

7th 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 social skills
3. Skills to make decisions
 - Describe personal beliefs and attitudes

Goal:

Students will understand how likes and dislikes can influence their career choices.

Objectives:

- Evaluate personal traits and preferences
- Use creativity

Materials:

- 7th Grade Career Development Advisement Activity #1 handout - **Who's in the BAG?**
- Pen or pencil
- It is **CRITICAL** to determine a due date for this activity

Activity:

1. *Greet students:* “Good morning/afternoon, welcome to advisement. Today we are going to go over instructions for the next assignment and cover some information regarding (*local school should insert local school information, i.e., schedules, parent meeting, special extracurricular activity, test taking skills, personal/social activity, academic activity, etc.*)”
2. “At the next advisement on _____ (*write this date the board and ask students to write the date on the advisement handout*), we will participate in the “Who’s in the Bag?” game. It is a FUN guessing game - you will be sorry if you choose not to participate. Between now and then, each of you should get a grocery bag or shopping bag from home and decorate that bag on the outside with things, pictures, sayings, etc., that represent you. For example, if you like to play baseball then you might have a Braves ticket glued to your bag along with a picture of your favorite baseball team; and if you like to read books, you might have a book cover or write the title of your favorite book on the bag; or perhaps you might include a picture of a place you would like to visit. Be creative and use all kinds of media to express yourself. The bag will represent who you are! Then inside the bag put three things that also represent you. Think about yourself and things you like to do and put things that represent YOU in the bag. At the next advisement, others in the groups will have to guess which bag belongs to you by what’s in the bag and what’s on the outside of the bag. Remember the due date. Any questions? Keep your bag a secret - cover it with something when you come in the room/building and don’t give away your secret.”
3. *Discuss with students how personal likes and dislikes play a big part in choosing careers.* “What our likes and dislikes are will play an important part in the jobs we work. Working for 30 years, 8 hours a day, 5 days a week at a job you don’t like can be very frustrating. There are many people who work at jobs they don’t like. You probably know some people who hate their jobs. That is why I want you to learn about yourself so you can make a good decision about your future. So you will find the job that “fits” you. We are all expected to work, therefore, why not choose a career that you like.” *Ask*

students the following questions and allow time for them to answer. Follow up each question with: "How does that make a difference in the jobs you choose?"

- *Do you prefer to work inside or outside?*
- *Do you prefer to work with people or data?*
- *Do you prefer to work in a big city or a small town?*

Evaluation:

Students will be evaluated on their participation in the discussion.

Who's in the BAG?
7th Grade Career Development Activity #1
Teacher as Advisor Program (TAP)

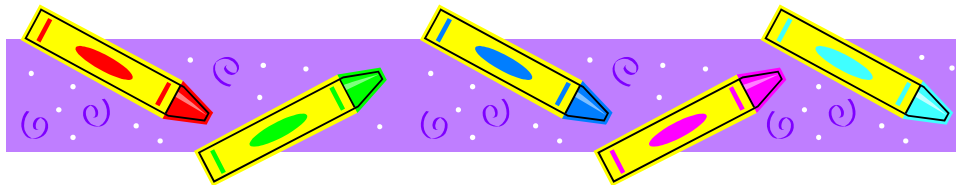
Student name: _____

Advisor: _____

Date: _____ Due Date _____

We will participate in the Who's in the BAG? guessing game.

