

Learning Styles
6th Grade Career Development Advisement Activity # 1
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency

1. Knowledge of the influence of a positive self-concept
 - Describe personal likes and dislikes
2. Skills to interact with others
 - Demonstrate effective group membership skills
3. Knowledge of the importance of growth and change
 - Describe physiological and psychological factors as they relate to career development
4. Knowledge of the importance of educational achievement to career opportunities
 - Identify how the skills taught in school subjects are used in various occupations
 - Describe how continued learning enhances the ability to achieve goals
 - Describe how aptitudes and abilities relate to broad occupational groups
12. Understanding the process of career planning
 - Describe skills needed in a variety of occupations, including self-employment

Goal:

Students will assess their learning style and how it influences career development.

Objectives:

- Discover personal learning style
- Devise strategies to learn more
- Make the connection between learning styles and career development

Materials:

- 6th Grade Career Development Advisement Activity #1 handouts – **What’s Your Learning Style?, Your Learning Style Results, and Making the Most of It**
- Pen or pencil

Activity:

1. *Greet students:* “Good morning, welcome to advisement. Let’s start with a very basic question: Does what you learn in school influence your future career?” *Allow time for students to discuss the question. Ensure they acknowledge that it does.* “It’s true that **what** you learn in school influences your future career, but did you know that **how** you learn can have an influence as well? That’s what we’re going to explore today: how you learn, or discover your learning style.”
2. *Distribute the handout: **What’s Your Learning Style?**, go over the instructions, answer any questions from the student, and ensure they understand the terms used and the assignment. Allow time for students to complete the assessment.*
3. *Once students have finished, distribute the handout, **Your Learning Style Results**. Go over the information and ensure students understand their results.*
4. *Divide the class into three groups determined by learning style results: visual learners, auditory learners, and kinesthetic learners. Have students devise strategies to learn more,*

based on their learning styles. Allow time for students to complete the assignment. Once students have finished, have them present their results to the class.

5. *Distribute the handout, **Making the Most of It**, go over the instructions, answer any questions from students, ensure they understand the assignment and when it is due. (Recommend two weeks - one may elect to collect the assign or not.)*

Evaluation:

Students will be evaluated on their participation in the discussion and completion of the handouts.

What's Your Learning Style?
6th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)

People learn in different ways. You can discover more about your own personal learning style, or the way you learn, by completing the inventory below. By discovering **HOW** you learn best, you can develop strategies to help you learn **MORE!** Give points to the following items to determine your score: **OFTEN (3), SOMETIMES (2), SELDOM/NEVER (1).**
Total the score for each section.

VISUAL STYLE

- I remember information better if I write it down.
- Looking at the person helps keep me focused.
- I need a quiet place to get my work done.
- When I take a test, I can see the textbook page in my head.
- I need to write down directions.
- Music or background noise distracts my attention.
- I doodle in the margins of my notebook pages.
- I have trouble following lectures.
- I react very strongly to colors.
- TOTAL**

AUDITORY STYLE

- My papers and notebooks always seem messy.
- I do not follow written directions well.
- If I hear something, I will remember it.
- Writing has always been difficult for me.
- I often misread words from the text (them for that, etc.).
- I would rather listen and learn, than read and learn.
- It's hard for me to interpret the body language of others.
- Pages with small print are difficult for me to read.
- My eyes tire quickly, even though my vision check-up is OK.
- TOTAL**

KINESTHETIC/TACTILE STYLE:

- I start a project before reading the directions.
- I hate to sit at a desk for long periods of time.
- I prefer to see something done and then do it myself.
- I use the trial and error approach to problem solving.
- I like to read my textbook while riding an exercise bike.
- I take frequent study breaks.
- I have a difficult time giving step-by-step instructions.
- I enjoy sports and do well at several types of sports.
- I use my hands when describing things.
- TOTAL**

Your Learning Style Results
6th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)

A score of 20 or more indicates strength in that area. The learning style with the highest score indicates your most efficient method of information intake. Check the right-most columns for careers that may fit your primary learning style.

