NORTH DAKOTA SCHOLARSHIP
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ENERGY
High-Paying, Life-Long Careers

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Exclusive Interview with North Dakota’s
DAVE ST. PETER
President of the Minnesota Twins

User’s Guide
Career Outlook Users Guide

Knowing Myself

1. What Is My Learning Style?
2. Personality PLUS
3. My Career Clusters
4. What are My Work Values?
5. Rate My Workplace Skills

Knowing My Options

1. Career Outlook Search
2. Cool Careers Start in School
3. What Does School Have To Do With a Real Job?
4. Employment Outlook and Earnings
5. What are My Career Options?
6. College Options and Admissions
7. RU Ready for Life After High School?
8. My Career Plan

Making My Career Plan Happen

1. How Much Does College Cost?
2. Financing My Education
3. North Dakota Wants U to Succeed
4. Social Networking: Help U or Hurt U?
5. Make It Your Business
6. Keeping Myself on Track
Lesson Title: **What is My Learning Style?**

**Target Audience:** Grades 7-9

**Lesson Objective:** The students will:
- complete a learning styles inventory
- identify their learning styles
- connect their learning style to compatible occupations

**Standard Topic Competency:**

<table>
<thead>
<tr>
<th>Education Achievement and Life-Long Learning</th>
<th>Attain educational achievement and performance levels needed to reach personal and career goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2a</td>
<td>Identify learning style.</td>
</tr>
<tr>
<td>2.1.2b</td>
<td>Show how individual learning style information can improve educational achievement and performance achievement (i.e. performance) and/or success at work.</td>
</tr>
</tbody>
</table>

**Resources and Materials:**
- What is My Learning Style? activity sheet
- Career Outlook, Occupational Section, Pages 16-52

**Leading Questions and/or Comments:**
This is an informal approach to learning styles. It should be used as an introduction, not as a diagnostic tool. Discuss with the students general learning style attributes. Discuss how students do homework and the environment in which they work best when completing homework. Talk about the following:
- How do you like to learn?
- Today we are going to determine your individual learning style. We will see how you learn best and then we will match your learning style with compatible occupations.

**Lesson Activities:**
Instruct students to do the following:
- Complete the What is My Learning Style? activity sheet.
- Total each section. The section with the highest score is your learning style.
- Write your learning style in the blank provided. Read the description of your learning style and review the sample occupations that are compatible with that learning style.
- Compare your learning style with your classmates.

Do a class poll to see what the majority learning style is of the class.
- Ask students why it would be helpful to know a classmate’s learning style?
- Explore at least two of the occupations listed for your learning style in the ND Career Outlook.
- Do they interest you? Why or why not?
- How can knowing your learning style benefit you in a work environment?

**Making Connections for Students:**
Say to the students:
Now that you know how you learn best, let’s review together how knowing this will help you find compatible occupations. Tell me about how your learning style can affect how happy you are at work.
Optional Activities:
Have students:
  - use RUReadyND.com to journal in their portfolio what their learning style is and what they learned about themselves
  - research occupations they may be interested in exploring further
What Is My Learning Style?

People learn in different ways. Your unique style of learning will match some occupations better than others. Use the results of this assessment to guide you toward more informed career decisions.

Score each item and then total each column.

<table>
<thead>
<tr>
<th>1 – Seldom or Never</th>
<th>2 – Sometimes</th>
<th>3 – Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>I remember better if I write it down.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Looking at a person helps keep me focused.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>I need a quiet place to get my work done.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>When I take a test, I can see the textbook in my head.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Music or background noise distracts my attention.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>I doodle in the margins of my notebook.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>I have trouble following lectures.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>I react very strongly to colors.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>I like to build things.</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total A</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Total B</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Total C</th>
</tr>
</thead>
</table>
What is My Learning Style, Activity 1, Page 2

A score of 20 or more indicates a strength in that area. The Learning Style with the highest score indicates the most efficient method of information intake for you.

My preferred Learning Style is:

<table>
<thead>
<tr>
<th>Visual Learners learn best by:</th>
<th>Auditory Learners learn best by:</th>
<th>Kinesthetic/Tactile Learners learn best by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• creating vivid mental images</td>
<td>• listening</td>
<td>• hands-on activities</td>
</tr>
<tr>
<td>• working with pictures and colors</td>
<td>• using tapes for reading and class lecture notes</td>
<td>• using physical activity</td>
</tr>
<tr>
<td>• using graphics like films, slides, illustrations, diagrams, and doodles to reinforce learning</td>
<td>• participating in discussions</td>
<td>• performing a variety of tasks like making models, doing lab work, or role-playing</td>
</tr>
<tr>
<td>• asking for written directions</td>
<td>• having test questions read aloud</td>
<td>• using computers to reinforce touch</td>
</tr>
<tr>
<td>• visualizing spelling of words</td>
<td>• hearing directions</td>
<td></td>
</tr>
</tbody>
</table>

Consider these occupations based on your Learning Style and look up these or similar occupations in the Career Outlook

<table>
<thead>
<tr>
<th>Visual Learner</th>
<th>Auditory Learner</th>
<th>Kinesthetic/Tactile Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webmaster</td>
<td>Translator</td>
<td>Athlete</td>
</tr>
<tr>
<td>Architect</td>
<td>Teacher</td>
<td>Firefighter</td>
</tr>
<tr>
<td>Navigator</td>
<td>Counselor</td>
<td>Dancer</td>
</tr>
<tr>
<td>Mechanic</td>
<td>Salesperson</td>
<td>Actor</td>
</tr>
<tr>
<td>Graphic Designer</td>
<td>Musician</td>
<td>Sculptor</td>
</tr>
</tbody>
</table>

Adapted from the Delaware Career Compass
Lesson Title: **Personality PLUS**

Target Audience: Grades 9-12

Lesson Objective: The students will:
- complete a personality type inventory
- identify their Holland Code
- connect their Holland Code to compatible occupations

<table>
<thead>
<tr>
<th>Standard.Topic.Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Social Development.</strong> Develop understanding of self to build and maintain a positive self-concept.</td>
</tr>
<tr>
<td>1.1.1a: Identify interests, likes, and dislikes.</td>
</tr>
<tr>
<td>1.1.1b: Demonstrate behavior and decisions that reflect interests, likes, and dislikes.</td>
</tr>
<tr>
<td>1.1.2a: Identify personal abilities, aptitudes, strengths, skills, and talents.</td>
</tr>
<tr>
<td>1.1.9a: Recognize that self-concept can affect educational achievement (i.e. performance) and/or success at work.</td>
</tr>
</tbody>
</table>

Resources and Materials:
- Personality PLUS activity sheet
- Career Outlook, Occupational Section, pages 16-52

Leading Questions and/or Comments:
This is an informal approach to personality types. It should be used as an introduction, not as a diagnostic tool and students should know that there are several methods of identifying personality types. Discuss the meaning of personality types with the students. Explain that you can be classified into six different groups, according to Dr. John Holland. The six groups are:

<table>
<thead>
<tr>
<th>Artistic</th>
<th>Conventional</th>
<th>Enterprising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigative</td>
<td>Realistic</td>
<td>Social</td>
</tr>
</tbody>
</table>

These types are just one measure that will help you to understand yourself and allow you to choose occupations that are best suited to your personality. Most people are some combination of two or three groups.

Talk about the following:
What are some advantages to knowing your personality type? (get along better with classmates/co-workers, helps you realize your full potential, helps you identify occupations that you will enjoy, increases productivity, helps you appreciate other personality types)

Lesson Activities:
Instruct students to do the following:
- Complete the *Personality PLUS* activity sheet by following the instructions in the activity.
- Answer the question, “What does this say about what you prefer in your work life, based on your personality?”
Considering your top three personality types, identify three compatible occupations in the blanks provided.

Find one of the occupations listed for your personality type in the ND Career Outlook. Does it interest you? Why or why not?

How can knowing your personality types/Holland Code benefit you in a work environment?

Making Connections for Students:
Say to the students: Now that you know your Holland Code, let’s review together how knowing this will help you find compatible occupations. Tell me about how your personality type can affect how happy you are at work.

Optional Activities:
Have students:
- use RUReadyND.com to journal in their portfolio what their Holland Code is and what they learned about themselves
- research any occupations they may be interested in exploring further
Another way to understand yourself is to look at your personality type. Dr. John Holland theorizes that both people and occupations can be loosely classified into six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Most people are a combination of two or three groups.

Read the descriptions in each column and “check” each word or statement that applies to you. Count the number of checkmarks in each column and write the total in the box at the bottom of each column.

<table>
<thead>
<tr>
<th>I AM...</th>
<th>I AM...</th>
<th>I AM...</th>
<th>I AM...</th>
<th>I AM...</th>
<th>I AM...</th>
</tr>
</thead>
<tbody>
<tr>
<td>practical</td>
<td>inquisitive</td>
<td>creative</td>
<td>friendly</td>
<td>self-confident</td>
<td>well-organized</td>
</tr>
<tr>
<td>athletic</td>
<td>analytical</td>
<td>intuitive</td>
<td>helpful</td>
<td>assertive</td>
<td>accurate</td>
</tr>
<tr>
<td>frank</td>
<td>scientific</td>
<td>imaginative</td>
<td>idealistic</td>
<td>sociable</td>
<td>methodical</td>
</tr>
<tr>
<td>mechanical</td>
<td>observer</td>
<td>innovative</td>
<td>insightful</td>
<td>persuasive</td>
<td>polite</td>
</tr>
<tr>
<td>a nature lover</td>
<td>precise</td>
<td>unconventional</td>
<td>understanding</td>
<td>enthusiastic</td>
<td>conscientious</td>
</tr>
<tr>
<td>thrifty</td>
<td>scholarly</td>
<td>emotional</td>
<td>cooperative</td>
<td>energetic</td>
<td>efficient</td>
</tr>
<tr>
<td>curious</td>
<td>cautious</td>
<td>independent</td>
<td>generous</td>
<td>adventurous</td>
<td>conforming</td>
</tr>
<tr>
<td>stable</td>
<td>self-confident</td>
<td>expressive</td>
<td>responsible</td>
<td>impulsive</td>
<td>orderly</td>
</tr>
<tr>
<td>concrete</td>
<td>introspective</td>
<td>original impulsive</td>
<td>forgiving</td>
<td>ambitious</td>
<td>practical</td>
</tr>
<tr>
<td>reserved</td>
<td>broad-minded</td>
<td>sensitive open</td>
<td>patient</td>
<td>inquiring</td>
<td>thrifty</td>
</tr>
<tr>
<td>self-controlled</td>
<td>independent</td>
<td>complicated</td>
<td>empathetic</td>
<td>agreeable</td>
<td>systematic</td>
</tr>
<tr>
<td>ambitious</td>
<td></td>
<td></td>
<td>kind</td>
<td>talkative</td>
<td>ambitious</td>
</tr>
<tr>
<td>systematic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>quick</td>
</tr>
<tr>
<td>persistent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>persistent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I CAN...</th>
<th>I CAN...</th>
<th>I CAN...</th>
<th>I CAN...</th>
<th>I CAN...</th>
<th>I CAN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>fix electrical things</td>
<td>think abstractly</td>
<td>sketch, draw, paint</td>
<td>teach/train others</td>
<td>initiate projects</td>
<td>work well within a system</td>
</tr>
<tr>
<td>solve electrical problems</td>
<td>solve math problems</td>
<td>play a musical instrument</td>
<td>express myself clearly</td>
<td>convince people to do things my way</td>
<td>do a lot of paper work in a short time</td>
</tr>
<tr>
<td>pitch a tent</td>
<td>understand scientific theories</td>
<td>write stories, poetry, music</td>
<td>lead a group</td>
<td>sell things or promote ideas</td>
<td>keep accurate records</td>
</tr>
<tr>
<td>play a sport</td>
<td>do complex calculations</td>
<td>sing, act, dance</td>
<td>lead a group discussion</td>
<td>give talks or speeches</td>
<td>use a computer</td>
</tr>
<tr>
<td>read a blueprint</td>
<td>use a microscope or computer</td>
<td>design fashions or interiors</td>
<td>mediate disputes</td>
<td>lead a group</td>
<td>write effective business letters</td>
</tr>
<tr>
<td>plant a garden</td>
<td>interpret formulas</td>
<td></td>
<td>plan and supervise an activity</td>
<td>persuade others</td>
<td></td>
</tr>
<tr>
<td>operate tools &amp; machinery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I LIKE TO...</th>
<th>I LIKE TO...</th>
<th>I LIKE TO...</th>
<th>I LIKE TO...</th>
<th>I LIKE TO...</th>
<th>I LIKE TO...</th>
</tr>
</thead>
<tbody>
<tr>
<td>tinker with machines or vehicles</td>
<td>work with scientific equipment</td>
<td>attend concerts, theater, art exhibits</td>
<td>work and socialize with others</td>
<td>make decisions affecting others</td>
<td>work with numbers</td>
</tr>
<tr>
<td>work outside w/ plants &amp; animals</td>
<td>use computers</td>
<td>read fiction, plays, and poetry</td>
<td>help people solve problems</td>
<td>be elected to office</td>
<td>type reports or work on computers</td>
</tr>
<tr>
<td>be physically active</td>
<td>work independently</td>
<td>paint, sculpt, or do ceramics</td>
<td>do volunteer work</td>
<td>work on a sales campaign</td>
<td>be responsible for details</td>
</tr>
<tr>
<td>use my hands to build things</td>
<td>perform lab experiments</td>
<td>take photographs</td>
<td>work with young people</td>
<td>start my own service or business</td>
<td>collect or organize things</td>
</tr>
<tr>
<td>tend/train animals</td>
<td>read scientific/technical journals</td>
<td>express myself creatively</td>
<td>play team sports</td>
<td>campaign politically</td>
<td>follow clearly defined procedures</td>
</tr>
<tr>
<td>work on electronic equipment</td>
<td>analyze situations &amp; find a solution</td>
<td>deal with ambiguous ideas</td>
<td>belong to a club</td>
<td>have power or status</td>
<td>keep things neat and organized</td>
</tr>
<tr>
<td>work in farming, forestry or fishing</td>
<td>use a chemistry set</td>
<td>read art/music magazines</td>
<td>work with the elderly</td>
<td>use language skills to influence others</td>
<td>work with forms and reports</td>
</tr>
<tr>
<td>do carpentry work</td>
<td>do puzzles</td>
<td>act in a play</td>
<td>cater to needs/wishes of others</td>
<td>be with leaders</td>
<td>work from nine-to-five</td>
</tr>
<tr>
<td></td>
<td>be in a science fair</td>
<td>design new fashions</td>
<td>help others with mental, spiritual, physical or career needs</td>
<td></td>
<td>follow a budget</td>
</tr>
<tr>
<td></td>
<td>solve math/science questions</td>
<td>study a foreign language</td>
<td></td>
<td></td>
<td>follow other people’s instructions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R (Realistic)</th>
<th>I (Investigative)</th>
<th>A (Artistic)</th>
<th>S (Social)</th>
<th>E (Enterprising)</th>
<th>C (Conventional)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Total scores are calculated for each column as follows:

- R: Total number of checkmarks in the Realistic column.
- I: Total number of checkmarks in the Investigative column.
- A: Total number of checkmarks in the Artistic column.
- S: Total number of checkmarks in the Social column.
- E: Total number of checkmarks in the Enterprising column.
- C: Total number of checkmarks in the Conventional column.

These scores can help you identify your personality type and understand how you might fit into different careers or activities.
1. Put the letter with the highest score in the first space for your Holland Code, then the next highest in the second space and the third highest in the last space.

**My Holland Code Is:** _______ _______ _______

2. Look over the items you checked in your Holland Code lists on the previous page. What does this say about what you might prefer in your work life based on your personality?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

3. Review the sample occupations that may fit your personality type in the columns below. Look in the Occupational Section of the *Career Outlook*, pages 16-52. Find three more occupations that interest you by looking in the Holland Type column and write them below.

<table>
<thead>
<tr>
<th>Realistic</th>
<th>Investigative</th>
<th>Artistic</th>
<th>Social</th>
<th>Enterprising</th>
<th>Conventional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical “R” jobs include:</td>
<td>Typical “I” jobs include:</td>
<td>Typical “A” jobs include:</td>
<td>Typical “S” jobs include:</td>
<td>Typical “E” jobs include:</td>
<td>Typical “C” jobs include:</td>
</tr>
<tr>
<td>Electrician</td>
<td>Nuclear Medical Technician</td>
<td>Fashion Designer</td>
<td>School Counselor</td>
<td>Chief Executive</td>
<td>Budget Analyst</td>
</tr>
<tr>
<td>Civil Engineer</td>
<td>Veterinarian</td>
<td>Desktop Publisher</td>
<td>Registered Nurse</td>
<td>Financial Advisor</td>
<td>Computer Operator</td>
</tr>
<tr>
<td>Auto Technician</td>
<td>Chemical Engineer</td>
<td>Creative Writer</td>
<td>Dental Hygienist</td>
<td>Police Detectives</td>
<td>Proofreaders</td>
</tr>
<tr>
<td>Aircraft Mechanic</td>
<td>Police Detective</td>
<td>Landscape Architect</td>
<td>Physician Assistant</td>
<td>Funeral Director</td>
<td>Mapping Tech.</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>Systems Analyst</td>
<td>Interior Designer</td>
<td>Nanny</td>
<td>Engineering Managers</td>
<td>Law Clerk</td>
</tr>
<tr>
<td>Surveyor</td>
<td>Sociologist</td>
<td>Dancer</td>
<td>Teacher</td>
<td>Ship Captain</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Farmer</td>
<td>Chemist</td>
<td>Musician</td>
<td>Clergy</td>
<td>Logisticians</td>
<td>Buyer</td>
</tr>
<tr>
<td>Roofer</td>
<td>Biologist</td>
<td>Actor</td>
<td>Tour Guide</td>
<td>Lawyers</td>
<td>Optician</td>
</tr>
<tr>
<td>Plumber</td>
<td>Surgeon</td>
<td>Photographer</td>
<td>Waiter</td>
<td>Buyers</td>
<td>Accountant</td>
</tr>
<tr>
<td>Cook</td>
<td>Dietitian</td>
<td>Reporter</td>
<td></td>
<td></td>
<td>Dispatcher</td>
</tr>
</tbody>
</table>

1. ____________ 2. ____________ 3. ____________

4. Look over your Holland Code occupation lists. Which of the occupations listed do you think would make you feel most satisfied at work? Explain why.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

5. Explore this occupation further in RUReadyND.com and save it in your portfolio.
Lesson Title: **My Career Clusters**

Target Audience: Grades 7-12

Lesson Objective: Students will:
- complete an interest assessment to determine their top career cluster
- explore related career options

### Standard.Topic.Competency:

**Career Management.** Use accurate, current, and unbiased career information during career planning and management.

<table>
<thead>
<tr>
<th>Standard.Topic.Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.2a:</td>
<td>Recognize that a variety of career information resources are available.</td>
</tr>
<tr>
<td>3.3.2b:</td>
<td>Demonstrate the ability to use different types of career information resources to support career planning.</td>
</tr>
<tr>
<td>3.3.4a:</td>
<td>Identify several ways to classify occupations.</td>
</tr>
</tbody>
</table>

Resources and Materials:
- Career Outlook, Career Clusters Interest Survey, pages 14-15
- Career Outlook, Career Outlook Occupational Section, pages 16-52

Leading Questions and/or Comments:
This is an informal approach to the career clusters. Though much time has been invested in assuring that this survey is a reliable checklist, it should be used as an introduction and not as a valid, reliable assessment tool. Ask/state the following:
- With so many careers and occupations available today, how do you determine where to start your search?
- Career Clusters are groupings of occupations used as an organizing tool for curriculum design.

Lesson Activities:
Instruct students to do the following:
- Draw their attention to the instructions at the top of each column
  - In the first column, check the activities that describe what you like to do
  - In the second column, check the personal qualities that describe you
  - In the 3rd column, check the school subjects you like
- Do all sixteen boxes and add them up, putting your total in the last column. The top three totals will tell you your top 3 clusters. The highest total will be your #1 cluster, the second highest #2 and the third highest #3. Write the totals in the spaces provided in the career cluster chart at the bottom of page 15. Circle or highlight your top choice(s).
- Your top clusters will give you a grouping of occupations that are closely related to your personal preferences and interests.
- If your scores are even or close, explore both clusters to see if one seems like a better fit than the other.
- Find out more about your clusters on pages 16-52 of the Career Outlook. Read the descriptions at the top of the pages and look over the occupations listed in your top 3 clusters.
Making Connections for Students:
Say to the students:

- Now that you have determined your top 3 clusters, especially your top cluster, it becomes much easier to look and search for occupations that are the most closely related to your personal preferences and interests.

Optional Activities:
Explore many more careers in your cluster at www.RUReadyND.com and www.careertech.org/career-clusters
Lesson Title: **What are My Work Values?**

Target Audience: Grades 9-12

Lesson Objective: The students will:
- complete a work values inventory
- identify their top three work values
- connect their work values to compatible occupations

<table>
<thead>
<tr>
<th>Standard.Topic.Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Social Development.</strong> Develop understanding of self to build and maintain a positive self-concept.</td>
</tr>
<tr>
<td>1.1.1a: Identify interests, likes, and dislikes.</td>
</tr>
<tr>
<td>1.1.4a: Identify work values/needs.</td>
</tr>
<tr>
<td><strong>Personal Social Development.</strong> Balance personal, leisure, community, learner, family, and work roles.</td>
</tr>
<tr>
<td>1.4.3a: Describe the concept of lifestyle.</td>
</tr>
<tr>
<td>1.4.4a: Recognize that life roles and lifestyles are connected.</td>
</tr>
<tr>
<td><strong>Career Management.</strong> Create and manage a plan that focuses on career goals.</td>
</tr>
<tr>
<td>3.1.3a: Identify short-term and long-term career goals (e.g. education, employment, and lifestyle goals.)</td>
</tr>
</tbody>
</table>

Resources and Materials:
- *What are My Work Values?* activity sheet
- *Career Outlook*, Occupational Section, pages 16-52

Leading Questions and/or Comments:
This is an informal approach to work values. It should be used as an introduction, not as a diagnostic tool. Discuss the meaning of work values with the students. Explain that the value will have a direct relationship to the type of work that you will find satisfying, the environment that is best for you, and the type of people with whom you will spend most of your waking hours. Knowing yourself will allow you to seek opportunities that will fulfill you most effectively, and enable you to do your best.

Talk about the following:
- Do personal values and work values differ? If so, in what way?
- Explain that our values help us make decisions – in our personal lives and in the workplace. Values also help us to decide what kind of work we might like to do.

Lesson Activities:
Instruct students to do the following:
- Complete the *What are My Work Values?* activity sheet by prioritizing the values listed in the order of important to you.
Answer the question, “What does this say about what you prefer in your work life?”

Considering your top three work values, identify three compatible occupations in the blanks provided.

Find one of the occupations listed for your work values in the ND Career Outlook. Does it interest you? Why or why not?

How can knowing your work values benefit you in a work environment?

Making Connections for Students:
Say to the students:
Now that you know what you value in your work environment, let’s review together how knowing this will help you find compatible occupations. Tell me about how your work values can affect how happy you are at work.

Optional Activities:
Have students:
- complete the Work Values Sorter in RUReadyND.com and compare results
- use RUReadyND.com to journal in their portfolio what their learning style is and what they learned about themselves
- research any occupations they may be interested in exploring further
What are My Work Values?

Job satisfaction comes from having a job that meets your expectations and satisfies your needs. The list below includes a number of items that people want or value in their job. Not all these values are met each day. Choosing an occupation that meets MOST of your work values is important.

Directions:
- Think about what you want from a job.
- Look at the values listed below.
- Add the values that are not listed but are still important to you at the end.
- Prioritize them according to what is MOST important to you. Label each, with 1 being the most important and 10 being the least important.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Adventure</td>
<td>Working in a job that requires taking risks.</td>
</tr>
<tr>
<td>2.</td>
<td>Prestige</td>
<td>Having an important position, people respect what you do.</td>
</tr>
<tr>
<td>3.</td>
<td>Creativity</td>
<td>Finding new ways of doing things, creating new ideas.</td>
</tr>
<tr>
<td>4.</td>
<td>Helping Others</td>
<td>Working with the assisting and helping other people.</td>
</tr>
<tr>
<td>5.</td>
<td>High Earnings</td>
<td>Being well paid for the standard of living you desire.</td>
</tr>
<tr>
<td>6.</td>
<td>Variety of Duties</td>
<td>Having several types of things to do.</td>
</tr>
<tr>
<td>7.</td>
<td>Independence</td>
<td>Deciding for yourself how you will do your work.</td>
</tr>
<tr>
<td>8.</td>
<td>Exercising Leadership</td>
<td>Leadership - being able to direct and influence others.</td>
</tr>
</tbody>
</table>

What does this say about what you prefer in your work life?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Look at your top three work values. List three jobs that would fit with what you want:

1. _____________________________________________________________________________________
2. _____________________________________________________________________________________
3. _____________________________________________________________________________________

Adapted from: MnCareers Facilitators Guide
Lesson Title: Rate My Workplace Skills

Target Audience: Grades 10-12

Lesson Objective: The students will:
- rate their workplace skills
- recognize the skills they already have
- identify the areas they need to improve in order to be successful
- relate their skills to skills employers look for in employees

Standard Topic Competency:

<table>
<thead>
<tr>
<th>Personal Social Development</th>
<th>Develop understanding of self to build and maintain a positive self-concept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.3a:</td>
<td>Identify positive personal characteristics (e.g. honesty, dependability, responsibility, integrity, resiliency, self-efficacy, flexibility, and loyalty.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Achievement and Life-Long Learning</th>
<th>Attain educational achievement and performance levels needed to reach personal and career goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3b:</td>
<td>Demonstrate strategies and study skills used to improve educational achievement and performance.</td>
</tr>
<tr>
<td>2.1.6b:</td>
<td>Exhibit attitudes and behaviors that support educational achievement and performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Management</th>
<th>Develop academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1b:</td>
<td>Demonstrate the ability to use academic, occupational, and general employability skills to obtain or create, maintain, and advance employment.</td>
</tr>
<tr>
<td>3.4.3b:</td>
<td>Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g. critical thinking, problem solving, resource information, technology management, interpersonal skills, honesty, and dependability.)</td>
</tr>
</tbody>
</table>

Resources and Materials:
- Rate My Workplace Skills activity sheet
- Career Outlook, It’s Time to Think About Searching for a Job, page 60

Leading Questions and/or Comments:
Ask students for skills they know, and list them on the board. Explain and discuss “skills.” One definition of a skill that is used in career development is “a goal-directed behavior that has been or can be strengthened through practice.” Tell the students:
- We all have skills
- Often, skills seem so natural to us, we take them for granted.
- Sometimes you have a skill that you do over and over and it becomes something you are really good at doing.

Lesson Activities:
Instruct students to do the following:
- Rate your workplace skills using the Rate Your Workplace Skills activity sheet.
- Identify which workplace skills you need to work on for your career goal. Think about how others would rate your skills and if it would be similar to how you rated yourself.
Use the list of workplace skills to develop 5 interview questions an employer would ask a potential employer during a job interview.

**Making Connections for Students:**

Ask the students:
- Understanding how employers are looking at workplace skills, how can this information help you succeed as you enter the job market?
- How can employees be valuable assets to businesses?
- If robots or computers are more accurate in doing many tasks, how can employees avoid being replaced?

**Optional Activities:**

Have students:
- practice interviewing each other using the questions they have developed and focusing primarily on workplace skills
- use [RURreadyND.com](http://RURreadyND.com) to journal in their portfolio what they will do to improve those skills they have identified as important to their career goal
Rate My Workplace Skills

Employers look for employees who have the skills and traits they need to help their business or organization be successful. Employees that have the necessary personal skills to do their job well, do much better at getting and keeping their jobs.