- Each of you should get a grocery bag or shopping bag from home.
- You are to decorate that bag on the outside with things, pictures, sayings, etc. that represent you. For example, if you like to play baseball then you might have a Braves ticket glued to your bag along with a picture of your favorite baseball team; and if you like to read books, you might have a book cover or write the title of your favorite book on the bag; or you might include a picture of a place you would like to visit. You can put as many different things to represent yourself as you want. Be creative and use all kinds of media to express yourself: construction paper, paint, pictures (not of yourself), markers, glue, and glitter. The bag will represent who you are - your attitudes, beliefs, and things that are important to you, things you like! Who you are plays an important part in choosing an occupation that you will be satisfied doing for perhaps 30 years.
- Then put inside the bag three things that also represent you. For example, if you sing - put a piece of music in the bag, if you like chocolate put a piece of chocolate candy in the bag, if you like to take pictures put some of your pictures in the bag, if you travel - put items from your travels in the bag. Think about yourself and things you like to do and put things that represent YOU in the bag. Use your imagination and focus on YOU!!!!
- At the next advisement others in the groups will have to guess which bag belongs to you based on what's in and on the bag. Will they be able to guess who you are?
- You **MUST** sneak the bag in to the advisement room or give it to your advisement teacher prior to advisement on the due date. Cover your bag with something when you bring it in the school so your classmates will not see it.



Follow-Up to Who's in the BAG?
7th Grade Career Development Advisement Activity # 2
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 other
 - Demonstrate effective social skills
9. Skills to make decisions
 - Describe personal beliefs and attitudes

Goal:

Students will become more familiar with how they perceive others and how they perceive themselves.

Objectives:

- Understand the connection between skills and abilities and career choices
- Write about “What I learned about myself?”

Materials:

- Self-decorated bag
- 7th Grade Career Development Advisement Activity #1 handout - **Who's in the BAG?**
- 7th Grade Career Development Advisement Activity #2 handout - **Teacher Resource**
- 7th Grade Career Development Advisement Activity #2 handout - **Who's in the BAG? Guessing Sheet**
- Pen or pencil

Activity:

1. *Greet students:* “Good morning/afternoon, welcome to advisement. I see most of you brought your bags this morning/afternoon. I hope you were careful and didn't let anyone in this advisement see your bag. How did you like doing this project?” *Wait for some discussion.* “It is important that we get to know ourselves before trying to fit in to an occupation. We are all different, we look different, we behave different, we have different ideas and attitudes about things, we even see things differently.” *If you have time show the attached picture of the young/old woman. Ask them what they see - an old woman or a young woman. We do see things differently.* “Because we are all so different, we need to learn about ourselves so we can choose an occupation/career that will ‘fit’ us.” *As a teacher you may want to tell why you like your occupation as a teacher.*
2. *Handout the guessing sheet. Explain that students should NOT call out names, they should write the name of the student they think the bag represents on the scoring sheet. After all bags have been examined then you can go to each bag and ask the class members who they think the bag represented.*
3. *Explain that you will hold up each bag and describe the items that decorate the bag. For example, this bag has a picture of the Atlanta Braves baseball team. “So what do you think*

this indicates about the person represented by this bag?” *Wait for some answers. Continue to note the items on the outside then go to the inside items. Then ask the students to write their answer on the scoring sheet as each bag is described.*

4. Once the activity has been completed, ask students to complete the handout by writing about how this activity will help them make decisions about career choices and have them turn it in.

Evaluation:

Students will be evaluated on their bags and their handout.

7th Grade Career Development Advisement Activity #2 Teacher Resource

WHAT DO YOU SEE? OLD WOMAN OR YOUNG WOMAN.



<http://www.indianchild.com>

Exploring Nontraditional Careers
7th 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
9. Skills to make decisions
 - Describe personal beliefs and attitudes
11. Knowledge of different occupations and changing male/female roles
 - Describe advantages and problems of entering nontraditional occupations
 - Describe stereotypes, biases, and discriminatory behavior that may limit opportunities for women and men in certain occupations

Goal:

Students will participate in a group activity to explore their attitudes about nontraditional careers.

Objectives:

- Discuss beliefs and attitudes
- Describe barriers that limit career options and propose strategies to overcome them

Materials:

- 7th Grade Career Development Advisement Activity #3 handout – **Exploring Nontraditional Careers**
- Pen or pencil
- Optional supplemental resources: “Taking the Road Less Traveled” and “Destination Success” are located in the Guidance Center. Ask your counselor about these two excellent resources for more information about nontraditional occupations.

