

GCIS O*NET Interest Profiler
8th 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
4. Knowledge of the benefits of educational achievement to career opportunities
 - Describe how aptitudes and abilities relate to broad occupational groups
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
 - Identify various ways that occupations can be classified
 - Demonstrate skills in using school and community resources to learn about occupational groups

Goal:

Students will use GCIS O*NET Interest Profiler to assess their preferences for certain work activities and investigate careers that match their interests.

Objectives:

- Understand the connection between personal interests and career choices
- Use GCIS as a source for career information

Materials:

- 8th Grade Career Development Advisement Activity #1 handout - **GCIS O*NET Interest Profiler**
- Pen or pencil

Activity:

1. *Greet students:* “Welcome to advisement. I hope all of you have completed all the advisement assignments given to you over the past two years (6th and 7th grade). In the spring you and your parents or guardians will have an opportunity to select your high school classes. Your selections will be based on a career goal. Planning is critical when you make class selections at the high school. If you have not been keeping up with the assignments, I hope you will let me know and I can assist you in getting caught up. Today we’re going to investigate work activities and your individual preferences for certain types of work activities. Raise your hand if you like animals.” *Allow time for students to respond.* “What kinds of occupations involve working with animals?” *Write student responses on the board. Possible answers: animal caretaker, animal control workers, animal trainer, animal breeder, biologist, farm worker, fish and game warden, forest and conservation worker, park ranger, poultry farmer, veterinarian, veterinary assistant, zoologist.*
2. “What do you think work activities are?” *Answer: The tasks specific to a particular job.* “Let’s relate them to the occupations we’ve listed here. What are some of the work activities involved in being an animal caretaker?” *Allow time for students to answer, then offer the following: check animals for signs of illness; clean and disinfect cages, pens, and yards;*

- feed, water, exercise, clean, and groom animals; give prescribed treatments or medications according to instructions; and record information about each animal on charts or in files.*
3. *Go through other occupations on the board listing work activities if needed to ensure students understand what work activities are. You may relate school-work activities, such as being on time to class, staying on task, bringing work materials to class.*
 4. *Ask students: "What sort of work activities do you prefer? Think about these questions. Would you rather work at a desk with information or be out front entertaining people? Would you rather follow procedures and routines or take risks? Would you rather work with tools and machinery or give advice and help people?" Allow time for students to discuss each question and use your own job as a teacher to explain your work activities and why you prefer those types of activities to others.*
 5. *Distribute the **GCIS O*NET Interest Profiler Handout #1**, go over the directions for the activity, answer questions from students, and ensure that they understand the assignment and how important it is they keep up with the assignments.*

Evaluation:

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

GCIS O*NET Interest Profiler
8th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)

Student name: _____

Advisor: _____

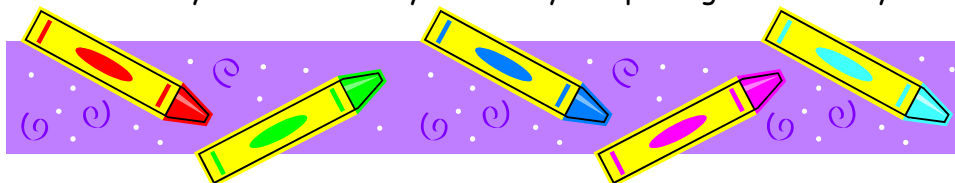
Date: _____ Due Date _____

The **O*NET Interest Profiler** helps you find out what your interests are and how they relate to the world of work. It does this by asking you to answer questions that represent important interest areas. Your **Interest Profiler** scores will help you identify your strongest work-related interests. Knowing your work interests can help you decide what kinds of jobs and careers you want to explore.

Remember: Your interests are just part of the information you can use to explore careers. Other things - such as your **abilities, work values, experience, education, and motivation** - are also important to consider in exploring careers. The more aspects of yourself you use to explore careers, the better chance you have of finding satisfying work.

