What am I going to do after high school?

What Happens after High School?

**SUMMARY**
Students explore their after-high school options by researching occupations, the training required, and schools that offer the training programs.

**OBJECTIVE**
Students will . . .
- Identify tentative post-high school plans for further education and training and match them with specific training schools or programs available in Idaho.

**PREPARATION**
Consult your school counselor, a high school counselor, or other appropriate teacher about programs and guidance activities they have planned for students. You may wish to invite them to work with students during or after this activity.

Print the *What Happens after High School?* worksheet — one copy per student.

It will be helpful for students to have completed activities that have allowed them to explore occupation and occupational clusters and to have some familiarity with CIS.

Be familiar with the following CIS files: Occupations including Clusters, Programs of Study and Training, