

A WORLD OF OPTIONS!

Instructions

1. Read the definitions.
2. Look for the words and phrases shown in the word search. These are words and phrases you'll hear during Unit 2.
3. Circle the word or phrase when you find it in the word search.

C	B	Y	Z	L	P	A	U	M	G	M	S	A	C	X	E	D	L	S	O
N	A	Y	T	S	O	W	X	V	E	G	V	C	A	C	G	E	Q	L	N
X	H	R	H	I	U	W	G	X	N	P	A	N	R	C	D	U	O	O	J
M	N	T	E	S	C	Y	R	Q	D	R	V	N	E	Q	Y	N	Z	B	N
H	D	B	E	E	M	I	S	E	E	O	E	R	E	S	X	J	L	P	Y
N	N	W	W	O	R	X	N	E	R	Z	C	A	R	E	E	R	V	X	B
Z	U	T	N	Z	K	E	R	H	J	M	H	B	C	W	W	Z	W	D	M
D	H	O	D	Q	D	P	X	G	T	V	B	S	L	C	U	D	W	T	R
G	C	N	J	P	A	L	M	P	B	E	T	H	U	B	Y	M	E	K	H
E	T	M	K	T	L	E	C	C	L	Y	D	F	S	A	U	H	C	P	P
N	Q	A	H	L	P	A	W	Z	Q	O	A	M	T	I	O	Z	Y	H	R
O	R	W	L	C	T	G	N	I	H	C	R	A	E	S	B	O	J	I	L
P	A	Z	O	E	D	N	J	D	Q	M	E	A	R	W	E	H	T	A	Y
Y	N	S	Q	V	N	Y	H	K	E	C	N	X	T	D	C	H	S	S	V
C	J	L	C	A	K	T	D	S	J	C	V	I	P	I	O	K	E	F	T
L	V	O	Z	P	Z	G	P	W	D	G	P	D	U	Y	O	Q	R	R	Z
R	K	G	H	K	T	Z	E	T	S	K	K	A	L	V	N	N	E	R	P
A	V	G	U	G	E	J	X	L	H	L	E	U	A	W	C	N	T	P	I
I	W	A	Z	E	L	O	R	R	X	Q	Y	M	T	V	D	S	N	N	Y
M	A	C	A	R	E	E	R	F	I	E	L	D	C	E	P	P	I	N	Y

Words to Find	Definitions
Career	A set of roles a person chooses to play during his or her life that engage them in using personal talents to provide some service or goods that contribute to society.
Career Exploration	A long, progressive process of choosing education, training, and jobs that fit your interests and skills.
Career Field	Groups of careers that represent a very broad sectors of careers.
Career Cluster	A group of careers that fill a particular role in the local economy. Careers in a cluster share common goals (e.g., finance, information technology, education, training, etc.).
Career Pathway	A group of careers that fill a particular role within a Career Cluster. Careers in a Career Pathway tend to share a common set of skills and knowledge.
Economy	The system by which the production, distribution, and consumption of goods and services is organized in a country or community.
Ethnicity	A large group of people who share a common racial, national, religious, linguistic, or cultural history.
Interest	A state of curiosity or concern about something.
Job Searching	The short-term pursuit of a position that matches your current financial and career goals.
Role	A way of describing something we do. We play more than one role at any one point in our lifetime (e.g., being a student, sister, employee, etc.).
Talent	A natural ability to do something well (e.g., a talent for music, etc.).
Trend	The general direction in which something tends to move.

ONE IS NOT LIKE THE OTHERS

Instructions: Each group of four careers has one career that is unlike the others. Determine which career does not fit in the category and draw a line through it. Leave the “FIELD” blank until the class discussion.

<p>Field_____</p> <p>Budget Analyst Sales Manager Doctor Banker</p>	<p>Field_____</p> <p>Aerospace Engineer Fish Hatchery Manager Turf Grass Manager Agricultural Engineer</p>	<p>Field_____</p> <p>Audio/Video Technology Manager Software Developer Website Designer Police Officer</p>
<p>Field_____</p> <p>Video Game Designer Teacher Family Counselor School Psychologist</p>	<p>Field_____</p> <p>Nurse Accountant Dental Assistant Personal Wellness Trainer</p>	<p>Field_____</p> <p>Architect Electrician Livestock Breeder Welder</p>

A WORLD OF OPTIONS!

Milestone Project: Create a multi-media presentation that showcases the careers within one Career Cluster that interests you.

What Should I Include in My Presentation?

Here is the basic information your presentation should describe (in some format):

- ✓ The career field in which your chosen Career Cluster is grouped.
- ✓ The Career Cluster in general using your own words.
- ✓ The Career Pathways available in the Career Cluster.
- ✓ At least three example careers per Career Pathway in the Career Cluster.
- ✓ Two examples of problems people in your Career Cluster solve on a regular basis.
- ✓ Two-three essential career readiness skills required by individuals in the Career Cluster.
- ✓ Basic career profile information including: Education levels required, salary range for careers in the Career Cluster, current in demand jobs, etc.
- ✓ At least one significant change in the way people do work in this Career Cluster that has occurred in the last five years (e.g., a new technology, more women entering the field, jobs being outsourced overseas, etc.).
- ✓ At least one significant factor you think will change the kinds of jobs available in the Career Cluster 10 years from now (e.g., a new technology, demand from consumers, etc.)

What Does My Multi-Media Presentation Need to Look Like?

Presentations come in a lot of different formats. Here are some different formats you may consider:

- ✓ A short-spoken presentation accompanied by five-six PowerPoint slides.
- ✓ A short three-minute iVideo or podcast with visuals and audio.
- ✓ A poster board or three-sided foam board display with pictures and text.
- ✓ A simple website with visuals—be prepared to “show and tell” about the site. Be creative! Your presentation may involve different media. Pick a format that represents your interests and talents.

When Asked, You Should Be Able to Explain:

- ✓ How this Career Cluster fits your personal interests and talents.
- ✓ An activity you can conduct this year to continue exploring careers in the Career Cluster (e.g. a job shadow, a website you can explore, a person you can speak with, etc.).
- ✓ A choice you will need to make in order to pursue a career in the Career Cluster (e.g., choosing activities in high school that will prepare you for the career, etc.).

Basic Steps for Creating Your Mission Statement:

Step 1: Revisit the decision-making steps outlined in Unit 1. Use the steps to identify a few careers that interest you.

Step 2: Review the six career fields and the 16 Career Clusters using the resources provided in class or the resources you find online:

- English: <https://cdn.education.ne.gov/wp-content/uploads/2017/07/InterestSurvey.pdf>
- Spanish: <https://cdn.education.ne.gov/wp-content/uploads/2018/05/Career-Clusters-Interest-Survey-Spanish.pdf>

Step 3: Choose a format for your presentation.

Step 4: Begin to outline your presentation and information using the expectations listed above.

Step 5: Try creating a first draft of your presentation (this will vary depending upon how you choose to present your statement).

Step 6: Create a second and third draft of your presentation and test run it with others.

MAKING IT MY OWN!

