

Name: \_\_\_\_\_

## Art Lesson: Student Worksheet

The objective of this lesson is to help you identify occupations in which you can use your interest and skill in art.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations Suggested by National Career Clusters and Pathways**.
- Hover over the icons until the cluster titled **Arts, Audio-Video Technology, and Communications** appears. Proceed to click on its icon.
- Click on the title of a pathway that interests you, then select the **Occupations** tab. To view a list of occupations in this pathway, select from the education level drop-down the level of education you're planning to pursue. Then, click on Apply Filters.

### Occupation One

Choose one occupation from the list that would make use of your artistic skill. Read its entire description, watch the video, then fill in the information below.

Occupation: \_\_\_\_\_ Required Education: \_\_\_\_\_

Employment Outlook: \_\_\_\_\_ Salary Range: \_\_\_\_\_

Primary Tasks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Occupation Two

Choose a second occupation by using your web browser's back button. Select another pathway and/or education level, and find a different occupation that would make use of your artistic skill. Read its entire description, then fill in the information below.

Occupation: \_\_\_\_\_ Required Education: \_\_\_\_\_

Employment Outlook: \_\_\_\_\_ Salary Range: \_\_\_\_\_

Primary Tasks: \_\_\_\_\_

### Occupation Three

Choose a third occupation by using your web browser's back button. Select another pathway and/or education level, and find a different occupation that would make use of your artistic skill. Read its entire description, then fill in the information below.

Occupation: \_\_\_\_\_ Required Education: \_\_\_\_\_

Employment Outlook: \_\_\_\_\_ Salary Range: \_\_\_\_\_

Primary Tasks: \_\_\_\_\_

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## Art Lesson: Teacher Guide

The objective of this lesson is to help students identify occupations in which they can use their interest and skill in art.

### Introduction to Assignment

Many occupations require skill and talent in art to be used on a full-time basis. These questions are designed to help students begin thinking about how art skills are used for different occupations.

- For which occupations do you think artistic talent and skill are critical?
- What kind of education or training might prepare you for these occupations?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

### Post-Activity Discussion

After students have completed this activity, facilitate a discussion using the following questions:

- Which occupations did you select?
- What did you learn about the job duties in these occupations?
- What is the path of education or training to these occupations?
- What is the projected job demand in these occupations?
- What did you learn that you didn't know before?
- Are you interested in learning more about any of these occupations?

### Alternative Approach

Ask each student to give a short oral report about an occupation he or she researched. Or, break the class into small groups, appoint a group leader, and ask each group to use the discussion questions provided above.

Name: \_\_\_\_\_

## CTE Lesson 1: Student Worksheet

The objective of this lesson is to learn about ways you can pursue education or training after high school, other than attending a four-year college.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.

### On-the-Job Training or Apprenticeship

- Click on **Plan for Education** and select **Options after High School**. Then choose **On-the-Job Training or Apprenticeship** (to find out more about apprenticeships or on-the-job training, use the links displayed below in red).
  - If you've taken the Kuder Career Interests Assessment®, your top clusters and pathways will be displayed. Use the plus signs to expand a career pathway and view occupations available in your top cluster. If you haven't taken this assessment, you will need to select a cluster and use the plus signs to expand a career pathway and view occupations available in that pathway.
- From the list of occupations in your chosen pathway, read the descriptions of at least two occupations that appeal to you and fill in the following information for each occupation:

Job Title	1:	2:
Primary Tasks		
Salary Range		

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Job Demand		
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### Community College or Technical School

- Choose **Options after High School** in the left navigation area and then choose **Community College or Technical School** this time.
- Explore the same top cluster, and again read the descriptions of at least two occupations that appeal to you and fill in the following information for each occupation:

Job Title	1:	2:
Primary Tasks		
Salary Range		
Job Demand		

## CTE Lesson 1: Teacher Guide

The objective of this lesson is for students to learn how to obtain additional training and education beyond high school, besides enrolling in a four-year college, such as pursuing on-the-job training, apprenticeships, and attending a community college or technical school. Then, students are encouraged to identify occupations that may be pursued through these alternatives.

### Introduction to Assignment

As students plan for the future, many think they must go to work immediately after high school graduation or enroll in a four-year college. Yet, according to the U.S. Department of Labor, approximately 65 percent of jobs in the 21<sup>st</sup> century require some education beyond high school, but less than four years of college. The following questions will help students think about on-the-job training, apprenticeships, and community colleges or technical schools.

- Who knows what on-the-job-training is? What about an apprenticeship?
- Can you tell me the name of an occupation that can be entered through on-the-job training or an apprenticeship?
- What advantages might some students see in attending a local community college?
- How might a vocational-technical school differ from a community college?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.



## Post-Activity Discussion

After students have completed this activity, facilitate a discussion using the following questions:

- What were some of the available occupations through on-the-job training or an apprenticeship? Do those occupations pay well, and what is their job demand?
- What is the difference between on-the-job training and apprenticeships?
- What are the differences between attending a community college and a vocational-technical school?



Name: \_\_\_\_\_

## CTE Lesson 2: Student Worksheet

The objective of this lesson is to help you become aware of the occupations you could consider if you develop an education plan that aligns to any one of the 16 National career clusters. After you complete this activity, you will conduct in-depth research on three of the occupations you list on this worksheet.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations Suggested by National Career Clusters and Pathways**.
- Hover over the icons until you see the title and icon for the cluster you wish to base your education plan around. Click on the icon for that cluster, and write the cluster name here:
- Cluster Name: \_\_\_\_\_

### Career Pathway One

- Click on the title of a career pathway within this cluster and select the **Occupations** tab. Choose an education level you plan to complete from the drop-down menu and click on **Apply Filters** to reveal a list of occupations in that career pathway that you are able to pursue with your chosen level of education.
- List the pathway title and education level you chose as well as several occupation titles you found in the spaces below.

Pathway: \_\_\_\_\_

Education Level: \_\_\_\_\_

Occupations:

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### Career Pathway Two

- Choose a different career pathway by clicking on the title of another career pathway in the same cluster. Click the **Occupations** tab, choose an education level you plan to complete, and click on Apply Filters to reveal a list of occupations that you are able to pursue with your chosen level of education.
- List the pathway title and education level you chose as well as several occupation titles you found in the spaces below.

Pathway: \_\_\_\_\_ Education Level: \_\_\_\_\_

Occupations:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Career Pathway Three

- Choose a different career pathway by clicking on the title of another career pathway in the same cluster. Click the **Occupations** tab, choose an education level you plan to complete, and click on Apply Filters to reveal a list of occupations that you are able to pursue with your chosen level of education.
- List the pathway title and education level you chose as well as several occupation titles you found in the spaces below.

Pathway: \_\_\_\_\_ Education Level: \_\_\_\_\_

Occupations:

_____	_____
_____	_____



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### Occupation One

- Click on **Explore Occupations** and select **Occupations by Title** .
- Using the list of occupations you just created, enter the title of an occupation you wish to research into the keyword search field and click **Search Occupations**.
- From the list, select the occupation you want to research, watch the video, and read its entire description. Save it to my Favorites by clicking on the star under the occupation title. Record the information below for this occupation.

Occupation: \_\_\_\_\_ Required Education: \_\_\_\_\_

Employment Outlook: \_\_\_\_\_ Salary Range: \_\_\_\_\_

Primary Tasks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Occupation Two

- Choose a different occupation by clicking **Occupations by Title** in the left navigation menu.
- Using the list of occupations you just created, enter the title of another occupation into the keyword search field and click **Search Occupations**.
- Select the occupation that you want to research, watch the video, and read the entire description. Save it to my Favorites by clicking on the star under the occupation title. Record the information below for this occupation.

Occupation: \_\_\_\_\_ Required Education: \_\_\_\_\_

Employment Outlook: \_\_\_\_\_ Salary Range: \_\_\_\_\_

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Primary Tasks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Occupation Three

- Choose a different occupation by clicking **Occupations by Title**.
- Using the list of occupations you just created, enter the title of another occupation into the keyword search field and click **Search Occupations**.
- Select the occupation that you want to research, watch the video, and read its entire description. Save it to my Favorites by clicking on the star under the occupation title. Record the information below for this occupation.

Occupation: \_\_\_\_\_ Required Education: \_\_\_\_\_

Employment Outlook: \_\_\_\_\_ Salary Range: \_\_\_\_\_

Primary Tasks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Comparing Occupations

- Click on **My Favorites** and select **My Favorite Occupations**.
- Check the box in front of three occupations, and then click **Compare** to see a side-by-side comparison of these occupations. Then, answer the following questions:

1. Which of the three occupations did you like best and why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How will what you researched and learned today affect your educational planning?

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3. What types of activities will help you learn more about these occupations?