Visual Learners:	Visual Learners Should:	Possible Careers for Visual Learners	
<ul style="list-style-type: none"> •Need to see it to know it •May have artistic ability •May have trouble following lectures 	<ul style="list-style-type: none"> •Use graphics to reinforce learning; films, slides, illustrations, diagrams, and doodles •Ask for written directions •Visualize spelling of words or facts to be memorized 	<ul style="list-style-type: none"> •Animators •Artists •Barbers •Cartographers •Dental Lab Technicians •Drafters •Fence Erectors •Floral Designers •Forensic Science Technicians 	<ul style="list-style-type: none"> •Geologists •Graphic Designers •Hairstylists •Industrial Designers •Manicurists •Meat Cutters •Mining Engineers •Opticians •Stonemasons •Upholsterers

Auditory Learners:	Auditory Learners Should:	Possible Careers for Auditory Learners	
<ul style="list-style-type: none"> •Need to hear it to know it •May have difficulty following written directions •May have difficulty with reading 	<ul style="list-style-type: none"> •Use tapes for reading and class lecture notes •Learn by interviewing or participating in discussions •Have test questions read aloud 	<ul style="list-style-type: none"> •Animal Control Workers •Audio Visual Specialists •Broadcast Technicians •Camera Operators •Court Reporters and Stenographers •Dispatchers •Explosive Technicians 	<ul style="list-style-type: none"> •Interpreters and Translators •Judges and Hearing Officers •Lawyers •Musical Instrument Repairers •Musicians •Singers •Speech Pathologists

Tactile Learners	Tactile Learners Should:	Possible Careers for Tactile Learners	
<ul style="list-style-type: none"> •Prefer hands-on learning •Often can assemble parts without reading directions •Learn better when physical activity is involved 	<ul style="list-style-type: none"> •Engage in experiential learning (making models, doing lab work, role-playing) •Use computers to reinforce learning by touch 	<ul style="list-style-type: none"> •Brickmasons •Carpenters •Chefs •Electricians •Elementary School Teachers •Farmers •Fashion Designers •Jewelers •Landscapers and Gardeners 	<ul style="list-style-type: none"> •Locksmiths •Painters •Physical Therapists •Podiatrists •Seamstresses & Tailors •Surgeons •Surveyors •Watch Repairers

Making the Most of It
6th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)

Student name: _____

Advisor: _____

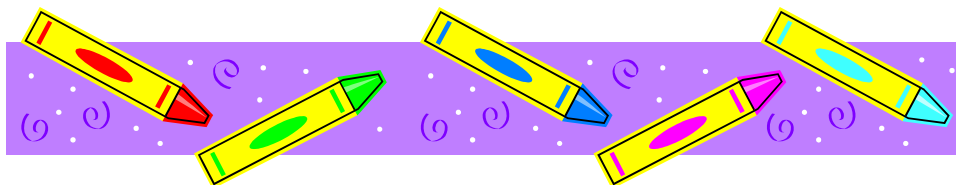
Date: _____ Due Date _____

You have probably noticed that when you try to learn something new, you might prefer to learn by listening to someone talk to you about the information. Or maybe you prefer to read about a concept to learn it or see a demonstration of the concept. Different people learn in different ways and it's helpful to know your preferred learning style.

There's no such thing as a "good" learning style or a "bad" learning style. Success comes with many different learning styles. There is no "right" approach to learning. We all have our own particular way of learning new information. The important thing is to be aware of the nature of your learning style. If you are aware of how your brain best learns, you have a better chance of studying in a way that maximizes your potential.

Answer the following questions on a separate sheet of paper.

- What is your primary learning style?
- Do you agree with your assessment results? Why or why not?
- How can you use this information in school?
- How could you use this information in a career?
- Which careers from the Possible Careers list do you find appealing? Why?
- What is your dream career?
- What will it take to prepare for your dream career?



Career Planning and GCIS Career Studio
6th Grade Career Development Advisement Activity # 2
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency

4. Knowledge of the benefits of educational achievement to career opportunities
 - Describe the importance of academic and occupational skills in the work world
 - Identify how the skills taught in school subjects are used in various occupations
6. Skills to locate, understand, and use career information
 - Identify various ways that occupations can be classified
 - Demonstrate skills in using school and community resources to learn about occupational groups
8. Understanding how work relates to the needs and functions of the economy and society
 - Describe the importance of work to society

Goal:

Students will become familiar with the career planning process, GCIS, and career clusters.

Objectives:

- Understand the career planning process by answering three simple questions: WHO AM I?, WHERE AM I GOING?, and HOW AM I GOING TO GET THERE?
- Discuss the importance of work
- Explore GCIS Career Studio
- Understand career clusters

Materials:

- 6th Grade Career Development Advisement Activity #2 handout - **Career Planning and GCIS Career Studio**
- Pen or pencil

Activity:

1. *Greet students:* “Good morning, welcome to advisement. I hope you all enjoyed learning about your learning style and will use some of the ideas you talked about in groups to help you with your studies. It is important that you continue to develop the very best study skills you possibly can. As you progress from one grade level to the next, the classes you take will become more difficult. Therefore the more aware you are of how you learn, the better grades you will make. How many of you have done the activity sheet?” *Poll the class and encourage discussion about what they have discovered. If students have not done the activity, encourage them to do so.* “Today we are going to focus on career development. Take a look at handout #4: **Career Planning and GCIS Career Studio**. We are ALL expected to work at a job one day. The old question, ‘What do you want to do when you grow up?’ is a good question. Let’s discuss the questions at the top of the page.” *Help them make the connection between school and work. Allow students to discuss the answers to the questions at the top of the page. Write some of the answers on the board. Possible answers include: to pay the bills, to provide food, water, shelter, to make money, being on time for class (all jobs), bringing work materials to class (all jobs), never sleeping in class (all jobs),*

calculating a pay check (all jobs), staying on task (all jobs), completing a project (all jobs), reading (all jobs), math (all jobs), etc.

2. “Today we will learn about the Georgia Career Information System. GCIS (*write the acronym on the board*) is a large computer program about career decision-making. You will be using this program for the next seven years and beyond, even after your graduate from high school, to help you decide what you would like to do when you grow up. This will be a critical decision and you will need lots of information about yourself and the possible jobs you might like. The process that you will use over and over in your life can be made very simple. You will need information to answer these three questions (*write these on the board*): WHO AM I?, WHERE AM I GOING?, and HOW AM I GOING TO GET THERE?” *Refer them to the handout.* “That means you will need information about yourself and the jobs that will be available to you in order to make plans, including the classes you will take in high school that will enable you to be whatever you choose to be! GCIS will help you on this journey into your future. Planning is an important part to deciding what you want to be when you grow up. If you don’t plan, you end up in a job that you don’t like.”
3. “At sometime during the next two weeks I want you to access GCIS. You can access GCIS in several different ways: from any computer in the school building, labs and media center, or from your home computer at www.gcic.peachnet.edu . The school User Name and Password are _____ and _____.” *Write them on the board and have students copy the User Name and Password on their handouts.*
4. “Once you have accessed the program go to Career Studio listed on the left under Activities & Curriculum. Career Studio divides the hundreds of occupations in the world of work into sixteen clusters or categories based on the type of work each occupation demands:
 - Agriculture, Food, and Natural Resources
 - Architecture and Construction
 - Arts, A/V Technology, and Communications
 - Business, Management, and Administration
 - Education and Training
 - Finance
 - Government and Public Administration
 - Health Science
 - Hospitality and Tourism
 - Human Services
 - Information Technology
 - Law, Public Safety, and Security
 - Manufacturing
 - Marketing, Sales, and Services
 - Science, Technology, Engineering, and Mathematics
 - Transportation, Distribution, and Logistics
5. “Click on a cluster and choose Occupations listed under Related Information on each cluster webpage to explore the various occupations in each cluster. Then go back and select the Game listed under Topics and print and play the games to help you remember each cluster. I hope you will take the time to explore the career clusters on GCIS. The more you know about possible occupations, the better you can plan for your future. We will take about your experiences at the next meeting.”

Evaluation:

Students will be evaluated on their participation in the discussion and completion of their handout.

Career Planning and GCIS Career Studio
6th Grade Career Development Advisement Activity #2
Teacher as Advisor Program (TAP)

Student name: _____

Advisor: _____

Date: _____ Due Date _____

Why do people work? Why should we plan for our careers? Are you learning work skills in school today? What are some of those skills and how do they relate to particular occupations?

Career Planning is as simple as one, two, three but does require time and planning!