A. Rate your ability level for each workplace skill from 1 to 5, 1 being the lowest and 5 the highest. Put a checkmark in the last column if this skill would be important for your career plan and you need to work on this skill.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>High</th>
<th>Need to Work on for My Career Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written Communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. Verbal Communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>3. Enthusiasm</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>4. Flexibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>5. Leadership</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>7. Eager to Work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>8. Desire to Succeed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>9. Honesty</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>10. Respect for Others of All Ages</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>11. Sure of Self</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>12. Personal Grooming</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>12. Reliable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>13. Reason and Problem Solve Without Help</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>14. Ability to Learn New Things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>15. On Time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>16. Creative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>17. Make Decisions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>18. Team Player</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>19. Responsible</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>20. Reading Ability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>21. Comprehension</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>22. Listening Ability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>23. Writing Ability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
<tr>
<td>24. Computer Skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
B. Discuss how a parent would rate your skills? A boss? A teacher?

C. Think about how others perceive you and look at your skills realistically. We all need to work on something. Try to work on what is important to your career goal today!

List the top 3 workplace skills that you need to work on the most to achieve your career goal.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

D. Look at the workplace skills in the checklist on the previous page to write 5 interview questions an employer could ask a potential employee during a job interview.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Title: **Career Outlook Search**

Target Audience: Grades 7-12

Lesson Objective: The students will:
- complete the **Career Outlook Search** to become familiar with how to use the magazine

<table>
<thead>
<tr>
<th>Standard.Topic.Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Achievement and Life-Long Learning.</strong></td>
</tr>
<tr>
<td>2.1.1a:</td>
</tr>
<tr>
<td>2.1.1b:</td>
</tr>
<tr>
<td><strong>Career Management.</strong></td>
</tr>
<tr>
<td>3.3.2a:</td>
</tr>
<tr>
<td>3.3.1b:</td>
</tr>
<tr>
<td>3.3.2b:</td>
</tr>
</tbody>
</table>

Resources and Materials:
- Career Outlook Search activity sheet
- Career Outlook

Leading Questions and/or Comments:
This worksheet is designed to walk students through some parts of the **Career Outlook** magazine in order to familiarize them with the publication. Talk about the following:
- North Dakota’s career resources – including the various agencies that provide the services as highlighted in the magazine
- North Dakota Programs of Study and Occupations
- Interest assessments

Lesson Activities:
Instruct students to do the following:
- Complete the **Career Outlook Search** activity sheet.
- Discuss their responses to the question, “After completing this exercise, what conclusions have you made about yourself and future possibilities?”
Making Connections for Students:
Ask the students:
   - Now that you are somewhat familiar with this career resource, how can you make it work for you?

Optional Activities:
Have students:
   - research any occupations they may be interested in exploring further in either the Career Outlook or RUReadyND.com
Directions: Complete the Career Clusters Interest Survey on pages 14-15 of the Career Outlook.

A. Identify your top three clusters of interest using the results of the Career Cluster Interest Survey chart at the bottom of page 15.
   1. ________________________________________________________
   2. ________________________________________________________
   3. ________________________________________________________

B. Find your top career cluster and choose one occupation of interest using pages 16-52.
   1. Occupation from top cluster _____________________________________________________
   2. Describe the occupation _______________________________________________________
      _______________________________________________________
      _______________________________________________________
   3. Name two related occupations.
      1. ________________________________________________________
      2. ________________________________________________________
   4. What level of education does this occupation require?
      □ Associate Degree (2 yrs.) or less
      □ Bachelors Degree (4 yrs.) or more
      □ Other ________________________________________________________

C. Holland Type Rating
   1. Identify the Holland Code for this occupation. _____________________________
   2. Describe this Holland Code, page 16: ______________________________________________
      _______________________________________________________
      _______________________________________________________

D. Nat’l Employment, ND Employment/Projected Openings, ND Earnings
   1. How many people are employed in this occupation in the United States? ________________
   2. How many people are employed in this occupation in North Dakota? ________________
   3. How many job openings are projected in North Dakota this year? ________________
E. Check the growth rate for this occupation in the United States:
   - [ ] Much faster than average
   - [ ] Faster than average
   - [ ] Stable
   - [ ] Declining

F. Check the growth rate for this occupation in the North Dakota.
   - [ ] Much faster than average
   - [ ] Faster than average
   - [ ] Stable
   - [ ] Declining

G. What is the ND salary range for this occupation? $__________ to $__________

H. Rating (Hint: See ratings on page 16.)
   1. Is this occupation High Wage? [ ] Yes [ ] No
   2. Is this a “Bright Outlook” occupation? [ ] Yes [ ] No
   3. Is this occupation High Skill? [ ] Yes [ ] No

I. Hiring Practices
   Describe the hiring practices employers use for this career field.
   __________________________________________________________
   __________________________________________________________

J. ND Postsecondary Education/Training Programs
   1. Find one or two schools that offer a program for the occupation you listed above (pages 16-52).
      a. ______________________________________________________
      b. ______________________________________________________
   2. What is the cost for one year at each school you chose? (Page 59)
      a. ______________________________________________________
      b. ______________________________________________________
   3. Calculate the cost for each school based on the number of years required for your chosen program(s). List them below.
      a. ______________________________________________________
      b. ______________________________________________________
      c. ______________________________________________________

K. What conclusions can you draw from this exercise?
   __________________________________________________________
   __________________________________________________________
Lesson Title: **Cool Careers Start in School**

**Target Audience:** Grades 9-12

**Lesson Objective:** Students will:
- research the relationship of a subject area to an occupational choice.
- present a PowerPoint to show how a subject area is related to occupations.

**Resources and Materials:**
- Cool Careers Start in School activity sheet
- *Career Outlook* Occupational Section - pages 16-52

**Standard, Topic, Competency:**

<table>
<thead>
<tr>
<th>Standard, Topic, Competency:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Achievement and Life-Long Learning.</strong></td>
<td>Attain educational achievement and performance levels needed to reach personal and career goals.</td>
</tr>
<tr>
<td>2.1.1a:</td>
<td>Recognize the importance of educational achievement and performance to the attainment of personal and career goals.</td>
</tr>
<tr>
<td>2.1.7a:</td>
<td>Recognize that educational achievement and performance can lead to many workplace options.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Achievement and Life-Long Learning.</th>
<th>Participate in ongoing, life-long learning experiences to enhance the ability to function effectively in a diverse and changing economy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.4a:</td>
<td>Identify specific education/training programs (e.g. high school career paths and courses, college majors, and apprenticeship programs.)</td>
</tr>
<tr>
<td>2.2.5a:</td>
<td>Identify types of ongoing learning experiences available (e.g. two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training.)</td>
</tr>
<tr>
<td>2.2.4b:</td>
<td>Demonstrate participation in specific education/training programs (e.g. high school career paths and courses, college majors, and apprenticeship programs) that helps function effectively in a diverse and changing economy.</td>
</tr>
<tr>
<td>2.2.4c:</td>
<td>Evaluate how participation in specific education/training programs (e.g. high school career paths and courses, college majors, and apprenticeship programs) affects the ability to function effectively in a diverse and changing economy.</td>
</tr>
</tbody>
</table>

**Leading Questions and/or Comments:**
- Before the groups begin the activity, be sure to go over the criteria on how to use the *Career Outlook* Occupational Section on page 16 with the students.
- Direct them to the occupational descriptions to gain information about careers that may be related to your subject area.
- Direct students to the cluster sections that match most closely with the skills you teach.
Lesson Activities: In groups of 2, 3 or 4 (depending on the size of your class), have groups explore occupations that may use skills related to this class. Refer to pages 16-52 in the Career Outlook Occupational Section.

- Select 10 occupations related to ________________ (e.g., Math, Science, Family and Consumer Sciences, Information Technology). Fill in the chart with the related occupations, ND earnings, high wage, high demand, high skill ratings, and hiring practices for each occupation.
- Explain briefly how each occupation you chose is related to this class.
- Select three occupations from your list and create a PowerPoint slide for each occupation using the criteria on the activity sheet.
- Each group will contribute three slides to the class slideshow including everyone’s Cool Careers in ____________ (e.g., Math, Science, Family and Consumer Sciences, Information Technology...).
- Watch the PowerPoint as a class.

Making Connections for Students: Following the class slideshow, ask students if they noticed any common trends with the occupation slides presented? For example, were a lot of the occupations high skill, high wage and/or high demand? Discuss similarities and differences of the occupations with the class.

Optional Activities: Present the slideshow to other classes to promote occupations/careers in your subject matter.
Class/Subject: ____________________________________________________________

Directions: Using the Occupational Section (page 16-52) of the Career Outlook as your resource, select 10 occupations that are related to this subject area or would use skills that have been taught in this class.

Our top ten list of careers related to____________________________________________ are:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Related Occupations</th>
<th>ND Earnings</th>
<th>Rating HW-HD-HS</th>
<th>Hiring Practices</th>
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</table>
Explain how each occupation on the previous page is related to this subject area.

<table>
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<th>1</th>
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<td>10</td>
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</table>

Pick three from your list and create a PowerPoint slide for each of the three occupations including the following:

- The occupation and a brief description that provides a general idea of the tasks associated with this occupation.
- Include pictures and or graphics of occupation to SELL this career.
- Include what type of training is required for this career.
- Hiring preferences, high wage, high demand, or high skill rating, employment outlook and earnings for nation and/or ND.
- Each slide should present clearly a positive outlook for this career.

Your slides would be part of a slide show presentation including everyone’s slides so all can learn about a variety of careers related to this class.

Example:

“Cool Careers in Math” slide presentation showcasing careers in Math, English, etc.
(8 groups having 3 slides each would create a presentation of 24 slides)
Lesson Title: **What Does School Have To Do With A Real Job?**

**Target Audience:** Grades 9-12

**Lesson Objective:** The students will:
- connect skills that are used in school with those used in the work force.
- identify school activities that help prepare them for the workplace.

**Resources and Materials:**
- What Does School Have To Do With A Real Job? activity sheet
- Career Outlook articles
  - Job Service North Dakota – page 7
  - It’s Time to Think About Searching for a Job – page 60
- Soccer ball that has the skills listed on the activity sheet written or taped in the hexagons/pentagons on the ball

### Standard.Topic.Competency:

**Personal Social Development.** Develop understanding of self to build and maintain a positive self-concept.

**1.1.2c:** Assess the impact of personal abilities, aptitudes, strengths, skills, and talents on career development.

**Education Achievement and Life-Long Learning.** Attain educational achievement and performance levels needed to reach personal and career goals.

**2.1.1a:** Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

**2.1.1b:** Demonstrate educational achievement and performance levels needed to attain personal and career goals.

**2.1.6b:** Exhibit attitudes and behaviors that support educational achievement and performance.

**2.1.7a:** Recognize that educational achievement and performance can lead to many workplace options.

**Education Achievement and Life-Long Learning.** Participate in ongoing, life-long learning experiences to enhance the ability to function effectively in a diverse and changing economy.

**2.2.4c:** Evaluate how participation in specific education/training programs (e.g. high school career paths and courses, college majors, and apprenticeship programs) affects the ability to function effectively in a diverse and changing economy.

**Career Management.** Develop academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.

**3.4.3a:** Recognize that a variety of general employability skills (e.g. critical thinking, problem solving, resource information, technology management, interpersonal skills, honesty, and dependability) and personal qualities (e.g. self-efficacy, flexibility, and loyalty) are important to success in school and employment.
Leading Questions and/or Comments:
This lesson will help in showing students that the skills they develop in school matter in their future workplace setting.
Ask the following:

- What do you think school has to do with a real job? List their responses on the board.
- How many of you have a part-time job? Identify some of the work skills that you have learned on the job.

Lesson Activities:
The students will be playing the School and Work Skills Game (see below).

Instruct students to do the following:

- Complete the skills chart on the activity sheet. Explain to them they will use this sheet as a guide during the School and Work Skills Game.
- When everyone has completed the chart, explain the rules to the School and Work Skills Game.
  - Students should be evenly dispersed around the classroom so they have the ability to move and catch the ball. If room allows, they could stand in a circle.
  - The ball will be passed (tossed randomly and carefully) to students.
  - When they catch the ball, they should look at the hexagon/pentagon that their left thumb touches or is closest to. Read the skill and tell how that skill is used at school and in the workplace. They can use their chart as a guide in providing this information.
  - A student must sit down if they do not know the answer, repeat an answer that has already been given, miss catching the ball, or throw the ball too hard.
  - The game is over when one student is left standing or the teacher says time. Prizes are optional.

Making Connections for Students:
Go over the discussion questions that are at the end of the activity sheet with the class.

Optional Activities:
Invite a Job Service representative to come to your class to discuss what skills employers are looking for when they are hiring employees. Use the Career Outlook as a resource to find the Job Service office near you.
What Does School Have To Do With a REAL JOB?

Have you ever asked yourself this question? Actually many of the skills you learn in high school do apply to what you will be doing day-to-day in a real job. For each of the following skills, write how each one is used at school and at work.

<table>
<thead>
<tr>
<th>Skill</th>
<th>How is this skill used at school?</th>
<th>How is this skill used at work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Deadlines</td>
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<td>Expressing Yourself Verbally</td>
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<td>Being Dependable</td>
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<td>Remembering</td>
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<td>Expressing Yourself in Writing</td>
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<td>Listening</td>
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<td>Working Independently</td>
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<td>Taking Notes</td>
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<td>Making Decisions</td>
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<tr>
<td>Solving Problems</td>
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<tr>
<td>Working as a Team</td>
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<td>Negotiating</td>
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<td>Being Motivated</td>
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<td>Leading Others</td>
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<tr>
<td>Communicating with Authority</td>
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<tr>
<td>Being on Time</td>
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</table>
Discuss the following in class:

1. How can extracurricular activities help you develop these skills?

2. How can planning and implementing a class event, like prom or a class fundraiser, help in developing these skills?

3. Which skills in the above list can you learn through doing activities like helping with family chores or household duties? Identify two.