Evaluating the Artifact – <i>The artifact presented...</i>		
Criteria	Points Awarded/Available	Comments/Feedback
<p>Describes...</p> <ul style="list-style-type: none"> ✓ The Career Cluster in general, including the career field in which it is grouped. ✓ The Career Pathways available in the Career Cluster. ✓ Two-three essential career readiness skills required by individuals in the Career Cluster. ✓ Basic career profile information including: Education levels required, salary range for careers in the Career Cluster, current in-demand jobs, etc. ✓ At least one significant change in the way people do work in this Career Cluster that has occurred in the last five years (e.g., a new technology, more women entering the field, jobs being outsourced overseas, etc.). ✓ At least one significant factor you think will change the kinds of jobs available in the Career Cluster 10 years from now (e.g., a new technology, demand from consumers, etc.). 	<p>___ / 30</p> <p>(5 points each)</p>	
<p>Illustrates...</p> <ul style="list-style-type: none"> ✓ At least three example careers per Career Pathway in the Career Cluster. ✓ Two examples of problems people in the Career Cluster solve on a regular basis. 	<p>___ / 10</p> <p>(5 points each)</p>	
is neat, complete and ready to present by the due date.	___ / 5	
Total Score for the Artifact	___ / 30	

Evaluating the Verbal Explanation – When asked, <i>the student explanation discusses...</i>		
Criteria	Points Awarded/Available	Comments/Feedback
✓ How this Career Cluster fits their personal interests and talents.	___ / 5	
✓ An activity they can conduct this year to continue exploring careers in the Career Cluster (e.g. a job shadow, a website to explore, a person they can speak with, etc.).	___ / 5	
✓ A choice they will need to make in order to pursue a career in the Career Cluster (e.g., choosing activities in high school that will prepare them for the career, etc.).	___ / 5	
Total Score for the Verbal Explanation	___ / 15	

CAREER OPTIONS CHALLENGE

Wanted: Lots of career options. If we are going to explore our career options, we need to know what is out there! Our goal as a class is to identify as many careers as possible.

Here's how to get started:

- Search around your home and community to see what career options you can uncover.
- Great sources to include in your search are:
 - Newspapers
 - Magazines
 - Newsletters
 - Online Job Postings
 - Phone Book
 - A Walk or Drive Around the Community or Mall
 - Interview a Parent or Guardian
 - Material from the Guidance Counselors' Office
- Use the space below to keep a list of the options you find. List a minimum of 15 careers. Examples are provided to help you begin, but these examples will count as part of the required 15.
- When possible, try to save a clipping of the image, a photo of the business place, a classified ad, online job posting, etc. to bring back to class with you. Bring at least 10 clippings to class.

Career Options I Found...

CAREER FIELD DESCRIPTIONS

This career field involves the production, distribution, and development of agricultural products and resources.

In this career field, you might be involved in arts, writing, design, software, and computer and technology systems.

This career field includes architecture, construction, manufacturing, science, technology, engineering, mathematics, transportation, distribution, and logistics.

In this career field you may be involved in patient care, diagnostic services, health information, and medical research.

This career field includes education and training, government and public administration, human services, law, public safety, corrections, and security.

LEARNING EXPEDITIONS – TOPIC 2-1: MY CAREER OPTIONS: SIX CAREER FIELDS

Get Started!

Complete the following Expedition prior to the next scheduled session as homework. This Expedition should take you about 10-15 minutes to complete. Read the descriptions below and match the name of each person to the Career Cluster they work in, listed on the next page.

Hi, I'm *Eddy*! I help people learn skills and information.

I am *May King Stuff*. My role models are people who like to design and produce useful tools for other people. Seriously, isn't the toaster oven brilliant? I want to make something just as useful one day!

I'm *Corr* and I spend a lot of time at the courthouse. It's not because I break the law though; I help people take responsibility for their actions and protect others from being unfairly punished.

You can call me *I.T.*! You can find me at the nearest computer store working away at debugging the latest high-tech device or playing with the latest and greatest software.

Uman is my name and I want to help you, man! My favorite class in high school was "Family and consumer sciences." I love my family!

My friends call me *Hoss*, and so can you. When my friends are traveling, they often call and say, "Hey, Hoss. Do you know of any great restaurants, hotels, and sights to see?"

I'm *Heath*. My favorite thing to do is help other people. I find special satisfaction in helping people recover from an illness, say goodbye to loved ones, or welcome a new life.

Hi, I'm *Vern*. I work to protect and represent the citizens of my community, state, and nation. I read letters from lots of citizens about tax policies, wars, and election decisions.

Fanny is my name and I help people buy cars, homes, and land. I also help people make plans for investing, insurance purchases, and banking decisions.

I'm *Porter*. If you ever need anything or anyone taken to another location, don't hesitate to call. I'm skilled at driving trains, cars, boats, and can even fly an airplane. You name it, I can move it.

Hey, my buddies call me *STEM*. I have three main friends: One works across the lab table from me, one works on my right, and the other on my left. We spend our days researching, testing, and looking for new information about everything. Our favorite task is test driving all of the new vehicles the engineers design.

Hi, I'm *Mark*. I can sell snow to a scientist living on the Alaskan frontier. I just love developing new sales tactics and techniques.

I'm *Buzz*. My favorite thing to do is plan, organize, direct, and evaluate businesses. The greatest part about my career is that I have opportunities in all parts of our economy.

Arthur is my name and I love to design, produce, and exhibit pictures. Lots of my friends are wonderful performers, writers, and publishers.

I'm *Agnes*. Each year I visit with my banker to get financed and I produce wool, apples, and flowers. Once my products have been produced, my hired hands help to process and market each of them. After we sell each product, other people are in charge of distributing them.

I'm *Archie* and people come to me to ask for advice and help to design, plan, manage, and build all sorts of facilities.

**Get Started!**

Match each name from the previous description to the Career Cluster they work in by drawing a line from the name of the person to the name of the Career Cluster.

Name	Career Cluster
Eddy	Agriculture, Food, and Natural Resources
May King Stuff	Architecture and Construction
Corr	Arts, A/V Technology, and Communications
I.T.	Business Management and Administration
Uman	Education and Training
Hoss	Finance
Heath	Government and Public Administration
Vern	Health Science
Fanny	Hospitality and Tourism
Porter	Human Services
STEM	Information Technology
Mark	Law, Public Safety, Corrections, and Security
Buzz	Manufacturing
Arthur	Marketing
Agnes	Science, Technology, Engineering, and Mathematics
Archie	Transportation, Distribution, and Logistics

Show Me!

Select one of the Expeditions shown to complete during the next scheduled session. This Expedition should take you about 20 minutes to complete.

- 1) Taboo™ Cards—Select eight of the Career Clusters. Using note cards or paper squares, list one cluster on the top of each note card. Below the cluster, list five words that describe the cluster. When finished (and if time permits), combine cards with two to three classmates and split into two teams. Place all cards in a pile facedown. One person starts the game by selecting the card from the top and trying to get his or her teammates to say the name of the cluster without saying any of the words on the card. Each time a teammate correctly names the cluster, another card is picked up and the process is repeated until one minute has passed. Each card (correctly guessed) is worth one point. After the one-minute time period, a member from the opposite team selects a new card and the teammates take a turn guessing the cluster.
- 2) Window Painting—Select eight of the Career Clusters. Fold a piece of blank paper in half three times to create eight equal-sized squares. Draw images that represent the kinds of people, places, and things represented by each cluster. Label the boxes one through eight and create an answer key on the back of the page by labeling each number with the corresponding Career Cluster.

When finished, and if time permits, switch papers with another classmate. Try to guess the Career Clusters represented in each other's drawings.

Test Run!

Complete the following activity during the next scheduled session. This Expedition should take you about 10-15 minutes to complete.

