



Awareness Activities

Awareness activities introduce K-12 students to various postsecondary pathways through hands-on activities and simulations. Choose activities that fit your students, resources, time and staff. Recognize that you can use multiple activities at once, or use different activities at different times.

| Awareness Activity | Description | Ideas for implementation and variations |
|---|--|---|
| College Zone (K-8) | Your program can “adopt” a college for the year. Decorate your program space or display college banners, posters, mascots and objects when possible. Once a week or month, have students learn a new theme or topic related to the college. Ideas include famous alumni, sports teams, academic areas, extracurricular activities, student life, special events, songs/chants, campus map. | Change It Up: <ul style="list-style-type: none"> • Each grade or program group can adopt a different college. • Each week or month could feature a different college. |
| College Visit (K-12) | Go on a field trip to a local college or university. Arrange for meetings with college professors or college students who will talk with your students. Include fun activities such as “a day in the life” of a college student, a scavenger hunt or a behind-the-scenes tour to interesting places on campus. | Change It Up: Go on a virtual field trip and follow up with a virtual Q&A session with a college student or professor through Skype, Google Hangout or Facetime. |
| Read Alouds (K-5) | Do a read aloud of a book that will help students imagine the college life and ask questions related to college. Follow up the reading with discussion and comprehension activities that connect the book to students’ expectations, dreams and goals. | Sample Books: <i>Mahalia Mouse Goes to College</i> by John Lithgow (K-3) <i>Judy Moody Goes to College</i> by Megan McDonald (3-5) |
| College Collage (3-8) | Have students look through various college brochures to explore schools and learn about their features and resources. As they select and cut out pictures for their collage, they can make choices about what they would like in their future college. | |
| Alphabet Book: A to Z With Careers (K-3) | Students make a class alphabet book about careers. Help students brainstorm a list of careers from A-Z. Students can be assigned specific careers to define and/or illustrate. | Change It Up: Each student can make his or her own mini alphabet book about careers. |





Awareness Activities

| Awareness Activity | Description | Ideas for implementation and variations |
|---------------------------------------|---|--|
| Career Bingo (K-8) | Create bingo sheets that represent career fields or clusters (e.g., Agriculture, Health, Education, Science, Math, Business). Each card should have various jobs in that field/cluster written or illustrated in the squares. Distribute beans/coins/markers for students to place on the card when certain careers are called out. The first student to complete a row wins! | Change It Up: <ul style="list-style-type: none"> • Each student can create their own bingo sheets. • Have the winner define the jobs in the winning row. |
| Careers in the Community (K-5) | Each week or month, students read a book about a different job in the community. Students can discuss skills, challenges, education and experiences related to each job. Follow up art activities include creating a bulletin board display or making bookmarks. | |
| Career Day (3-12) | Invite guest speakers or a panel of people representing a variety of careers or one specific career field to visit your program. Have students prepare questions in advance to ask after presentation(s). | Change It Up: Arrange for Career Day to happen on-site at a local business or nonprofit organization so students may also tour the work facilities. |
| Career Road Map (3-12) | Students will create a life map of career goals and dreams. Students can write or draw different points in their future journey. Consider using a career pathways resource to help students be more aware of the steps related to each career field. | Change It Up: Students interview a staff member, volunteer, family member or community member, then map the person's career path. |
| Career Stations (K-5) | Create activity stations where students can explore a variety of careers. Each station can feature a job and/or career field, and offer a hands-on skills activity related to that job. | Business example: Run a mock grocery store using toy money and items with price tags |
| Career Town (K-5) | Students can explore careers and related topics using an online interactive platform: http://www.vacareerview.org/k5/play-it/career-town/main.cfm | |
| Career Jeopardy (K-12) | Create categories and clues for various jobs, roles and tasks, and have teams guess the correct answers. Use the Minot CTE Career Jeopardy website to play this game online and to find questions related to the 16 career clusters: http://pages.minot.k12.nd.us/votech/File/Jeopardy.htm | |





Exploration Tool Kit (Grades 6-12)

Develop opportunities for students to investigate the practical application of academic learning and 21st century skills in the real world. These lesson plans help students to discover their interests and strengths, and identify the educational steps needed to reach their career goals.

Contents

College Exploration

Lesson 1: College Treasure Hunt **p. 2**

Lesson 2: Campus Tour **p. 3**

Career Exploration

Lesson 1: O*Net Interest Profiler **p. 4**

Lesson 2: O*Net Work Importance Profiler **p. 5**

Lesson 3: Online Career Research **p. 6**

Lesson 4: Job Shadowing **p. 8**





Exploration Tool Kit (Grades 6-12)

Occupation Research

Name: _____

Occupation Researched: _____

1. Is this a Bright Outlook occupation?
2. Look over the information, such as Knowledge, Skills, Personality and Technology. Does the information seem to fit your interests?
3. What education would you need?
4. Where would you find training?
5. Is there an apprenticeship program for this occupation?
6. What is the national average salary?
7. What is the average salary for your state?
8. What is the outlook for your state for this occupation? (found under Salary if available)
9. Are there related occupations that might interest you more than this one? If so, what are they?