Activity:

1. *Greet students:* “Good morning, welcome to advisement. I hoped you enjoyed the last activity, “Who’s in the Bag?” *Collect the assignment from the last activity.* “Today we’re going to explore attitudes about men’s work and women’s work by responding to a series of statements. If you agree with the statement, raise your right hand and if you disagree with the statement, raise your left hand. If you’re not sure whether you agree or disagree, raise both hands. There are no right or wrong responses to any of these statements.” *Make sure students understand the directions before beginning the activity.*
2. *Read the following statements, allowing time for students to respond after each one. Once all statements have been read and students have responded, discuss with students the questions that accompany the statements.*
3. *Repeat the statement, ask students to reflect on their prior responses and have students discuss the questions.*
 - “Most males don’t have the patience to work with small children.”
Questions: What are some of the careers that involve working with young children? Do you know any males who work with small children?

- “Most females aren’t smart enough to be scientists.”
Questions: What kind of “smart” do you have to be? Do you know any males or females who are smart in this way? Are there people who are smart this way but have no interest in this area?
 - “All adult females should be prepared to support themselves financially.”
Questions: Should everyone be prepared to support themselves financially? Why?
 - “Males are paid more because they have families to support.”
Questions: Are males the only ones with families to support? Are there households where women are the sole support of their families?
 - “Men who work as flight attendants are not masculine and women who drive heavy machinery are not feminine.”
Questions: What does being masculine or feminine have to do with the type of work you choose? Are there masculine and feminine occupations?
4. Discuss with students how attitudes about “proper” work can create gender barriers that limit opportunities and close off avenues to satisfying careers in nontraditional areas. Male and female students should be allowed to work at any job of their choice. They should also be allowed to freely participate in any programs that may be offered at the high school. Such programs for women would be welding, auto technology, computer science, and AP math. Young men should be able to participate in Health Science Technology or Early Childhood education.
5. Distribute the **Exploring Nontraditional Careers** handout. Have students complete the exercise and hand it in. You may prefer to divide students into groups to do this assignment or you may lead the assignment. Either way, individual students should hand in the assignment before advisement ends. Discuss the barriers and solutions with students.
- *Sample barriers:*
 - Socialization to traditional female roles*
 - Lack of support from family, friends, and classmates or coworkers*
 - Lack of self-confidence*
 - Lack of female role models*
 - Limited experience with tools and mechanical operations*
 - Limited information about nontraditional occupations*
 - Females are usually directed to traditional classes*
 - Isolation and sexual harassment in classrooms*
 - Lack of instructor support*
 - Perception that men are not caring*
 - Perception that men who choose nontraditional jobs aren’t masculine*
 - Salary for men; women usually can make a higher salary at nontraditional jobs*
 - *Some solutions:*
 - Teach about career options beginning in elementary school*
 - Expose students to nontraditional role models*
 - Relate academic instruction to career awareness*
 - Provide opportunities for career awareness through field trips, speakers and shadowing.*
 - Encourage all students to enroll in upper level math and science courses*

Sponsor nontraditional career fairs and contests
Teach parents about career options

Evaluation:

Student will be evaluated on their handouts.

Educational Preparation for Careers
7th Grade Career Development Advisement Activity #4
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 how continued learning enhances the ability to achieve goals
5. Understand the relationship between work and learning
 - Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations
6. Skills to locate, understand, and use career information
 - Demonstrate skills in using school and community resources to learn about occupational groups

Goal:

Students will use GCIS to investigate and summarize five careers that require postsecondary levels of education for entry.

