there school or community opportunities you may be missing?” *Allow time for students to respond.* “Is everything that you’re doing in high school directly related to your postsecondary and career goals?” *Allow time for students to respond.* “Are any of you participating in Career/Technology Student Organizations?” *Allow time for students to respond.*
2. “What about your leisure activities and hobbies? Raise your hand if you have a hobby or volunteer situation that contributes directly to your career goals.” *Call on students and let them discuss how their hobbies or situations contribute to their career goals.* “What are some community, summer-break or after-school opportunities available to students that can provide work experience?” *Allow time for students to discuss the question. Write their answers on the board.*
3. “Every year it’s a good idea to evaluate what you’re doing and where you’re going and look around for opportunities you might be missing. It’s also a good time to have a look at your

portfolio and see what needs updating and perhaps consider some areas that you haven't addressed before."

4. *Tell students they will be updating their GCIS portfolios. Distribute the student handout, **GCIS My Portfolio Update**. Go over the directions for the activity, answer questions from students, and ensure that they understand the assignment and when it is due. Remind students that the GCIS Portfolio is life-long. They will be able to use the program as part of their portfolio for a lifetime using their self-selected User Name and Password. Wish them **GOOD LUCK and ECONOMIC PROSPERITY**.*

Evaluation:

Students will be evaluated on their participation in the class discussions and on their handouts.

GCIS My Portfolio Update
12th Grade Career Development Advisement Activity #4
Teacher as Advisor Program (TAP)

Student name: _____

Advisor: _____

Date: _____ Due Date _____

My Portfolio is a source for collection, reflection, and correction, a unique source created and managed by **YOU**. Used wisely, it can continue to direct and help you plan the next steps in your career development. What **are** your goals for after high school? How **do** you get from here to there? Have you succeeded in laying the foundation for your goals? Will you be ready to take the next step? Take the time to review your one-of-a-kind creation. Update and revise any information needed. It's all about **YOU**.

Directions

1. Log into GCIS using your personal portfolio User Name and Password.
2. Click on **My Portfolio Main Menu** and review the contents beginning with your personal information. Update any information that's needed throughout.
3. Once you've reviewed your information, don't forget to save any new information in your portfolio.
4. Answer the following questions about the activity on a separate sheet of paper and turn it in to your advisor by the due date.
 - Does your portfolio continue to reflect your current interests or have they changed?
 - Is your high school coursework on track with your current career plans?
 - Do your post-high school plans include going to a two- or four-year college? Does your coursework support your plans? How?
 - Do you have work experience that contributes to your career goals? How?
 - What are some of the school or community opportunities for work experience to further your career goals?
 - Are you interested in volunteer work? Why or why not?
 - Do you have hobbies that contribute to your career goals? How do they contribute?