Preparation Activities Planner

Preparation activities encourage students to take specific actions to prepare for the future. The following topics could form the basis for a series of lessons, activities or projects throughout the year. Choose a few topic areas to help prioritize planning and to develop next steps for implementation.

| College Preparation | | | |
|---|--------------------------|---------------------|------------------|
| Description of Topics | Ideas for Implementation | Who is responsible? | Resources Needed |
| <input type="checkbox"/> Academic planning/study skills: Students need help creating an academic plan or developing skills such as listening, note taking, reading and vocabulary building. | | | |
| <input type="checkbox"/> Leadership/teamwork social skills: Students need to know how to be better leaders and team members, as these are essential to the learning experience and success in the future. | | | |
| <input type="checkbox"/> College basics: Students should become more familiar with and ready for college by learning about college culture and the college admissions process. | | | |
| <input type="checkbox"/> College test preparation: Many colleges and universities require students to take a test for admissions. | | | |
| <input type="checkbox"/> College affordability: Students should develop financial literacy skills (e.g., budgeting) and learn about financial aid and scholarship resources. | | | |
| <input type="checkbox"/> Career research: Programs can provide strategies, time and resources to help students navigate the career search. | | | |





Preparation Activities Planner

| College Preparation | | | |
|---|--------------------------|---------------------|------------------|
| Description of Topics | Ideas for Implementation | Who is responsible? | Resources Needed |
| <input type="checkbox"/> Work or volunteer experience: Programs can help students get work experience and skills as they engage in job shadowing, apprenticeships, and internships or serve a community need together. | | | |
| <input type="checkbox"/> Job application process: Help students learn the basics of the job application process, such as filling out an application, writing a resume and interviewing. These skills can prepare students to find jobs in the future. | | | |
| <input type="checkbox"/> Workplace skills: Help students develop positive attitudes toward work and understand the expectations and behaviors of the workplace to prepare them for success in their careers. | | | |



Which Career Pathway is right for you?

THE RIASEC TEST

Follow these easy steps to see where your interests are.

1 Read each statement. If you agree with the statement, fill in the circle. There are no wrong answers!

| | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 1. I like to work on cars | <input type="radio"/> | | | | | | | |
| 2. I like to do puzzles | | <input type="radio"/> | | | | | | |
| 3. I am good at working independently | | | <input type="radio"/> | | | | | |
| 4. I like to work in teams | | | | <input type="radio"/> | | | | |
| 5. I am an ambitious person, I set goals for myself | | | | | <input type="radio"/> | | | |
| 6. I like to organize things, (files, desks/offices) | | | | | | <input type="radio"/> | | |
| 7. I like to build things | <input type="radio"/> | | | | | | | |
| 8. I like to read about art and music | | | <input type="radio"/> | | | | | |
| 9. I like to have clear instructions to follow | | | | | | <input type="radio"/> | | |
| 10. I like to try to influence or persuade people | | | | | <input type="radio"/> | | | |
| 11. I like to do experiments | | <input type="radio"/> | | | | | | |
| 12. I like to teach or train people | | | | <input type="radio"/> | | | | |
| 13. I like trying to help people solve their problems | | | | <input type="radio"/> | | | | |
| 14. I like to take care of animals | <input type="radio"/> | | | | | | | |
| 15. I wouldn't mind working 8 hours per day in an office | | | | | | | <input type="radio"/> | |
| 16. I like selling things | | | | | | <input type="radio"/> | | |
| 17. I enjoy creative writing | | | <input type="radio"/> | | | | | |
| 18. I enjoy science | | <input type="radio"/> | | | | | | |
| 19. I am quick to take on new responsibilities | | | | | <input type="radio"/> | | | |
| 20. I am interested in healing people | | | | <input type="radio"/> | | | | |
| 21. I enjoy trying to figure out how things work | | <input type="radio"/> | | | | | | |
| Total | | | | | | | | |
| | | | | | | | | |
| | R | I | A | S | E | C | | |

| | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 22. I like putting things together or assembling things | <input type="radio"/> | | | | | | | |
| 23. I am a creative person | | | <input type="radio"/> | | | | | |
| 24. I pay attention to details | | | | | | | | <input type="radio"/> |
| 25. I like to do filing or typing | | | | | | | | <input type="radio"/> |
| 26. I like to analyze things (problems/situations) | | <input type="radio"/> | | | | | | |
| 27. I like to play instruments or sing | | | | <input type="radio"/> | | | | |
| 28. I enjoy learning about other cultures | | | | | <input type="radio"/> | | | |
| 29. I would like to start my own business | | | | | | | <input type="radio"/> | |
| 30. I like to cook | <input type="radio"/> | | | | | | | |
| 31. I like acting in plays | | | | | <input type="radio"/> | | | |
| 32. I am a practical person | <input type="radio"/> | | | | | | | |
| 33. I like working with numbers or charts | | | | <input type="radio"/> | | | | |
| 34. I like to get into discussions about issues | | | | | | <input type="radio"/> | | |
| 35. I am good at keeping records of my work | | | | | | | | <input type="radio"/> |
| 36. I like to lead | | | | | | | <input type="radio"/> | |
| 37. I like working outdoors | <input type="radio"/> | | | | | | | |
| 38. I would like to work in an office | | | | | | | | <input type="radio"/> |
| 39. I'm good at math | | | <input type="radio"/> | | | | | |
| 40. I like helping people | | | | | | | <input type="radio"/> | |
| 41. I like to draw | | | | <input type="radio"/> | | | | |
| 42. I like to give speeches | | | | | | | <input type="radio"/> | |
| Total | | | | | | | | |
| | | | | | | | | |
| | R | I | A | S | E | C | | |

| | | | | | | |
|-------------|---|---|---|---|---|---|
| Grand Total | | | | | | |
| | | | | | | |
| | R | I | A | S | E | C |

