How do I identify my personal preferences and find reliable occupational information to help me with my career decisions?

EXPERTS TELL ALL

SUMMARY Students research occupational information and make group presentations using media-style interviews, panel presentations, or another format specified by the teacher.

OBJECTIVES Students will:
1. Research occupational information using CIS and other resources.
2. Prepare a group presentation about an occupation.
3. Make group presentations.
4. Complete evaluations of peers’ presentations.

PREPARATION Photocopy Walk Through Occupations
Review Experts Tell All Instructional Note
Photocopy Evaluation Form for Student Presentations

MATERIALS Walk Through Occupations—one per student
Evaluation Form for Student Presentations rubric—one per student

COMPUTER USE CIS: Occupations

SUBJECT AREA Any

TIME REQUIRED Five 50-minute class periods; additional time for research.

GROUP SIZE Class, small group

STEPS
1. Introduce CIS Occupations files. Demonstrate a “walk through” using the Walk Through Occupations.
2. Facilitate a discussion of the types of occupational questions answered in CIS. Make a list of additional questions students would like to have answered.
3. Assign students to groups. Have each group conduct research about a selected occupation and present their findings to the class in a group presentation. Provide guidelines for presentation content, quality, and time limit; give suggestions for possible presentation formats. Advise students that part of the assignment will be the evaluation of peer presentations, using the Evaluation Form for Student Presentations. Explain that their evaluations must include specific comments.
4. Groups conduct their research using CIS, personal interviews with people in the occupation, the Internet, and other resources.
5. Schedule the group presentations for specific days and times.

continued
VARIATIONS
1. Adults representing the occupation presented may be recruited to evaluate student presentations.
2. Organize students by Career Path groups for research and presentations.
3. As part of a unit on evaluating television and related media, add a video-production component to this activity. Students use their group’s class presentation as a “storyboard” to create a video, to be evaluated by peers and teacher.

ALLIED ACTIVITIES
- Comparing Resources
- Getting What I Want
- Television Jobs Match

ASSESSMENT STRATEGIES
Students will:
1. Research specific occupations as individuals and teams.
2. Make group presentations following the teacher’s guidelines.
3. Evaluate peer presentations using the Evaluation Form for Student Presentations.

STUDENT WORKSHEETS
Evaluation Form for Student Presentations

WALK THROUGHs
Walk Through Occupations

INSTRUCTIONAL NOTES
Experts Tell All
SORTING

Subject/Program Area: Career Focus Area, Career-Related Learning, English, Guidance, Professional/Technical, Social Science

Grade Level: 9, 10

CIS Component: Occupations

Bloom’s Taxonomy: Application

STANDARDS

CRLS: Career Development, Communications, Teamwork

SCANS: Information, Interpersonal, Basic Skills, Thinking Skills

NCDG: Career information skills, Job search and job retention skills, Decision-making skills, Career planning skills

ASCA: Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS

Bloom’s Taxonomy: Application
# Evaluation Form for Student Presentations

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rate (1-20)</th>
<th>Evaluator Comments (required)</th>
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<tbody>
<tr>
<td><strong>Accuracy:</strong></td>
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<tr>
<td>Presentation reflected current research and accurate information about occupations. Sources used were cited (CIS, personal interview, the Internet, etc.).</td>
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<tr>
<td><strong>Organization:</strong></td>
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<td>Information was structured logically; presentation was clear and easy to follow.</td>
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<td><strong>Creativity:</strong></td>
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<td>Style of presentation was new or unusual and held your attention.</td>
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<td><strong>Visual Aids:</strong></td>
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<tr>
<td>Students used handouts, overheads, video tape or other visual aids to help communicate and explain.</td>
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<td><strong>Conclusion:</strong></td>
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<tr>
<td>Presentation was balanced and did not go substantially over time limit. It included a thoughtful and appropriate conclusion (though unresolved questions and issues may remain to be addressed).</td>
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