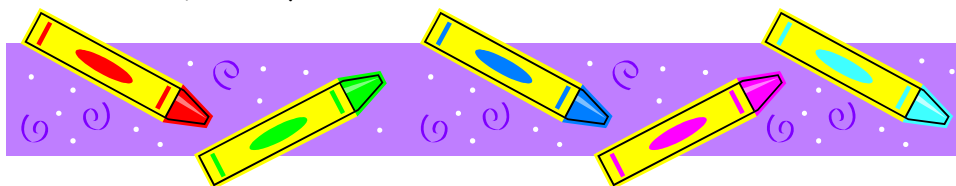
- **Who am I?** Become familiar with your likes and dislikes, your strengths and weaknesses, and what is important to you.
- **Where am I going?** Gather information about occupations that will "fit" you and understand the options you will have when you graduate from high school.
- **How am I going to get there?** Establish career goals and participate in the planning process to reach those goals.

Georgia Career Information System (GCIS) from the Georgia Career Information Center provides the most comprehensive, accurate, and current occupational and educational information available to help you make informed career choices. You can access GCIS in several different ways: from any computer in the school building, labs and media center, or from your home computer via the web at www.gcic.peachnet.edu. The User Name and Password to access the program are _____ and _____.

Career Clusters Occupations are categorized into sixteen clusters based on the nature of the work involved.

Agriculture, Food & Natural Resources	Hospitality & Tourism
Architecture & Construction	Human Services
Arts, A/V Technology & Communications	Information Technology
Business, Management & Administration	Law, Public Safety & Security
Education & Training	Manufacturing
Finance	Marketing, Sales & Services
Government & Public Administration	Science, Technology, Engineering & Math
Health Science	Transportation, Distribution & Logistics

To explore the occupations and access games related to each career cluster on GCIS, look under the heading **Activities & Curriculum** and choose **Career Studio**. Click on a cluster from the list and explore occupations in each cluster by clicking on **Occupations** under **Related Information** on the webpage. Then print and play the **Game** listed under **Topics** for each career cluster. Have fun!



GCIS My Portfolio and Occupation Sort Classic
6th Grade Career Development Advisement Activity # 3
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency

1. Knowledge of the influence of a positive self-concept
 - Describe personal likes and dislikes
6. Skills to locate, understand, and use career information
 - Identify a number of occupational groups for exploration
9. Skills to make decisions
 - Describe how career development is a continuous process with series of choices

Goal:

Students will create their GCIS portfolio and complete the Occupation Sort Classic activity.

Objectives:

- Review the format for accessing GCIS
- Understand the purpose of the life-long portfolio
- Set up My Portfolio and complete personal information and Occupation Sort Classic

Materials:

- 6th Grade Career Development Advisement Activity #3 handout – **GCIS My Portfolio and Occupation Sort**
- Pen or pencil

Activity:

1. *Greet students:* “Good morning, welcome to advisement. Did you discover some occupations from Career Studio in GCIS that you think might be interesting?” *Give students time to tell about their experiences with GCIS. Let them talk about the possible careers they discovered that they might be interested.* “In order for you to keep up with the information you gather from GCIS, you will need to create a career portfolio. You will use the portfolio to assist you when you select your classes in the spring of your 8th grade year before you go to high school.” *Collect the assignment Making the Most of It from the previous career development activity about learning styles.* “Today we are going to start a career portfolio. This is a process you will continue for the rest of your life. In other words, this is a life-long portfolio. The portfolio is a tool you can use to keep up with the assessments you take and how those assessments help you narrow your choices for selecting a career. This is an important part of the journey to help you answer the questions: “Who am I?, Where am I going?, and How am I going to get there?” *Write these questions on the board as a reminder of the career planning process.*
2. “Remember you can access GCIS in several different ways: from any computer in the school building, labs and media center, or from your home computer via the internet at www.gcic.peachnet.edu. You will need the User Name and Password: _____ and _____. Once you’ve logged in, you can create your own portfolio, User Name, and Password. In the future, you’ll just use the User Name and Password you create to log into GCIS.”

3. *Distribute the handout to students and review the contents with the class. Make sure they understand the assignment, directions, and the due date. Ask for questions.*
4. *Once you've reviewed the handout and answered students' questions about the assignment, explain the Occupation Sort. Tell students they will be asked a series of questions about their preferences in a variety of areas such as amount of physical work, attention to detail, use of math and science, and the level of education they plan to attain. Explain that personal likes and dislikes influence career choices.*
5. *Ask students: "Do you think your likes and dislikes will change over time? Why or why not?" Have students discuss the questions.*
6. *Ask students: "How can collecting and recording information about your likes and dislikes and suitable careers help you?" Possible answers are: Having a record of things. Being able to review and change things as you change. Explain to students that this is what their portfolios will become: a record of their interests and career assessments, educational and career goals, classes, and school and community activities.*
7. *Have students discuss the advantages of collecting all of this information in an accessible place such as an electronic life-long portfolio and make a list of the benefits on the board.*

