

Career Fair: Career Research 1

The **BIG** Idea

- What are some things to consider when deciding if a career is a good “fit”?

AGENDA

Approx. 45 minutes

- I. Warm Up: Career Fair Announcement and Expectations (10 minutes)
- II. IHaveAPlanlowa.gov Review (10–15 minutes)
- III. Career Research (15–20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook pages 49 and 50, Career Research
- Student Handbook page 51, What They Do: Lawyer
- Student Handbook page 52, What To Learn: Lawyer

FACILITATOR PAGES:

- Facilitator Resource 1, Monthly Calendar
- Facilitator Resource 2, Highlighted What They Do: Lawyer
- Facilitator Resource 3, Highlighted What To Learn: Lawyer

LCD projector

Laptop

Overhead projector

Highlighters

OBJECTIVES

During this lesson, the student(s) will:

- Use IHaveAPlanlowa.gov to find career information, including the job description (**What They Do**), earnings (**Money and Outlook**), and education (**What to Learn**).
- Summarize career information.

OVERVIEW

This lesson launches preparations for a career fair to be held approximately six weeks from now. In the next three lessons (weeks one to three), each student will research a career they've identified as being of interest, creating materials to share their research with others. In week four, they'll prepare their presentation boards. In week five, they'll learn more about the art of listening and asking good questions. In week six, they'll hone their skills as presenters. Following the career fair, the final lesson allows them to reflect on the experience and share what they learned.

To begin this lesson, you'll describe the career fair and set expectations regarding students' finished projects. Then students will use IHaveAPlanlowa.gov to begin researching their own assigned careers. (This lesson presumes previous experience with the career profile feature of the IHaveAPlanlowa.gov website.)

PREPARATION

- Discuss career fair possibilities with your administration and cooperating teachers.
- Assign each student a career to investigate based on what they signed up for last week, and keep a master list to help you organize the career fair day. Ideally, each student in the class will research a different career, so decide how you want to handle duplicate requests. In case of duplication, you may wish to let students consult their **Portfolio page 9, Interest Profiler Results**, to select an alternate career.
- Create a sample career display and pamphlet, or use examples from previous years, to show students what they're aiming for.

Career Fair Display (sample format)

Best and Worst Day	Career Pamphlet page 1	<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 0 auto;">Career Images</div>
	Career Pamphlet page 2	<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 0 auto;">Career Images</div> <p style="text-align: center;">Personal Reflection</p>

- Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanlowa.gov website is accessible from students' computers.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 49 and 50, Career Research**
 - **Student Handbook page 51, What They Do: Lawyer**
 - **Student Handbook page 52, What to Learn: Lawyer**
 - **Facilitator Resource 1, Monthly Calendar**
- Familiarize yourself with the career profile feature of the IHaveAPlanlowa.gov website.
- List the day's **BIG IDEA** and activities on the board.
- Write the web address www.IHaveAPlanlowa.gov on the board.

BACKGROUND INFORMATION

CAREER FAIR INFO

This lesson is the first of a seven-lesson career fair unit. (See below for a week-by-week schedule.) During the first six lessons, students prepare for a 7th grade career fair to be held in a location, place, and time where career displays can be visited by all participating 7th graders. During the fair, students will take turns presenting their career research and gathering information about new careers. If it's not possible for the entire grade to participate, you could implement the career fair with smaller groups, such as half the 7th grade, two classes, or even within a single class where scheduling won't permit more. The aim is to create an event that's celebratory and allows students to show off their knowledge.

During this week's lesson, students will begin their research on IHaveAPlanlowa.gov. Over the course of three weeks, each student will be responsible for creating a career display and pamphlets as follows:

- **Career Information** (organized using the career pamphlet as a display item, which is also duplicated for use as take-aways for students interested in a career)
- **Personal Reflection**
- **Career Images**
- **Best and Worst Day** (optional)

Over the next three weeks, students will prepare the following materials for their career fair display:

- WEEK 1. **What They Do, Money and Outlook, and What to Learn** research
- WEEK 2. **Ask the Experts Likes and Dislikes** research
Fill out **Career Pamphlet**
- WEEK 3. Complete **Career Pamphlet**
Complete **Best and Worst Days**
Complete **Personal Reflection**
- WEEK 4. Assemble materials
- WEEK 5. Discuss effective strategies for listening and asking questions
- WEEK 6. Discuss effective speaking strategies, practice oral presentations

CAREER FAIR

- WEEK 7. Evaluate participation and reflect on what they learned

IHAVEAPLANIOWA.GOV INFO

IHaveAPlanIowa.gov (www.IHaveAPlanIowa.gov) is searchable by career. Just click on the **Career Planning** tab and then click on the **Explore Careers** section. Type the name of the occupation you're looking for into the **Search for** box.