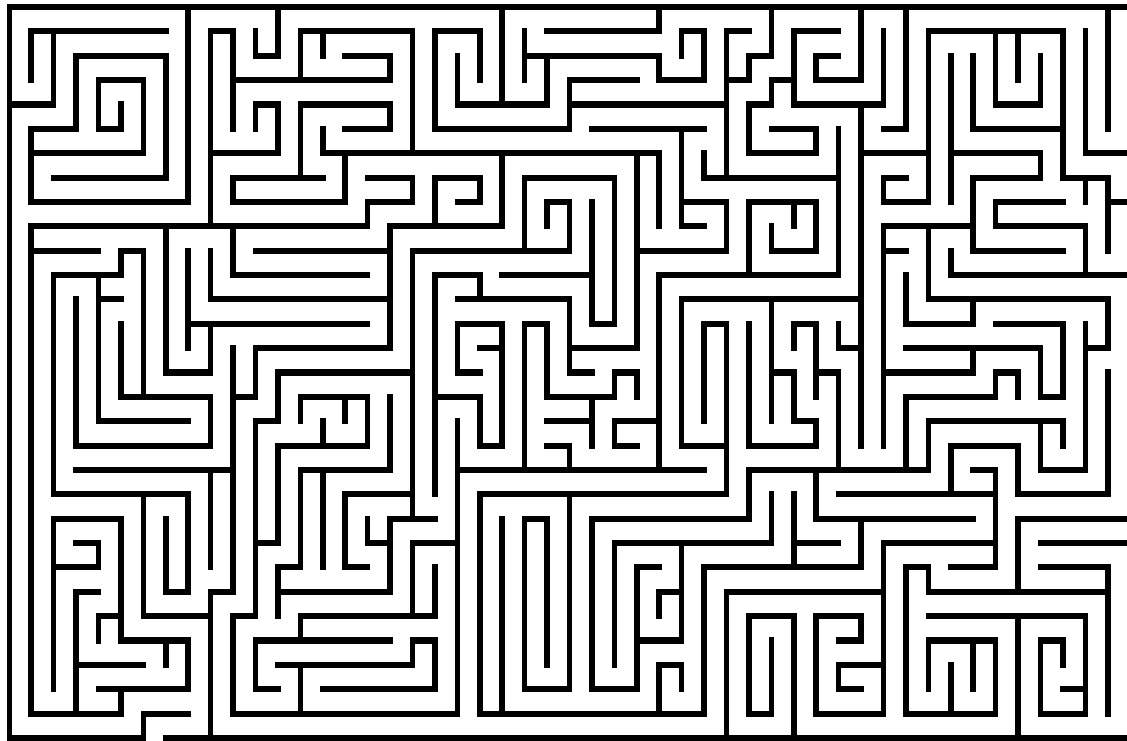
The "Career Cluster Interest Survey Activity" in English at <https://cdn.education.ne.gov/wp-content/uploads/2017/07/InterestSurvey.pdf> or in Spanish at <https://cdn.education.ne.gov/wp-content/uploads/2018/05/Career-Clusters-Interest-Survey-Spanish.pdf> can help you to highlight the Career Clusters you may wish to explore further. Follow the directions provided at the top of the survey handout. After completing the survey and reviewing the three Career Clusters in which you scored the highest, answer the following questions:

- What were the top three Career Clusters the survey indicated that may interest you?
- Do you think the results are accurate for you? Why or Why not?

Unit 2 Milestone Project Progress

By this point in the unit, you should be forming ideas about your Unit 2 Milestone Project including the format you wish to use for your presentation. Write down today's goal for your progress on the project. HINT: Look back at the steps outlined on your Milestone Project Description: Unit 2.

My Goal for Today's Progress...

FINDING YOUR WAY**Finish****Start****Questions to Ponder**

1. List the steps you took to find a path through the maze.
2. How many times did you have to start over before finding the correct path?
3. What tips would you share with someone else who wants to complete a maze like this?

HOW DO I FIND MY CAREER PATH?

1. What are the steps, in order, involved in developing a career path?
2. Career exploration is _____term. Job searching is _____term.
3. To start developing my career path, I should begin by:
 - Identifying my _____ and _____.
 - Identifying one of the six career _____that interests me, and then choosing one or two Career _____to explore within that area
 - Conducting exploration of a variety of _____ in a Career Cluster before choosing one to guide my future plans in high school.

CAREER PATHWAYS

A Career Pathway is a _____ of _____ with
common
_____ and _____.

A Career Pathway has opportunities for
_____ and/or additional

_____.

A Career Pathway accomplishes some specific
_____ within the Career _____.

LEARNING EXPEDITIONS – CAREER PATH DEVELOPMENT

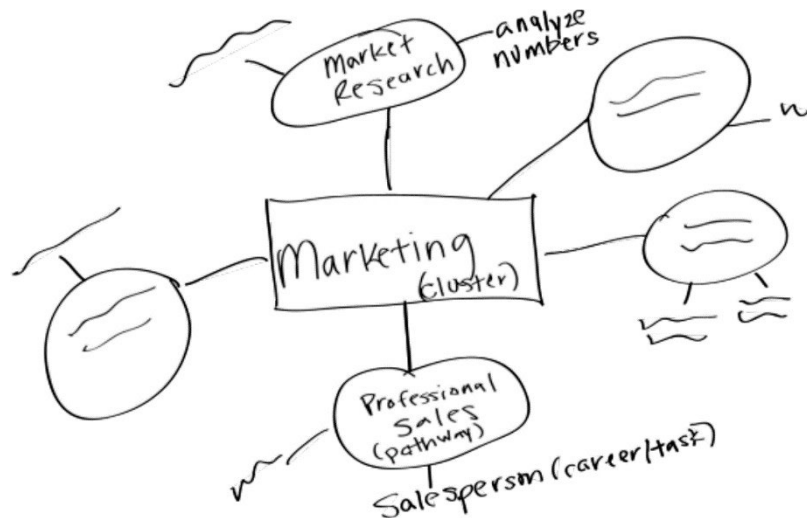
Get Started!

Choose one of the following Expeditions shown to complete prior to the next scheduled session as homework. This Expedition should take you about 10-15 minutes to complete.

- 1) Pathway Map – Choose one Career Cluster and create a mind map that shows all the pathways within the cluster. Use your copy of My Guide to Career Clusters to find a list of the pathways and keywords that describe sample careers or tasks for each pathway. Also label which career field the cluster falls into.

Field:

Business:



- 2) Pathway Crosswords – Choose one Career Cluster and create a mini-crossword listing all the pathways within the cluster and one sample career or task for each pathway. Use your copy of My Guide to Career Clusters to find a list of the pathways and keywords that describe sample careers or tasks for each pathway.



Show Me!

Select one of the Expeditions shown below to complete during the next scheduled session. This expedition should take you about 20 minutes to complete.

1) **Pathways Table** – Select one pathway you wish to learn more about. Make the following chart.

Cluster/Pathway	My Description of the Pathway	Sample Careers Within the Pathway	Someone I Know or Someone From the Community who has a Career in This Pathway	Things People with Careers in This Pathway Would be Doing at Work	Things I Think I Would Enjoy About a Career in This Pathway
Marketing/Market Research	Analyze groups of people to determine their interests and purchasing habits to help create and market new and existing products	Statistician Surveyor Questionnaire Designer	Dr. Boreas from the university statistics department	Asking others their opinions Looking at sales numbers Giving advice on key features for new products	Working with numbers Analyzing trends Brainstorming ideas for new products

- 2) **Rhyme or Rap** – Select one pathway you wish to learn more about. Write a rhyme or rap about the pathway or someone who has a career in the pathway. The rhyme or rap must include the following:
- Name of the field, cluster, and pathway.
 - Name a career within the pathway.
 - List two or more things people with a career in the pathway would be doing at work.