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## CTE Lesson 2: Teacher Guide

The objective of this lesson is to help students identify different career pathways around which they can build an education plan that aligns to one of the 16 National career clusters. Students will also conduct in-depth research on three of the occupations they identify during the career pathway portion of this lesson.

### Introduction to Assignment

It is important for students to identify a career cluster around which they can plan their high school coursework and future education or training. The following instructions and questions are designed to help students think about occupations and how they relate to career clusters and pathways.

- Choose one of the 16 National career clusters that you intend to use as your career focus.
- Do you already have an occupation in mind that you'd like to research? Does this occupation fit into the cluster you've selected? If not, you may need to re-evaluate your cluster selection.
- Do you already know what kind of education or training you want to pursue after high school?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

### Post-Activity Discussion

After students have completed this activity, facilitate a discussion using the following questions:

- What cluster and education level did you choose? Which pathway was your favorite?
- Did you discover some occupations within pathways that surprised you?
- What did you learn about different education levels and the impact they had on the occupations from which you could choose?
- What are some ways you can learn more about specific occupations?

Name: \_\_\_\_\_

## CTE Lesson 3: Student Worksheet

The goal of this lesson is to help you identify occupations that allow you to work with materials, machines, objects, or information.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations by Title**.
- The keyword search locates occupations that contain specific words in their descriptions. Choose a word that represents something you like to work with and type it in the keyword search box. (Examples: *clay, wood, metal, marble, slate, roofing, glass, electronics, water, jewelry, machinery, numbers, clothing, patterns, food, etc.*)

Search Word: \_\_\_\_\_

### Occupation One

- Review the list of occupations and choose one that appeals to you. Click on its title to watch the video and read its complete description. Then, record the information for this occupation below.

Occupation: \_\_\_\_\_ Required Education: \_\_\_\_\_

Employment Outlook: \_\_\_\_\_ Salary Range: \_\_\_\_\_

Primary Tasks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Occupation Two

- Choose a different occupation by clicking **Occupations by Title** in the left navigation menu and entering the same keyword as before. Click **Search Occupations** to view the list of occupations again and choose another job that interests you.
- Watch the video and read the entire description of the occupation. Then, record the information for this occupation below.



Occupation: \_\_\_\_\_ Required Education: \_\_\_\_\_

Employment Outlook: \_\_\_\_\_ Salary Range: \_\_\_\_\_

Primary Tasks: \_\_\_\_\_

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### Occupation Three

- Choose a different occupation by clicking **Occupations by Title** in the left navigation menu and entering the same keyword and education as before. Click **Search Occupations** to view the list of occupations again and choose another job that interests you.
- Watch the video and read the entire description of the occupation. Then, record the information for this occupation below.

Occupation: \_\_\_\_\_ Required Education: \_\_\_\_\_

Employment Outlook: \_\_\_\_\_ Salary Range: \_\_\_\_\_

Primary Tasks: \_\_\_\_\_

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### Comparing Occupations

- Which of the three occupations did you like best and why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- If you were to enter this occupation, how would it affect your education plan?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CTE Lesson 3: Teacher Guide

The objective of this lesson is to help students identify occupations in which they can work with material, machines, objects, or information.

### Introduction to Assignment

Often, young people can't tell you which occupations they favor, but they can tell you what they love to work with – such as clay, wood, metal, marble, slate, roofing, glass, electronics, water, jewelry, machinery, numbers, clothing, patterns, food, etc. The following questions help students think about how the materials they enjoy working with can be connected to particular occupations.

- What types of materials or kinds of activities could you envision yourself working with on a daily basis?
- What words come to mind when describing occupations you might enjoy?
- What education level do you plan to pursue?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself before leading students through the activity in case they need assistance.

### Post-Activity Discussion

After students complete this activity, facilitate a discussion using the following questions:

- What were the search words you used, and what kind of occupations did you find using those search words?
- What did you learn through this activity?
- Did you find any occupations that you want to learn more about?



Name: \_\_\_\_\_

## CTE Lesson 4: Student Worksheet

The goal of this lesson is to help you select a career cluster around which to build a high school education plan.

(Note: You must complete the Kuder Career Interests Assessment® in order to participate in this activity.)

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **My Assessments** and select **My Assessment Results**. Click on the arrow icon across from **Kuder Career Interests Assessment®** to view your reporting results.
  1. Click on the title of the first pathway displayed on your report. Based on your results, this is the pathway with your highest interest. Read the description of the pathway, and notice which cluster it belongs to. Then, click on the **Occupations** tab and choose a level of education you wish to pursue from the **Education Level** drop-down menu and click **Apply Filters**. This will display a list of occupations within your chosen cluster and pathway that you can pursue with the level of education you selected.
  2. Click on the name(s) of any occupations that appeal to you to learn more about them.
- Click on **My Assessments** and select **My Assessment Results** in the left navigation menu, and then click the **Kuder Career Interests Assessment®** arrow icon. Repeat the same process above for each of the remaining pathways that are displayed on the interest assessment report.
- Based on this review, select the cluster underneath the pathway that is of highest interest to you. This should be the cluster you use to create your high school education plan. Write the name of that cluster here:

Cluster Chosen for Your Education Plan: \_\_\_\_\_

### Sample Plan of Study

- To view a sample plan of study for a particular cluster, click on **My Ed Plans**.
- In the upper right section titled **Sample Plans of Study**, click on the **Sample Plans by 16 Clusters** link.



- Click on the title of the cluster you wrote down above. A PDF of a suggested high school plan of study will open in a new window. Depending on your school and state customizations, it may be a nationally suggested plan, one recommended by your state, or one recommended by your local school.
- Print this plan of study to use later as you develop your personal education plan.

Based on the sample plan provided to you, list courses you should consider taking in the next two years.

Courses Next Year:

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Courses in Two Years:

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## CTE Lesson 4: Teacher Guide

The objective of this activity is to assist students to select a career cluster around which to develop a four-year high school education plan.

### Introduction to Assignment

It is highly beneficial to plan high school courses around a cluster of occupations that a student is interested in pursuing. The following questions help students think about how the results of their interest assessment can help determine the career clusters to explore.

- Does anyone already have a cluster in mind? If so, why did you choose it?
- Is that cluster one that is confirmed by the results of your interests assessment?
- Do you have any idea which courses you need to take to prepare well for future work in this cluster?
- Do you know how much education or training you need after high school to get a good job in this cluster?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

### Post-Activity Discussion

After students have completed this activity, facilitate a discussion using the following questions:

- Which cluster did you choose? Why?
- Which education level did you choose?
- What are some of the occupations that you found in your selected cluster and educational level?



- What kinds of academic courses are suggested for the next two years?
- How prepared are you to take those courses?

Name: \_\_\_\_\_

## English Lesson 1: Student Worksheet

The goal of this activity is to help you relate your career interests to postsecondary education opportunities.

(Note: You must complete the Kuder Career Interests Assessment® to participate in this activity)

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations Suggested by Assessment Results**.
- Select an education level from the filter options, click Apply Filters and write your chosen level here: \_\_\_\_\_
- Click on one of the occupations listed and write its title here (the occupations that best align with your assessment results will be listed first):  
\_\_\_\_\_
- Click on **Interests, Skills, and Work Values**.

1. Choose an interest that is important to you and write it here:

\_\_\_\_\_

- Write two or three sentences explaining how you demonstrate this interest and how having this interest might make you a good fit for this occupation.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Choose a skill that is important to you and write it here:

\_\_\_\_\_

- Write two or three sentences explaining how you demonstrate this skill and how having this skill might make you a good fit for this occupation.  
\_\_\_\_\_  
\_\_\_\_\_

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3. Choose a work value that is important to you and write its title here:

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- Write two or three sentences explaining how you see this work value in yourself and how having this work value might make you a good fit for this occupation.

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## English Lesson 1: Teacher Guide

The objective of this lesson is to help students relate their career interests and postsecondary education options in a written self-reflection.

*(Note: Students must complete the Kuder Career Interests Assessment® to finish this activity.)*

### Discussion

Start this lesson by asking students if they've thought about what types of jobs they see themselves doing after high school. These questions will help facilitate the discussion:

- What made you interested in that job?
- Do you know how much education or training you'll need after high school in order to qualify for that job?
- Which high school classes have you taken or plan on taking that can relate to that field?
- Can you work anywhere in the country with this job, or is it specific to a certain region?
- What other experiences, besides school, have helped shape your interest in this area? *(Examples: parents had the career, volunteered with children and now wants to teach, etc.)*

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

### Post-Activity Discussion

Ask students if they were surprised at how much training is needed for the occupations they researched. Do they feel that they possess the characteristics that would make them successful in these occupations? Did this activity strengthen their interest in a particular occupation, or did it make them realize they might not be a good fit for it?