Evaluation

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

GCIS My Portfolio and Occupation Sort
6th Grade Career Development Advisement Activity #3
Teacher as Advisor Program (TAP)

Student name: _____
 Advisor: _____
 Date: _____ Due Date _____

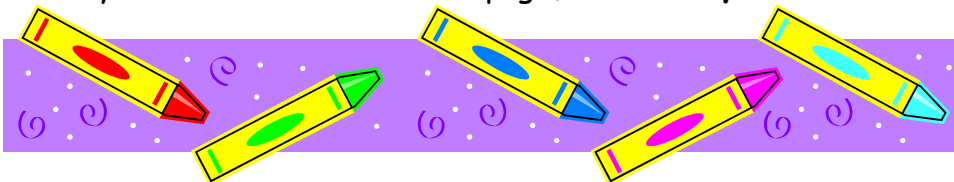
The **GCIS My Portfolio** is a way to keep up with your journey to find careers that will fit you. Remember the information you learned while exploring **Career Studio** in **GCIS** - occupations are organized into sixteen categories:

Agriculture, Food & Natural Resources	Hospitality & Tourism
Architecture & Construction	Human Services
Arts, A/V Technology & Communications	Information Technology
Business, Management & Administration	Law, Public Safety & Security
Education & Training	Manufacturing
Finance	Marketing, Sales & Services
Government & Public Administration	Science, Technology,
Engineering & Math	
Health Science	Transportation, Distribution &
Logistics	

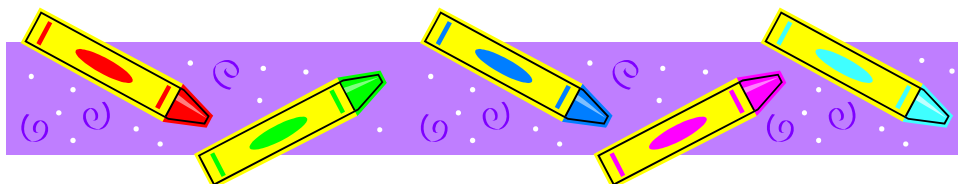
When you begin to look at the high school classes you want to take, these career clusters will become more important to you. Your Individual Career Plan that you will create in the spring of the 8th grade will reflect the information you have gathered about your selected career interest.

You can access the portfolio via the internet only. To begin, you must have the **GCIS User Name** and **Password** for your school. You will have two weeks to complete this assignment. Follow the procedure below:

1. Click on the icon **Create My Portfolio** on the top right corner of the home page.
2. Enter the required fields.
3. Establish your **User Name** and **Password** (write it somewhere in case you forget it). In the future, instead of having to use the **GCIS User Name** and **Password** to log into **GCIS**, you can just use your personal portfolio **User Name** and **Password** instead.
4. When you are back at the home page, click on **My Portfolio Main Menu**.



5. Click on **My Personal Information** and enter information about yourself.
6. When asked the question to allow the counselor/teacher-as-advisor to access your portfolio, the school would like to have your permission to review your work. We are not concerned with your outcomes only if you have completed the assignments. This information will be useful to you and your parents when you enter high school. You will be able to make much better decisions about your high school schedule if you have investigated possible careers and the educational opportunities that are linked to those careers. High school will become the preparation for the next step after high school and a career choice will determine that next step. Remember if you fail to plan, you plan to fail. **FAIL TO PLAN, PLAN TO FAIL.**
7. Once completed, return to **My Portfolio Main Menu** and click on **My GCIS Favorites**.
8. Click on **Occupation Sort Classic** on the left, and then click it again on the right. Follow the instructions to complete the activity.
9. Print the list of occupations that may "fit" you based on the way you answered the questions. What did you find out?
10. In the top right corner, click **Save Answers to My GCIS Favorites in My Portfolio**, so you'll have the information recorded.