4. Why is it in your best interest to work on the above skills in high school?
Lesson Title: Employment Outlook and Earnings

Target Audience: Grades 7-12

Lesson Objective: Students will:
- locate a variety of careers in the Career Outlook
- explore the salary range, growth, and demand for a variety of careers

Standard Topic Competency:

<table>
<thead>
<tr>
<th>Personal Social Development. Develop understanding of self to build and maintain a positive self-concept.</th>
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<tbody>
<tr>
<td>1.1.4c: Assess how work values/needs are reflected in career goals.</td>
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<table>
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<tr>
<th>Education Achievement and Lifelong Learning. Attain educational achievement and performance levels needed to reach personal and career goals.</th>
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<tr>
<td>3.1.1b: Give examples of how to use planning strategies to attain career goals.</td>
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<td>3.1.2b: Develop a career plan to meet career goals.</td>
</tr>
<tr>
<td>3.1.3a: Identify short-term and long-term career goals (e.g. education, employment, and lifestyle goals.)</td>
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<thead>
<tr>
<th>Career Management. Use accurate, current, and unbiased career information during career planning and management.</th>
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<tr>
<td>3.3.2a: Recognize that a variety of career information resources are available.</td>
</tr>
<tr>
<td>3.3.4a: Identify several ways to classify occupations.</td>
</tr>
<tr>
<td>3.3.2b: Demonstrate the ability to use different types of career information resources to support career planning.</td>
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<tr>
<td>3.3.3b: Evaluate examples for unbiased, current, complete, or accurate career information.</td>
</tr>
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</table>

Resources and Materials:
- Career Outlook, How to Use the Occupational Section, pg 16
- Occupational Section, pages 16-52
- Employment Outlook and Earnings activity sheet

Leading Questions and/or Comments:
This activity is designed to encourage students to seek and explore various career options listed in the Career Outlook. Students will look at national employment, North Dakota Employment, and North Dakota Earnings of various careers. They will also look at high demand, high skill, and high wage careers in North Dakota.
Do the following:

- Review the meaning of the information in the chart on the activity sheet prior to the students doing this activity. The chart information is also on page 16 of the *Career Outlook*.
- Encourage questions and further exploration throughout the activity.

**Lesson Activities:**
Instruct students to do the following:

- Answer the 20 questions on the Employment Outlook and Earnings activity sheet using the Career Outlook Occupational Section, pages 16-52, as a reference.

**Making Connections for Students:**
Encourage the students to dig for the information in the Career Outlook. Exploring what is listed in each cluster and looking at salaries and employment rates of occupations can be valuable to students as they explore their options.

**Optional Activities:**
Have students:

- Explore more about labor market information
  - [www.rureadynd.com](http://www.rureadynd.com)
  - [www.ndworkforceintelligence.com](http://www.ndworkforceintelligence.com)
Employment Outlook & Earnings

Directions: Study the information chart below then use this information to answer the questions below. Find the occupation titles in the Occupational Section of the Career Outlook, pages 16-52.

**National Employment** indicates the number of persons employed in this occupation in the United States.

**ND Employment** indicates the number of persons employed in this occupation in North Dakota.

**Projected Openings** is the projected number of job openings in North Dakota each year.

**The arrows** indicate the projected growth of this occupation for the United States and for North Dakota:

- Much faster than average (Over 3.6% per year);
- Faster than average (2-3.5% per year);
- Stable (0-1.9% per year); and
- Declining in employment (Less than 0% per year).

**ND Earnings** is a range of salaries for those employed in the occupation in North Dakota.

Some salaries will have a “US” at the end, which indicates that North Dakota salaries were not available, so a national average was used. The salaries shown reflect a 40 hour work week for many occupations. Be aware that it is possible to earn a considerably higher salary in those occupations where overtime wages are paid.

A. Name three occupations that are projected to grow in the United States and North Dakota, either faster than average or much faster than average:
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

B. Name three occupations that are declining in growth in North Dakota:
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

C. Name three occupations that require an associate degree or less that are growing in North Dakota:
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

D. Under Information Technology, name the salary range for Computer Support Specialist:
   Salary Range: __________________________ to __________________________

E. Under Health Science, name the salary range for Cardiovascular Technologist:
   Salary Range: __________________________ to __________________________
F. How many projected job openings will there be in North Dakota each year for Veterinarians?

Projected Openings: __________________________

G. What is the salary range for Physician Assistants in North Dakota?

Salary Range: __________________________ to __________________________

What is the projected growth in this field in:

North Dakota __________________________ the United States __________________________

H. Which has a higher salary, a truck driver or a bus driver? __________________________

Which one has more jobs available in North Dakota? __________________________

I. If you were interested in becoming a mechanic, what is the salary range for each:

Aircraft Mechanic __________________________ to __________________________

Automotive Service Technician __________________________ to __________________________

Heavy Equipment Mechanic __________________________ to __________________________

Diesel Mechanic/Bus and Truck Mechanic __________________________ to __________________________

J. Which of the Mechanics listed above has the most jobs available in North Dakota?

________________________________________

K. What is the salary range for a dentist?

Salary Range: __________________________ to __________________________

L. Name three growing occupations listed in the Information Technology Cluster.

1. __________________________________________

2. __________________________________________

3. __________________________________________

M. Name four types of engineers. (Find in the Science, Technology, Engineering, and Mathematics Cluster).

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

N. Under the Arts, A/V Technology & Communication Cluster, find Public Relations Specialist. What do they do? __________________________

What is their salary range? __________________________ to __________________________

Is this a growing career? ☐ Yes ☐ No
Use the chart above to answer the following questions:

O. Is a Public Relations Specialist a “Bright Outlook” occupation?  ☐ Yes  ☐ No

P. Name three High Wage careers in the Agriculture, Food and Natural Resources Cluster.
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________

Q. Name three Bright Outlook careers in the Architecture & Construction Cluster.
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________

R. Name three High Skill careers in the Health Science Cluster.
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________

S. Find three occupations that are High Skill, High Wage, and Bright Outlook.
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________
Lesson Title: **What Are My Career Options?**

**Target Audience:** Grades 10-12

**Lesson Objective:** The students will:
- examine career possibilities that are available to them
- research agencies and organizations that provide decision making resources for career planning

**Standard Topic Competency:**

| Personal Social Development |  
| Develop understanding of self to build and maintain a positive self-concept.  
| 1.1.4c: | Assess how work values/needs are reflected in career goals.  
|  
| Career Management | Create and manage a plan that focuses on career goals.  
| 3.1.1a: | Recognize that planning to attain career goals is a lifelong process.  
| 3.1.1b: | Give examples of how to use planning strategies to attain career goals.  
| 3.1.3a: | Identify short-term and long-term career goals (e.g. education, employment, and lifestyle goals.)  
| 3.1.3c: | Re-examine career goals and adjust as needed.  
| 3.1.4a: | Recognize internal and external changes can affect career plans.  
| 3.1.4c: | Evaluate how to integrate changes both internally and externally into career plans.  
|  
| Career Management | Use a process of decision-making as one component of career development.  
| 3.2.2b: | Demonstrate the use of a decision-making model.  
| 3.2.3b: | Demonstrate use of information in making decisions.  

**Resources and Materials:**
- Discover the Possibilities Diagram Sheet
- What are My Options worksheet
- *Career Outlook*

**Leading Questions and/or Comments:**
Say to the students:
- You each have many options available to you as you consider your career goal.
- We will look at a variety of options by reading articles in the Career Outlook. This will give you a better idea of what is available.
Lesson Activities:
Instruct students to do the following:
- Read each of the following articles in the *Career Outlook*. (Students may do this individually or in groups)
  - Page 53, Energy: A High-Paying, Life-Long Career (energy opportunities)
  - Page 7, Job Service North Dakota (ND jobs by skill level)
  - Page 8-9, North Dakota Army National Guard/Learn About the Military (military option)
  - Page 56, Take Classes At Home/Distance Education in ND (distance education options)
  - Page 57, ND University System Admission Requirements? (admission requirements for college)
  - Page 58, Why Choose a ND Campus?
- Use the *What are My Options* worksheet to record any positive or negative aspects that would affect your personal decisions as you read.
- Look at the Discover the Possibilities diagram worksheet and circle which options you would like to include while working towards your career goal. If you are not sure of your career goal, choose a goal to use in order to become familiar with the process when you do make a decision or when your preferences change.

Making Connections for Students:
Say to the students:
- Choosing which option will work for you is a personal decision. Weighing the possibilities to see which option best suits your financial situation, time commitment to school and other personal preferences needs to be considered.

Optional Activities:
Have students:
- Explore their options further using additional resources such as RUReadyND.com, and the North Dakota University System websites at [www.ndus.edu](http://www.ndus.edu).
- Use Knowing My Options, Activity 8, My Career Plan, to assist them in further developing their plan.
**What are My Career Options?**

**Directions:** Use this worksheet and the *Career Outlook* to work through the various career options available to you as you work toward a career goal. Consider costs, employment trends, outlook, and requirements for each option. **Study each option and record any positive or negative aspects that would affect your personal decisions as you read the following *Career Outlook* articles:**

- Page 53, Energy: A High-Paying, Life-Long Career (energy opportunities)
- Page 7, Job Service North Dakota (ND jobs by skill level)
- Page 8-9, North Dakota Army National Guard/Learn About the Military (military option)
- Page 56, Take Classes At Home/Distance Education in ND (distance education options)
- Page 57, What are the ND University System Admission Requirements? (admission requirements for college)
- Page 58, Why Choose a ND Campus?

<table>
<thead>
<tr>
<th>On the job training/work</th>
<th>On the job training/work</th>
<th>2 year school</th>
<th>2 year school</th>
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<tbody>
<tr>
<td>(ex. can go to work right away)</td>
<td>(ex. salary might be lower)</td>
<td>(ex. so many good jobs right now that require a 2 yr program)</td>
<td>(ex. if I eventually want to continue, should I start at that school?)</td>
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<th>4 year school</th>
<th>4 year school</th>
<th>Military</th>
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<th>Advanced Degree</th>
<th>Advanced Degree</th>
<th>Certificate</th>
<th>Certificate</th>
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<td>+</td>
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<th>Other</th>
<th>Other</th>
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<tr>
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</table>
Discover the Possibilities

Look at Costs, Employment Trends, Outlook, and Requirements for Each

- Less than Two Year Training Options
  - On-the-Job Training
  - Certificates

- Two Year Plan
  - Associates Degree

- Four Year Plan +
  - Bachelor Degree
  - Graduate Degree
  - Doctorate Degree

- Military Plan
  - National Guard
  - Army
  - Navy
  - Air Force
  - Marines
  - Other

On-line Options: Study While You Work

Work Plan

- Part Time
  - Work During High School
  - Work During College
- Full Time
  - Work Summer
  - Employment After College

Look at your career options above as you plan, circle options you want to include to achieve your career goal. Use the pros and cons worksheet to aid in your decision making process.
Lesson Title: **College Options and Admissions**

Target Audience: Grades 9-12

Lesson Objective: The students will:
- examine careers by education level, college major, and total cost
- research a variety of resources to get the career planning information they need

<table>
<thead>
<tr>
<th>Standard.Topic.Competency:</th>
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<tbody>
<tr>
<td><strong>Education Achievement and Lifelong Learning.</strong> Attain educational achievement and performance levels needed to reach personal and career goals.</td>
</tr>
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<td>2.1.1a: Recognize the importance of educational achievement and performance to the attainment of personal and career goals.</td>
</tr>
<tr>
<td><strong>Education Achievement and Lifelong Learning.</strong> Participate in ongoing, life-long learning experiences to enhance the ability to function effectively in a diverse and changing economy.</td>
</tr>
<tr>
<td>2.2.4a: Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs.)</td>
</tr>
<tr>
<td>2.2.4b: Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that helps function effectively in a diverse and changing economy.</td>
</tr>
<tr>
<td>2.2.5a: Identify types of ongoing learning experiences available (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job shadowing, and on-the-job training.)</td>
</tr>
<tr>
<td><strong>Career Management.</strong> Create and manage a plan that focuses on career goals.</td>
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<tr>
<td>3.3.3b: Evaluate examples for unbiased, current, complete, or accurate career information.</td>
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</table>

Resources and Materials:
- Career Outlook
- College Options and Admissions activity sheet
Leading Questions and/or Comments:
Each student will need a Career Outlook Magazine and a computer for further research on the second page. If you do not have access to computers, this activity can be done with just the first page of the worksheet and the Career Outlook.

Lesson Activities:
- Use the Career Outlook, ND University System Admission Requirements?, page 57, and the College Options and Admissions Activity sheet.
- Read the worksheet directions carefully and explain to students:
  - Use Career Outlook pages 16-52 for step one, two and three.
  - Use Career Outlook page 59 to do step four.
- Read about the ND University System admission requirements on Page 57 of the Career Outlook. Discuss the core requirements of college admissions. Discuss ACT and WorkKeys requirements.
- On page two, use a variety of resources (www.ndus.edu, www.rureadynd.com, www.ndcommunitycolleges.com) and have students complete an in-depth comparison between two schools that carry the major that the student is interested in pursuing.

Making Connections for Students:
Have students look closely at their answers and ask/discuss the following:
- why is it important to start researching college options early?
- what resources did you find most helpful in finding the information?
- what other observations can be made about your findings?

Optional Activities:
Have the students:
- research further and record any relevant career exploration information using RUReadyND.com.
- save their findings to their portfolio.
**College Options and Admissions**

**Directions:** Using the ND *Career Outlook* as a resource, fill in the boxes below.

Complete the information for step 1 in all sections, step 2 in all sections, step 3 in all sections, and then step 4 in all sections.