Each occupation profile includes the following:

- **What They Do**
- **Is This For You?**
- **Skills You Need**
- **What To Learn** (including suggested high school courses and links to college programs)
- **Money and Outlook** (including wages and employment outlook searchable by state)
- **Connections** (links to related websites)
- **Military** (Only available on some career profiles)
- **Interviews** (Only available on some career profiles)
- **Real Life Activities** (Only available on some career profiles).

Some careers also include video clips describing the career. To view the video clips, you need:

- A Pentium or PowerPC-based computer or higher and 16 MB of RAM.
- Either Windows Media Player or QuickTime 4.0 or higher.

Note: Students can save interesting careers to their portfolios or print a copy to take home.

IMPLEMENTATION OPTIONS

See Careers Lesson 1 for background information on computers and modifications in case computers are not available.

For the most part, IHaveAPlanlowa.gov is written at a high-school level, which means the reading will be a challenge for many students. It is fine to share this information with them; they'll need to help each other with difficult vocabulary and re-read complex passages to figure out meaning. You'll need to circulate and provide help to students who need it.

For special ed classes, you may wish to substitute career information found at www.bls.gov/k12 rather than use career profiles on IHaveAPlanlowa.gov. Students will still need help with the material on this website, written at an eighth-grade reading level. Use the A-Z index to search for careers. Note that only a limited number of careers are available.

It may help to print out IHaveAPlanlowa.gov resources so students can mark up the pages.

If your class finishes quickly, it's appropriate to move on to next week's lesson, as students will only have three more in-class opportunities to create the materials required for the career fair.

In **Activity II**, you may find that walking students through the process of identifying job description details and education needed is too much for one lesson. If so, skip **Student Handbook page 51, What They Do: Lawyer** and focus on **Student Handbook page 52, What To Learn: Lawyer**.

You may want to talk to your students' English teacher to see how much modeling is needed to illustrate summarizing a passage's main idea and supporting details.

Feel free to allow students who struggle with reading and writing to present their career in an alternative way. One example could be creating a slideshow set to music.

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ACTIVITY STEPS

I. Warm Up: Career Fair Announcement and Expectations (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. By now, you probably realize that there are hundreds of careers to choose from – including many that you may never have heard of before. If you started today and researched one career a week...well, you'd graduate from high school without investigating them all. But imagine how many careers you could learn about if everyone in the 7th grade researched a career and shared what they learned. That's why we're having a career fair just ___ weeks from ___!

Your assignment for the career fair is to become an expert in one career. You will design a display that describes your career, as well as a pamphlet that interested students can take with them.

[Show students a sample career display and pamphlet.]

2. If this seems like a lot to research and prepare, don't worry. We're going to break down the work into manageable weekly tasks. Here's a look at what we'll be doing each week to prepare for the career fair.

[Show the overhead transparencies of **Facilitator Resource 1, Monthly Calendar** (2 copies) and show students the date of the career fair and what you'll be doing each week to prepare. Middle-school students struggle with long-term planning, and it's helpful for you to map things out so they have an idea of the time frame.]

3. How much effort you put into your "performance" will be entirely up to you. You can bring in props, dress like someone who would have this career, do whatever it takes to give 7th graders from other classes a clear idea of what someone who has this career does for a living.

All displays will be set up in the _____. Not only will you have a chance to present information about your own career, but you will also have a chance to listen to the presentations about other careers. You should be prepared to talk to a small group of students at a time – say, 3 to 5 people, and answer any questions they might have about your career.

We will spend the next three weeks researching and preparing materials. The week after that, we'll create presentation boards. During the fifth week, we'll create a list of questions to ask presenters. During the sixth and final week, we'll prepare and practice our oral presentations.

Are you ready to get started?