### **Additional Activity Option**

Divide students into discussion groups based on interest area. Have them discuss their findings with one another. This might expose students to occupations they hadn't previously considered.



Name: \_\_\_\_\_

## English Lesson 2: Student Worksheet

The goal of this activity is to help you relate your work values to your future lifestyle.

(Note: You must complete the Super's Work Values Inventory Assessment to participate in this activity.)

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **My Assessments** and select **My Assessment Results**.
- Click on the arrow icon across from Super's Work Values Inventory - revised.
- What is your top work value? \_\_\_\_\_

- Click on the name of the work value and write its definition here:

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- Discuss how you see this work value affecting your life now and during adulthood.

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- What jobs do you think would fit with this work value?

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- What is your second highest work value? \_\_\_\_\_

- Click on the name of the work value and write its definition here:

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- Discuss how you see this work value affecting your life now and during adulthood.

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- What jobs do you think would fit with this work value?

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- What is your third highest work value? \_\_\_\_\_
  - Click on the name of the work value and write its definition here:  
\_\_\_\_\_  
\_\_\_\_\_
  - Discuss how you see this work value affecting your life now and during adulthood.  
\_\_\_\_\_  
\_\_\_\_\_
  - What jobs do you think would fit with this work value?  
\_\_\_\_\_
  
- Click on the **Related Occupations** tab.
  - Look at the list of occupations. Write down three that might interest you as a career choice. Click on each occupation to learn more about it.  
  
Top Occupation: \_\_\_\_\_  
  
Second Occupation: \_\_\_\_\_  
  
Third Occupation: \_\_\_\_\_

### An Additional Assignment

On a separate sheet of paper, write a five-paragraph essay on how your work values will impact the following aspects of your adult life: family, friendships, travel, free time, and hobbies.

## English Lesson 2: Teacher Guide

The objective of this lesson is to help students relate their work values to their future occupation and lifestyle.

*(Note: Students must complete the Super's Work Values Inventory Assessment prior to this activity.)*

### Discussion

Start this lesson by asking students if they've thought about adulthood in regards to income, family, friends, leisure time, travel, etc. Go around the room and ask them how they picture their futures: a house in a small town, living in a downtown condo working long hours, a lot of responsibility at a large firm, or part of a team that creates new products, for example. Many of these answers relate to their personal "work values." Here are some questions that will help facilitate the discussion:

- Who thinks that their salary will be the most important aspect of their career? Why?
- What characteristics about your future career may affect your life outside of work?
- What about school or your current part-time job do you enjoy? Being around classmates? Daily challenges? The feeling of achievement? Working on a variety of things?
- What do you dislike about school or your current part-time job? The likes and dislikes of your current situation will most likely indicate what you'll value in a future career.

Then, ask students if they've thought about how their values will affect the type of career they choose. They don't have to answer this question out loud, as it will be addressed during their activity.

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.



### **Post-Activity Discussion**

Ask students to share their top work value and describe how this might affect their future lifestyle. Encourage them to share a career that will fit well with this work value. If they struggle, ask other students to help brainstorm careers. What did they learn from this activity that they had not considered before?

### **Additional Activity Option**

Divide students into discussion groups by one or two of Super's 12 work values (Achievement, Income, Creativity, Prestige, Variety, Challenge, Independence, and Workplace, for example). Have each group discuss how this or these values will affect the choice of an occupation or job.

Name: \_\_\_\_\_

## English Lesson 3: Student Worksheet

The goal of this activity is to make you aware of occupations that may interest you that require knowledge and skill in the English language.

(Note: You must complete the Kuder Career Interests Assessment® in order to participate in this activity.)

- Go to <http://navigator.kuder.com/> or your custom website. Enter your user name and password, then click **Log In**.
- Click **My Assessments** and select **My Assessment Results**. Click the arrow icon across from Kuder Career Interests Assessment® to view the results of your assessment.

### Occupation One

- Select the title of the top career pathway displayed on your report. Based on your assessment results, this is your highest interest pathway. Using the following steps, select an occupation in that pathway for which you feel having English skills would be important, then click on its title.
  1. Read the description of the career pathway. To view a relevant list of occupations within this pathway, select the education level that you plan to pursue, and click on **Apply Filters**. Click the name of an occupation within that list for which you think English skills are particularly important. Review its tasks and conditions, video, salary potential, and employment outlook. Then, select the topic titled **Interests, Skills, and Work Values**.
  2. Read the section on skills needed for this occupation, and determine if you were correct in believing that this occupation requires English skills. When you've found an appropriate occupation, write its title here:  
  
\_\_\_\_\_

3. Write a brief description of how English skills are used in that occupation:  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_

## Occupation Two

- Find a different occupation by clicking **My Assessment Results** from the left navigation menu and then the arrow icon across from Kuder Career Interests Assessment®. Choose the title of the second pathway displayed on your report. Based on your assessment results, this is your second-highest interest pathway. Using the same steps as you did with the first occupation, select an occupation within that pathway for which you feel English skills would be important, and write its title here:

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- Write a brief description of how English skills are used in the occupation:

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## Occupation Three

- Find a different occupation by clicking **My Assessment Results** from the left navigation menu. Again, click on the arrow icon across from Kuder Career Interests Assessment®. Choose the title of the third pathway displayed on your report. Based on your assessment results, this is your third-highest interest pathway. Using the same steps as you did with the first occupation, select an occupation in that pathway for which you feel English skills would be important, and write its title here:

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- Write a brief description of how English skills are used in the occupation:

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## English Lesson 3: Teacher Guide

The objective of this lesson is for students to identify three occupations – one from each of their pathways of highest interest – that require a high level of knowledge and skill in English. Once these occupations are identified, students are asked to explain how knowledge and skills in English are utilized in each occupation.

### Introduction to Assignment

Although most occupations require a basic level of knowledge and skill in English, some require higher levels in order to effectively perform the daily job duties. These questions are designed to help students think about how English skills are used for different occupations.

- Can you suggest the name of an occupation in which skills in English are really important?
- What does a person in this occupation do each day that makes having English skills so important?
- What would be the consequences if a person got into that occupation and did not have the necessary knowledge of English?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.



## Post-Activity Discussion

After students have completed this activity, facilitate a discussion using the following questions:

- Name one pathway and one occupation that you chose and explain why people who work in this occupation need a high level of knowledge and skill in English to be successful.
- How do they use that knowledge and skill in their daily work tasks?
- Are you interested in this occupation for yourself? If so, what do you need to do to further develop your knowledge and skills in English?

## Alternative Approach

Divide students into discussion groups based on career pathways (If there are too many pathways suggested by students' score reports, you may have to divide students by the clusters to which their top pathways belong). Ask students to join a group that represents one of their top five pathways (or three clusters) that is related to their interest assessment report results. Ask members of the group to share the titles of occupations they identified and how knowledge and skill in English are used in the daily tasks of those occupations.



Name: \_\_\_\_\_

## English Lesson 4: Student Worksheet

The goal of this activity is to help you identify specific skills related to English that you need to possess in order to perform well in an occupation you would like to pursue. However, you must first recognize your current skill level as it relates to English.

(Note: You need to complete the Kuder Career Interests Assessment® in order to participate in this activity.)

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations Suggested by Assessment Results**.
- Select an education level and write it here: \_\_\_\_\_
- Click on one of the occupations that has a check mark under the Interests column and write it here:  
\_\_\_\_\_

- Click on **Interests, Skills, and Work Values** for this occupation.
  1. Select two to four skills that are listed for this occupation that may be learned in this English class and write them here:

A. \_\_\_\_\_ B. \_\_\_\_\_  
C. \_\_\_\_\_ D. \_\_\_\_\_

2. Below, circle what you think your current level of ability is in each of the skills you listed above. You may want to ask for your teacher's opinion on this question.

Skill A:	High	Medium	Low
Skill B:	High	Medium	Low
Skill C:	High	Medium	Low
Skill D:	High	Medium	Low

3. Based on your knowledge and your English teacher's opinion, what do you need to do to improve on the skills you rated as "Medium" or "Low"?

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## English Lesson 4: Teacher Guide

The goal of this activity is to help students identify specific skills related to English that they need in order to perform well in an occupation of their choice as well as determine their current level in those skills.

*(Note: Students need to complete the Kuder Career Interests Assessment® in order to participate in this activity.)*

### Introduction to Assignment

The U.S. Department of Labor has determined which skills are needed in approximately 1,000 different occupations. The following discussion points will help students start connecting their own skills, particularly in English, to occupations that may require those skills.

- As you observe people in their jobs, do you sometimes think “This person would be really good at this job if...?” Often the “if’s” have something to do with that person’s skill in performing some aspect of the job. Can anyone give me an example?
- Name an occupation you’re considering for your future as well as some of the skills that are critical in performing that job well.

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System®, or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.