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 **O*NET Interest Profiler** on the left under **Occupations & Employment** then click it again on the right.
4. Read the directions carefully and follow the instructions to complete the activity.
5. Once you've received your results, explore the various careers listed under your strongest areas of interest and click on **Save Answers to My GCIS Favorites in My Portfolio** to record the information you've collected in your **GCIS portfolio**.
6. How do the results from the **O*NET Interest Profiler** compare to other interest assessments you've taken? Record the information in your **GCIS portfolio**.
7. Answer the following questions about the activity on a separate sheet of paper and turn it in to your advisor.
 - In which interest areas did you have the highest scores?
 - Which occupations in those interest areas were most appealing to you?
 - Do you plan to pursue a career in those interest areas? Why or why not?
 - What did you learn about yourself by completing this activity?



GCIS My Portfolio Update
8th 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
4. Knowledge of the benefits of educational achievement to career opportunities
 - Describe how aptitudes and abilities relate to broad occupational groups
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
 - Identify various ways that occupations can be classified
 - Demonstrate skills in using school and community resources to learn about occupational groups

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:

- Slips of paper
- 8th Grade Career Development Advisement Activity #2 handout – **GCIS My Portfolio Update**
- Pen or pencil

Activity:

1. *Greet students: “Welcome to advisement. I hope you enjoyed the last career-related activity, O*Net Interest Profiler. What did you learn about yourself?” Allow students to respond. “Did you record your results in your GICS Portfolio? Today we’re going to play the Salad Game. I want everyone to write down one thing that they really love in a salad. Don’t ask any questions; just write down your choice.” Pass out the slips of paper to the students.*
2. *Allow time for students to respond and hand in their choices. Look them over and find some awful combinations, such as fruit and onions or radishes and pineapple. (If you don’t get awful combinations, it’s okay to make-up some for this game.) Call out the awful combinations and ask, “Is there something we should have done before we started putting this salad together?” Answer: “Planning. We should have planned what type of salad we were going to make before we started.”*
3. *Ask students what other sorts of endeavors require planning and write their answers on the board. If students don’t give this response add it yourself: Planning for classes in high school.*
4. *Point out to students that if they don’t have a plan for high school based on who they are and where they’re going, they’re never going to get there. Have students review the type of things*

- they know about themselves based on assessments they've taken through the years. Ask: "How does this information help you plan?" Allow time for students to answer the question.*
- Tell students they will be updating their GCIS portfolios with the idea of planning for high school. 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.*

Evaluation:

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

GCIS My Portfolio Update
8th Grade Career Development Advisement Activity #2
Teacher as Advisor Program (TAP)

Student name: _____

Advisor: _____

Date: _____ Due Date _____

Now that you're an eighth grader it's more important than ever that you take time to reflect on who you are - what your interests are, what you're good at, what you like doing - and think about where you're going. The short answer is: You're going to high school where there are all sorts of opportunities to **GO** with your strengths and interests . . . and an equal number of opportunities to crash and burn. Planning can make the difference between failure, so-so and success. The old saying, "Fail to plan, then plan to fail" is true!

That's where your portfolio can come in handy. It contains a wealth of information you've gathered and recorded and provides you with the perfect opportunity to reflect, update, re-examine, and validate who you are, where you're going, and how you're going to get there.

Directions

1. Log into GCIS using your personal portfolio User Name and Password.
2. Click on **My Portfolio Main Menu** and review the contents of your portfolio 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 next advisement session.
 - Which assessment offered the most valuable information to you? Why?
 - Did your portfolio reflect your current interests? How have your interests changed?
 - Which diploma seal will you pursue in high school: College preparatory, Technology/Career-preparatory, College preparatory with Distinction, Technology/Career-preparatory with Distinction, or a Dual Seal?

One-Step-Beyond Option: Log on to the website of the high school you'll be attending. Work with your parents to examine what's required for the five diploma seals listed above. Let your parents/guardian assist you in making these important decisions. They want what is best for you. Good decision-making is based on good, accurate, current information and GCIS can help you and your parents with this task. (You may also want to check out: www.GAcollge411.org for more info!)