### High School Diploma Only

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Blanks 1, 2, 3- List three occupations that interest you at this level. (Use pages 16-52.)</td>
</tr>
<tr>
<td></td>
<td>1.</td>
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<td>2</td>
<td>Blanks 4, 5, 6- List the ND Earnings range for the occupations you chose.</td>
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</table>

### One to Three Years (Apprenticeship, Certificate, Associate Degree)

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Blanks 1, 2, 3- List three occupations that interest you at this level. (Use pages 16-52.)</td>
</tr>
<tr>
<td></td>
<td>1.</td>
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<td></td>
<td>2.</td>
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<td></td>
<td>3.</td>
</tr>
<tr>
<td>2</td>
<td>Blanks 4, 5, 6- List the ND Earnings range for the occupations you chose.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
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<tr>
<td></td>
<td>5.</td>
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<td></td>
<td>6.</td>
</tr>
<tr>
<td>3</td>
<td>Blanks 7, 8, 9- Choose a school that has the college major you would need for each occupation you chose. (Use pages 16-52.)</td>
</tr>
<tr>
<td></td>
<td>7.</td>
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<td></td>
<td>8.</td>
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<tr>
<td></td>
<td>9.</td>
</tr>
<tr>
<td>4</td>
<td>Blanks 10, 11, 12- Calculate the total cost of each school option to obtain the degree needed, Use a range like this example- (1 to 3 years) = $10,801 to $32,403 (Use page 59)</td>
</tr>
<tr>
<td></td>
<td>10.</td>
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<tr>
<td></td>
<td>11.</td>
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<tr>
<td></td>
<td>12.</td>
</tr>
</tbody>
</table>
### Four to Five Years (Bachelor’s Degree)

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Blanks</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Blanks 1, 2, 3- List three occupations that interest you at this level.</td>
<td>1. 2. 3.</td>
<td>(Use pages 16-52.)</td>
</tr>
<tr>
<td>2</td>
<td>Blanks 4, 5, 6- List the ND Earnings range for the occupations you chose.</td>
<td>4. 5. 6.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Blanks 7, 8, 9- Choose a school that has the college major you would need for each occupation you chose.</td>
<td>7. 8. 9.</td>
<td>(Use pages 16-52.)</td>
</tr>
<tr>
<td>4</td>
<td>Blanks 10, 11, 12- Calculate the total cost of each school option to obtain the degree needed. Use a range like this example- (1 to 3 years) = $10,801 to $32,403 (Use page 59)</td>
<td>10. 11. 12.</td>
<td></td>
</tr>
</tbody>
</table>

### Advanced Degree: more schooling in addition to Bachelor’s Degree

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Blanks</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Blanks 1, 2, 3- List three occupations that interest you at this level.</td>
<td>1. 2. 3.</td>
<td>(Use pages 16-52.)</td>
</tr>
<tr>
<td>2</td>
<td>Blanks 4, 5, 6- List the ND Earnings range for the occupations you chose.</td>
<td>4. 5. 6.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Blanks 7, 8, 9- Choose a school that has the college major you would need for each occupation you chose.</td>
<td>7. 8. 9.</td>
<td>(Use pages 16-52.)</td>
</tr>
<tr>
<td>4</td>
<td>Blanks 10, 11, 12- Calculate the total cost of each school option to obtain the degree needed. Use a range like this example- (1 to 3 years) = $10,801 to $32,403 (Use page 59)</td>
<td>10. 11. 12.</td>
<td></td>
</tr>
</tbody>
</table>

After looking over the occupations, majors, and schools that you listed on the previous page, choose the occupation you are most interested in to do a more in-depth comparison between two colleges that have the major you would be pursuing:

- The occupation you are interested in: ________________________________
- The major you are interested in: ________________________________
In the following chart choose two specific schools that carry this major and do a comparison using the following criteria. See below for a list of resources you can use.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>School 1:</th>
<th>School 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location of School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of Degree</td>
<td></td>
<td></td>
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<tr>
<td>Size of School Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher to Student Ratio</td>
<td></td>
<td></td>
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<tr>
<td>Women to Men Ratio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission Requirements:</td>
<td></td>
<td></td>
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<tr>
<td>ACT, Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td></td>
<td></td>
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<tr>
<td>Housing Availability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates with degrees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Graduates in Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship/Financial Aid Options</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources you used for the above comparison:
- ND Career Outlook
- RUReadyND.com
- College website
- ND University System: [www.ndus.edu](http://www.ndus.edu)
- Other

Consider: If your career choice requires a four year degree or more, how much could you save by going to a two year school first and transferring to a four year school?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
Lesson Title: **RU Ready for Life After High School?**

**Target Audience:** Grades 10-12

**Lesson Objective:** The students will:
- assess their readiness for life after high school
- discuss in writing how they can better prepare themselves for postsecondary

### Standard, Topic, Competency:

<table>
<thead>
<tr>
<th>Personal Social Development</th>
<th>Balance personal, leisure, community, learner, family, and work roles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4.1a:</td>
<td>Recognize that life roles include personal, leisure, community, learner, mentor, family, and work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Achievement and Life-Long Learning</th>
<th>Attain educational achievement and performance levels needed to reach personal and career goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3b:</td>
<td>Demonstrate strategies and study skills used to improve educational achievement and performance.</td>
</tr>
<tr>
<td>2.1.6b:</td>
<td>Exhibit attitudes and behaviors that support educational achievement and performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Achievement and Life-Long Learning</th>
<th>Participate in ongoing, life-long learning experiences to enhance the ability to function effectively in a diverse and changing economy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1a:</td>
<td>Recognize the importance of being a life-long learner and taking responsibility for learning.</td>
</tr>
<tr>
<td>2.2.1b:</td>
<td>Demonstrate the characteristics of an independent learner.</td>
</tr>
<tr>
<td>2.2.4b:</td>
<td>Demonstrate participation in specific education/training programs (e.g. high school career paths and courses, college majors, and apprenticeship programs) that helps function effectively in a diverse and changing economy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Management</th>
<th>Create and manage a plan that focuses on career goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1a:</td>
<td>Recognize that planning to attain career goals is a lifelong process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Management</th>
<th>Develop academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.3b:</td>
<td>Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource information, technology management, interpersonal skills, honesty, and dependability.)</td>
</tr>
</tbody>
</table>

### Resources and Materials:
- **RU Ready for Life After High School?** activity sheet
- **Are You Ready for Life After High School?** checklist
Leading Questions and/or Comments:
This is an informal survey related to college readiness. It should be used as a tool for thought and discussion, not as a diagnostic tool. Discuss with the students the attributes that make them better prepared for life after high school. Talk about the following:
- How do you know that you are ready for the next step beyond high school graduation?
- What have you done to prepare for the next step in your life?

Lesson Activities:
Instruct students to do the following:
- Complete the Are Ready for Life After High School? checklist
- Using the RU Ready for Life After High School? activity sheet, take a look at the responses and answer the questions as honestly as possible.

Making Connections for Students:
Ask the students:
- Now that you have taken some time to review your responses, what suggestions would you make to someone who wanted to further develop in these areas? (Join student organizations to learn to compromise, socialize, develop leadership skills/take classes that will develop skills/make connections with parents, counselors and teachers that can help you define your future)
- How can this assessment help you prepare for your future work life?

Optional Activities:
Have students:
- use RUReadyND.com to journal in their portfolio to discuss what they have learned about themselves and what their plans are to make improvements in the areas that are not strong.
RU Ready for Life After High School?

How ready are you to go to college to achieve the training/education you need to be successful in the career you want?

Directions: Take the RU Ready for Life After High School college readiness survey in the Career Outlook on page 53 to help you take a closer look at your academic maturity, motivation, learning styles, assertiveness, social skills, advice seeking and planning and goal setting. Remember the quality of the results depends on your responses.

Review and reflect on your scores to answer the following questions:

1. Look at the 3’s and 4’s you selected on the checklist. Which items do you think will help you the most towards achieving your career goal and why? ____________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. Look at the 1’s and 2’s you selected. What can you do between now and college to prepare yourself better in these areas? ____________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

College is an investment in getting the career you want… Succeeding is up to you!
Are You Ready for Life After High School?

Let’s face it; how you’ve done so far in your school and work has a lot to do with your personal skills. See how your skills compare to the ones you’ll need for the future, like college or your career.

Rate yourself a

4  my skills are great
3  I’m doing pretty good
2  my skills are ok
1  I need to work on my skills

_____ I am organized and prepared for the day.
_____ I work independently on my class assignments.
_____ I am comfortable taking exams and answer the best I can.
_____ I have good critical thinking skills and put them to use.
_____ I get my work done promptly.

_____ I persevere in all I do and work hard on any given assignment.
_____ I go to classes without reminders from parents or teachers.
_____ If I miss class, I remember to get my make-up work for my classes without reminders.
_____ If I need help, I will find the teacher or another person to help me and I respond to their feedback.
_____ I use my decision making skills to make positive choices.

_____ I get my assignments in on time and keep up to date on my work.
_____ I know what study methods work best for me and use them to take notes.
_____ I have an interest in learning.
_____ I take advantage of the library, computers, and all resources.
_____ I seek out advice from others who are knowledgeable about a subject and look for feedback on my work.

_____ I work well with strangers and am fairly comfortable with them.
_____ I monitor my own performance and set goals for myself.
_____ I manage my time wisely.
_____ I choose courses that help me prepare for my future and that I will enjoy.
_____ I persevere and do not give up.

_____ I will find more information and get extra sources to prepare if the teacher does not specifically cover a topic in class.
_____ I will review material on my own if I get behind.
_____ I will get my work done, even if I feel under pressure.
_____ I know what I want my future to look like or at least have an idea.
_____ I participate in class and am my own leader.

Add up total points: __________

100 - 88: You seem to have the skills to understand and connect information and will probably be successful in whatever you pursue after high school.
87 - 63: You have a focus in what you would like accomplished in your education and are willing to use your strengths to accomplish your goals.
62 - 38: You are seeking your talents and aligning them with your goals. You may need to search out resources that would help you with your effectiveness.
37 - 25: You may need to develop your skills before continuing on. Seek out some resources that will help you develop the skills to be successful in either the academic environment or your job. Try talking to your school counselor; he or she could be very helpful.
Lesson Title: My Career Plan

Target Audience: Grades 8-12

Lesson Objective: The student will:
- develop a career plan
- evaluate their skill level and related experiences
- compare their skills to their career goal

Standard.Topic.Competency:

**Personal Social Development.** Develop understanding of self to build and maintain a positive self-concept.

1.1.1a: Identify interests, likes, and dislikes.
1.1.1c: Assess how interests and preferences are reflected in career goals.
1.1.10a: Recognize that educational achievement (performance) and/or success at work affects self-concept.

**Education Achievement and Life-Long Learning.** Attain educational achievement and performance levels needed to reach personal and career goals.

2.1.7a: Recognize that educational achievement and performance can lead to many workplace options.

2.2.2a: Recognize that changes in the economy require an acquisition and an update of knowledge and skills throughout life.
2.2.3a: Describe the requirements for transition from one learning level to the next (e.g. middle school to high school, high school to postsecondary, etc.)
2.2.6b: Demonstrate participation in informal learning experiences (e.g., CTSOs {Career and Technical Student Organizations}, volunteer experiences, cooperative education programs, and extra- or co-curricular activities.)

**Career Management.** Create and manage a plan that focuses on career goals.

3.1.1a: Recognize that planning to attain career goals is a life-long process.
3.1.1b: Give examples of how to use planning strategies to attain career goals.
3.1.3a: Identify short-term and long-term career goals (e.g., education, employment, and lifestyle goals.)
3.1.3b: Demonstrate actions taken to attain short-term and long-term career goals (e.g. education, financial planning.)
3.1.3c: Re-examine career goals and adjust as needed.

**Career Management.** Use a process of decision-making as one component of career development.

3.2.2b: Demonstrate the use of a decision-making model.
3.2.4b: Show how exploring options and outcomes affect decisions made

**Career Management.** Integrate changing employment trends, societal needs, and economic conditions into career plans.

3.5.1b: Show how preparedness to respond to changing societal needs is necessary in career management.
Resources and Materials:

- My Career Plan activity sheet
- Career Outlook, Occupational Section, pages 16-52

Leading Questions and/or Comments:
Explain to students that career goals are goals that you set for your career path. They can be anything from your career choice to where you want to be in your career in a certain number of years. A career defines how you want to spend a large part of your life, so career goal setting is something that everyone should be doing regardless of what career they choose.

Example; “My career goal is to be a construction manager someday. To achieve this career goal, I need a two year degree in Construction Management and some on-the-job experience.”

Ask the students:
If this was your career goal, what skills and experiences would help you reach your career goal?

Lesson Activities:
Do the following:
- After a brief introduction to writing career plans, have the students write their career plan by filling out the My Career Plan activity sheet.
- The Career Outlook, Occupational Section, pages 16-52, will provide them with information about occupations.
- When the students have completed their career plan, they can share with the class or place it in their student portfolios.

Making Connections for Students:
Say to the students:
The process of writing down a career plan is a valuable step in career planning. Your career plan will change with your changing needs but you may use this process along the way to figure out what is best for you and your career decisions.

Optional Activities:
This activity would work well with Knowing My Options, Activity 6 - College Options and Admissions, comparing two colleges that have the program of study the student will need for their chosen career field.
Developing a career plan helps you focus on what you want to do and how you are going to get there. This will also help you understand your skill level and related experiences and how they relate to what you want to do.

A Career Plan:
- Helps you identify your skills and interests.
- Helps you decide what careers best match your talents.
- Helps determine what skills and training you need for your chosen career.

1. My career goal is: __________________________________________________________

2. The career cluster that includes my career goal is: ______________________________

3. The training or degree required for this career is: _______________________________

4. Skills that are required for this career goal include: ______________________________

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. My current skills and experiences that relate to this career goal are: ______________

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

6. I need to do the following to reach my career goal: ______________________________

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Lesson Title: **How Much Does College Cost?**

**Target Audience:** Grades 9-12

**Lesson Objective:** The student will:
- calculate the costs of four college options
- compare and analyze the results to choose the best option
- determine if a transfer option would also be a good alternative

---

### Standard, Topic, Competency:

**Personal Social Development.** Develop positive interpersonal skills including respect for diversity.

- **1.2.8b:** Demonstrate the acceptance of responsibility for behavior.

**Personal Social Development.** Integrate personal growth and change into career development.

- **1.3.5b:** Demonstrate strategies to seek assistance from appropriate resources.

**Personal Social Development.** Balance personal, leisure, community, learner, family, and work roles.

- **1.4.3a:** Describe the concept of lifestyle.

**Education Achievement and Life-Long Learning.** Attain educational achievement and performance levels needed to reach personal and career goals.

- **2.1.1b:** Demonstrate educational achievement and performance levels needed to attain personal and career goals.

**Education Achievement and Life-Long Learning.** Participate in ongoing, life-long learning experiences to enhance the ability to function effectively in a diverse and changing economy.

- **2.2.1b:** Demonstrate the characteristics of an independent learner.

- **2.2.4a:** Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs.)

- **2.2.5a:** Identify types of ongoing learning experiences available (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job-shadowing, and on-the-job training.)

**Career Management.** Create and manage a plan that focuses on career goals.

- **3.1.2b:** Develop a career plan to meet career goals.

**Career Management.** Use a process of decision-making as one component of career development.

- **3.2.2b:** Demonstrate the use of the decision-making model.