## Post-Activity Discussion

After students have completed this activity, facilitate a discussion using the following questions:

- How did you become interested in the occupation you chose to research today? How much have you researched this occupation in the past?
- What is an important English (or Language Arts) skill you need to perform well in this occupation?
- What can you do to increase your knowledge and skills in this area?

## Alternative Approach

Divide students into discussion groups based on pathways (If there are too many pathways suggested by students' score reports, you may have to divide students by the clusters to which their top pathways belong). Ask students to join a group whose interest assessment results match one of their own top career pathways or clusters. Ask members of the group to share the titles of occupations they identified and how knowledge and skill in English is used in the daily tasks of that occupation.

Name: \_\_\_\_\_

## English Lesson 5: Student Worksheet

In this activity you will use your English skills to write about an occupation that interests you.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations by Title**.
- Enter the title of an occupation that you are interested in and click **Search Occupations**. Click on its title in the list that is displayed.
- Read the complete description of this occupation and either print out the description or take good, detailed notes about it to be reviewed at a later time.

In addition to using Kuder Navigator®, you must use at least two of the following sources for your summary: 1) a website other than Navigator, 2) a reference book in your school or public library, or 3) a personal conversation by phone or face-to-face with a professional in the occupation.

1. Using the computer, go to an Internet search engine, such as [www.google.com](http://www.google.com), and enter the title of the occupation you're researching. Select at least one website that provides more information about this occupation. Print this information or take good, detailed notes to be reviewed at a later time. Be sure to find information that relates to the topics listed below.
2. Go to your school or public library and use a reference book to find more information on this occupation. Your librarian or teacher can assist you in finding a variety of helpful resources. Be sure to find information that relates to the topics listed below.
3. Using the topics listed below as a guide, contact a person who works in the occupation. Your teacher, parent/guardian, or counselor can help you connect with a person who works in that field.

Type a two- to three-page report that describes this occupation in detail, making sure you cover the following topics. Make sure to cite your sources within your summary.

- The typical, daily tasks of the occupation.
- The type and amount of education or training needed to obtain that job, including any necessary certification, licensing, or on-the-job experience, if applicable.

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- The future outlook of the occupation within your state of residence and throughout the nation.
- The names of jobs that are available within your state or in other areas of the country.
- What you could expect to earn in this occupation when you start, after several years of experience, and at the peak of your career.
- The characteristics of the occupation and whether you see them as positive or negative. Include any other details about this occupation that may help determine if you're still interested in pursuing it.
- How you think your personal interests, skills, and values relate to this occupation.

## English Lesson 5: Teacher Guide

The objective of this activity is for students to use their English skills to write a detailed summary of an occupation that interests them. In addition to using Kuder Navigator®, it is suggested that they use at least two other outside resources: 1) a website other than *Navigator*, 2) a reference book in your school or public library, and/or 3) a personal conversation face-to-face or by phone with a person who works in their occupation of interest. They are then asked to type a two- to three-page paper covering the following topics about the chosen occupation:

- The typical daily tasks of the occupation.
- The type and amount of education or training needed, including any necessary certification, licensing, or on-the-job experience, if applicable.
- The future outlook of the occupation in their state of residence and in other states across the country.
- Names of available jobs within their state or across the nation.
- What they could expect to earn in this occupation when they start, after several years of experience, and after many years of experience.
- The characteristics of the occupation and whether they see them as positive or negative. Also include other details about this occupation that may help determine if they're still interested in it.
- How they think their personal interests, skills, and values relate to this occupation.

### Introduction to Assignment

Choosing an occupation is one of life's biggest decisions as it affects personal happiness, income, and lifestyle. Yet, many people choose occupations without adequately learning about them. The following questions are designed to help students determine which occupations to research:

- Which occupation are you seriously considering for your future?
- What type of information do you need to make a decision about entering this occupation?
- Does this occupation align with your skills, interests, or work values?



## Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

## Post-Activity Discussion

After students have completed this activity, facilitate a discussion using the following questions:

- What did you learn about this occupation that you didn't already know?
- Did you find any conflicting information from the three sources?
- Did this research increase or decrease your interest in this occupation? Why?
- Are there other occupations on your personal list that you'll research in the same way?

Name: \_\_\_\_\_

## English Lesson 6: Student Worksheet

The goal of this activity is to assist you with comparing and contrasting two occupations that you're seriously considering. You will summarize your findings about these two occupations in an essay to help you decide which one you would like to pursue.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- For students who have completed the Kuder Career Interests Assessment® or Kuder Skills Confidence Assessment®:
  - Click on **Explore Occupations** and select **Occupations Suggested by Assessment Results**. From your assessment report page, select two occupations listed that are of interest to you. Click on their titles to read their descriptions. Write the occupation names here:  

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  - Save both occupations in your portfolio by clicking on the star under the title of the occupation.
- For students who have not completed the Kuder Career Interests Assessment® or Kuder Skills Confidence Assessment®:
  - Click on **Explore Occupations** and select **Occupations by Title**.
  - Search by title or keyword(s) of the occupation you want to view and click **Search Occupations**.
  - Click on the occupation title, read its description, and save it to your electronic portfolio (e-Profile) by clicking on the star under the title of the occupation. Write the occupation name here:  

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  - Return to the search page by selecting **Occupations by Title** from the left navigation menu. Search for another occupation using the same method, then read its description, and save it to your e-Profile. Write its name here:  

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## Writing Assignment

- Click **My Favorites** from the left navigation menu. Select **My Favorite Occupations** and you should find the titles of the two occupations you selected as favorites from the list.
- Check the box in front of the titles of both occupations, and then click **Compare**. Read the information provided for the two occupations.
- Now, type a one-page report comparing the two occupations based on the topics of: work tasks, potential salary, employment outlook, required level and field of education or training, and your current level of interest in these two occupations.

## English Lesson 6: Teacher Guide

The objective of this activity is to assist students to compare two occupations they are seriously considering. They will summarize their findings in an essay in order to help them decide which occupation best aligns to their interests, skills, and work values. Students must use Kuder Navigator® for occupational research and then type a one-page report that will compare the two chosen occupations based on the topics of work tasks, potential salary, employment outlook, required level of education or training, and the student's level of current interest.

### Introduction to Assignment

One important tool in decision making is the comparison of two or more items for the purpose of prioritizing them. These questions are designed to help students compare any two occupations they may be considering for the future:

- Can everyone identify two occupations you'd like to learn more about and compare them to one another?
- Which topics are most important when comparing these occupations?
- What are the potential outcomes of comparing any two topics?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.



## Post-Activity Discussion

After students have completed this activity, facilitate a discussion using the following questions:

- Which two occupations did you compare?
- What did you learn from comparing the two occupations?
- What conclusions did you draw about possible entry into these occupations? Are you now able to plan for your education and career future based on one of these two occupations?

Name: \_\_\_\_\_

## Foreign Language Lesson 1: Student Worksheet

The goal of this lesson is to help you identify occupations that incorporate the skills you're learning in this class.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations by Title**.
- In the **Keyword** field, type in the name of the language you're now studying (Spanish, French, German, etc.). Next, click **Search Occupations**.
- A list of occupations whose descriptions contain the keyword that you entered will appear. Browse these occupations by clicking on their titles and reading each tab. (*Videos may be available depending on the occupation*).
- Select the title of one occupation that you can apply your foreign language skills to on a full-time basis. Read the entire overview, including each additional tab, and complete this worksheet.

**Occupation Title:** \_\_\_\_\_

List three to six typical daily work tasks:

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

In doing these tasks, how do people in this occupation use the language you're studying?

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## Foreign Language Lesson 1: Teacher Guide

The objective of this lesson is to help students identify and learn about an occupation in which they can make daily use of the foreign language they are studying.

### Introduction to Assignment

Although many people only use foreign languages when they go on a vacation to a country where a specific language is spoken, others apply their language skills to their full-time job. The following questions will help students think about how foreign language skills are used for different occupations.

- Can anyone suggest a full-time job where you could use the language skills you're learning in this class?
- Is there anyone who might want to gain enough skill in this language to be able to use it in a full-time job?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

### Post-Activity Discussion

After students have completed this activity, facilitate a discussion using the following questions:

- Which occupation did you find?
- How much education is required to enter that occupation?
- What do people in that occupation do every day?
- How do they use this language in their work?
- Do you think you'd like this occupation? Why or why not?

Name: \_\_\_\_\_

## Foreign Language Lesson 2 (Spanish): Student Worksheet

The objective of this lesson is to help you think about how Spanish may benefit you in three different occupations of your choice.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations by Title**.