GCIS Career Clusters Review and Occupational Exploration
6th Grade Career Development Advisement Activity # 4
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency

2. Skills to interact with others
 - Demonstrate effective group membership skills
 - Demonstrate effective social skills
6. Skills to locate, understand, and use career information
 - Identify various ways that occupations can be classified
 - Demonstrate skills in using school and community resources to learn about occupational groups
8. Understand how work relates to the needs and functions of the economy and society
 - Describe the importance of work to society

Goal:

Students will participate in groups to discover the different types of occupations involved in putting the classroom together and how these occupations fit into the sixteen career clusters.

Objectives:

- Review career clusters
- Discuss a variety of careers

Materials:

- Newspaper, crayons, markers, pen or pencil
- 6th Grade Career Development Advisement Activity # 4 handout - **Exploring Occupations**

Activity:

1. *Greet students:* “Welcome to advisement. I hope all of you had a great time looking at the different career clusters in GCIS Career Studio. We are going to play a game to help us remember the clusters. These clusters will help you investigate a wide range of career choices based on things that are common to that cluster. Career clusters make it easier for you to understand the connection between school and work and will help you select your high school classes based on a career choice.”
2. “Can you name the career clusters?” *Let the class attempt to name the clusters as you write them on the board. Briefly discuss the type of work in each area:*
 - *Agriculture, Food, and Natural Resources: This cluster involves work with food, lumber, or fabrics. Workers in this cluster like to work outdoors. They enjoy work that involves animals and protecting the environment. (Careers such as veterinary assistants, farm managers, food scientists, animal trainers, and nursery workers.)*
 - *Architecture and Construction: This cluster involves work with buildings or structures such as highways and bridges. Workers in this cluster often like to work with their hands, building things or creating designs. They enjoy working with tools, objects, and numbers. (Careers such as landscapers and groundskeepers, construction workers, carpenters, and architects.)*

- *Arts, A/V Technology, and Communications: This cluster involves being creative, talented, or having good technical skills. Workers in this cluster may perform in front of audiences or work behind the scenes. (Careers such as actors, camera operators, writers, and graphic designers.)*
- *Business, Management, and Administration: This cluster involves working with finances or making sure a company runs smoothly. Workers in this cluster are good at planning, organizing, and working with numbers. (Careers such as office managers, human resources managers, employment recruiters, secretaries, and accountants.)*
- *Education and Training: This cluster involves helping people learn and improve their lives. Workers in this cluster are often patient and don't mind speaking in front of groups. (Careers such as coaches, librarians, school counselors, teachers, and speech pathologists and audiologists.)*
- *Finance: Workers in this cluster keep track of money. They are good at working with numbers and keeping records. (Careers such as insurance agents, tax preparers, financial counselors, bank tellers, and loan clerks.)*
- *Government and Public Administration: Workers in this cluster are interested in politics. Rules and laws are important to them. (Careers such as compliance officers, tax examiners, legislators, and urban and regional planners.)*
- *Health Science: This cluster involves promoting health and wellness or diagnosing and treating injuries and disease. Workers in this cluster enjoy science and working with people. (Careers such as dental assistants, surgeons, physical therapists, pharmacists, registered nurses, and medical secretaries.)*
- *Hospitality and Tourism: Workers in this cluster may be interested in travel, cooking, are participating in recreational activities. They may work at a restaurant, hotel, sports arena, or travel agency. (Careers such as chefs, travel agents, recreation workers, hotel desk clerks, and restaurant managers.)*
- *Human Services: This cluster involves working with individuals and families to meet their personal needs. Workers in this cluster are good listeners and enjoy helping people with their personal problems. (Careers such as child care workers, hairstylists and cosmetologists, funeral directors, social workers, and psychologists.)*
- *Information Technology: This cluster involves working with computer hardware, software, multimedia, and network systems. Workers in this cluster are organized, good with details, and learn quickly. (Careers such as computer support specialists, computer programmers, network administrators, and Web designers.)*
- *Law, Public Safety, and Security: Workers in this cluster enforce the law, protect others, or provide legal services. They are unable to work under pressure and understand laws and regulations. (Careers such as security guards, police officers, fire fighters, paralegals, and lawyers.)*
- *Manufacturing: Workers in this cluster design, make, or install and repair products. They are good with their hands and with working with machines. (Careers such as production managers, welders, machinists, chemical engineers, and small engine mechanics.)*
- *Marketing, Sales, and Services: This cluster involves helping businesses sell products. Workers in this cluster may advertise and promote products so customers want to buy them. (Careers such as retail salespeople, marketing managers, buyers, real estate agents, customer service representatives, and telemarketers.)*

