

The **BIG** Idea

- How can I use CFWV.com to get more career information?

AGENDA

Approx. 45 minutes

- I. Warm Up: Exploring Careers with CFWV.com (5–10 minutes)
- II. Sample Career Profile (15 minutes)
- III. Explore Your Own Career (15 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 9, Interest Profiler Results, (as completed in previous lesson)

STUDENT HANDBOOK PAGES:

- Student Handbook page 43, CFWV.com Directions
- Student Handbook page 44, Career Investigation

Overhead projector

LCD projector

Laptop

A variety of colored pencils/pens [one for each student]

OBJECTIVES

During this lesson, the student(s) will:

- Explore a Career Profile to discover basic job information, required education, and where they can go for additional information about that career.
- Summarize career information.

OVERVIEW

In this lesson, students will explore a CFWV.com Career Profile for a sample career, and answer questions about day-to-day tasks, and where they can go for additional information about this career. Then students will use CFWV.com to explore a career of their choice, answering the same questions. Finally, they will consider whether the careers they investigated are a good fit for them.

PREPARATION

- Make arrangements for the class to use the computer lab. Also make arrangements to access the CFWV.com website via your laptop and projector. **See Lesson 1 for background issues on computers and modifications in case computers are not available.**
- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 43, CFWV.com Directions**
 - **Student Handbook page 44, Career Investigation**
 - **Portfolio page 9, Interest Profiler Results** (from previous lesson)
- If students will be using personal computers, write the web address on the board or chart paper.
- For the sample career highlighted in **Activity II Sample Career Profile**, choose a career that you think will be interesting for the majority of your students. Write the name of the career on the board. (Make sure you use the name as it appears on the CFWV.com website, such as “automobile mechanic” rather than “car mechanic.”)
- Familiarize yourself with all the components of the CFWV.com profile of the sample career.

BACKGROUND INFORMATION

Students will be using CFWV.com (www.cfwv.com) in order to research a sample career (as a class), then one career of their own choosing. To locate specific careers, students click on the **Career Planning** tab, then click on the **Explore Careers** section. A student can then type his chosen occupation into the **Search for** box under **Search Careers**.

Each occupation profile includes the following:

- **What They Do** (including tasks, working conditions and physical demands, work hours and travel and similar careers)
- **Is This for You** (including interests, values, aptitudes and personality type)
- **Skills You Need** (including basic, transferable and workplace skills)
- **What to Learn** (including suggested high school courses, recommended educational level and links to college programs)
- **Money and Outlook** (including wages and employment outlook searchable by state)
- **Military Options** (only included in relevant career profiles)
- **Connections** (includes Associations, related Internet sites, and job bank links)
- **Interviews** (only included in some career profiles)
- **Real Life Activities** (only included in some Career Profiles: includes Real-life Math, Communication and Decision Making scenerios.)

This lesson focuses on three sections, **What They Do**, **What to Learn** and **Connections**. During this lesson you should proceed at a pace that feels comfortable for your students. Don't worry if students do not finish all of **Student Handbook page 44, Career Investigation**. It is more important that students become comfortable navigating around the CFWV.com website.

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

VOCABULARY

Summarize: give a shortened version highlighting the main ideas of something spoken or written, like a speech or a short story.

GED: General Equivalency Diploma. A certificate that students receive if they choose not to graduate from high school and instead pass a high school equivalency test.

ACTIVITY STEPS

I. Warm Up: Exploring Careers with CFWV.com (5 – 10 minutes)

1. **SAY SOMETHING LIKE:** Last week, I introduced you to the CFWV.com website. You each took an interest inventory using the site’s Interest Profiler feature to find careers that matched your interests. This week, we’re going to see how we can use CFWV.com to find out more about each of these careers. This is an important lesson, because you’ll be using this site throughout middle and high school to learn about careers.

As you use CFWV.com today, I’d like you to keep in mind that this website is designed for people of all ages, including adults. This means that some of the reading is difficult. There’s a lot of very valuable information on this site — it may just take a little patience, hard work, and helping each other out to get the most out of this site.

2. **SAY SOMETHING LIKE:** Now, let’s all log in to CFWV.com, and find out how this website can help us explore careers.