### Occupation One

- Think of an occupation that you may be considering and search by title or keyword(s).
- A list of occupations will appear. Select the title of the occupation you wish to research and write it here:

---

- Click on the occupation name, then click the tab titled **Tasks & Conditions**. Imagine how you could use the Spanish language as you perform any of this occupation's daily tasks, and list three ways or circumstances in which you might use Spanish if you had a job in this occupation:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Occupation Two

- Choose a second occupation by clicking **Occupations by Title** in the left navigation menu and searching by title or keyword(s) of a different occupation.
- A list of occupations will appear. Select the title of the occupation you wish to research and write it here:

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- Click on the occupation name, then click the tab titled **Tasks & Conditions**. Imagine how you could use Spanish as you perform any of the occupation’s daily tasks, and list three ways or circumstances in which you might use Spanish if you had a job in this occupation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Occupation Three

- Choose a third occupation by clicking **Occupations by Title** in the left navigation menu and searching by title or keyword(s) of a different occupation.
- A list of occupations will appear. Select the title of the occupation you wish to research and write it here:

\_\_\_\_\_

- Click on the occupation name, then click the tab titled **Tasks & Conditions**. Imagine how you could use Spanish as you perform any of the occupation’s daily tasks, and list three ways or circumstances in which you might use Spanish if you had a job in this occupation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Foreign Language Lesson 2 (Spanish): Teacher Guide

The objective of this lesson is to help students think about how the skills they are acquiring in Spanish may be applied to occupations that they're considering for their future.

### Introduction to Assignment

Although not everyone will use Spanish as an integral part of a future full-time job, it is likely that many will find ways and circumstances to use it in order to communicate with co-workers, professionals, or customers. These questions are designed to help students begin thinking about how Spanish skills are used for different occupations.

- If you were a nurse, how might you use the Spanish you're learning now in that job? Or, if you were the manager of a team of workers? Or, if you were a teacher?
- How might your knowledge of Spanish improve your ability to do well in any type of occupation you choose for your future?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

### Post-Activity Discussion

After students have completed this activity, facilitate a discussion using the following questions:

- What was one of the occupations you chose to research?
- As you read its work tasks, how did you imagine that you might use your skill in Spanish in that job?

### Alternative Approach

Ask individual students to give a brief oral report regarding one of their occupations. Or, divide students into groups and ask them to share this information with each other.



Name: \_\_\_\_\_

## Human Services Lesson 1: Student Worksheet

The objective of this activity is to help you understand the types of careers available in human service-related fields, and how those choices depend on your intended level of education.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations Suggested by National Career Clusters and Pathways**.
- Hover over the icons to explore the national clusters and pathways and select the **Human Services** cluster.

### High School Completion

- Click on the title of a career pathway that interests you, then select from the education level drop-down **High School Completion** by clicking to check mark the box to the left of the title. Deselect all other education levels that were previously selected. Then click **Apply Filters** to set.
- Click on the job title that interests you most under **High School Completion** and write it here:  
*\* If there aren't any occupations listed, write "None listed."*

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- Look under **Salary & Outlook** and fill in the blanks below for this occupation:
  - ✓ Your state's 10<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_
  - ✓ Your state's Median salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_
  - ✓ Your state's 90<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_

### Associates Degree or Certificate

- Use the **Occupations Suggested by National Career Clusters and Pathways** left navigation option to return to the clusters page where the Human Services cluster is located.
- Click on the title of a career pathway that interests you, then select from the education level drop down **Associates Degree or Certificate** and click to **Apply Filters**.



- Click on the job title that interests you most under **Associates Degree or Certificate** and write it here:

*\* If there aren't any occupations listed, write "None listed."*

---

- Look under **Salary & Outlook** and fill in the blanks below for this occupation:

✓ Your state's 10<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_

✓ Your state's Median salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_

✓ Your state's 90<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_

## Four-Year Degree

- Use the **Occupations Suggested by National Career Clusters and Pathways** left navigation option to return to the clusters page where the Human Services cluster is located.
- Click on the title of a career pathway that interests you, then select from the education level drop down **Four-Year Degree** and click to **Apply Filters**.

- Click on the job title that interests you most under **Four-Year Degree** and write it here:

*\* If there aren't any occupations listed, write "None listed."*

---

- Look under **Salary & Outlook** and fill in the blanks below for this occupation:

✓ Your state's 10<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_

✓ Your state's Median salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_

✓ Your state's 90<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_

## Comparing Careers

- Of these three careers, which one interests you the most? \_\_\_\_\_

- Are there classes at the high school level that might help you prepare for this career? If so, which ones?

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- Are you surprised by the types of careers in the human services field? \_\_\_\_\_

- Do you think the salary ranges in these careers match what you will need to live on as an adult? Why or why not?

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- How much difference did you notice in the annual salary levels of occupations at these different educational levels?

## Human Services Lesson 1: Teacher Guide

The objective of this lesson is to help students explore careers in the human services field and discover how those choices depend on their intended level of education. This activity could be used in the following types of elective classes: Sociology, Psychology, Child Development, Health, Family/Consumer Science, etc.

### Discussion

Start this lesson by asking students if they have ever thought about the types of careers available in the field of human services. Ask about their career interests and see how those careers might be related to human services. Here are some questions that will help facilitate the discussion:

- What types of jobs do you think of when you hear the term “human service”?
- Are there jobs that might be related to human service that you didn’t realize were part of this field? (*Therapist, family counselor, police detective, coach, etc.*)
- If you plan on attending a four-year college, do you think you will have to take any human service classes, even if your major isn’t in the field? (*Answer: Yes, students will have to take general education classes from all academic areas, including human service.*)
- Do you have any idea of what type of salary you could earn working in a human service-related career?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

### Post-Online Activity

Divide students into discussion groups of four to five students. Have them discuss the results they researched online about human service careers and compare the salaries of the occupations they



researched. Finally, ask each group to share one interesting thing they learned from this activity that might impact their career choices.

### **Post-Activity Discussion**

Ask students if they were surprised at how many types of careers were categorized as “human service-related.” Ask for volunteers to share information they found on different occupations from the various educational/training categories.

Name: \_\_\_\_\_

## Human Services Lesson 2: Student Worksheet

The objective of this activity is for you to write a detailed summary of an occupation listed within the Human Services cluster.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations Suggested by National Career Clusters and Pathways**. Hover over the icons to explore the national clusters until you find **Human Services**. Then click on its icon.
- Click on the title of a career pathway within that cluster that interests you the most. To view the list of occupations in this pathway, select from the education level drop down the level of education you are planning to pursue by clicking to check mark the box. You may have to deselect **All Education Levels** at first before selecting a specific level of education. Then, click on Apply Filters.
- Click on an occupation title from the list and read its complete description. Be sure to either print the description or take good, detailed notes about it.

In addition to using Kuder Navigator®, you must use at least two of the following sources for the report: **1)** a website other than Navigator, **2)** a reference book in your school or public library, or **3)** a personal face-to-face or phone conversation with a person who works in that occupation.

1. Using the Internet, go to a search engine, such as [www.google.com](http://www.google.com), and enter the title of the occupation you are researching. Select at least one reputable website that provides more information about this occupation and either print this information or take good, detailed notes for your report. Find information that relates to the topics listed below.
2. Go to your school or public library and use a reference book to find more information on this occupation. Your teacher or librarian can help direct you to an appropriate resource. Be sure to find information that relate to the topics listed below.
3. Using the topics listed below as a guide, contact a person who works in the occupation you selected. Your teacher can help you connect with a person in this occupation to learn more about it.

Type a two- to three-page paper about this occupation incorporating the topics below. Remember to use your best writing and grammar skills, and cite your sources of information within the report.

- The typical, daily tasks of the occupation.

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- The type and amount of education or training needed for this occupation, including any necessary certification, licensing, or on-the-job experience (if applicable).
- The future outlook of your occupation in your state and throughout the nation.
- Examples of in-state and national job openings for this occupation.
- The salary you could expect to earn in this occupation when you start, after several years of experience, and after many years of experience.
- The positive or negative characteristics of this occupation, as well as other details about it that may help determine if you're still interested in pursuing it.
- How you think that your personal interests, skills, and work values do or do not relate to this occupation.

## Human Services Lesson 2: Teacher Guide

The objective of this activity is for students to use their English skills to write a detailed summary of an occupation within the Human Services cluster. In addition to using Kuder Navigator®, they should use at least two of the following sources of information: **1)** a website other than Navigator, **2)** a reference book in your school or public library, or **3)** a personal face-to-face or phone conversation with a person who works in that occupation. They are asked to type a two- to three-page paper incorporating the following topics about their chosen occupation:

- The typical, daily tasks of the occupation.
- The type and amount of education or training needed for this occupation, including any necessary certification, licensing, or on-the-job experience (if applicable).
- Explain the future outlook of your occupation in your state and throughout the nation.
- List in-state and national job openings for this occupation.
- What salary you could expect to earn in this occupation when you start, after several years of experience, and after many years of experience.
- The positive or negative characteristics of this occupation, as well as other details about this occupation that may help determine if you're still interested in pursuing it.
- How you think that your personal interests, skills, and work values do or do not relate to this occupation.