**Career Management.** Use accurate, current, and unbiased career information during career planning and management.

- **3.3.1b:** Determine how career information is important in current and future planning.

**Career Management.** Integrate changing employment trends, societal needs, and economic conditions into career plans.

- **3.5.1a:** Identify societal needs that affect career plans.

- **3.5.2a:** Identify economic conditions that affect career plans.
Resources and Materials:
- Career Outlook, Estimated On-Campus Budgets, page 59
- Career Outlook, Planning to Transfer, page 57
- How Much Does College Cost? activity sheet

Leading Questions and/or Comments:
Have students look over the ND Estimated on Campus Budgets for Resident Dependent Students (students living on campus) chart on Page 59 of the Career Outlook.

Discuss:
- This will give you an idea of the college expenses for one year. Keep in mind that not all expenditures are listed, as there are additional expenses when living away from home.
- Some students do live at home while going to college.
- A large number of students do not complete a 2-year degree in 2 years. It may take 2 ½ or 3 years to complete an Associate's Degree.
- A four year degree often takes 4 ½ or 5 years to complete, which brings the total costs up considerably.
- Visits with your college advisor are important in order to complete a degree in the shortest time possible. It also requires you work hard to do well in all of your classes.

Lesson Activities:
Instruct students to do the following:
- Look over the information on Estimated On-campus Budgets for Resident Dependent Students on page 59 of the Career Outlook
- Read the Planning to Transfer article on page 57 of the Career Outlook
- Complete the comparison chart
- Answer the worksheet questions
- Brainstorm additional costs that college students may have and write on board

Making Connections for Students:
Have students:
- Discuss what they discover about the costs of a college education including additional costs not directly related to education expenses
- Research further about their college choices on the college websites

Optional Activities:
- Review the article, Reality Check, on page 13 of the Career Outlook.
- A lesson on credit would be beneficial.
- Students may interview actual college students from the area to have them discuss the costs of a college education
How Much Does College Cost?

Directions: Look over the ND Estimated On-Campus Budgets for Resident Dependent Students information in the Career Outlook, page 59. The estimated totals are given per year. (Be sure to look at the footnotes for more information if they are given.)

Choose four North Dakota schools to use for your cost comparison. Try to include 2 and 4-year options. For one of the 4-year options include a transfer option, starting with generals at a 2-year school and transferring to a 4-year school.

<table>
<thead>
<tr>
<th>Costs</th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>School 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books and Supplies</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Room and Board</td>
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<tr>
<td>Other</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

1. What does your comparison chart tell you about college costs? __________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. When is transferring to a different school a good option? (Planning to Transfer, pg 58) _________
   ____________________________________________________________________________
   ____________________________________________________________________________

3. What is GERTA and how can it help you? ____________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

4. Of the schools you selected to compare, which one is your best option and why? _____________
   ____________________________________________________________________________
   ____________________________________________________________________________
Lesson Title: **Financing My Education**

**Target Audience:** Grades 9-12

**Lesson Objective:** The students will:
- explore a variety of financial aid information resources
- test their knowledge of financial aid information

### Standard.Topic.Competency:

**Personal Social Development.** Develop positive interpersonal skills including respect for diversity.

| 1.2.8b: | Demonstrate the acceptance of responsibility for behavior. |

**Personal Social Development.** Integrate personal growth and change into career development.

| 1.3.5b: | Demonstrate strategies to seek assistance from appropriate resources. |

**Education Achievement and Life-Long Learning.** Attain educational achievement and performance levels needed to reach personal and career goals.

| 2.1.1a: | Recognize the importance of educational achievement and performance to the attainment of personal and career goals. |
| 2.1.1b: | Demonstrate educational achievement and performance levels needed to attain personal and career goals. |

**Education Achievement and Life-Long Learning.** Participate in ongoing, life-long learning experiences to enhance the ability to function effectively in a diverse and changing economy.

| 2.2.4a: | Identify specific education/training programs (e.g. high school career paths and courses, college majors, and apprenticeship programs.) |
| 2.2.5a: | Identify types of ongoing learning experiences available (e.g. two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job-shadowing, and on-the-job training.) |

**Career Management.** Create and manage a plan that focuses on career goals.

| 3.1.1a: | Recognize that planning to attain career goals is a lifelong process. |
| 3.1.2b: | Develop a career plan to meet career goals. |
| 3.1.3a: | Identify short-term and long-term career goals (e.g. education, employment, and lifestyle goals.) |
| 3.1.4a: | Recognize internal and external changes can affect career plans. |

**Career Management.** Use a process of decision-making as one component of career development.

| 3.2.8a: | Recognize that decision-making often involves flexibility and compromise. |
| 3.2.2b: | Demonstrate the use of the decision-making model. |
| 3.2.3b: | Demonstrate use of information in making decisions. |

**Career Management.** Integrate changing employment trends, societal needs, and economic conditions into career plans.

| 3.5.2a: | Identify economic conditions that affect career plans. |
Resources and Materials:
- Money for College, page 54
- Crash Course/FAFSA 101, page 54
- 4 Ways to Pay for College, page 55
- Student Loans Are Not Free Money, page 55
- North Dakota: 2103-2012 Estimated On-Campus Budgets, page 59
- Additional Financial Aid Information handout (3rd page of student activity sheet)

Leading Questions and/or Comments:
This lesson is not meant to be an exclusive coverage of the financial aid topic for your students. It provides general knowledge about financial aid to encourage them to explore further and ask questions.

Lesson Activities:
- Assign students to read and report on articles and discuss as a class:
  - Money for College, page 54
  - Crash Course/FAFSA 101, page 54
  - 4 Ways to Pay for College, page 55
  - Student Loans Are Not Free Money, page 55
  - North Dakota: 2103-2012 Estimated On-Campus Budgets, page 59
  - Additional Financial Aid Information handout (3rd page of student activity)
- Have students complete the Financing My Education activity sheet individually or in pairs to test their knowledge about the financial aid information. (This tool could also be used as a pre and post test)
- After the students have completed the sheet, go over the answers together. They may have additional questions regarding financial aid you may help them with or refer them to several web resources:
  - Bank of North Dakota (BND) http://banknd.nd.gov
  - Bank of North Dakota (BND) College Planning Center http://banknd.nd.gov/collegeplanning
  - Bank of North Dakota (BND) Start Here 4 Loans/Student Loans of North Dakota www.starthre4loans.nd.gov
  - Bank of North Dakota (BND) Student Loan Services www.mystudentloanonline.nd.gov
  - Free Application for Federal Student Aid (FAFSA) Website www.fafsa.gov
  - North Dakota University System (NDUS) Tuition & Fee Estimator Application http://fees.ndus.edu

Making Connections for Students:
Encourage your students to discuss what they have learned with their parents by bringing the Financing My Education activity sheet home with the correct answers included and several web resources so they can look up additional information.

Optional Activities:
- Invite a college financial aid representative to speak to your class
- If computers are available, have the students go to the web resources listed and develop “Top 10 Facts about Financial Aid” (like David Letterman’s Top 10).
1. The acronym FAFSA stands for:
   a. Funds Available for Supporting Academics
   b. Financial Assistance For Student Aid
   c. Federal Application For Student Aid
   d. **Free Application for Federal Student Aid**

2. What are some differences between a scholarships, student loans and grants?
   
   - **Scholarship money does not need to be repaid.**
   - **Scholarships are usually based on grades, test scores, and/or talents.**
   - **Scholarships are not linked to your FAFSA application.**
   - **Student loans must be repaid with interest.**
   - **Grants do not need to be repaid. Often based on financial need.**

3. Financial aid can consist of:
   a. A grant, scholarship, or loan
   b. A job, stipend, or pay day loan
   c. A scholarship, grant, or voucher
   d. An IOU

4. Student loan payments should not be more than what percentage of your income?
   a. 5%
   b. **10%**
   c. 15%
   d. 20%

5. How important are deadlines and what is the deadline date for the FAFSA?
   
   - **Very important for most schools**
   - **April 15 is the ND University System priority deadline for the FAFSA**
   - **Contact the college to check on any deadlines they may have**

6. Do I have to apply every year?  □ **YES**  □ NO

7. Do I have to have my parent’s financial information to apply?  □ **YES**  □ NO
8 What costs in addition to tuition should I expect to budget for?

Books and Supplies
Room and Board
Personal Expenses
Recreation

9 Does it cost anything to submit the FAFSA? □ YES □ NO
(It does not cost anything to complete the Free Application for Federal Student Aid (FAFSA) - it is always free.)

10 What is the difference between a subsidized loan and an unsubsidized loan?

Subsidized Loan - Must start to pay back the loan plus interest after a short period following leaving school.

Unsubsidized Loan - Must start to pay back the interest while you are going to school, and pay until it is paid in full.

11 What are some factors than can affect the types of aid I might receive?
   a. Grade level
   b. Family size
   c. Income and assets
d. All of the above

12 What happens if I don't pay back my loans?
   It will damage your credit rating. This may affect your ability to receive loans for purchases like cars and homes later in your life.

13 Financial aid has some strings attached. You can lose your financial aid. Discuss several ways you may lose these dollars and write them below:
   You can lose your aid if you don’t keep your grades up, have drug charges and/or felony convictions or if you do not register with Selective Service. Check with the college you plan on attending to determine other ways you can lose your aid.
Many students hesitate to consider additional education because of tuition costs. If you think you can’t afford it you need to know that many North Dakota students receive financial help from the state, federal government, the school they are attending, and private scholarships and institutions.

Discuss the types of financial assistance that are available. Refer to the following articles in the *Career Outlook: Money for College*, *Crash Course/FAFSA 101*, *4 Ways to Pay for College*, *Student Loans Are Not Free Money*, (pages 54 and 55), *North Dakota: 2103-2012 Estimated On-Campus Budgets* (page 59) and the Additional Financial Aid Information handout to answer the following questions:

1. The acronym FAFSA stands for:
   a. Funds Available for Supporting Academics
   b. Financial Assistance for Student Aid
   c. Federal Application for Student Aid
   d. Free Application for Federal Student Aid

2. What are some differences between scholarships, student loans and grants? ______________
   ___________________________________________________________________
   ___________________________________________________________________

3. Financial aid can consist of:
   a. A grant, scholarship, work-study program or student loan
   b. A job, stipend, or pay day loan
   c. A scholarship, grant, or voucher
   d. An IOU

4. Student loan payments should not be more than what percentage of your income?
   a. 5%
   b. 10%
   c. 15%
   d. 20%

5. How important are financial aid deadlines and what is the deadline date for the FAFSA? _____
   ___________________________________________________________________
   ___________________________________________________________________

6. Do I have to submit a FAFSA every year? ☐ YES ☐ NO

7. Do I have to have my parent’s financial/tax information to apply? ☐ YES ☐ NO
8. What costs in addition to tuition should I expect to budget for? __________________________
____________________________________________________________________________

9. Does it cost anything to submit the FAFSA? ☐ YES ☐ NO

10. What is the difference between a subsidized loan and an unsubsidized loan? ____________
____________________________________________________________________________
____________________________________________________________________________

11. What are some factors than can affect the types of aid I might receive?
   a. Grade level
   b. Family size
   c. Income and assets
   d. All of the above

12. What happens if I don’t pay back my loans? ________________________________
____________________________________________________________________________

13. Financial aid has some strings attached. You can lose your financial aid. Discuss several ways you may lose these dollars and write them below:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Deciding to go to college is an investment in you; you need to make the most of this opportunity by being informed and staying on track.

Web Resources:

<table>
<thead>
<tr>
<th>Bank of North Dakota (BND)</th>
<th><a href="http://banknd.nd.gov">http://banknd.nd.gov</a></th>
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</tr>
</tbody>
</table>
**Additional Financial Aid Information**

**Scholarships** - usually based on your grades, test scores, and/or your talents. This is free money—do not need to be paid back and no interest or borrowing fees! However, sometimes these awards are dependent upon if you continue to keep your grades up or perform at the level required. Student must fill out the necessary application forms and get them in by the deadlines indicated.

**Grants** - usually based on financial need and also do not need to be paid back. Great to get, but MUST get your FAFSA in early, money goes fast.

**Loans** - Need to be paid back with interest regardless if you finish your degree. Your repayment record does affect your credit rating. Several types of loans:

- **Subsidized Loan** - Must start to pay back the loan plus interest after a short period following leaving school.
- **Unsubsidized Loan** - Must start to pay back the interest while you are going to school, and pay until it is paid in full.
- **PLUS Loans** - The federal government offers parents of dependent students a Federal Direct Parent Loan for Undergraduate Students (PLUS) to help pay education expenses for an undergraduate student enrolled at least half time in an eligible program at an eligible school.

**Military Programs** - Can provide financial assistance and additional training.

**Work Programs** - Allow students to earn money for educational costs as long as they work for the company when they are done with training.

**Work Study** - Often work part time on campus in a variety of jobs that seem to offer flexible schedules and are worth trying to get. Get your FAFSA in early.

**Financial Aid Tips**

✓ Soon after January 1st (if you’re entering school in the fall) submit your Free Application for Federal Student Aid (FAFSA) by mail or on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

✓ Each January, if you are planning to be in school next year, apply for financial aid again. Remember, you must reapply each year.

✓ Register with the Selective Service. It is required by law, and failure to register may prevent you from receiving federal financial aid.

✓ Drug charges may make you ineligible for federal financial aid.

✓ Find out about financial aid deadlines well in advance. Failure to meet a deadline may prevent you from entering school on time.

✓ If you are under 23, you will need to provide information about your parents’ finances on most financial aid applications. Sit down with your parents and compile this information so you can use it on the applications.

✓ Keep copies of all your admissions and financial aid documents. Contact the financial aid offices of prospective schools and request information on grants and scholarships available through the school.