Test Run!

Complete the following Expeditions during the next scheduled session. These Expeditions should each take about 15 and 30 minutes to complete.

Create a Poster

This is an opportunity to take the good learning everyone has done and to share expertise. Each person will be assigned a group based on the Career Pathway/Career Cluster of their choice to investigate. In other words, you will be in a group with students who worked on pathways from the same cluster as you. Each group's task is as follows:

Create a poster to represent your chosen Career Cluster. The poster must have these elements:

- Name of Career Field and Career Cluster
- One to Two Sentence Description of the Career Cluster
- Icon to Represent the Career Cluster
- All Pathways
- Sample Career for Each Pathway
- Names of all Group Members

Poster Gallery Event

Part I: Each group will deliver a two-minute mini-presentation to one or more groups.

Part II: Each person will check out all the posters created by the class and complete the Unit 2 Activity Sheet, page 17.



UNIT 2 MILESTONE PROJECT PROGRESS

By this point in the unit, you should have the career field, Career Cluster and format of your presentation identified. If you haven't already, it's time to start outlining your presentation. Write down a goal for your progress on the project today. HINT: Look back at the steps outlined on your Milestone Project Description Sheet: Unit 2.

My Goal for progress for the next two sessions...

GALLERY NOTES

Cluster	Pathways	Three to Five Words to Describe What People do in These Careers	Example Career	Interested in? (X=Yes)

Cluster	Pathways	Three to Five Words to Describe What People do in These Careers	Example Career	Interested in? (X=Yes)

SORT IT OUT!

Instructions:

1. Sort the objects below into different categories.
2. Be creative! Identify as many categories as you can in the time allotted.
3. Keep a list of the different categories you identify.

Example Categories

- Round things
- Things that make noise

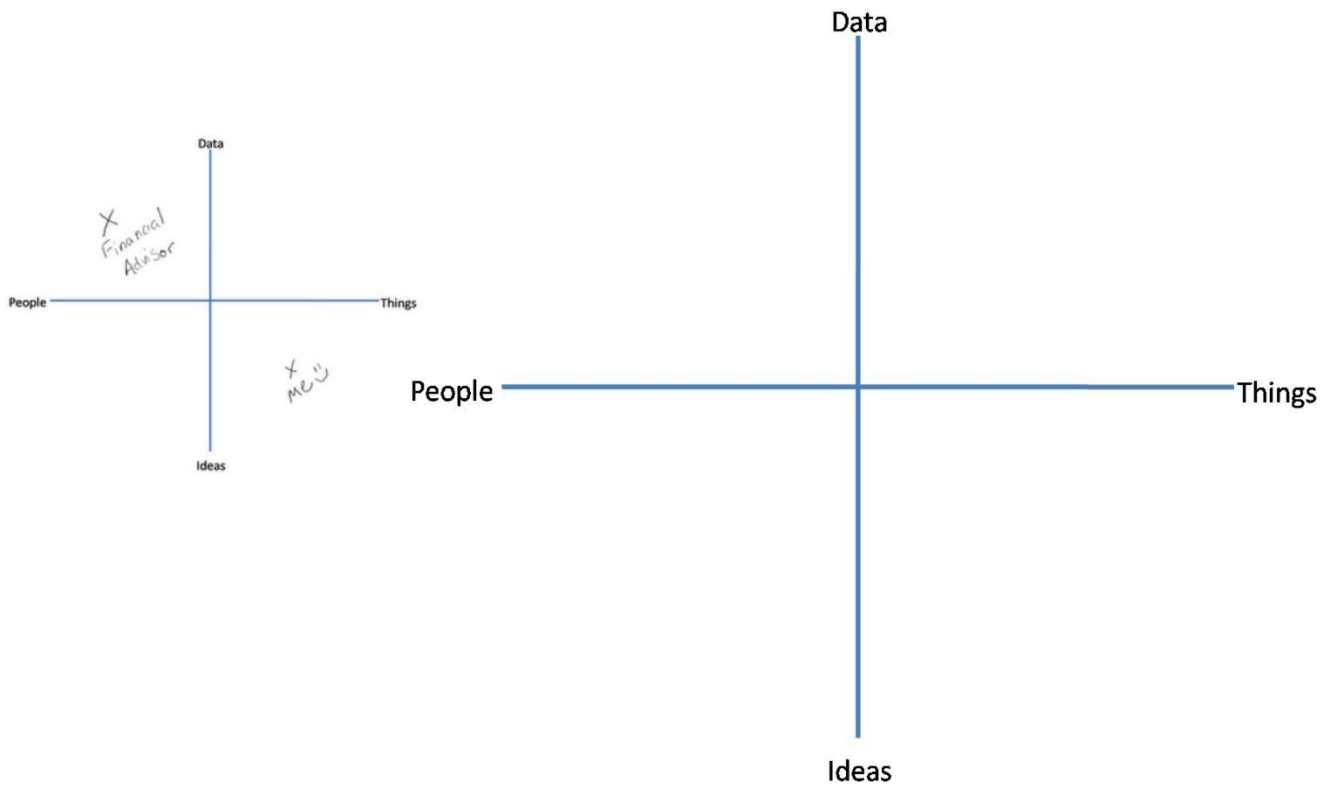


LEARNING EXPEDITION – TOPIC 3: SORTING OUT MY CAREER OPTIONS

Get Started!

Complete the following Expedition prior to the next scheduled session as homework. This Expedition should take you about 10-15 minutes to complete.

Career Plotting – Select five careers from the Career Cluster you have chosen for your Unit 2 Milestone Project. Using the dimensions of work chart below, plot where you think each career would best fit.



Show Me!

Complete the following Expedition during the next scheduled session. This Expedition should take you about 20 minutes to complete.

Dimension of Work Characters – Read the descriptions of the four characters on Unit 2 Activity Sheet, page 22. Complete the instructions below the table.

Test Run!

Select one of the Expeditions shown to complete during the next scheduled session. This Expedition should take you about 15 - 30 minutes to complete.

1. **Classifying Careers** – Choose three of the five careers you selected in the “Get Started!” Expedition. Use the table below or make your own on a separate paper. Fill in the three careers along the top row and complete each column to the best of your ability.

Career	Landscape Designer			
Dimensions of Work	Things/ideas			
Work Environment	Outdoors and indoors			
Work Location	Cities and suburbs			
Level of Education	Usually four-year degree			
Typical Work Day	Varies in length and location based on seasons			

2. **A Day in the Life of...** Choose one of the careers from the table you created and write a short story about one day in the life of a person who has the career chosen. Include information such as the following:
 - a. When do they get up?
 - b. Where do they go to work?
 - c. What do they do during the day?
 - d. Who do they work with?
 - e. What kind of tools do they work with?
 - f. When do they go home?
3. **Career Snapshots** – Choose one of the careers from the table you created and draw three snapshots (just as if you were taking photographs) of a person in the career chosen throughout a typical day at work. Make sure the snapshots depict where they work, the kind of work they do and the people or things they work with.

Unit 2 Milestone Project Progress

By the end of Session 9, you should have an outline for your Unit 2 Milestone Project. Write down today's goal for your progress on the Unit 2 Milestone Project. HINT: Look at the steps outlined on your Milestone Project Description: Unit 2 sheet.

My Goal for Today's Progress...