GCIS Education Pays
8th Grade Career Development Advisement Activity # 3
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency

4. Knowledge of the importance 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
 - Describe how continued learning enhances the ability to achieve goals

Goal:

Students will understand the relationship between educational achievement and career opportunities.

Objectives:

- Know the importance of academic achievement
- Know how skills learned in school relate to the world of work
- Understand the importance of postsecondary education

Materials:

- 8th Grade Career Development Advisement Activity #3 handouts – **Education Pays** and **The More You Learn, the More You Earn**
- Pen or pencil

Activity:

1. *Greet students:* “Good morning, welcome to advisement. Remember to keep up with your GCIS assignments. These activities will be most important when you begin to develop your schedule at the high school. Today let’s start with a very basic question: ‘How does being on time for class or school relate to the world of work? How does bringing your pencil, paper, and books to class relate to the world of work? and How does ‘hold your head up and paying attention in class relate to the world of work?’” *Allow time for students to discuss the questions. Ensure they acknowledge that being on time is a work skill, that bring your tools to work is a work skill, and that paying attention (not sleeping in class) is a work skill. “It’s true that the skills you learn in school will help you in your future career, even simple skills like being on time. Today in advisement we are going to look at the idea that ‘Education Pays’ in dollars and sense (a play on words). Education helps us to LEARN a LIVING!” Write LEARN a LIVING on the board. Allow students time to discuss just what that means. Student should understand that education links to the world of work - they are learning how to earn a living - they are learning knowledge and skills that will enable them to earn a living/get a job/pay the bills. Help students make the connection between work and school.*
2. *Distribute handout # 3, **Education Pays**. Instruct students to read the information at the top of the page. Ask if there are any questions. Respond to the questions, if needed.*
3. *Divide the class into groups of three or four. Assign a recorder by choosing the person with earliest birthday in the year.*

4. *Distribute handout # 4, **The More You Learn, the More You Earn** and discuss the idea that **the more you learn, the less likely you are to be unemployed**. Make the assignment for students to answer the questions collaboratively in their groups.*
5. *When the groups have finished the assignment, go over the results with the class. Allow students to answer the questions.*

Evaluation:

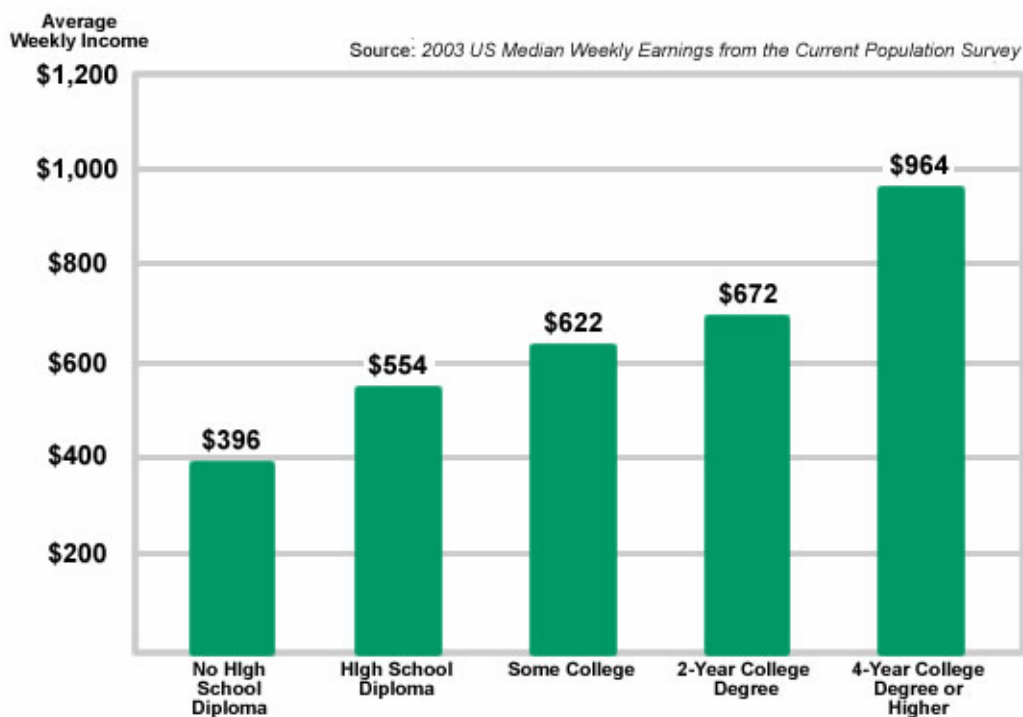
Students will be evaluated on their participation in the discussion and completion of the handouts. Ask these question as “food for thought:” Who has chosen a career that demands more education after high school? Who has chosen classes that will help them reach their career goal? Is money the most important thing when choosing a career? Allow time for discussion if possible.