[Walk the students through the log-in process, while you do the same on your laptop/LCD projector. Guide them to the **Career Planning** tab at the top of the screen and tell students to click on it. Then ask students to click on the **Explore Careers** section.]

3. **SAY SOMETHING LIKE:** Let’s look at a career together, and explore some of the different things we can learn about it. For example, let’s investigate “automobile mechanic” (or another sample career that interests your students).

[Show students how to find individual career profiles. Explain that they can either type in the name of the career in the **Search for** field, or click on **A** for “Automobile Mechanic” in the **Every career from A to Z** alphabetical listing. Then have students click the link for **Automobile Mechanic**.]

4. **SAY SOMETHING LIKE:** This section is called a **Career Profile**. On the left-hand side, you’ll see there are tabs that describe different information about this career. Today, we’re going to focus on two or three sections within the **Career Profile**. In which section will we find answers to each of the following questions?
 - What does a person with this career do in a typical day on the job? [**What They Do**]
 - How much education do you need to get this job? [**What to Learn**]
 - Where else can I go for information about this career? [**Connections**]

5. [Instruct students to refer to **Student Handbook page 43, CFWV.com Directions**, which lists the steps for exploring CFWV.com in case they get stuck.]

II. Sample Career Profile (15 Minutes)

1. **SAY SOMETHING LIKE:** Together, let's explore these three sections of the **Career Profile** for "Automobile Mechanic." Please turn to your **Student Handbook page 44, Career Investigation**. [Display the page on an overhead projector.] We're going to use the **CFWV.com Career Profile** to answer these questions. However, don't write the answers for Automobile Mechanic here. In a minute, you're going to answer these questions about a career of your choice.
2. **SAY SOMETHING LIKE:** I'll start by writing the name of the career here. [Write "Automobile Mechanic" in the "Career" space.]

Now, let's look at the first question under **What They Do**: *Name three things that a person with this job does during a typical day.*

The **What They Do** page is the best place to start whenever you're exploring a career. You'll find a list of job responsibilities in the **A person in this career section** at the top of the page. This is where you'll find an overview of what this job is all about, along with some details about what a person with this job does and where they work. When you're exploring your own career, be sure to read this section carefully – even if you think you already know what this career is about. You might be surprised to learn that the job isn't quite what you expected – or maybe it involves more than you thought.

[As a class, read the **What They Do** page for your sample career. As you do, look for examples of things that a person with that job does and write them on the overhead. Help students see how you summarize the text – not copy it word for word. One suggestion would be to read a bulleted item, stop and ask students to describe what the person does in their own words.]

3. **SAY SOMETHING LIKE:** Great, now let's look at the next question: *What kind of education do you need for this job?*

[On your laptop, show students how to click the **What To Learn** tab.]

This is a very important section, and one we should read carefully no matter what career we're exploring. After all, every career requires unique skills and training. De-

pending on the career, you may need a two- or four-year college degree, certification from a special program, a graduate degree (education beyond college), or specific on-the-job training. Even though this education typically occurs after high school, it's important to start thinking about it now. You can plan the high school courses you'll need to do well in college or tech school.

4. [As a class, read the Education Level section (under **What to Learn**) for your sample career. Once again, help students summarize the text to answer the question, rather than copying it verbatim. Also, students may be unfamiliar with the term GED, so take a minute to define if necessary. A **GED**, or General Equivalency Diploma, is a certificate that students receive if they choose not to graduate from high school, and instead pass a high school equivalency test.]
5. **SAY SOMETHING LIKE:** Let's turn to the last three questions: *Where else can you find information about this career? What is the website address for this association website or other Internet site? What is one interesting thing that you learned while exploring this website?*

[On your laptop, show students how to click the **Connections** tab.]

To answer these questions, we're going to click on the **Connections** tab. This page will give you links to related associations and other Internet sites that give you additional information about this career. By clicking on these links, you can further explore the career of your choice. It's always a good idea to go to more than one source when you are researching and the **Connections** page will give you a number of other sources that you can turn to.

6. **SAY SOMETHING LIKE:** Today, we're going to focus on the **Associations** section of the **Connections** page.