DIMENSION OF WORK CHARACTERS

<p>Demetrius Data</p> <p>Demetrius isn't one to just trust someone's word; he likes proof. He spends a good part of the day looking at numbers and graphing data looking for patterns or themes that summarize the trends. He uses lots of charts, forms, databases and reports to do his work.</p>	<p>Ira Ideas</p> <p>Ira works with ideas. Her friends would describe her as a creative problem solver. She enjoys brainstorming and sharing her ideas for solutions and new opportunities with others. She explores new ways of doing things and designs new and different solutions.</p>
<p>Polly People</p> <p>Polly loves to be around people. She works best in a team environment and prefers work that involves talking with or collaborating with others to accomplish a goal. Polly's friends would say she's very social and patient with both her coworkers and customers.</p>	<p>Thad Things</p> <p>Thad works with stuff, whether it's computers, drawings, tools or equipment. He can work with either natural or manmade environments. Building, shaping, moving, assembling or fixing – Thad enjoys it all. Give him a task and the tools to accomplish something and he won't let you down.</p>

1. Looking at the descriptions above, underline the words or phrases that describe you.

2. Put a line through any words or phrases that definitely do not describe you.

3. Which character(s) would you say you best relate to or are most similar to and why?

- a. Which character(s) are difficult for you to relate to or are most different from you and why?

4. Who do you know that is similar to each of these characters?
 - a. Demetrius Data:
 - b. Ira Ideas:
 - c. Polly People:
 - d. Thad Things:

CAREERS THEN AND NOW!

Instructions:

- 1) Cut the cards shown apart.
- 2) Divide the class into small groups of 3-4 students each.
- 3) Distribute one of the cards from this activity sheet to each small group.

Then

Now

<p>Career Cluster: Transportation, Distribution, and Logistics</p> <p>Career Pathway:</p> <p>Hello, my name is Edith, and I am a flight stewardess. The year is 1958. Thirty years ago, the first commercial flights began to carry passengers around the United States. Today, most flight stewardesses are women and most commercial pilots are men. As a flight stewardess, my job is to care for the passengers on flights. This allows the pilot to focus on flying the plane. My team currently flies from Chicago to New York City on a small airplane operated with two propellers. We carry up to 50 passengers which is a lot of people compared to the smaller planes in the past.</p>	<p>Career Cluster: Transportation, Distribution and Logistics</p> <p>Career Pathway:</p> <p>Hello, my name is Jon, and I am a flight attendant. The year is 2015. A lot has changed since the first commercial flights began to carry passengers around the United States. Today, the role of flight attendant is open to both men and women. Also, about 5% of all pilots are now women. As a flight attendant, my job is to care for the passengers' safety. This allows the pilot to focus on flying the plane. My flight team currently flies from Chicago to New York City on a medium-size jet. We can carry up to 150 passengers at a time on our plane.</p>
<p>Career Cluster: Education and Training</p> <p>Career Pathway:</p> <p>Hello, I am Geoff, and I am a trainer for a large corporation that sells insurance. The year is 1985. In my job, I help new salesmen learn the skills they need to be successful when they are hired by our company. All of our sales staff are currently men. When I train new salesmen, I do everything. For example, I write the training activities, send teachers a letter inviting them to the training, manage the budget, and conduct the training. I work from our main office located in Washington, D.C. I use the telephone to communicate with most of the salesmen and send them letters when I need to tell them something important. I am the first black employee to hold this job.</p>	<p>Career Cluster: Education and Training</p> <p>Career Pathway:</p> <p>Hello, I am Serena, and I am a trainer for a large corporation that sells insurance products. The year is 2015. In my job, I help new salespeople learn the skills they need to be successful when they are hired by our company. About 50% of our sales staff are currently women. When I develop a new training, I work with a team. For example, Doug is a writer, and he makes the lesson plans. Kim contacts the sales staff, Melinda manages the budget, and I lead the training. I work from my home and travel to the headquarters once a month. In my work I use a computer and e-mail to communicate with sales staff when I need to tell them something important. I am the first black woman to hold this position here.</p>

Then




Now

<p>Career Cluster: Manufacturing</p> <p>Career Pathway:</p> <p>Hi, I am George, and I am an assembly line manager. The year is 1960. I work for a car manufacturing company. In my job, I help manage one part of the car assembly line. On my line, the car doors are attached to the car. I work with a good team on my part of the assembly line. They are very efficient and do high-quality work. They take my directions and do what I ask them to do very well. Almost all the individuals working on the assembly line are men. The assembly line requires lots of manual labor. The people who work on the line have a few tools and machines to help them. I spend a lot of time thinking about what our team can do to improve the process. When I decide to make a change, I communicate to the employees through a chain of command.</p>	<p>Career Cluster: Manufacturing</p> <p>Career Pathway:</p> <p>Hi, I am Jonathan, and I am an assembly line manager. The year is 2015. I work for a car manufacturing company. In my job, I manage one part of the car assembly line. On my line, the car doors are attached to the car. I work with a good team comprised of very hard-working and intelligent men and women. Our team meets weekly to discuss improvements to our work and to think of solutions to problems we face together. In my work, I consider how to use both the robots developed to assemble the cars and the human technicians we hire to do special parts of the car assembly. I spend a lot of my time assuring that our team has the information and data they need to operate the robots and evaluate their own performance.</p>
<p>Career Cluster: Finance</p> <p>Career Pathway:</p> <p>Hi, I am David, and I am an insurance agent. The year is 1985. I work for a small independent insurance agency. In my job, I work with new and current customers to sell them insurance. Buying insurance helps customers protect things that are valuable to them – like their home. I do most of the work myself. I have a receptionist and an administrative assistant who report to me. I want to be the manager of this office someday, so I work very hard to get ahead. I have to sacrifice time with family and friends, but I want to earn lots of income. I am starting to feel very successful in my career.</p>	<p>Career Cluster: Finance</p> <p>Career Pathway:</p> <p>Hi, I am Emily, and I am an insurance agent. The year is 2015. I work for a small independent insurance agency. In my job, I work with new and current customers to sell them insurance. Buying insurance helps protect things that are valuable to the customer – like their home. I work with a team of people who help me do my job well. For example, Donna is an assistant who checks my work to make sure I haven't made any mistakes. I meet with customers. I like to work hard, but I also look for balance in my life. I want a career that pays well, offers me incentives for working hard, and allows me to spend time on weekends and evenings with my family. I feel very successful in my career.</p>

DEFINING “TREND,” “ISSUE,” AND “INNOVATION”

Instructions:

1. Read each definition below.
2. Identify an icon and example to represent each term in the space provided.

Definition	Icon and Example
<p>Trend: The movement of something in a certain direction over time</p>	<p>Example: Gas prices continue to increase each year.</p> 
	<p>Your Icon and Example:</p>
<p>Issue: A subject that may create a problem if people do not think carefully and take action.</p>	<p>Example: Recycling is an issue.</p> 
	<p>Your Icon and Example:</p>
<p>Innovation: A new idea, way of doing something or tool</p>	<p>Example: Using a computer to meet virtually and see coworkers at a different location is an innovation.</p> 
	<p>Your Icon and Example:</p>

LEARNING EXPEDITIONS – TOPIC 4: TRENDS, ISSUES, AND INNOVATION

Get Started!

Complete the following Expedition prior to the next scheduled session as homework. This Expedition should take you about 10-15 minutes to complete.

Generation Interview – First, answer the following questions yourself. Then interview at least one member of a different generation using the same questions.