Education Pays
8th Grade Career Development Advisement Activity #3
Teacher as Advisor Program (TAP)

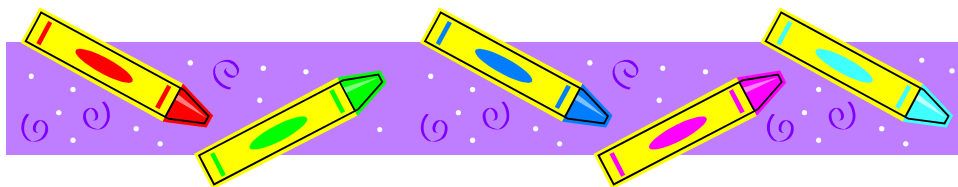
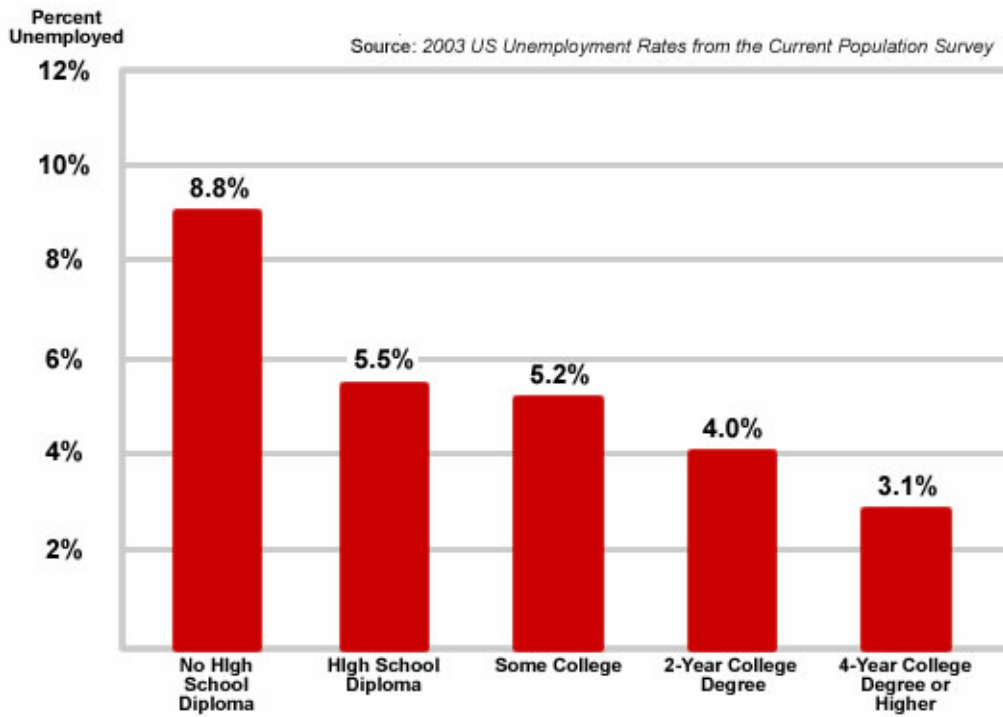
If you are not sure about pursuing your education past a high school degree, you may want to look at these charts. Education does pay!