2 Add up the number of filled in circles in each column and then add the two columns together for a grand total.

3 Using your grand total scores from above, transfer the scores for each letter into the appropriate column below.

| | | | | |
|----------|---|---------------|--------|-------|
| R | = | Realistic | Total: | _____ |
| I | = | Investigative | Total: | _____ |
| A | = | Artistic | Total: | _____ |
| S | = | Social | Total: | _____ |
| E | = | Enterprising | Total: | _____ |
| C | = | Conventional | Total: | _____ |

4 Take the three letters with the highest scores and record them under "My Interest Code".

MY INTEREST CODE

5 Turn the page to see what this means!

Which Career Pathway is right for you?

RESULTS OF THE RIASEC TEST

R = Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are...

- Agriculture
- Health Assistant
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality

Related Pathways

Natural Resources
Health Services
Industrial and Engineering Technology
Arts and Communication

I = Investigative

These people like to watch, learn, analyze and solve problems. Good college majors for Investigative people are...

- Marine Biology
- Engineering
- Chemistry
- Zoology
- Medicine/Surgery
- Consumer Economics
- Psychology

Related Pathways

Health Services
Business
Public and Human Services
Industrial and Engineering Technology

A = Artistic

These people like to work in unstructured situations where they can use their creativity. Good majors for Artistic people are...

- Communications
- Cosmetology
- Fine and Performing Arts
- Photography
- Radio and TV
- Interior Design
- Architecture

Related Pathways

Public and Human Services
Arts and Communication

S = Social

These people like to work with other people, rather than things. Good college majors for Social people are...

- Counseling
- Nursing
- Physical Therapy
- Travel
- Advertising
- Public Relations
- Education

Related Pathways

Health Services
Public and Human Services

E = Enterprising

These people like to work with others and enjoy persuading and performing. Good college majors for Enterprising people are:

- Fashion Merchandising
- Real Estate
- Marketing/Sales
- Law
- Political Science
- International Trade
- Banking/Finance

Related Pathways

Business
Public and Human Services
Arts and Communication

C = Conventional

These people are very detail oriented, organized and like to work with data. Good college majors for Conventional people are...

- Accounting
- Court Reporting
- Insurance
- Administration
- Medical Records
- Banking
- Data Processing

Related Pathways

Health Services
Business
Industrial and Engineering Technology



Assess College and Career Readiness in Your Program

Use the checklist to assess program components in college and career readiness that are strong, OK or need work. Involve staff and stakeholders in this process, and ask what they see as goals and challenges. Once you have finished, select the top three in the “needs work” category to focus on, identify action steps and set a timeline for improvement.

| Program components | Strong | OK | Needs work |
|--|---------------|-----------|-------------------|
| Vision, goals and objectives for college and career readiness are clearly stated. | | | |
| Goals and objectives reflect alignment of all stakeholders' expectations. | | | |
| Stakeholders' support of the development and implementation of goals and objectives. | | | |
| Program culture promotes and emphasizes that <i>all</i> students can succeed. | | | |
| Program includes engaging, grade-level-appropriate activities, as follows: <ul style="list-style-type: none"> • Awareness (K-12; hallmark of elementary) • Exploration (K-12; hallmark of middle school) Preparation (6-12; hallmark of high school) | | | |
| Academic enrichment activities align with college and career readiness standards. | | | |
| 21st century and employability skills are incorporated (e.g., creativity, critical thinking, self-direction, leadership, productivity, accountability, communication, collaboration). | | | |
| Real-life learning experiences are offered. | | | |
| Program partners with families in their children's education, with opportunities to build their college and career readiness knowledge. | | | |
| Partnerships with community-based organizations, businesses and government provide internships, work-based learning experiences, and other needed supports. | | | |
| Partnerships with schools, nearby colleges, universities and technical schools encourage postsecondary preparation, investigation, visitation and entry. | | | |
| Program regularly assesses student and family needs around college and career readiness. | | | |
| Program has established method for obtaining feedback from students, families and partners. | | | |
| Program conducts systematic evaluation of all components, including college and-career readiness activities. | | | |
| Staff training supports innovative instructional approaches that combine academic and technical learning. | | | |



Assess College and Career Readiness in Your Program

Top three components that need improvement:

1. _____
2. _____
3. _____

Actions to make improvements, with deadlines for making them happen:

1. _____
2. _____
3. _____