- a. What year were you born?
- b. In your own words, how you define the word, “Generation”?
- c. Do you know to which generation you belong? (Veteran, Boomer, X, Millennial, Y)? If so which one?
- d. What would you say are some of the characteristics of your generation?
- e. Describe one or two differences you have noticed between your generation and another generation. List the approximate ages of the persons described.
- f. Name someone you appreciate from another generation, list their age and what you appreciate about them.

Show Me!

Complete the following Expedition during the next scheduled session. This Expedition should take you about 20 minutes to complete.

ABC’s of Generations – Read “A Sticky Situation” on Unit 2 Activity Sheet, page 28, and answer the following question: If you worked at this company, what would your opinion on the situation be?

Discuss your answer with at least one other classmate.

Test Run!

Complete one of following Expeditions to complete during the next scheduled session. This Expedition should each take about 15-30 minutes to complete.

1) Table of Perspectives – Look over the “ABC’s of Generations” table on Unit 2 Activity Sheet, page 29. Make a table similar to the one below. Use the information about generations to consider each person’s generation. Try to place yourself in each person’s place and think from his or her perspective as you fill in the table.

Employee Name	Possible Generation	How They Feel About the New Phones	Reasons They Are Not in Favor of the New Phones	Frustrations They May Have with Others in This Situation	Other Notes on Perspective
Addy					
John					
Mario					
Barbra					
Adam					
Tiffany					

2) Mini Journals - Look over the “ABC’s of Generations” table on Unit 2 Activity Sheet, page 29. Choose two employees from the “A Sticky Situation” story and write a journal as if you were that person. Use the information about generations to consider each person’s generation. Think about the background and experiences you may have if you were that person and how that would affect your thinking and decision-making process. In each entry, describe the following:

- Generation of that employee.
- How they feel about the new phones.
- The real reasons they feel the way they do (hopes, fears, goals).
- Other employees they are frustrated with and why.

Unit 2 Milestone Project Progress

By this point in the unit, you should be able to develop the first draft of your presentation for your Unit 2 Milestone Project. Use the computer or sketch each slide or frame of your presentation on paper. By the start of the next session, your first draft should be 1/3 complete.

My Goal for Today’s Progress...

A TOUCHY SITUATION

Addy works for a marketing company with about 15 employees. The employees range in age from early 20s to late 60s. Addy's job is to meet with clients from other businesses and help them figure out the best ways to market their products and services to their customers. Addy spends a lot of time traveling out of state to meet with customers around the country. She typically spends three nights each week away from home. Addy has a husband and a three-year-old daughter named Stacia. Because employees are on the road so much, Addy believes it would be beneficial for the company to contract with a web and video conferencing company. She argues that being able to have virtual meetings would save her time and the company money. Some of the company's customers even prefer online collaboration tools and video conferencing. Addy brought up her idea to her boss, who then presented the idea at a staff meeting. She was surprised by some of the reactions of her coworkers:

- John: "I don't really think we need this do we? It's up to you guys; I'll go with whatever you think we need."
- Mario: "Yes! I've been thinking about bringing this up myself for a few months."
- Barbra: "We don't need this technology. We've gotten by just fine for this long without it and we will lose personal touch with our customers and our teammates."
- Adam: "You're crazy if you think I'm going to use it."
- Tiffany: "That would be nice, but won't it be expensive?"

ABC'S OF GENERATIONS

Generations are shaped by the circumstances in which they grew up: National events, trends, fads, music, media, and leadership. Below are the four basic generations seen in the workplace today.

<p>Veterans</p> <p>Born: Prior to 1946</p> <p>Grew Up During: Great Depression, World War II and rebuilding after World War II</p> <p>Noted Behavior in the Workplace: Very loyal, have a “stick with it” attitude, disciplined, self-sacrificing</p>	<p>Boomers</p> <p>Born: After 1946 – mid 1960s</p> <p>Grew Up During: Post-WWII prosperity, Vietnam War</p> <p>Noted Behavior in the Workplace: Group or team oriented, like consensus, hesitant to embrace technology</p>
<p>Generation X</p> <p>Born: Roughly late 1960s – early 1980s</p> <p>Grew Up During: Crowded job markets, recession, Cold War</p> <p>Noted Behavior in the Workplace: Self-reliant, independent focus, willingly embrace technology, like to have fun at work, value family life</p>	<p>Millennials/Generation Y</p> <p>Millennials/Generation Y</p> <p>Born: early 1980s – late 1990s</p> <p>Grew Up During: Dot com boom and bust, Gulf War, times of prosperity followed by minor recession</p> <p>Noted Behavior in the Workplace: Community focused, prefer stimulating or challenging work, technologically savvy, like to have fun at work, value life with friends and family</p>

CAREERS NOW AND IN THE FUTURE

Reasons Careers Change	Example
<p>Emerging Problems</p> <p><i>In every field there are new problems that emerge. With each new problem comes an opportunity for the careers in a Career Cluster or Pathway to change. Your career will change because people will constantly be challenged to create solutions to new and emerging problems in their field.</i></p>	<p>Career Cluster: Agriculture, Food, and Natural Resources Career Pathway: Agribusiness Systems</p> <p><i>Hi, I am Angela, and I am a farmer who lives in Arizona. My farm is a bit different than the typical farm that raises cows or plants—I raise tomatoes. Our land is too hot and dry to raise the tomatoes using traditional methods, so to solve this problem, I researched and set up a hydroponic system to grow tomatoes without soil. Today, I am continuing to identify new ways to grow my business. For example, I am currently researching how to increase lycopene levels in the tomatoes I grow. Lycopene is a natural substance that scientists believe may reduce our risk for developing cancer. By increasing lycopene in my tomatoes, I am able to meet a new demand.</i></p> <p>What is one problem you recently solved?</p>
<p>Globalization</p> <p><i>New technologies allow us to easily communicate and do business with people all around the world. When people work with people from other countries and areas, they must also seek to learn about other culture. Learning about other cultures helps people to demonstrate respect to individuals from other places in work and communication with others.</i></p>	<p>Career Cluster: Government Career Pathway: National Security</p> <p><i>Hi, I am Simone, and I am a Military Instructor. I am a non-commissioned officer in the U.S. Army. My specific duties require me to initiate new recruits into the customs and ways of working in the military. I am assigned to new recruits and work with them on a 24-hour basis. As we prepare new recruits for an assignment, I often have to provide them with training in the customs and practices of the culture or country in which they will be placed for a tour of duty. I must learn how people in many other countries act so that I can teach the new recruits for their assignment</i></p> <p>What is one country, other than the United States, that you would like to learn about in a future career?</p>
<p>New Technologies</p> <p><i>New technologies are developed each year. Computers, machines, robotics, and tools are developed to help people produce better quality work quickly and safely. Technology does not replace a person, it changes the daily tasks people work on in their careers. Instead of many simple tasks, people must use the technology to help them do what people do best – communicate, lead, manage, teach, sell, and negotiate.</i></p>	<p>Career Cluster: Arts, Audio Visual, Technology and Communications Career Pathway: Telecommunications</p> <p><i>Hi, I am Heath, and I am a truck dispatcher for a major trucking company. In the last year, we have installed a new computer program that has changed how I do my work. In the past, I was responsible for keeping a handwritten log of what each vehicle was doing each day. I also had to create a list of driving directions to send with each truck driver so they can make their deliveries. I had to match the inventory we had going out with the inventory system we keep for the warehouse. The new software allows me to do all of these things in one location and more efficiently. This allows me more time to communicate with customers and to provide better feedback to the employees I supervise. The new technology changed the kind of work I need to do in a positive way!</i></p> <p>What is one new technology you've used to improve your homework or an after-school responsibility (e.g., mowing the lawn, baby-sitting, etc.)?</p>

CAREER-READINESS EVALUATION

Instructions: Quickly rate yourself on each standard. Use the following scale:

- 1 = I don't understand or have not thought about this skill.
- 2 = I understand this skill, but still need time to practice and develop it.
- 3 = I am pretty good at displaying this skill when needed.
- 4 = I am really talented at this skill and can help teach others.