- *Science, Technology, Engineering, and Mathematics: This cluster involves conducting research in laboratories or designing products or systems. Workers in this cluster are interested in knowing how things work. They are detail-oriented and enjoy studying science. (Careers such as science technicians, biologists, civil engineers, mathematicians, and astronomers.)*
 - *Transportation, Distribution, and Logistics: This cluster involves helping people get from one place to another by road, air, rail, or water. Workers in this cluster may repair vehicles, trains, planes, and ships so the people travel safely. (Careers such as school bus drivers, air traffic controllers, ship pilots, flight attendants, truck drivers, and freight handlers.)*
3. *Explain the procedure for the game. Divide the group into three or four equal groups. Give each group a crayon/magic marker/pen/pencil. Let the groups brainstorm a way to choose a person to record their answers (birthday closer to holiday, or who is wearing the most red, or who has the most pets at home, latest birthday in the year, earliest birthday in the year).*
 4. *Tell the groups they have 15 minutes to think of every occupation used to build the classroom they are sitting in. After the 15 minutes are up, determine who has the most occupations. Talk about how these occupations would fit into different career clusters. For example students will suggest engineers (Science, Technology, Engineering, and Mathematics), carpet/tile installers (Architecture and Construction), and building inspectors (Government and Public Administration).*
 5. *Distribute handout for activity # 4 and review it with the class. Remind students to add their findings to their portfolio in GCIS. “You should complete this assignment in the next two weeks. Remember you are gathering information that will help you make good decisions about the classes and programs you will take in high school. Remember if you fail to plan, you plan to fail. We want you to make good decision and you need information to make good decisions. Working in GCIS can give you and your parents the necessary information that will help you make good decisions about your future. Keeping up with these assignment will eventually help you with your class selections at high school in the spring of the 8th grade.”*

Evaluation

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

Exploring Occupations
6th Grade Career Development Advisement Activity #4
Teacher as Advisor Program (TAP)

Student name: _____
 Advisor: _____
 Date: _____ Due Date _____

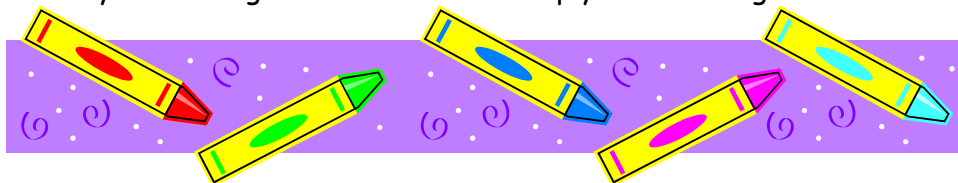
Now that you have reviewed the career clusters, look at your **Occupation Sort Classic** list (you can find this list in your GCIS portfolio) and select two occupations you would like to learn more about. Determine the proper cluster for each occupation. For example, if you would like to explore elementary school teacher, that occupation is part of the Human Services career cluster. Use **Career Studio** to help you find the right career cluster for the occupation you have chosen to explore.

Occupation #1 _____ Occupation #2 _____
 Career Cluster _____ Career Cluster _____

Answer the following questions about each occupation.

1. What did you like about the information in the overview?
2. What type of work activities did you read about that remind you of your school work?
3. When you read about the skills and abilities needed for that job, did you recognize those skills in yourself? (For example, to be an accountant you must have good numerical/math skills.)
4. Does this job require any special physical demands?
5. How did you feel about the wages/salary you might receive?
6. How many years after you graduate from high school will you have to attend school to get this type of job? How do you feel about attending school after you graduate? Do you like school?
7. Will there be jobs available when you begin to look for a job in this field? Why is that a critical piece of information?

Record your reactions to your findings in your GCIS portfolio. Log into GCIS using your personal ID and password. Click on **My Portfolio Main Menu**, and then on **My GCIS Favorites**. Next click on **Occupation Sort Classic** under **Occupations & Employment**, and then click it again on the right. Restore your answers from the previous activity. Choose two occupations you're interested in and click on **Add to My GCIS Favorites in My Portfolio** to record in the portfolio. Be specific about what you think or feel about the information you read regarding the selected careers/occupation. It is important that you keep a record of your findings. Remember this help you select high school classes.