4. I've assigned each of you a different career based on the preferences you listed last week. If you didn't get one of your top choices, it means many people were interested in the same careers as you were. [Distribute assignments to students, and provide an opportunity for unassigned students to make an alternate choice from their **Portfolio page 9, Interest Profiler Results.**]

II. IHaveAPlanlowa.gov Review (10 - 15 minutes)

1. Ask students to turn to **Student Handbook pages 49 and 50, Career Research.**
2. **SAY SOMETHING LIKE:** This is the form you'll use to take notes about your career. You are encouraged to include as many details as possible, so feel free to use a separate piece of paper if you need more space. Use the same headings – **What They Do, What To Learn, Money and Outlook,** and so on, to help you stay organized.

Today, we're going to focus on three sections of the **Career Research** page: **What They Do, What To Learn,** and **Money and Outlook.** We'll research information for the other sections next week.

At the top of the page, write the name of your career. On the second line, write the name of the website you use. For today, we'll all be searching in the same place – IHaveAPlanlowa.gov.

3. Write www.IHaveAPlanlowa.gov on the board and assist the students with logging on.
4. **SAY SOMETHING LIKE:** Together, let's review where to research information about your career's job description, which we'll call **What They Do**, education which we'll call **What to Learn**, and earnings which we'll call **Money and Outlook.** [Illustrate each step using your laptop and LCD projector.] Once you've logged on, click on the **Career Planning** tab. Then click on the **Explore Careers** section and type the career into the **Search For** box. For practice, let's type in "lawyer." Now click on **lawyer** in the list of careers that appear. There are several types of lawyers on this list. We want the one

that's just called "Lawyer".

Now, let's look for the information we need about this career:

- **What They Do:** This is the first page that comes up. As you know from using this site before, this section gives a good overview of the job, what it involves, and where people with this career usually work. As you complete this section in your portfolio page, remember that you are summarizing the information in your own words.

Let's practice one example together.

[Place a copy of the **Student Handbook page 51, What They Do: Lawyer** on an overhead projector. Pass out a highlighter to each student.]

Turn to **Student Handbook page 51, What They Do: Lawyer**. After reading the "Just the Facts" section and the bulleted statements in the "A person in this career" section, we are going to stop and discuss the most important facts. I will underline the important facts on the overhead and you should highlight those facts with the highlighters you were just given. Wait to highlight the information until we go over it together. After reading over these two sections, we'll have an overview of what a career is about.

[Have a different volunteer read each bulleted item. Stop as needed, and illustrate how to underline key information, using **Facilitator Resource 2, Highlighted What They Do: Lawyer** as your guide.]

If you need to return to the **What They Do** page, just click the blue tab in the left-hand menu.

- **Money and Outlook:** To find information about the career's earnings, just click the blue tab labeled **Money and Outlook**. You'll find some great information here. You can find the Average Annual Wage and Average Hourly Wage for the career at the top of the page. Who knows what an Average Annual Wage is? (This combines the wages for the beginning, middle, and experienced levels of the career.) You can also view the annual earnings by regions in our state by looking at the Iowa Regional Earnings section in the middle of the page. Next to each region, you'll notice that the "Average", "Entry Level" and "Experienced" earnings appear. When you're researching your career, you may want to write down the wage information as a range, from lowest to highest. For some careers, a range may not

appear. Then you should just write down the average annual wage. [Demonstrate how to do this on the **Career Research** sheet.]

- **What to Learn:** As you'll see on the Career Research portfolio page, you are asked to check the education needed for this career. Who remembers where we found this information last week? (Searching by career clusters allows you to sort careers by educational level.)

You can find more details by clicking the blue **What to Learn** tab. Please click it now.

You'll find this information in the third section of this page, "Education Level". Some careers have more than one education path – you might learn to be an electrician by going to a trade school or by working as an apprentice, where you get on-the-job training. Be sure to read all the information so you know what your options are.

[Have students turn to **Student Handbook page 52, What to Learn: Lawyer** and follow the same procedure they did for the **What They Do** section, above, using **Facilitator Resource 3, Highlighted What To Learn: Lawyer** as your guide.]

5. These are the three sections you'll be researching today. [Answer any questions and instruct students to begin their research.]

III. Career Research (15 – 20 minutes)

1. Allow students to spend the remainder of the period researching on their own, while you circulate to answer questions, troubleshoot, and keep them on task.

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Next week, you'll continue your career research. You'll learn how people who are working in a career can help you decide if it's right for you.
2. You all did a great job today. I hope you're looking forward to learning even more about your career next week!