According to the Bureau of Labor Statistics, the higher your education level, on average, the higher your pay and the lower your chance of being unemployed. The following two charts display the U.S. average weekly wages and unemployment rates by education level for 2003. Of course, wages and employment vary by specific occupation and industry. You should set your career goals by considering your personal interests and values as well as the labor market. Regardless of your career path, a life-long pursuit of learning will be important to your success - and it will most likely improve your earning power!

The more you learn, the more you earn!



The more you learn, the less likely you are to be unemployed.



The More You Learn, the More You Earn.
8th grade Career Development Advisement Activity #3
Teacher as Advisor Program (TAP)

I. Using your team skills, your skills to read a chart, and simple math skills, answer the following questions from the chart: *The More You Learn, the More You Earn.*

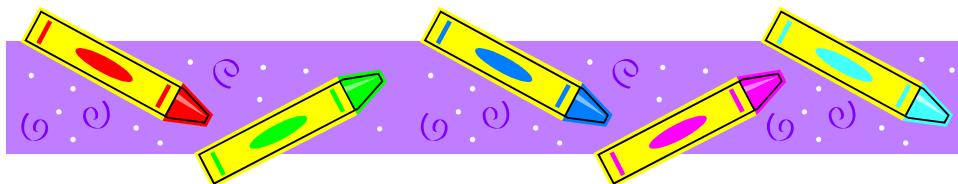
1. What is the average weekly income of a person who does not finish high school?

2. What is the average weekly income of a person who does finish high school?

3. What is the difference in average weekly income between a person with a high school diploma and a person without one? _____
4. After looking over the chart, what conclusion(s) could one draw from the information displayed on the chart? (Circle the conclusions that are true.)
 - A. That the more education/training a person has, the more income they can expect.
 - B. That a person with some college can expect more income than a high school graduate.
 - C. That a person with a 4-year college degree or higher can expect the most income.
 - D. That ALL jobs DO NOT require a 4-year college degree.

II. Using your team skills, your skills to read a chart, and simple math skills, answer the following questions from the chart: *The More You Learn, the Less Likely You Are to be Unemployed.*

1. What is the unemployment rate for high school drop-outs? _____
2. What is the unemployment rate for people with some college? _____
3. After looking over the chart, what conclusion(s) could one draw from the information displayed on the chart? (Circle the conclusions that are true.)
 - A. That the more education and training a person has the less likely they are to be unemployed.
 - B. That a person with a high school diploma will be less likely to be unemployed than a person without a high school diploma.
 - C. That there is a difference of 5.7% between the unemployment rate of a person without a high school diploma and a person with a 4-year college degree or higher.



Going to High School
8th 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
12. Understanding the process of career planning
 - Demonstrate knowledge of exploratory processes and programs
 - Identify school courses that meet tentative career goals
 - Demonstrate knowledge of academic and career/technology programs offered at the high school level

Goal:

Students will investigate the transition from middle school to high school and find answers to their questions about policies, procedures, and opportunities.

Objectives:

- Participate in group discussions
- Involve parents in their exploration of high school opportunities
- Consider personal interests and abilities when exploring high school opportunities

Materials:

- 8th Grade Career Development Advisement Activity #4 handout - **Going to High School**
- Pen or pencil

Activity:

1. *Greet students:* “Welcome to advisement. You learned about diploma seals from a previous advisement assignment. If you have questions, the school counselor will be happy to assist you with your questions. Today we’re going to talk about going to high school and the differences between middle school and high school.” *Ask:* “What do you think are some of the major differences between high school and middle school?” *Allow time for students to answer, write their responses on the board, and have students discuss their answers.*
2. *Conclude the discussion with:* “So, in general, high school will demand more work and more time and offer more choices and more opportunities. Who will you count on to help you with all the work and opportunities and choices?” *Have students discuss their support systems of parents, friends, counselors, teachers, advisors, etc.*
3. *Distribute the handout to students, go over the directions for the class activity, and have students complete it.*
4. *Go over directions for out-of-class 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 class discussions and on their handouts.