✓ If you take out multiple student loans, you may find it easier to pay them off if you consolidate them into one monthly payment. For more information, visit [www.loanconsolidation.ed.gov](http://www.loanconsolidation.ed.gov).
Lesson Title: **ND Wants U to Succeed**

**Target Audience:** Grades 9-12

**Lesson Objective:** The students will:
- Examine the North Dakota Academic and Career and Technical Education Scholarship
- Describe the North Dakota Academic and Career and Technical Education Scholarship eligibility requirements
- Analyze their career plan and plan of study to determine eligibility for the ND scholarships

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<th></th>
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<td></td>
</tr>
<tr>
<td>1.3.5b:</td>
<td>Demonstrate strategies to seek assistance from appropriate resources.</td>
</tr>
<tr>
<td><strong>Education Achievement and Life-Long Learning.</strong> Attain educational achievement and performance levels needed to reach personal and career goals.</td>
<td></td>
</tr>
<tr>
<td>2.1.1a:</td>
<td>Recognize the importance of educational achievement and performance to the attainment of personal and career goals.</td>
</tr>
<tr>
<td>2.1.1b:</td>
<td>Demonstrate educational achievement and performance levels needed to attain personal and career goals.</td>
</tr>
<tr>
<td><strong>Education Achievement and Life-Long Learning.</strong> Participate in ongoing, life-long learning experiences to enhance the ability to function effectively in a diverse and changing economy.</td>
<td></td>
</tr>
<tr>
<td>2.2.4a:</td>
<td>Identify specific education/training programs (e.g. high school career paths and courses, college majors, and apprenticeship programs.)</td>
</tr>
<tr>
<td>2.2.5a:</td>
<td>Identify types of ongoing learning experiences available (e.g. two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, job-shadowing, and on-the-job training.)</td>
</tr>
<tr>
<td><strong>Career Management.</strong> Create and manage a plan that focuses on career goals.</td>
<td></td>
</tr>
<tr>
<td>3.1.2b:</td>
<td>Develop a career plan to meet career goals.</td>
</tr>
<tr>
<td>3.1.3a:</td>
<td>Identify short-term and long-term career goals (e.g. education, employment, and lifestyle goals.)</td>
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</tr>
<tr>
<td><strong>Career Management.</strong> Use a process of decision-making as one component of career development.</td>
<td></td>
</tr>
<tr>
<td>3.2.8a:</td>
<td>Recognize that decision-making often involves flexibility and compromise.</td>
</tr>
<tr>
<td>3.2.2b:</td>
<td>Demonstrate the use of the decision-making model.</td>
</tr>
<tr>
<td>3.2.3b:</td>
<td>Demonstrate use of information in making decisions.</td>
</tr>
<tr>
<td><strong>Career Management.</strong> Integrate changing employment trends, societal needs, and economic conditions into career plans.</td>
<td></td>
</tr>
<tr>
<td>3.5.2a:</td>
<td>Identify economic conditions that affect career plans.</td>
</tr>
</tbody>
</table>
Resources and Materials:
- Career Outlook
- North Dakota Wants U to Succeed activity
- North Dakota Diploma and Scholarship Information sheet available at the Department of Public Instruction’s website: http://www.dpi.state.nd.us/resource/act/act.shtm
- Current ND Graduation and Scholarship Worksheet http://www.dpi.state.nd.us/resource/act/require.pdf
- More information about the ND scholarship and requirements is available at the Department of Public Instruction’s website: http://www.dpi.state.nd.us/resource/act/act.shtm

Leading Questions and/or Comments:
The purpose of this lesson is for students to become familiar with the ND Academic and Career and Technical Education Scholarship. This lesson is an overview and not a complete explanation of the scholarship. Additional information can be found at the Department of Public Instruction’s website (listed above).

Lesson Activities:
Instruct students to do the following:
- Read the Career Outlook, ND Academic and Career and Technical Scholarship Programs, page 11 and the ND Academic and Career and Technical Education Scholarship information sheet
- In pairs, complete the North Dakota Wants U to Succeed activity sheet.

Following this activity, go through the answers on the activity sheet with the students and answer any questions they may have.

Making Connections for Students:
Encourage students to:
- be proactive with their academic planning to meet their career goal and eligibility requirements
- meet with their counselor for additional information and guidance with their career plan
- talk to their parents about the scholarship eligibility

Optional Activities:
Include this information with registration materials when students sign up for 9th grade classes. Also include this information at a financial aid night with students and parents.
North Dakota Wants U to Succeed

ND Academic and Career and Technical Scholarships

How can I qualify?

Read about the requirements for the ND Academic Scholarship and the ND Career and Technical Scholarship in the Career Outlook and the additional information sheets provided to help you answer the following questions:

1. Qualified students may be eligible for up to $6,000 to be used for undergraduate study after high school. Awards of $750 each semester or $1,500 for the academic year are distributed.

2. Can I apply for both the ND Academic and the ND Career and Technical scholarships?
   ☐ Yes  ☐ No

3. The ACT exam score must be a composite score of 24 or higher for both scholarships.

4. High School GPA must be at least a 3.0 on a 4.0 grading scale.

5. Students must earn no lower than a “C” on any unit required for a diploma.

6. Which scholarship will accept three 5's on the WorkKeys assessment instead of the ACT score requirement? ND Career and Technical Education Scholarship

7. The scholarships are renewable as long as the student is enrolled as a full time student and maintains a 2.75 grade point average on a 4.0 grading scale. This is reviewed each semester.

8. Application deadline will be June 6, 2014, with high school graduates being notified of their eligibility for either scholarship by June 30, 2014.

9. Accommodations are allowed for students with a qualifying Individual Education Plan.

Study the course requirements carefully on the current ND Graduation and Scholarship Worksheet to see if you are taking or will be taking the right courses to qualify you for this scholarship.
North Dakota Wants U to Succeed

ND Academic and Career and Technical Scholarships

How can I qualify?

Read about the requirements for the ND Academic Scholarship and the ND Career and Technical Scholarship in the Career Outlook and the additional information sheets provided to help you answer the following questions:

1. Qualified students may be eligible for up to $____________ to be used for undergraduate study after high school. Awards of $____________ each semester or $____________ for the academic year are distributed.

2. Can I apply for both the ND Academic and the ND Career and Technical scholarships?  
   □ Yes   □ No

3. The ACT exam score must be a composite score of _____________ or higher for both scholarships.

4. High School GPA must be at least a _____________ on a 4.0 grading scale.

5. Students must earn no lower than a _____________ on any unit required for a diploma.

6. Which scholarship will accept three 5’s on the WorkKeys assessment instead of the ACT score requirement? ________________________________

7. The scholarships are renewable as long as the student is enrolled as a full time student and maintains a _____________ grade point average on a 4.0 grading scale. This is reviewed each semester.

8. The application deadline is _____________, with high school graduates being notified of their eligibility for either scholarship by _____________.

9. Accommodations are allowed for students with a qualifying ________________________________ Plan.

Study the course requirements carefully on the current ND Graduation and Scholarship Worksheet to see if you are taking or will be taking the right courses to qualify you for this scholarship.
North Dakota Scholarship Opportunity

North Dakota Academic Scholarship
North Dakota Career and Technical Education Scholarship

- North Dakota resident students may apply for either the Academic Scholarship OR the Career and Technical Education Scholarship. Applications will be accepted until June 7 of each year.

- Applications may be submitted online at: [http://www.dpi.state.nd.us/scholarship](http://www.dpi.state.nd.us/scholarship)

- Students who are eligible for the Career and Technical Education Scholarship must send a copy of their scores earned on the WorkKeys assessments to the ND Department of Public Instruction. Notification of award will be sent to students by June 30.

- The total value of the scholarship is $6,000 with a payment of $750 per semester for a total annual payment of $1,500. Students not attending college or university in the fall may defer payment until the time of attendance. However, the award will only be paid during the six years following high school graduation. Scholarships are renewable provided the student is enrolled full time and maintains a 2.75 GPA based on a 4.00 scale reviewed each semester.

The following notes outline the major points to remember when planning for a ND scholarship. For details, visit DPI website at [http://www.dpi.state.nd.us/resource/act/act.shtm](http://www.dpi.state.nd.us/resource/act/act.shtm).

### ND Academic Scholarship Requirements

1. North Dakota resident student
2. Graduate from a high school in North Dakota or a high school in a bordering state according to provisions set forth in ND Century Code 15.1-29 or a nonpublic high school in a bordering state while residing with a custodial parent in this state
3. Complete the following course requirements:
   a. 4 units of English language arts from a sequence that includes literature, composition, and speech
   b. 3 units of mathematics, including 1 unit of Algebra II and 1 unit of mathematics for which Algebra II is a prerequisite
   c. 3 units of science, including 1 unit of physical science, 1 unit of biology, and 1 unit or 2 ½ units of any other science
   d. 3 units of social studies, including 1 unit of US history, 1 unit of problems of democracy or ½ unit of US government and ½ unit of economics, and 1 unit or two ½ units of any other social science
   e. 1 unit of physical education or ½ unit of physical education and ½ unit of health
   f. 2 units of the same foreign language, or Native American language, or American sign language
   g. 1 unit selected from foreign language, Native American language, American sign language, fine arts or CTE
   h. Any 5 additional units, 1 of which must be in the area of fine arts or Career and Technical Education
4. Fulfill any 1 unit requirement set forth above by means of an advanced placement course and examination OR fulfill any ½ unit requirement above by means of a dual credit course
5a. Obtain a grade of at least "C" in each unit or ½ unit in all courses enrolled and obtain a cumulative grade point average of at least 3.0 on a 4.0 grading scale (non-weighted grading scale) for all courses enrolled
   OR
5b. Obtain a grade of "C" in each unit or ½ unit and obtain a cumulative grade point average of at least 3.0 on a 4.0 grading scale (non-weighted grading scale) based ONLY on the 22-units defined in sections 3 and 4 above
6. Receive a composite score of at least 24 on ACT
ND Career and Technical Education Scholarship

1. North Dakota resident student
2. Graduate from a high school in North Dakota or a high school in a bordering state according to provisions set forth in ND Century Code 15.1-29 or a nonpublic high school in a bordering state while residing with a custodial parent in this state
3. Complete the following course requirements:
   a. 4 units of English language arts from a sequence that includes literature, composition, and speech
   b. 3 units of mathematics, including 1 unit of Algebra II and 2 units of any other mathematics
   c. 3 units of science, including 1 unit of physical science, 1 unit of biology, and 1 unit or 2 ½ units of any other science
   d. 3 units of social studies, including 1 unit of US history, 1 unit of problems of democracy or ½ unit of US government and ½ unit of economics, and 1 unit of 2 ½ units of any other social science
   e. 1 unit of physical education or ½ unit of physical education and ½ unit of health
   f. 1 unit selected from foreign languages, Native American languages, American sign language, fine arts, or Career and Technical Education
   g. 2 units of a coordinated plan of study recommended by the Department of Career and Technical Education. The coordinated plans of study may be viewed at: http://www.nd.gov/cte/programs/career-dev/plans-of-study.html
   h. Any 5 additional units, 2 of which must be in the area of Career and Technical Education
4a. Obtain a grade of at least "C" in each unit or ½ unit in all courses enrolled and obtain a cumulative grade point average of at least 3.0 on a 4.0 grading scale (non-weighted grading scale) for all courses enrolled
   OR
4b. Obtain a grade of "C" in each unit or ½ unit and obtain a cumulative grade point average of at least 3.0 on a 4.0 grading scale (non-weighted grading scale) based ONLY on the 22-units defined in section 3 above
5. Receive a composite score of at least 24 on an ACT or a score of at least "5" on each of 3 WorkKeys assessments to include Reading for Information, Locating Information, and Applied Mathematics

Test Dates and Accommodations

Test Date for Seniors: Seniors applying for scholarship must take either the ACT or the WorkKeys assessments on or before February 8, 2013. Seniors should contact a counselor or principal at their high school for information as to where and when these assessments will be administered.

Test Date for Juniors: Juniors will test in their respective high schools or a designated testing site on April 23, 2013 with a makeup day scheduled for May 7, 2013. If a junior does not score a 24 or higher on the ACT or three 5’s on the WorkKeys, the student may retake the test during the senior year.

Accommodations: Students taking the ACT and requesting accommodations may apply for approval from ACT. The deadline for ACT to receive requests for accommodations is January 25, 2013. Accommodations for WorkKeys will be determined by the school, based on the individual student's IEP.

Information about the WorkKeys and the ACT may be found at www.act.org.

For more information on assessments and the ND scholarships contact your high school counselor or look on the web at www.dpi.state.nd.us/resource/act/act.shtm
Colleges and Universities Accepting Scholarships

TWO-YEAR COLLEGES
- Bismarck State College
- Cankdeska Cikana Community College
- Fort Berthold Community College
- Dakota College at Bottineau
- Lake Region State College
- North Dakota State College of Science
- Sitting Bull College
- Turtle Mountain Community College
- Williston State College
- Sanford College of Nursing
- United Tribes Technical College

STATE UNIVERSITIES
- Dickinson State University
- Mayville State University
- Minot State University
- North Dakota State University
- University of North Dakota
- Valley City State University

PRIVATE COLLEGES
- University of Jamestown
- Rasmussen College
- Trinity Bible College
- University of Mary

Check “✓” the North Dakota schools that may be an option for YOU!
Lesson Title: **Social Networking: Help U or Hurt U?**

**Target Audience:** Grades 9-12

**Lesson Objective:** The students will:
- identify various types of social networking and their purpose
- recognize benefits and dangers of social networking sites
- share strategies for using social networking when in the job market

**Standard.Topic.Competency:**

<table>
<thead>
<tr>
<th>Personal Social Development. Develop positive interpersonal skills including respect for diversity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1b: Demonstrate effective communication skills.</td>
</tr>
<tr>
<td>1.2.2a: Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.</td>
</tr>
<tr>
<td>1.2.2b: Demonstrate interaction with others in a way that is honest, fair, helpful, and respectful.</td>
</tr>
<tr>
<td>1.2.4a: Identify ways to get along well with others and work effectively with them in groups.</td>
</tr>
<tr>
<td>1.2.4b: Demonstrate the ability to get along well with others and work effectively with them in groups.</td>
</tr>
<tr>
<td>1.2.6a: Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Personal Social Development. Integrate personal growth and change into career development.</th>
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<tbody>
<tr>
<td>1.3.5a: Identify situations in which assistance from people or other resources might be needed.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Personal Social Development. Balance personal, leisure, community, learner, family, and work roles.</th>
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</thead>
<tbody>
<tr>
<td>1.4.2b: Express ways life roles can be balanced.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Education Achievement and Life-Long Learning. Attain educational achievement and performance levels needed to reach personal and career goals.</th>
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</thead>
<tbody>
<tr>
<td>2.1.1b: Demonstrate educational achievement and performance levels needed to attain personal and career goals.</td>
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</tbody>
</table>

<table>
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<tr>
<th>Career Management. Develop academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.3b: Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g. critical thinking, problem solving, resource information, technology management, interpersonal skills, honesty, and dependability.)</td>
</tr>
</tbody>
</table>

**Resources and Materials:**
- **Social Networking: Help U or Hurt U?** activity sheet
- **Career Outlook, It’s Time to Think about Searching for a Job** (Self-Branding section), page 60
- Internet access
Leading Questions and/or Comments:
This lesson will inform students about the changing face of social networking as well as the benefits and dangers.