### Introduction to Assignment

Choosing an occupation is one of life's biggest decisions as it affects personal happiness, income, and lifestyle. Yet, many people choose occupations without adequately learning about them. These questions are designed to help students determine which occupation they should research.

- What is an occupation in the Human Services cluster that you are considering for the future?
- What type of information do you need to make a decision about entering any occupation?
- Does this occupation align with any of your skills, interests, or work values?





## Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

## Post-Activity Discussion

After students have completed this activity, facilitate a discussion using the following questions:

- What did you learn about the occupation you researched that you didn't already know?
- Did you find any conflicting data from your three sources of information?
- Did this research increase or decrease your interest in this occupation? Why?

Name: \_\_\_\_\_

## Math Lesson 1: Student Worksheet

The objective of this activity is to help you understand how income is affected by various levels of education.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
  - Click on **Explore Occupations** and select **Occupations Suggested by National Career Clusters and Pathways**.
  - By hovering over the icons in the **Explore Occupations Suggested by National Career Clusters and Pathways** section, click on the icon of the career cluster that interests you most and identify an appealing career pathway from the list below. Write the cluster and career pathway names here:
- 

### High School Completion

- Click on the title of the career pathway you find most appealing. From the education level drop-down, deselect **All Education Levels** and check mark the **High School Completion** box to view available occupations that require a high school diploma. Then click **Apply Filters** to search.
  - Click on a job title that interests you and write it here: *\*If no occupations are listed, write "None."*
- 

- Look under **Salary & Outlook** and fill in the blanks below based on information for your state:  
*\*If no salary information is listed, write "None."*

✓ 10<sup>th</sup> Percentile: \_\_\_\_\_ Median: \_\_\_\_\_ 90<sup>th</sup> Percentile: \_\_\_\_\_

### Associates Degree or Certificate

- Use the **Occupations Suggested by National Career Clusters and Pathways** left navigation link to return to the clusters page. Select the same career cluster and career pathway as before.
- From the education level drop-down, deselect **All Education Levels** and check mark **Associates Degree or Certificate** to view titles of occupations that require some additional training or education beyond high school. Then click **Apply Filters** to search.
- Click on a job title that interests you and write it here: *\*If no occupations are listed, write "None."*

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- Look under **Salary & Outlook** and fill in the blanks below based on information for your state:  
\*If no salary information is listed, write "None."

✓ 10<sup>th</sup> Percentile: \_\_\_\_\_ Median: \_\_\_\_\_ 90<sup>th</sup> Percentile: \_\_\_\_\_

## Four-Year Degree

- Use the **Occupations Suggested by National Career Clusters and Pathways** left navigation link to return to the clusters page. Select the same career cluster and career pathway as before.
- From the education level drop-down, deselect **All Education Levels** and check mark **Four-Year Degree** to view titles of occupations that require a four-year education. Then click **Apply Filters** to search.
- Click on a job title that interests you and write it here: \*If no occupations are listed, write "None."

- Look under **Salary & Outlook** and fill in the blanks below based on information for your state:  
\*If no salary information is listed, write "None."

✓ 10<sup>th</sup> Percentile: \_\_\_\_\_ Median: \_\_\_\_\_ 90<sup>th</sup> Percentile: \_\_\_\_\_

## Comparing Income

- Compare the salary differences based on education and training. Fill in the following income amounts:

	High School	Associate Degree	Four-Year Degree
10 <sup>th</sup> Percentile	a) _____	b) _____	c) _____
Median	d) _____	e) _____	f) _____
90 <sup>th</sup> Percentile	g) _____	h) _____	i) _____

- What is the 10<sup>th</sup> Percentile salary difference between a Four-Year Degree and High School Completion? c) \_\_\_\_\_ - a) \_\_\_\_\_ = \_\_\_\_\_

How much would that add up to over a 40-year period?

(answer from previous question) \_\_\_\_\_ x 40 = \_\_\_\_\_



2. What is the Median salary difference between a Four-Year Degree and an Associate Degree or Certificate? f) \_\_\_\_\_ - e) \_\_\_\_\_ = \_\_\_\_\_

How much would that add up to over a career of 40 years?

(answer from previous question) \_\_\_\_\_ x 40 = \_\_\_\_\_

3. What is the 90<sup>th</sup> Percentile salary difference between an Associate Degree or Certificate and High School Completion? h) \_\_\_\_\_ - g) \_\_\_\_\_ = \_\_\_\_\_

How much additional money would you make over a ten-year period (assuming that these were the last 10 years before retirement)?

(answer from previous question) \_\_\_\_\_ x 10 = \_\_\_\_\_



- Based on this information, do you feel that it is worthwhile to get additional education after high school? Why or why not?

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## Math Lesson 1: Teacher Guide

The objective of this lesson is to help students understand how income is affected by various levels of education.

### Discussion

Start this lesson by asking students if they have thought about the types of careers they are interested in and how much income they could have based on their level of education. Ask if they have ideas about how much education or training they will need for the occupations they are interested in. Here are some questions that will help facilitate the discussion:

- Do you have any idea how much income level differs between workers who have only completed high school and those who hold four-year college degrees?
- How much money do you think you'll need to earn each year to support yourself? To support a family?
- How do wages in your state compare to U.S. averages? Do you think they are higher or lower?

Part of this lesson is based on percentiles. If your students do not yet understand percentiles, explain the difference between 10<sup>th</sup> percentile, median, and 90<sup>th</sup> percentile.

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

### Post-Online Activity

Split students into discussion groups of four to five students. Have them discuss the results they found online about salaries and income based on level of education. Ask each group to share one interesting thing they learned from this activity that might impact their career choices.



## Post-Activity Discussion

Ask students if they were surprised how similar or different salaries were based on educational levels. Ask students to share some of the data they collected. Who found the biggest income gap? Who found careers that had high earnings with only a high school education?

Name: \_\_\_\_\_

## Math Lesson 2: Student Worksheet

The objective of this activity is to help you compare college tuition in your state as well as learn about the amount of financial aid available at institutions you're interested in. As you do this activity, however, remember that the total cost of a year in college equals tuition plus room and board (if you live on campus) plus books and fees.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.

### College One: Less than \$5,000

- Click on **Plan for Education** and select **Find Schools**.
- Click on **Filter Options**, then use the drop-down menu to select the state in which you plan on attending college.
- Use the **Tuition** drop-down menu to select **In State**. Below use the slider for **Fees** to select **\$0 to \$5,000**. Once you've filtered the selections, click **Apply Filters**.
- Click on the name of a college you'd like to learn more about and write its name here:

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- Using the **Costs & Financial Aid** tab on the right, fill in the following information for this school:
  - ✓ In-State Tuition \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving Federal Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving State Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving Institutional Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving Loans \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_

### College Two: \$5,000 - \$10,000

- Use the **Find Schools** left navigation link to return to the school search page.
- Click on **Filter Options**, then use the drop-down menu to select the state in which you plan on attending college.
- Use the **Tuition** drop-down menu to select **In State**. Select **\$5,000-\$10,000** from the **Fees** slider bar. Once you've filtered the selections, click **Apply Filters**.

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- Click on the name of a college you'd like to learn more about and write its name here:

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- Using the **Costs & Financial Aid** tab on the right, fill in the following information for this school:
  - ✓ In-State Tuition \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving Federal Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving State Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving Institutional Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving Loans \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_

### College Three: \$10,000 - \$15,000

- Use the **Find Schools** left navigation link to return to the school search page.
- Click on **Filter Options**, then use the drop-down menu to select the state in which you plan on attending college.
- Use the **Tuition** drop-down menu to select **In State**. Select **\$10,000-\$15,000** from the **Fees** slider bar. Once you've filtered the selections, click **Apply Filters**.
- Click on the name of a different college you'd like to learn more about and write its name here:

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- Using the **Costs & Financial Aid** tab on the right, fill in the following information for this school:
  - ✓ In-State Tuition \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving Federal Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving State Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving Institutional Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
  - ✓ Percent of Students Receiving Loans \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_

### College Four: \$15,000 - \$20,000

- Use the **Find Schools** left navigation link to return to the school search page.
- Click on **Filter Options**, then use the drop-down menu to select the state in which you plan on attending college.