[As a class, read the list of associations related to your career. Note that the associations and sites available will vary greatly from career to career, so you may want to review the websites prior to sharing one with the class. Also note that some careers do not have associations listed. In those cases, students should select one of the other Internet sites that are listed on the **Connections** page.]

Choose an association that looks interesting and click on the link to that website. You'll be writing down the association name and website address (url) on **Student Handbook**

page 44, Career Investigation. You'll also be writing down one interesting piece of information that you learned about your career while visiting this site. This might be information about a local organization that supports professionals in this career, suggestions for education in this career, current job openings, and more. Every association website will be different. You'll have to hunt for the most interesting piece of information. If your career doesn't have any associations listed, choose a link to an Internet site instead. You'll still be able to find valuable information.

[Click on one of the associations and show students how to navigate around the site. Point out a few interesting pieces of information and ask students to summarize them in their own words.]

7. [If time permits, have a few students share their responses to the following questions:
 1. What's something you learned that you didn't know about this career?
 2. How many of you would be interested in this career? Why or why not?]

III. Explore Your Own Career (15 minutes)

1. **SAY SOMETHING LIKE:** Now that we've had a chance to navigate the CFWV.com website together, it's your turn to start exploring some careers that interest you. Please turn to **Portfolio page 9, Interest Profiler Results**. Last week, you chose three careers that you're most interested in investigating; these should be written at the bottom of the page. I'd like you to choose one career to explore today, and complete **Student Handbook page 44, Career Investigation**. As you collect information, be thinking about whether or not this is a good career for you. [NOTE: Let students know that it is ok if they cannot complete all of **Student Handbook page 44, Career Investigation**. The goal of this activity is to give students practice navigating the CFWV.com website.]

Remember, to search for a career, start by clicking the **Career Planning** tab at the top of the page and then click on the **Explore Careers** section. And remember, you should be summarizing the information in your own words. Don't just copy the text directly onto your handbook. If you need help, just ask!

2. [Give students about 15 minutes to investigate the career of their choice. If students have any time left over, encourage them to explore some of the other sections of the **Career Profile**, such as **Skills You Need** and **Money and Outlook**.]

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** What's something you learned about the career you chose that you didn't know at the beginning of the class? [Have 2-3 students share their answers.] How many of you feel that the career you chose would be a good "fit" for you? Why or why not?
2. **SAY SOMETHING LIKE:** What other information might help you decide if a career is a good "fit" for you? (Answers might include how much money it pays or where the job opportunities are.)
3. **SAY SOMETHING LIKE:** I hope you're all starting to feel comfortable using the CFWV.com website – and are excited about exploring more careers. Next week, we'll use the website to check out how much money you'd make for careers you're interested in. We'll compare earnings for careers that require a college education with careers that require less.

CFWV.com Directions

What They Do:

1. Log onto CFWV.com website (www.cfwv.com)
 - a. Username: _____ Password: _____
2. Click on the **Career Planning** tab at the top of the page.
3. Click on the **Explore Careers** section of the page.
4. Write the name of your career in the **Search for** box and press **Go!**
 - a. You can also search for a career alphabetically. Instead of writing the name of your career in the search box, click on the button with the letter that your career starts with. You will find a list of every career that begins with that letter.
5. The first section to come up will be the **What They Do** page. There is also a tab on the left that will bring you here as well.
6. Read the top section, **A person in this career**. Use the information to find out #1 on your Career Investigation page.

What To Learn:

1. Complete steps 1-4 from the **What They Do** section above.
2. Press the **What to Learn** tab on the left side of the screen.
3. Read this section and fill out #2 on your **Career Investigation** page.

Connections:

1. Complete steps 1-4 from the **What They Do** section.
2. Press the **Connections** tab on the left side of the screen.
3. Read this section and fill out #3-5 on your **Career Investigation** page.
4. Read this section and click on a link to an association that is listed. If no associations are listed, click a link to one of the other Internet sites that are listed. Use the association site or other Internet site to fill out #3-5 on your Career Investigation page.

Career Investigation

Career: _____

What They Do:

1. Name three things that a person with this job does during a typical day.

- _____
- _____
- _____

What To Learn:

2. What kind of education do you need for this job?

Connections:

3. Where else can you find information about this career?

4. What is the website address for this association website or other Internet site?

5. What is one interesting thing that you learned while exploring this website?