Ask/state the following:
- How many of you use Facebook?
- What uses does it serve for you and others you know? (Write on board)
- Today, we are going to explore the ways that social networking can help you or become a hindrance.

Lesson Activities:
Do the following:
- Using the Social Networking: Help U or Hurt U? activity sheet, divide students into groups of 3-4 with each group having access to a computer.
- Have students complete the group activity and answer the questions in the worksheet.
- When they are all done with the worksheet, each group can share their answers with the class.

Making Connections for Students:
Tell the students:
- Social networking sites have so many benefits in staying connected and reconnecting with friends and family to meeting new people. When used properly and with common sense and care, they can be an asset to planning for your future.

Optional Activities:
Have students:
- use RUReadyND.com to journal in their portfolio what they have learned about social networking and how it could affect their future positively and negatively.
- evaluate their social networking sites to see if they have appropriate information and privacy settings.
Social Networking: Help U or Hurt U?

Social networking sites are everywhere. Companies are using them to encourage customers to stay connected with them to follow trends, provide feedback, and to sell in a very personal way. They also can track your preferences and shopping habits to better serve you.

Directions: Divide into groups of 3-4 to discuss the use of networking sites by companies. Your group will:
- pick a company (one that you or your family does business with regularly)
- "Google" the company and go to the official website to check to see what social networking sites they utilize. For example: Nike uses Facebook, Twitter, Vimeo, and YouTube. Answer the following questions:

1. Company Name: ___________________________________________________________
2. Website: __________________________________________________________________
3. Check all that apply:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>☐ Facebook</td>
<td>☐ Blog</td>
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<td>☐ Pinterest</td>
<td>☐ RSS</td>
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<tr>
<td>☐ Twitter</td>
<td>☐ Vimeo</td>
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<td>☐ YouTube</td>
<td>☐ LinkedIn</td>
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<tr>
<td>☐ Ning</td>
<td>☐ Other</td>
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</table>

4. What audience are they trying to target? _______________________________________

5. What might be the main purpose for including them on their website? ________________
   ____________________________________________________________________________
   ____________________________________________________________________________

6. If you were applying for a job with this company, what information on their website would be valuable to you during the job interview? Record some relevant information and discuss this with your group. ____________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
7. How can you use the social networking sites to gain more information about the company?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

8. Discuss how potential employers can use these means to learn information about you?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

9. Have your group come up with at least 5 best practices when using social networking sites when you are in the job market:
1. ____________________________________________________________________________
____________________________________________________________________________
2. ____________________________________________________________________________
____________________________________________________________________________
3. ____________________________________________________________________________
____________________________________________________________________________
4. ____________________________________________________________________________
____________________________________________________________________________
5. ____________________________________________________________________________
____________________________________________________________________________

If you were trying to get a job...

What would your Facebook/social networking account say about you?
What should you avoid posting on your account?
What would be acceptable to post on your account?

Remember that what you put on the Internet is public record and not private.
Lesson Title: **Make It Your Business**

**Target Audience:** Grades 9-12

**Lesson Objective:** Students will:
- learn the meaning of the word entrepreneurship
- complete an assessment to determine if self-employment is a viable option
- create a business plan

<table>
<thead>
<tr>
<th>Standard</th>
<th>Topic</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Social Development.</strong></td>
<td>Develop understanding of self to build and maintain a positive self-concept.</td>
<td></td>
</tr>
<tr>
<td>1.1.1a</td>
<td>Identify interests, likes, and dislikes.</td>
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<tr>
<td>1.1.2a</td>
<td>Identify personal abilities, aptitudes, strengths, skills, and talents.</td>
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<tr>
<td>1.1.5b</td>
<td>Demonstrate a positive self-concept through behaviors and attitudes.</td>
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<tr>
<td><strong>Personal Social Development.</strong></td>
<td>Develop positive interpersonal skills including respect for diversity.</td>
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<tr>
<td>1.2.4b</td>
<td>Demonstrate the ability to get along well with others and work effectively with them in groups.</td>
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<tr>
<td>1.2.5b</td>
<td>Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.</td>
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<tr>
<td>1.2.8b</td>
<td>Demonstrate the acceptance of responsibility for behavior.</td>
<td></td>
</tr>
<tr>
<td><strong>Education Achievement and Life-Long Learning.</strong></td>
<td>Attain educational achievement and performance levels needed to reach personal and career goals.</td>
<td></td>
</tr>
<tr>
<td>2.1.6b</td>
<td>Exhibit attitudes and behaviors that support educational achievement and performance.</td>
<td></td>
</tr>
<tr>
<td>2.1.3b</td>
<td>Demonstrate strategies and study skills used to improve educational achievement and performance.</td>
<td></td>
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<tr>
<td>2.1.7a</td>
<td>Recognize that educational achievement and performance can lead to many workplace options.</td>
<td></td>
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<tr>
<td><strong>Education Achievement and Life-Long Learning.</strong></td>
<td>Participate in ongoing, life-long learning experiences to enhance the ability to function effectively in a diverse and changing economy.</td>
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<tr>
<td>2.2.1b</td>
<td>Demonstrate the characteristics of an independent learner.</td>
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</tr>
<tr>
<td><strong>Career Management.</strong></td>
<td>Create and manage a plan that focuses on career goals.</td>
<td></td>
</tr>
<tr>
<td>3.1.1a</td>
<td>Recognize that planning to attain career goals is a life long process.</td>
<td></td>
</tr>
<tr>
<td>3.1.3a</td>
<td>Identify short-term and long-term career goals (e.g. education, employment, and lifestyle goals.)</td>
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</table>

**Resources and Materials:**
- *Make It Your Business* activity sheet
- *Career Outlook, Is Self-Employment for You?*, page 61
Leading Questions and/or Comments:
This is an informal tool used to assess the skills and interests needed for self-employment. It should be used as a discussion starter and is not to be used as a diagnostic tool.

Do the following:
- Display the word “entrepreneurship” on the board, screen or overhead. Ask students what they think it means.
  - Entrepreneur – a person who organizes, operates, and assumes the risk for business ventures. The word is linked to “enterprise” and originates from Latin “inter” (between) and old French “entreprendre” (to undertake). The term is often used interchangeably with “self-employed.”
- Explain to the students that to be an entrepreneur requires many skills. Just as the word can be broken down into many smaller ones, so the role of entrepreneur can be, too. Ask the students to name some successful entrepreneurs.

Lesson Activities:
Instruct students to do the following:
- Read the Is Self-Employment for You? article on page 61 of the Career Outlook.
- Complete the Make It Your Business activity sheet by following the instructions in the activity. (They need to be divided into groups of 3 or 4 for this project)
- Share your group’s plan with the class
- Score your project and hand in the activity sheet

Making Connections for Students:
Say to the students:
- Through the self-assessment and group project, what have you learned about becoming an entrepreneur?

Optional Activities:
Have students:
- use RUReadyND.com to journal in their portfolio what they believe it takes to be an entrepreneur and if it is something they would like to pursue.
- invite a guest panel or speakers who are entrepreneurs to visit the class and discuss the benefits and challenges of being in business.
Make it Your Business

Is Self Employment for You? Having your own business can be very rewarding but it is not for everyone. It takes a lot of long hours and hard work to establish a business.

To get a better picture of what it takes to be an entrepreneur, take the Self-Employment Assessment on page 61 of the Career Outlook.

List 8 skills you think would be the most important to have to be successfully self-employed:

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<td>3</td>
<td>7</td>
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<td>4</td>
<td>8</td>
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</table>

You can make money doing what you love. Many young people provide services and/or produce something to make a little extra cash. Most businesses start with a business plan. In groups of 3-4, come up with a business idea that teenagers could easily start with very little capital investment.

Our Business Plan

<table>
<thead>
<tr>
<th>Business description:</th>
<th>The business meets this community need:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Who will be the customers/clients?</th>
<th>Skills needed for this business:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Start up costs:</td>
<td>Plan for making a profit:</td>
</tr>
<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Marketing plan:</th>
<th>Work schedule:</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Equipment or tools needed:</th>
<th>Health and safety concerns:</th>
</tr>
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<td></td>
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</tbody>
</table>

**How would you grade your group: (Circle letter grade)**

<p>| |</p>
<table>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Working together to accomplish your business plan</td>
</tr>
<tr>
<td>Listening to everyone’s ideas</td>
</tr>
<tr>
<td>Making decisions</td>
</tr>
<tr>
<td>Staying on track and being productive</td>
</tr>
<tr>
<td>Using creative problem solving</td>
</tr>
<tr>
<td>Using resources and information as needed</td>
</tr>
</tbody>
</table>

- Discuss the likelihood your business would be successful, why or why not?
- Share your plan with the rest of the class.
Lesson Title: **Keeping Myself On Track**

Target Audience: Grades 9-12

Lesson Objective: The students will:
- Evaluate their progress in the career planning process
- Create a summary of actions to accomplish to meet their career goals

<table>
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<tr>
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<tbody>
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<td>Personal Social Development.</td>
<td>Develop understanding of self to build and maintain a positive self-concept.</td>
<td></td>
</tr>
<tr>
<td>1.1.3a</td>
<td>Identify positive personal characteristics (e.g. honesty, dependability, responsibility, integrity, resiliency, self-efficacy, flexibility, and loyalty.)</td>
<td></td>
</tr>
<tr>
<td>Education Achievement and Lifelong Learning.</td>
<td>Attain educational achievement and performance levels needed to reach personal and career goals.</td>
<td></td>
</tr>
<tr>
<td>2.1.1a</td>
<td>Recognize the importance of educational achievement and performance to the attainment of personal and career goals.</td>
<td></td>
</tr>
<tr>
<td>2.1.6b</td>
<td>Exhibit attitudes and behaviors that support educational achievement and performance.</td>
<td></td>
</tr>
<tr>
<td>Career Management.</td>
<td>Create and manage a plan that focuses on career goals.</td>
<td></td>
</tr>
<tr>
<td>3.1.1a</td>
<td>Recognize that planning to attain career goals is a lifelong process.</td>
<td></td>
</tr>
<tr>
<td>3.1.1b</td>
<td>Give examples of how to use planning strategies to attain career goals.</td>
<td></td>
</tr>
<tr>
<td>3.1.2b</td>
<td>Develop a career plan to meet career goals.</td>
<td></td>
</tr>
<tr>
<td>3.1.3a</td>
<td>Identify short-term and long-term career goals (e.g., education, employment, and lifestyle goals.)</td>
<td></td>
</tr>
<tr>
<td>Career Management.</td>
<td>Use a process of decision-making as one component of career development.</td>
<td></td>
</tr>
<tr>
<td>3.2.1b</td>
<td>Give examples of past decisions that demonstrate decision-making style.</td>
<td></td>
</tr>
<tr>
<td>3.2.2b</td>
<td>Demonstrate the use of a decision-making model.</td>
<td></td>
</tr>
<tr>
<td>3.2.4a</td>
<td>Identify options and potential outcomes for a specific decision.</td>
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</tbody>
</table>

Resources and Materials:
- **Keeping Myself on Track** checklist
- Career Outlook, *Career and Technical Education Works!*, back cover

Leading Questions and/or Comments: This lesson is a resource the students can use to evaluate their progress on their career goal. This lesson could be used in conjunction with the My Career Plan lesson or Rate My Workplace Skills lesson to assist students in long term career planning.

Lesson Activities:
This lesson provides a big picture look for students related to what they need to accomplish to meet their career goal. Go through the article *Career and Technical Education Works!* article in the *Career Outlook*, back cover. Discuss how students can build skills through CTE courses to meet their career goal.
Have students:
- Complete the Keeping Myself on Track checklist to evaluate their own skills and set goals to improve the necessary skills needed
- discuss how they can get the resources, information and support they need for their career journey

Making Connections for Students:
Ask the students:
- Why is it important to keep reviewing your progress as you work towards a career plan?

Optional Activities:
Students can scan this activity sheet and download it to their portfolio in RUReadyND.com or add as a journal entry.
Keeping Myself on Track

After you have created your Academic and Career Plan, keep yourself on track by marking off your checklist what you have accomplished and keep track of what you still need to do.

To complete my Career Plan I need to work on the following skills:

☐ __________________________________________________________________________

☐ __________________________________________________________________________

☐ __________________________________________________________________________

I plan to improve my skills by doing the following:

☐ __________________________________________________________________________

☐ __________________________________________________________________________

☐ __________________________________________________________________________

My To Do List:

☐ Make a list of my accomplishments, awards, activities, organizations and offices held, volunteer projects and activities, for grades 9-12. This will help to ease the scholarship and college application process. Keep adding to this each semester.

☐ Review my Plan of Study and make changes as needed. (freshman)

☐ Take the PLAN Test to assess my academic skills. (sophomore)

☐ Work on my cumulative grade point average (ongoing)

☐ Take the ACT Test and/or WorkKeys Assessment. (junior)

☐ Make a list of the schools I am serious about and do research on each, comparing costs and services. (ongoing)

☐ Visit the campuses of my top three choices. Write down the pro and cons of each school.

☐ Fill out the FAFSA and submit prior to the deadline. (senior, as soon after January 1 as possible)

☐ Talk to my parents about my career plan and my financial options. (ongoing)

☐ Check out scholarships that I am eligible for, fill out applications and get in by deadline. (senior)

☐ Try out work experiences related to my career plan, if possible. (ongoing)

☐ Arrange a Job Shadow opportunity. (junior or senior)

☐ __________________________________________________________________________

☐ __________________________________________________________________________

☐ __________________________________________________________________________

Resources and support I need:

☐ __________________________________________________________________________

☐ __________________________________________________________________________

☐ __________________________________________________________________________