Highlighted What They Do: Lawyer From IHaveAPlanIowa.gov

A lawyer conducts criminal and civil lawsuits, prepares legal documents, advises clients on legal rights, and practices other phases of law. May represent clients in court or before administrative agencies of government. May specialize in a single area of law, such as constitutional law, corporate law, or criminal law.

A person in this career:

- * Advises clients about business transactions, claim liability, advisability of lawsuits, and legal rights and obligations.
- * Presents cases in court and summarizes cases to a judge or jury.
- * Develops strategies and arguments in the preparation of a case.
- * Interviews clients and witnesses to get facts and gather evidence for defense or legal action.
- * Interprets laws, rulings, and regulations for individuals and businesses.
- * Acts as agent, trustee, guardian, or executor for businesses or individuals.
- * Prepares and drafts legal documents, such as wills, deeds, patent applications, mortgages, leases, and contracts.
- * Selects jurors, argues motions, meets with judges and questions witnesses during the course of a trial.
- * Studies the Constitution and existing laws, decisions, and ordinances.
- * Supervises legal assistants.

SOURCE: www.IHaveAPlanIowa.gov

Highlighted What To Learn: Lawyer From IHaveAPlanIowa.gov

Education Level

Becoming a lawyer usually takes 7 years of full-time study after high school - 4 years of undergraduate study, followed by 3 years of law school. Law school applicants must have a bachelor's degree to qualify for admission.

To meet the needs of students who can attend only part time, a number of law schools have night or part-time divisions. To practice law in the courts of any State or other jurisdiction, a person must be licensed, or admitted to its bar, under rules established by the jurisdiction's highest court.

All States require that applicants for admission to the bar pass a written bar examination; most States also require applicants to pass a separate written ethics examination. Lawyers who have been admitted to the bar in one State occasionally may be admitted to the bar in another without taking another examination if they meet the latter jurisdiction's standards of good moral character and a specified period of legal experience. In most cases, however, lawyers must pass the bar examination in each State in which they plan to practice. Federal courts and agencies set their own qualifications for those practicing before or in them. To qualify for the bar examination in most States, an applicant must earn a college degree and graduate from a law school accredited by the American Bar Association (ABA) or the proper State authorities.

SOURCE: www.IHaveAPlanIowa.gov

Career Research

My Career: _____

Website: _____



What They Do:

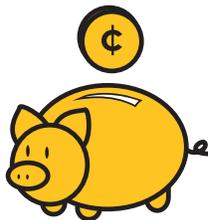
Summarize this career in one or two sentences. _____

List some of the things this person has to do on the job.

- _____

- _____

- _____



Money and Outlook

Use the “entry level” and “experienced” figures for your state to show the salary range. If “entry level” and “experienced” figures don’t appear, list the “average” salary, instead.

Annual salary: from \$_____ to \$_____ a year



What To Learn

Check the boxes that best describe the education needed for this career.

- High school
- Apprenticeship (paid to learn on the job)
- Tech or trade school (cooking or car repair, for example)
- 2-year community college (Associate's Degree)
- 4-year college (Bachelor's Degree)
- More than 4 years of college

Details:

Ask the Experts! Likes and Dislikes

(found on the **Interview** tab)

One of the best ways to learn about a career is to learn what the experts have to say about it. Write down at least two things that the experts like and two things that the experts dislike about the career you chose based on the interview you read.

Likes:

1. _____
2. _____

Dislikes:

1. _____
2. _____

What They Do: Lawyer From IHaveAPlanIowa.gov

A lawyer conducts criminal and civil lawsuits, prepares legal documents, advises clients on legal rights, and practices other phases of law. A lawyer may represent clients in court or before administrative agencies of government. Some lawyers may specialize in a single area of law, such as constitutional law, corporate law, or criminal law.

A person in this career:

- * Advises clients about business transactions, claim liability, advisability of lawsuits, and legal rights and obligations.
- * Presents cases in court and summarizes cases to a judge or jury.
- * Develops strategies and arguments in the preparation of a case.
- * Interviews clients and witnesses to get facts and gather evidence for defense or legal action.
- * Interprets laws, rulings, and regulations for individuals and businesses.
- * Acts as agent, trustee, guardian, or executor for businesses or individuals.
- * Prepares and drafts legal documents, such as wills, deeds, patent applications, mortgages, leases, and contracts.
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- * Studies the Constitution and existing laws, decisions, and ordinances.
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