Going to High School
8th Grade Career Development Advisement Activity #4
Teacher as Advisor Program (TAP)

Student name: _____

Advisor: _____

Date: _____ Due Date _____

Making the transition from middle school to high school can go more smoothly if you have all the information you need. For example, you'll need to know the following:

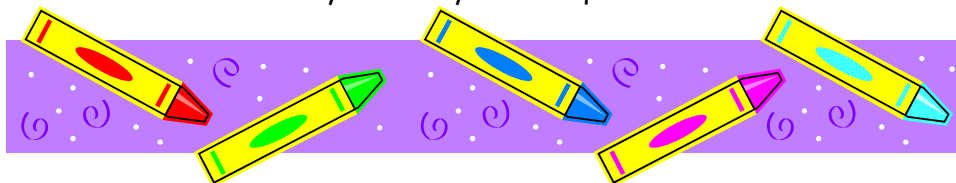
- | | |
|-----------------------------|------------------------------------|
| ✓ Absentee Policies | ✓ Graduation Requirements |
| ✓ Behavior Policies | ✓ Holiday and Vacation Information |
| ✓ Dress Code | ✓ School Calendar of Events |
| ✓ Grading Scale Information | ✓ Extracurricular Activities |

What other questions do you have about entering high school? Take a few moments and think about your interests. Do you want to know more about the sports programs? Music programs? Work-based learning programs? Student organizations like Cooperative Business Education and Annual/Journalism Staff?

Write down two or three of your questions to discuss in class.

To find out more about high school:

1. Access the Georgia Career Information Center at <http://www.gcic.peachnet.edu>.
2. In the blue block on the left, click on **Information Parents Can Use**.
3. Under Brochures on the left, click on **Going to High School** and review the information with your parents. Your parent will be as interested as you are.
4. Access the website for the specific high school you will be attending at _____ and review the information about school policies, procedures, classes, and schedules with your parents
5. Answer the following questions: Do you still have unanswered questions? What are they? Do you know how to find the answers? Who can help you with these questions? Your school counselor can always assist you with questions.



Smart Choices: Countdown to High School

8th Grade Student/Parent Workshop

Career Development

Goal

Participants will investigate the local high school curriculum and career-development initiatives.

Objectives

- **Collaborate** to provide information about transition from middle school to high school
- Understand diploma selection (CPC, CPC+, TC, TC+, IB, if appropriate), course selection, six-year individual career plans (ICP), advisement sessions, and GCIS portfolios.
- Understand how to complete an Individual Career Plan
- Understand the relationship between education and the world of work
- Be aware of current career trends and receive BLS information about the labor market projections for 2000-2010
- Understand high school curriculum and graduation requirements
- Understand the career planning process

Delivery

- Counselors can customize the PowerPoint presentation for local system requirements, programs, initiatives and local policies (i.e., promotion and retention policy)
- Optional: Link to GCIS in the presentation. 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
- "*Smart Choices: Countdown to High School*" powerpoint presentation via www.GeorgiaCRN.org. Follow the directions for accessing the PowerPoint presentation at the bottom of the web page.