Objectives:

- Understand the need for postsecondary training for job entry
- Use GCIS as a source for career information

Materials:

- 7th Grade Career Development Advisement Activity #4 handout - **Tomorrow's Jobs**
- 7th Grade Career Development Advisement Activity #5 handout - **Educational Preparation for Careers**
- Pen or pencil

Activity:

1. *Greet students: "Good morning, welcome to advisement. The last time we met to discuss career planning we talked about non-traditional occupations. I hope you learned from that activity not to allow attitudes about male and female roles in the world of work keep you from investigating all types of careers. Today we're going to investigate what level of education is required to be competitive in the job market. Raise your hand if you plan to go to a four-year college or university after high school." Allow time for students to respond to each question. "How many plan on attending a two-year college? How many plan on attending a postsecondary technical institution? How many plan on attending special purpose postsecondary schools?"*
2. *Once all students have responded, distribute handout # 4, **Tomorrow's Jobs**, and discuss the information on the handout. Point out to students that the fastest growing jobs are jobs most in demand with the greatest opportunities for employment in that area. Emphasize how critical postsecondary education is for students today. Help students see that many jobs will require a bachelor, associate degree, or technical diploma or certificate. Write on the board: POSTSECONDARY EDUCATION IS IMPORTANT!*
3. *Ask students to reflect on their own career ambitions. What careers do they have in mind for their futures? What careers are they most interested in pursuing? Do they know the educational requirements for entering that career? Do they know where to find out what's required for their chosen career?*

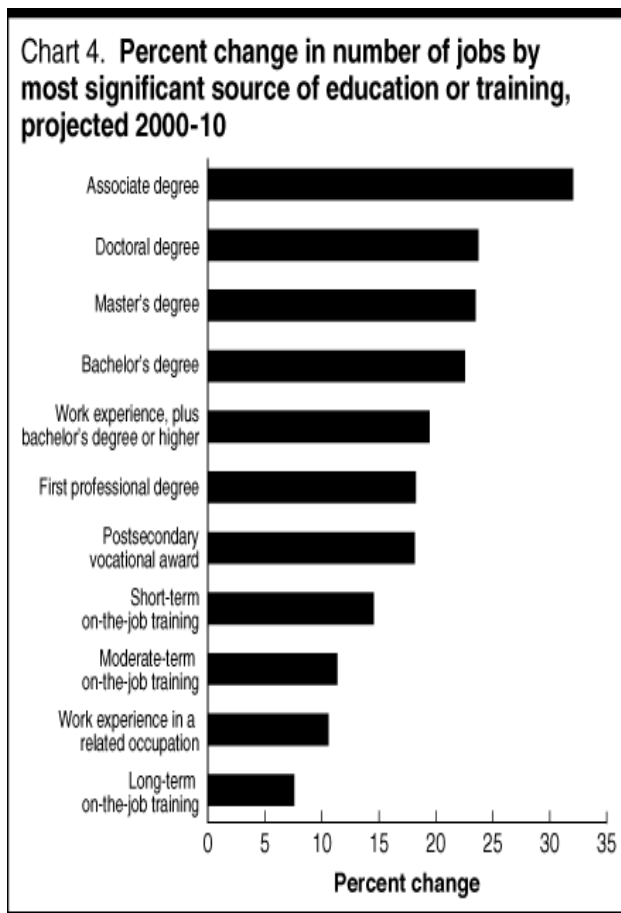
4. *Tell students that GCIS provides information about work activities, physical demands, work setting, wages, employment and outlook, tools, licensing and certification, preparation, and advancement opportunities for hundreds of occupations. Explain that students will use GCIS to explore at least five different occupations that require postsecondary education and training for entry.*
5. *Distribute Handout #5, 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 class discussions and on their handouts.

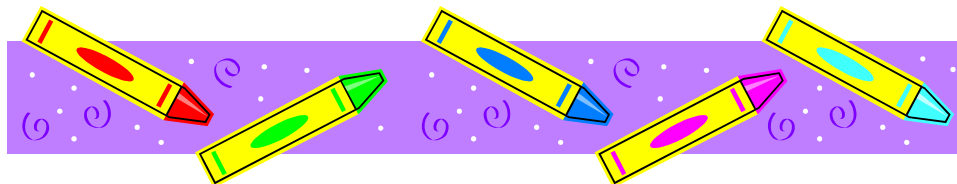
Tomorrow's Jobs
7th grade Career Development Advisement Activity #4
Teacher as Advisor Program (TAP)