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- Use the **Tuition** drop-down menu to select **In State**. Select **\$15,000-\$20,000** from the **Fees** slider bar. Once you've filtered the selections, click **Apply Filters**.
- Click on the name of a different college you'd like to learn more about and write its name here:  

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- Using the **Costs & Financial Aid** tab on the right, fill in the following information for this school:

- ✓ In-State Tuition \$ \_\_\_\_\_
- ✓ Percent of Students Receiving Federal Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
- ✓ Percent of Students Receiving State Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
- ✓ Percent of Students Receiving Institutional Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
- ✓ Percent of Students Receiving Loans \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_

### College Five: \$20,000 and Up

- Use the **Find Schools** left navigation link to return to the school search page.
- Click on **Filter Options**, then use the drop-down menu to select the state in which you plan on attending college.
- Use the **Tuition** drop-down menu to select **In State**. Select **\$20,000 and up** from the **Fees** slider bar. Once you've filtered the selections, click **Apply Filters**.
- Click on the name of a different college you'd like to learn more about and write its name here:  

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- Using the **Costs & Financial Aid** tab on the right, fill in the following information for this school:

- ✓ In-State Tuition \$ \_\_\_\_\_
- ✓ Percent of Students Receiving Federal Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
- ✓ Percent of Students Receiving State Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
- ✓ Percent of Students Receiving Institutional Grants \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_
- ✓ Percent of Students Receiving Loans \_\_\_\_\_%      Average Amount \$ \_\_\_\_\_

### Comparing Colleges

Answer the following questions based on your research:

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1. Which tuition range has the highest percent of students receiving any type of financial aid?  
(circle one)

Less than \$5,000    \$5,000-\$10,000    \$10,000-\$15,000    \$15,000-\$20,000    \$20,000+

2. At the \$15,000-\$20,000 tuition range, what is the average tuition for students after federal grants are taken into account?

(In-State Tuition) \_\_\_\_\_ - (Federal Grant Average Amount) \_\_\_\_\_ = \_\_\_\_\_

3. At the \$20,000+ tuition range, what is the average tuition for students after institutional grants are taken into account?

(In-State Tuition) \_\_\_\_\_ - (Institutional Grant Average Amount) \_\_\_\_\_ = \_\_\_\_\_

4. At the \$5,000-\$10,000 range, what is the average tuition for students after loans are taken into account?

(In-State Tuition) \_\_\_\_\_ - (Loan Average Amount) \_\_\_\_\_ = \_\_\_\_\_

5. At the \$10,000-\$15,000 range, what is the average tuition for students after state grants are taken into account?

(In-State Tuition) \_\_\_\_\_ - (State Grant Average Amount) \_\_\_\_\_ = \_\_\_\_\_

Based on your mathematical calculations about tuition, what have you learned about tuition and financial aid? How might this affect your college choice?

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## Math Lesson 2: Teacher Guide

The objective of this lesson is to help students compare college tuitions in their state as well as learn about the amount of financial aid available at institutions they are interested in attending.

### Discussion

Start this lesson by asking students if they've thought about the type of college they wish to attend and how much it would cost to go to that kind of school. Ask if they have any ideas about the types of financial aid that are available at different colleges. Here are some sample questions that will help facilitate discussion:

- Do you have any idea of the tuition differences amongst colleges within your state?
- What are some of the different types of financial aid available to students?
- What is the difference between a loan and a grant?

This lesson is based on in-state tuition only. You may want to spend some time discussing the difference between in-state tuition and out-of-state tuition. It would also be good to mention the fact that the total cost of a year at college includes not only tuition, but also room and board (if you live on campus), books, and fees.

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

### Post-Online Activity

Divide students into discussion groups of four to five students. Have them discuss the results they found online about tuition and financial aid for different colleges in their state. Ask each group to share one interesting thing they learned from this activity that might impact their college choices.



## Post-Activity Discussion

Ask students if they think the cost of attending a college indicates the quality of the college. Have students share why they think tuition varies amongst schools. Did the percentage of students receiving aid seem to vary based on the cost of tuition for that college?

Name: \_\_\_\_\_

## Science Lesson 1: Student Worksheet

The objective of this activity is to help you identify occupations related to science.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations Suggested by National Career Clusters and Pathways**.
- Hover over the icons and click on the **Science, Technology, Engineering, and Mathematics** cluster.

### Associates Degree or Certificate

- Click on the title of the career pathway you find most appealing. From the education level drop-down, deselect **All Education Levels** and check mark **Associates Degree or Certificate**. Then click **Apply Filters** to search.
- Click on a job title that most interests you within this section and write it here:

---

- Look under **Salary & Outlook** to fill in the following:
  - ✓ Your state's 90<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_
  - ✓ Your state's Median salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_
  - ✓ Your state's 10<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_

### Four-Year Degree

- Use the **Occupations Suggested by National Career Clusters and Pathways** left navigation link to return to the clusters page where the Science, Technology, Engineering, and Mathematics cluster is located.
- Click on the title of the career pathway you find most appealing. From the education level drop-down, deselect **All Education Levels** and check mark **Four-Year Degree**. Then click **Apply Filters** to search.
- Click on the job title that most interests you within this section and write it here:

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- Look under **Salary & Outlook** to fill in the following:

- ✓ Your state's 90<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_
- ✓ Your state's Median salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_
- ✓ Your state's 10<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_

## Advanced Degree

- Use the **Occupations Suggested by National Career Clusters and Pathways** left navigation link to return to the clusters page where the Science, Technology, Engineering, and Mathematics cluster is located.
- Click on the title of the career pathway you find most appealing. From the education level drop-down, deselect **All Education Levels** and check mark **Advanced Degree**.
- Click on the job title that most interests you within this section and write it here:

\_\_\_\_\_

- Look under **Salary & Outlook** to fill in the following:

- ✓ Your state's 90<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_
- ✓ Your state's Median salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_
- ✓ Your state's 10<sup>th</sup> Percentile salary: \_\_\_\_\_ The U.S.: \_\_\_\_\_

## Comparing Occupations

- Of these three occupations, which one interests you the most?  
\_\_\_\_\_
- Are there classes at your high school that might help you prepare for this occupation? If so, which ones?  
\_\_\_\_\_
- Are you surprised by the types of occupations that are related to science?  
\_\_\_\_\_
- Do you think the salary ranges within these occupations match what you will need to live on as an adult? Why or why not?  
\_\_\_\_\_

## Science Lesson 1: Teacher Guide

The objective of the lesson is to help students explore science-related occupations and discover how educational levels affect those career choices.

### Discussion

Start this lesson by asking students if they've thought about the types of occupations that are available within the field of science. Here are some questions that will help facilitate the discussion:

- What types of jobs do you think of when you think of "science?"
- Are there jobs that might be related to science that you didn't actually realize were a part of the science field? (Nursing/medicine, farming/agriculture, any research-based field such as psychology, etc.)
- If you plan on attending a four-year college, do you think you'll have to take any science classes, even if your major isn't in the field? (*Answer: Yes, students will have to take general education classes in all academic areas, including science.*)
- Do you have any idea what type of salary you can expect from a science-related career?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

### Post-Online Activity

Split students into discussion groups of four to five students. Have them discuss the results they found online about careers in science and have them compare the salaries of these occupations. Ask each group to share one interesting thing they learned from this activity that might impact their career choices.





## Post-Activity Discussion

Ask students if they were surprised by how many types of occupations were categorized as “science-related.” Invite volunteers to share the information they found about science-related occupations from different educational/training categories.

Name: \_\_\_\_\_

## Science Lesson 2: Student Worksheet

The objective of this activity is to help you learn about college majors related to science.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Explore Occupations** and select **Occupations Suggested by National Career Clusters and Pathways**.
- Hover over the icons and click on the **Science, Technology, Engineering, and Mathematics** cluster.

### Instructional Program Area One

- Click on the title of the career pathway you find most appealing and then click on the **Occupations** tab. Select an education level you plan to pursue using the **Education Level** drop-down menu and clicking **Apply Filters**. Then proceed to click on an interesting occupation from the search results. Write the occupation title here:  

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- Click on **Education & Experience**. Read about the typical education, experience, and/or training requirements for this occupation. See the **Suggested Instructional Programs** listed below and choose one of the programs (clicking on the title gives you a brief description of the program). Write the program name here:  

---
- Click on the title of the program you wrote down. Choose your state of residence from the **View by State** drop-down menu to generate a list of colleges or schools that offer this program in your state. List up to three colleges in your state that offer this program and write them here:  
*\* If there are no colleges listed, choose a different state.*  

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## Instructional Program Area Two

- Under the **Explore Occupations** tab, choose **Occupations Suggested by National Career Clusters and Pathways** to return to the clusters page where the Science, Technology, Engineering, and Mathematics cluster is located.
- Click on the title of the career pathway you find most appealing and then click on the **Occupations** tab. Select an educational level you plan to pursue using the **Education Level** drop-down menu and clicking **Apply Filters**. Then proceed to click on an interesting occupation from the search results. Write the occupation title here:

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- Click on **Education & Experience**. Read about the typical education, experience, and/or training requirements for this occupation. See the **Suggested Instructional Programs** listed below and choose one of the programs (clicking on the title gives you a brief description of the program). Write the program name here:

---

- Click on the title of the program you wrote down. Choose your state of residence from the drop-down menu to generate a list of colleges or schools that offer this program in your state. List up to three colleges in your state that offer this program and write them here:

*\* If there are no colleges listed, choose a different state.*

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## Instructional Program Area Questions

- Why did you select these two instructional programs?