Smart Choices: Career Development

6th Grade Student/Parent Workshop

Career Development

Goal

Sixth grade students and their parents will explore the career planning process.

Objectives

- Understand the career development process
- Understand the career planning questions: *Who am I? Where am I Going?* and *How am I going to get there?*
- Investigate high school diploma seals
- Explore GCIS and its contents, including career assessments, exploration tools, and My Portfolio
- Understand the importance of education and how education relates to the world of work
- Become familiar with local school GO Center or career center

Delivery

- Counselors can customize the PowerPoint presentation for local system requirements, programs, initiatives, and local policies (i.e., promotion/retention policy)
- Optional: Link to GCIS in the presentation (time may not permit). If time does not permit, use the slides in the presentation to give parents/students an overview of the type of files located in the program
- Use transparencies copied from the PowerPoint presentation if an LCD projector and laptop are not available

Materials/Personnel Needed

- Middle school guidance staff/principal are encouraged to attend
- High school guidance staff/principal are encouraged to attend
- LCD projector and laptop OR transparencies and overhead projector
- PowerPoint presentation via www.GeorgiaCRN.org website: go to "Career-Related power points", select 6th grade.
- List of internet resources for career planning (provided on www.GeorgiaCRN.org website "Career Center on the Web" go to "Key Components", to "Career Center"). This material can be distributed electronically via email upon request, or added to the local school website as a resource, or copied to a floppy disk

then handed out to parents (ask your technology specialist for assistance if needed).

- Printed information about graduation requirements, Career, Technical and Agriculture Programs of Instruction, Tech Prep, Youth Apprenticeship, College Entrance Requirements, Postsecondary Credit Transition Programs (check the SMART CHOICES manual for information or the Career Development Program Manual). Both documents can be found at www.GeorgiaCRN.org.
- *Possibilities: Smart Choices* brochure and America's Career Resource Network (ACRN)--One can access these 15 different ACRN parent brochures at www.GeorgiaCRN.org at "ACRN Parent Tool Kit". The ACRN Parent Tool kit includes both Spanish and English power points and brochures. GCIS brochures: *Graduating form High School, Career Decision-Making, Financial Aid, Going to High School, After High School What Next?* are located on the GCIS homepage in the lower left-hand corner. These brochures can be printed for parents.

Planning Considerations

Date and time- Keep your date relevant to the type of workshop you are conducting. Make sure you're giving the information far enough in advance to be helpful. Avoid nights that coincide with major entertainment or athletic events, community or PTA functions, or those too close to a holiday. Choose a time late enough in the evening (7 pm) to include the widest majority of your working parents but not so late as to discourage parents from attending. Provide babysitting services—utilize the child development class from the high school.

School approval- Once approval is received, confirm and reconfirm that your program is on the master calendar.

Location and Set-up- The workshop will have more impact if it is done at the high school. Middle school parents will enjoy the new environment. The room should be large enough to accommodate the number of attendees you anticipate. If you have decided to make a hands-on GCIS presentation, secure the computer lab. If you have good parent participation, you may consider a separate parent workshop for GCIS. Set up the room so parents can see and get handouts efficiently. (Handouts should be in packets, preferably in folders, in the order of your presentation).

Publicity- Publicize, Publicize, Publicize. Get your information to parents early and often. Utilize your PTSA/PTO organization. Mail flyers to parents if funding permits (if report cards are mailed home prior to meeting date, send a flyer).

Advertise on your school website or on the kiosk in the front office if available. Use incentives to get students/parents to attend.

Format and Handouts- Since your purpose is to disseminate information and the one-hour-15-minute time frame will limit the time for discussion, have enough handouts for **everyone!** Print your PowerPoint presentation as handouts so parents will have something to follow. An agenda would help parents and provide names, titles, and how parents can reach counselors and administrators. Do not overlap information - make your handouts count! Avoid information overload. Let parents know you understand how overwhelmed they must feel about this amount of information. Reassure them that you will be available by telephone or email to address questions or other needs that may occur as a result of the information received. Create packets of information. Please **do not** let parents pick up individual pieces of paper nor pass out individual pieces during the presentation.

PowerPoint- If you are unfamiliar with PowerPoint, have students or your tech specialist assist you. If you do not have the proper computer equipment, make transparencies from the slides. The **6th Grade Student/Parent Smart Choices: Career Development PowerPoint** is available: <http://www.GeorgiaCRN.org>.