Projected job growth varies widely by education and training requirements. All seven of the education and training categories projected to have average or faster than average employment growth require at least a postsecondary vocational or academic award. These seven categories will account for two-fifths of all employment growth over the 2000-10 period. Where will you be in 2010? Check out this web site: www.GeorgiaGO.org



- Employment in occupations requiring at least a bachelor's degree is expected to grow 21.6 percent and account for five out of the six fastest growing education or training categories.
- Jobs requiring an associate degree are projected to grow 32 percent over the 2000-10 period, faster than any other category,
- Jobs requiring a postsecondary vocational award are projected to grow almost 20 percent.
- Education is essential in getting a high-paying job. In fact, all but two of the 50 highest paying occupations require a college degree.
- Air traffic controllers and nuclear power reactor operators are the only occupations of the 50 highest paying that do not require a college degree.

Source: "Tomorrow's Jobs," Bureau of Labor Statistics, U.S. Department of Labor.



Educational Preparation for Careers
7th grade Career Development Advisement Activity #4
Teacher as Advisor Program (TAP)

Student name: _____

Advisor: _____

Date: _____ Due Date _____

Directions

1. Log into GCIS using your personal portfolio user ID and password.
2. Click on **My Portfolio Main Menu**, then on click on **My GCIS Favorites**.
3. Click on **Occupations** on the left under Occupations & Employment. Click on the icon **Occupations Index** on the right under **Occupations**.
4. Locate the information about occupations you've chosen, one at a time, by clicking on them. As you find occupations you like, click on **Add to My GCIS Favorites in My Portfolio**. This will save the occupation to your portfolio.
5. Fill out the **Preparation** and **Employment and Outlook** sections below using the information in GCIS. Be sure to include the name of the five occupations.

Occupation #1: _____

Preparation:

Employment and Outlook:

Occupation #4: _____

Preparation:

Employment Outlook:

Occupation #2: _____

Preparation:

Employment and Outlook:

Occupation #5: _____

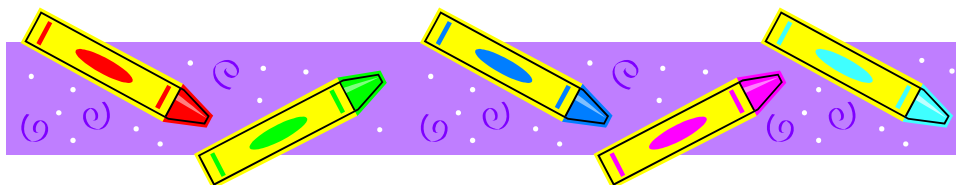
Preparation:

Employment and Outlook:

Occupation #3: _____

Preparation:

Employment and Outlook:



Smart Choices: GCIS and High School Programs

7th Grade Student/Parent Workshop

Career Development

Goal

Participants will investigate high school programs, postsecondary options, and become familiar with the Georgia Career Information System (GCIS).

Objectives

- Understand student options for postsecondary education and career-enhancing programs at the high school
- 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
- Learn about a new web site www.GAcollege411.org
- Become familiar with the local GO Center
- Explore major components of the HOPE Program

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 is located at www.GeorgiaCRN.org, "Career-Related PowerPoint presentations". Follow the directions for accessing the PowerPoint presentation.
- Show and tell resources other career-related resources located in the GO Center

- Printed information about graduation requirements, Technology/Career Programs of Instruction, Tech Prep, Youth Apprenticeship, College Entrance Requirements, ACCEL, Dual Enrollment, Articulation, student organizations and athletic eligibility.
- *Smart Choices* brochure and America's Career Resource Network (ACRN) brochures: *Graduating from High School*, *Career Decision-Making*, *Financial Aid*, *Going to High School*, *After High School What Next?* You can access a printed version of these brochures at the GCIS website (on the GCIS homepage in the lower left-hand corner).

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 **7th Grade Student/Parent Smart Choices: GCIS and High School Programs PowerPoint** is available:

<http://www.GeorgiaCRN.org>.