Career-Readiness Skill	Rating	Career-Readiness Skill	Rating
Contributes to Employer and Community Success Career-ready means more than attending to self-interest. It also means the ability to see the bigger picture of playing a role in the success of the employer and community through personal, civic, and community actions. <ul style="list-style-type: none"> • Personal Responsibility • Meets Workplace Expectations • Civic Responsibility & Service 		Models Ethical Leadership and Effective Management The ability to influence others relies on leadership. Today's workplace provides greater transparency and accountability where the ability to ethically lead and manage is essential through personal, civic, and community actions. <ul style="list-style-type: none"> • Leadership • Ethics • Management 	
Works Productively in Teams and Demonstrates Cultural Competency The career-ready individual is prepared to collaborate with colleagues representing various backgrounds. <ul style="list-style-type: none"> • Teamwork • Conflict Resolution • Social, Cultural Competency 		Uses Critical Thinking Many decisions are not simple and straightforward; rather, they require the ability to intelligently reason through and make complex decisions <ul style="list-style-type: none"> • Critical Thinking • Ethics • Adaptability 	
Communicated Effectively and Appropriately Expressing ideas, providing instruction, informing others, sharing knowledge and providing customer service are critical in a career. <ul style="list-style-type: none"> • Speaking • Writing • Presentations • Professional Etiquette • Customer Service 		Makes Sense of Problems and Perseveres in Solving Them From small technical issues, to group dynamics, to design of overall systems, opportunities abound for the career-ready individual to solve problems in the workplace. <ul style="list-style-type: none"> • Perceptiveness • Problem Solving • Perseverance/Work Ethic 	

Career-Readiness Skill	Rating	Career-Readiness Skill	Rating
Utilizes Technology The career-ready individual has an understanding of how to use technology and apply it successfully in the workplace. <ul style="list-style-type: none"> • Data Gathering and Access • Tools and Applications • Technology Ethics 		Manage Personal Career Development Each person is responsible for creating and maintaining their own career, including understanding and meeting the expectations for workplace behaviors. <ul style="list-style-type: none"> • Planning • Job Seeking • Resumes, Portfolios, and Interviews • Professional Development • Entrepreneurship 	
Attends to Personal and Financial Well-Being The career-ready individual recognizes the benefits of physical, mental, social, and financial well-being to be successful in a career. <ul style="list-style-type: none"> • Personal Well-Being • Financial Well-Being 		Applies Appropriate Academic and Technical Skills Academic skills and technical skills complement one another. Through academic and technical skill development, a career-ready individual accomplishes these skills in a strategic manner to complete workplace tasks. <ul style="list-style-type: none"> • Academic Attainment • Technical Skill Attainment • Strategic Thinking 	
Demonstrates Innovation and Creativity The 21st century workplace requires innovation through creative thinking. Successful individuals will be expected to generate and share new ideas. <ul style="list-style-type: none"> • Creativity • Innovation 			

LEARNING EXPEDITIONS – TOPIC 5: THE WORKPLACE NOW AND IN THE FUTURE

Get Started!

Complete the following Expeditions as homework prior to the next scheduled sessions. These Expeditions should take you about 10 minutes each to complete.

1. Interview Parent or Guardian – Interview a parent, guardian, or another trusted adult. Ask them about how the tasks that are part of the job have changed over the years. Are there parts of your job that have changed or no longer exist? Describe (e.g., some tasks are now outsourced or most work is done on computer, etc.).
2. Career-Readiness Evaluation – Complete the “Career-Readiness Evaluation” on Activity Sheet 12-1 that you started in class. When finished, circle two skills on the rating sheet that you have enhanced since the school year has started. List the skills in the space provided below and indicate where you have enhanced them (e.g., home, school, after school responsibilities, helping the neighbors, etc.).

Skill

Where I have enhanced this skill:

- 1.
- 2.

Show Me!

Complete Expedition #1 and complete either A or B under Expedition #2. The Expeditions should take you about 20 minutes to complete each session.

1. Blog Post – Read the blog post on Unit 2 Activity Sheet, page 36. Summarize the blog post in your own words. Be sure to address the following in your summary:
 - a. Of the five ways the author says this generation will change the workplace, which ones do you agree with? Why?
 - b. What does the author mean by the word “pragmatic?” You may look it up in a dictionary if you need to.
 - c. What other points would you add to his list?
2. Read the Story “A Plan to Improve” on Unit 2 Activity Sheet, page 35.
 - a. Map the Plan – Use the Story “A Plan to Improve” to create a map of the process Staci went through to create and follow through with her plan.
 - b. Create a Table – Create a table listing the steps Staci took to create her action plan.

Test Run!

Complete the following Expeditions during the next two sessions. These Expeditions should take about 10 to 15 minutes each.

1. Career Description – Choose one of the careers you have chosen or plan to highlight in your Unit 2 Milestone Project. Think about how that career may look different in ten years. Make a list or write a paragraph describing how the career may be different ten years from now.
2. Personal Growth Plan – Recreate the map or table from the “Show Me!” activity. Select two skills from the “Career Readiness Evaluation” you feel would benefit you to grow. Create a personal growth plan using your map or table. Place your plan somewhere that you will see it each day. Make sure that your map or table includes steps that address the following questions:
 - What skills are you aiming to improve?
 - How will you improve the skills?
 - When will you improve the skills?
 - What opportunities will you have to practice the skills?
 - Who do you know that is good at displaying the skills?

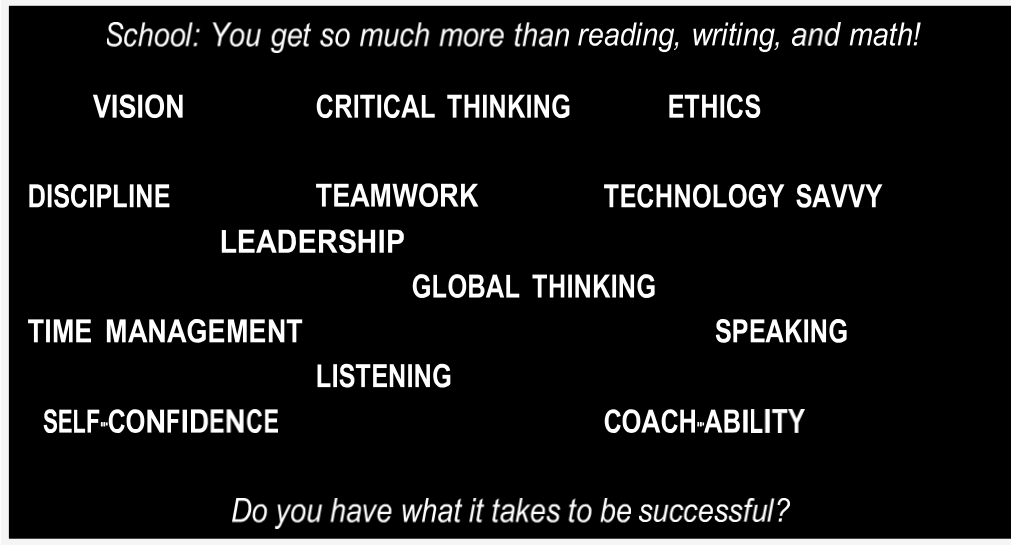
Unit 2 Milestone Project Progress

This is the last regular session of the unit. You should be well into a full draft of your electronic presentation already and have your first draft complete before our next session. You will most likely need to spend some time tonight on the project. Ask your teacher for details on how many days of class time you will have remaining to complete both your electronic and oral presentations.