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- Why did you select these colleges?

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## Science Lesson 2: Teacher Guide

The objective of the lesson is to help students explore science-related college majors.

### Discussion

Start this lesson by asking students if they've thought about the types of college majors available in the field of science. Here are some questions that will help facilitate the discussion:

- What types of college majors do you think of when you think of “science?”
- Are there jobs that might be considered science-related that you didn't realize were actually a part of the science field? (Landscaping/grounds keeping, pre-vet studies, sports and fitness management, etc.)
- If you plan on attending a four-year college, have you thought about areas of study that you might be interested in? Have you explored whether or not those areas are science-related?
- Do you have any idea of what types of science majors are offered at colleges in the state you plan to attend school?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom web site and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.

### Post-Online Activity

Divide students into discussion groups of four to five students. Have them discuss the results they found online about science majors and compare the programs and colleges in which they're offered. Ask each group to share one interesting thing they learned from this activity that might impact their decision in selecting a college or program of study.

### Post-Activity Discussion

Ask students if they were surprised by how many types of college majors were categorized as “science-related.” Invite volunteers to share information they found on various majors and the colleges where these programs are offered.

Name: \_\_\_\_\_

## Social Studies Lesson: Student Worksheet

The goal of this activity is to help you understand the differences in college atmosphere based on location and setting.

- Go to <http://navigator.kuder.com/> or your custom website. Select **I already have an account**, then enter your username and password. Next, click **Sign Me In**.
- Click on **Plan for Education** and then select **Find Schools**.

### In-State College

- Under **Filter Options**, use the drop-down menu to select your state of residence.
- Click the drop-down under **Choose a General Field of Study** and select an area of study you're interested in and then under **Choose a specific major within that field of study** select a specific major. Write them both here:

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- Once you have clicked **Apply Filters**, see the list below.
- Click on the name of a college you'd like to learn more about and write its name here:

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- See the **General Information** tab and fill in the following information for this school:

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Undergraduate Full-time	_____	_____	_____
Undergraduate Part-time	_____	_____	_____
Total (including graduate)	_____	_____	_____
Percent of Minorities:	_____ Black/Non-Hispanic		_____ Asian/Pacific Islander
	_____ American Indian/Alaskan Native		_____ Hispanic
Estimated Student/Faculty Ratio:	_____ : _____		

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## Out-Of-State College

- Use the **Find Schools** left navigation link to return to the school search page.
- Under **Filter Options**, use the drop-down menu to select a state that you do not reside in but could potentially move to in order to attend college.
- Click the drop-down under **Choose a General Field of Study** and select an area of study you're interested in and then under **Choose a specific major within that field of study** select a specific major. Write them both here:

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- Once you have clicked **Apply Filters**, see the list below.
- Click on the name of a college you'd like to learn more about and write its name here:

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- See the **General Information** tab and fill in the following information for this school:

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Undergraduate Full-time	_____	_____	_____
Undergraduate Part-time	_____	_____	_____
Total (including graduate)	_____	_____	_____
Percent of Minorities:	_____ Black/Non-Hispanic		_____ Asian/Pacific Islander
	_____ American Indian/Alaskan Native		_____ Hispanic
Estimated Student/Faculty Ratio:	_____ : _____		

## Large City College

- Use the **Find Schools** left navigation link to return to the school search page.
- Under **Filter Options**, make sure the state drop-down menu is set to **Any**. Then click the **Geographic Setting** link to select **City: Large** under **Setting**, then click done.



- Click on the drop-down for **Types of Degrees** and deselect **Select all**, then check the “Bachelors degree” box. Now, click **Apply Filters** and see the list below.
- Click on the name of a college you’d like to learn more about. Write its name and location here:

---

- See the **General Information** tab and fill in the following information for this school:

	Men	Women	Total
Undergraduate Full-time	_____	_____	_____
Undergraduate Part-time	_____	_____	_____
Total (including graduate)	_____	_____	_____
Percent of Minorities:	_____ Black/Non-Hispanic		_____ Asian/Pacific Islander
	_____ American Indian/Alaskan Native		_____ Hispanic
Estimated Student/Faculty Ratio:	_____ : _____		

### Mid-size Suburb College

- Use the **Find Schools** left navigation link to return to the School Search page.
- Under **Filter Options** make sure the state drop-down menu is set to **Any**. Then click the **Geographic Setting** link to select **Suburb: Midsize** under **Setting**, then click done.
- Click on the drop-down for **Types of Degrees** and deselect **Select all**, then check the “Bachelors degree” box. Now, click **Apply Filters** and see the list below.
- Click on the name of a college you’d like to learn more about. Write its name and location here:

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- See the **General Information** tab and fill in the following information for this school:

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Undergraduate Full-time	_____	_____	_____
Undergraduate Part-time	_____	_____	_____
Total (including graduate)	_____	_____	_____

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Percent of Minorities: \_\_\_\_\_ Black/Non-Hispanic \_\_\_\_\_ Asian/Pacific Islander  
 \_\_\_\_\_ American Indian/Alaskan Native \_\_\_\_\_ Hispanic

Estimated Student/Faculty Ratio: \_\_\_\_\_ : \_\_\_\_\_

## Rural College

- Use the **Find Schools** left navigation link to return to the school search page.
- Under **Filter Options**, make sure the state drop-down menu is set to **Any**. Then click the **Geographic Setting** link to select **Rural: Fringe** under **Setting**, then click done.
- Click on the drop-down for **Types of Degrees** and deselect **Select all**, then check the “Bachelors degree” box. Now, click **Apply Filters** and see the list below.
- Click on the name of a college you’d like to learn more about. Write its name and location here:

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- See the **General Information** tab and fill in the following information for this school:

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Undergraduate Full-time	_____	_____	_____
Undergraduate Part-time	_____	_____	_____
Total (including graduate)	_____	_____	_____
Percent of Minorities:	_____ Black/Non-Hispanic	_____ Asian/Pacific Islander	
	_____ American Indian/Alaskan Native	_____ Hispanic	
Estimated Student/Faculty Ratio:	_____ : _____		

## Comparing Colleges

- Is there a difference in the male to female ratio of the colleges that you’re interested in? If so, what is that difference, and why do you think this difference exists?

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- ✓ Do you think it's related to differences in cultural or environmental traits in the area of the country where these schools reside? Please explain.

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- ✓ How might this affect your choice amongst these colleges?

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- ✓ How might this affect your college experience at each school?

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- What do you notice regarding the percentage of minorities in your state college versus the out-of-state college?

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- ✓ Why do you think these differences exist?

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- ✓ How might this affect your college choice and overall college experience?

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- Are there differences in the student to faculty ratio based on the city size of these colleges? If so, how might this impact your college experience?

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## Social Studies Lesson: Teacher Guide

The objective of this lesson is to help students understand the differences between colleges due to their location and setting.

### Discussion

Start this lesson by asking students if they've thought about where they might like to go to college. Are you thinking about attending in-state or out-of-state colleges in big cities, small towns, or in-between communities? Use these questions to help students discover how the difference in location and town size might impact a college's atmosphere.

- What makes you interested in attending an in-state or out-of-state college? Do you prefer a city atmosphere or a smaller town?
- Will your studies in college be impacted by the demographics of that school? For example, if you study sociology, would it be better or worse to study in a multi-cultural environment?
- Are there limitations or benefits to studying in your home state? What are the limitations and benefits of staying in state?
- Besides classroom learning, what are additional things you could learn in college based on the type of setting where the school is located?
- Have you thought about why, in some areas, the student bodies are more culturally diverse than in other areas? How might this impact your college experience?

### Online Activity

Log in to Kuder Navigator® (<http://navigator.kuder.com/>) or your custom website and hand out the student worksheet(s). Your students should all have individual accounts. If they do not, you can obtain their login information from your Kuder Administrative Database Management System® or check with your site administrator (typically your career teachers or school counselors). Even if students only have their user names, they can still reset their passwords.

Although the worksheet is self-explanatory, you may want to walk through the assignment yourself prior to leading students through the activity in case they need assistance.



## Post-Activity Discussion

- Divide students into discussion groups of four to five students. Have them discuss information they found on colleges from various settings and regions using these questions:
  - Were you surprised at the significant differences in colleges based on their locations?
  - What might account for these differences? How will these differences impact your college experiences?
- Ask each group to share one interesting thing they learned from this activity that might impact their choice in college.