- List of resources for career planning (provided on the GeorgiaCRN website "Career Center on the Web" which includes GCIS). This material can be distributed electronically by 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].
- Printed information about graduation requirements, Career, Technical and Agricultural Programs of Instruction, Tech Prep, Youth Apprenticeship, College Entrance Requirements. Labor market information can be found at <http://stats.bls.gov/emp/emptab3.htm> for *fastest growing jobs*, <http://stats.bls.gov/emp/emptab4.htm> for *occupations with the largest job growth*, ftp://quicksourc.dol.state.ga.us/Current/hot_careers_current.pdf for hot careers in Georgia, and <http://www.bls.gov/oco/ocotjt1.htm> for *fastest growing occupations and occupations projected to have the largest numerical increases in employment by levels of education*

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 (7:00 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 **8th Grade Student/Parent Smart Choices: Countdown to High School PowerPoint** is available: <http://www.GeorgiaCRN.org>.

My 411: Create an Account
8th Grade Career Development Advisement Activity #5
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency:

6. Skills to locate, evaluate, and interpret career information
 - Demonstrate use of a range of resources
9. Skills to make decisions
 - Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs for work
 - Identify steps to apply for and secure financial assistance for postsecondary education and training
12. Skills in career planning
 - Describe school and community resources to explore educational and occupational choices
 - Demonstrate skills necessary to compare education and job opportunities

Goal:

Students will identify steps and information to create an account on GAcollge411.org

Objectives:

- Distinguish between appropriate and inappropriate information to enter into an online account with GAcollge411
- Identify the advantages of creating an account
- Identify steps to create an account using accurate and appropriate information

Materials:

- Computer with Internet access
- Projector

Activity:

1. *Greet students as they enter the room.*
2. *Tell students that they will be learning about creating an account on GAcollge411. Ask students if anyone has already created an account or has visited the site. Allow students to share the benefits they've found from using the Web site.*
3. *Explain the value of using GAcollge411 as a tool to help plan, apply, and pay for college. Creating a free and secure account on the site will allow students to track and manage their:*
 - a. *Courses and grades*
 - b. *Extracurricular activities*
 - c. *Honors and awards*
 - d. *Test preparation programs*
 - e. *SAT, ACT, and other test scores*
 - f. *Career explorations*
 - g. *College searches*

4. Go to www.GAcollge411.org.
 - a. Click on **Create an Account**; you will be taken to Screen 1 of 3.
 - b. As a class, complete information for a fictitious student. Caution students that when they are creating their own accounts, it is very important to enter accurate information. The information in their accounts will be used to apply for college admissions and financial aid. If they enter accurate information at the time they create their accounts, they will not have to go back and correct it later. Also, encourage students to use an appropriate username and email address. Students will have the option to apply online using their accounts; they don't want to send a college application with an offensive or inappropriate username or email address.

Recommend a username “formula” for students at your school. For example: last name, first initial, graduation year (abbotr2010). Using a school formula ensures an appropriate username and allows for easy recovery of a forgotten username.

Students are free to use GAcollge411 email if their email addresses are not appropriate for communication with high school and college officials. Some students choose to set up a GAcollge411 email to use only for communication pertaining to college and career planning.

- c. When Screen 1 is complete, click **Next**.
- d. Complete the information required on Screen 2. Read aloud “**Student Loan and Financial Aid Information**”. Screen 2 asks students to enter their counselor’s name and email address. Students may also invite an advisor, teacher, or parent to gain read-only access to the account. Click on “**How does this work?**” for more information.
- e. Screen 3 asks what the student would like to do next. Students are strongly encouraged to “**Complete a profile for scholarship search and college recruitment**”.
- f. Many of the fields in the Profile will already be filled with information entered previously. By entering the Social Security number, a student will be able to apply for certain scholarships, loans, and grants. Remind students to keep their passwords private because of the sensitive nature of the information in their accounts.
- g. Encourage students to create their own accounts during their free time. Once an account is created, the student is able to save results from career inventories, record grades and extracurricular activities into the high school planner, use the test prep program, apply for college admissions and financial aid, and save other important information.
- h. Remind students to update their accounts at least once each year, revising the grade level and any other information that has changed.

Evaluation:

Evaluation is based on class participation.

Modifications:

If a computer lab is available, allow students to create their own accounts after an explanation and demonstration is given.