My Goal for Progress on my Unit 2 Milestone Project over the next two sessions...

A PLAN TO IMPROVE

While walking by the school counseling office, Staci noticed a poster. The poster looked like this:



Staci skimmed over the words in the center and then read the bottom line of the poster to herself, “Do you have what it takes to be successful?” She looked at the words a little closer this time and thought, “I’m good at vision, discipline, leadership, and time management.”

“I do have what it takes to be successful,” she thought. As Staci read further, she saw, “Listening.”

“Okay, I’m not great at everything,” she thought.

At home that evening, Staci saw a note taped to her sister’s mirror. It was on bright pink paper and “My Goals” was written in cool handwriting across the top. Below, she saw three goals and the steps needed to accomplish each goal. Staci thought about the poster. She went over to her desk and wrote down the word, “Listening.” “How do I improve my listening?” she asked herself. This led her to other questions: Who do I know that is a good listener? What keeps me from listening? When can I practice listening?

Staci used her questions to create a plan and wrote it on paper. She taped the plan to the inside door of her closet so she would see it every morning. Over the next few months, Staci was careful to listen to others, ask thoughtful questions, and not interrupt. She found that others really appreciated her listening and her grades also improved.

FIVE WAYS GENERATION Y WILL IMPACT THE WORKPLACE

Dr. Tim Elmore

Yesterday, I began a two-part series on how teens and twenty-somethings from Generation Y will influence the workplace in the coming years. Actually, they are already doing so. I shared three realities every leader needs to know about how they view work and careers. Today, I'd like to list five ways Generation Y will begin to transform their jobs and workplaces.

Five Ways They Will Change the Workplace:

1. "I don't want worklife balance, I want worklife blending."

Work/Life Balance implies we are giving equal time to each one—our work and our personal life. I've found they don't necessarily expect that; they realize there is an ebb and flow based on the season they are in. What they really want is to blend their work and personal life. They want to be able to do a few personal items, such as checking in on Facebook or running errands or taking care of something during work hours. In fact, they'd like work to feel like family.

2. "I'd like consistent, social feedback from colleagues."

We've heard this for years—these young adults are used to constant feedback, from video games to friends texting. It remains true on the job. Instead of an annual performance review, suggest to everyone that you plan to debrief projects and activities in real time, right after they occur. We do this in our Growing Leaders office and have found it works far better. We hold a brief "stand up meeting" on Monday mornings, where we all are accountable to each other for projects that week and talk over our results the following Monday.

3. "I expect more women in management roles."

Older generations need to look at the numbers. There are more female college graduates every year than males. Far more. So, it likely follows suit that they will be the educated ones, climbing the corporate ladder, so to speak, and landing the leadership jobs. This emerging generation has already experienced this in K-12 education and in higher ed, where faculty and staff are increasingly female. This may impact marriages, as the wives may be the primary bread-winner in the home. Husbands will need to be emotionally secure with this reality.

4. "Please stop the emails and the meetings."

Generation Y is extremely pragmatic. They communicate differently than their parent's generation, even at work. They keenly dislike meetings (that seem to be unproductive) and emails as a way of communicating. We heard a college student recently say, "My definition of email is a way to communicate with older people." Instant messaging and iChat are already replacing email and phone calls in offices because they increase productivity and reduce time investment.

5. "Please judge my results, not my time clock."

This one may get mixed reviews, but more and more I find young adults hate the idea of clocking in and doing time at work. They may get more done at midnight than noon. Punching a time clock, even though it's necessary in many industries, will likely need to be explained to them. All they know is working on term papers at 2:00 am, and sleeping at 2:00 pm, in between classes. It wasn't about how much time they took but did they get the job done.



END-OF-UNIT 2 EXAM (45 POINTS)

Name: _____

Short Answer: Reach each question carefully and answer in complete sentences.

1. In your own words, what is the definition of a “career”? (5 points)

2. There is a difference between a job and a career. Which of the two (job and career) is a short-term task and which is a long-term commitment? (5 points)

3. Name two of the six career fields. (5 points)

4. In your own words, how are the 16 Career Clusters helpful in exploring career options? (5 points)

5. Which Career Cluster most interests you? _____

What career pathway in that Career Cluster most interests you?

What problem do people in that career pathway solve (list one)? (5 points for all 3 questions)

6. There are seven steps in career path development. Pick one of the seven and explain what happens during that step in the process. (5 points)

Step 1: Exploring My Options

Step 2: Setting Career Goals

Step 3: Initial Education/Certification

Step 4: Job Searching

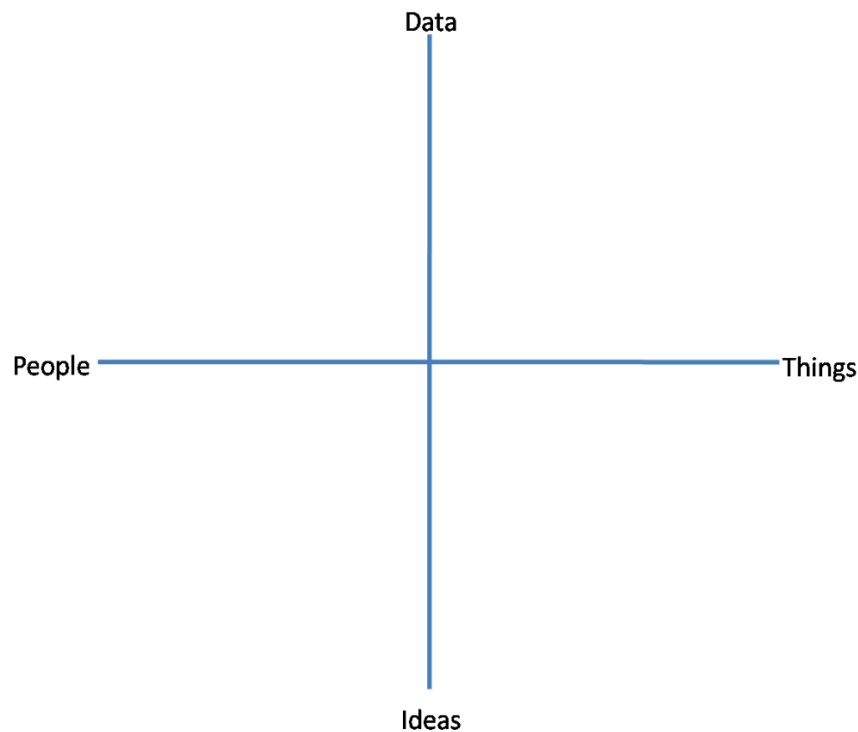
Step 5: Take Advantage of Job Specific Training and Advancement Opportunities

Step 6: Complete Advanced or Continuing Training/Education

Step 7: Meeting My Career Goals

7. List one career in your pathway of interest: _____

Make an "X" in the quadrant where this career falls on the dimensions of work diagram below. (5 points)





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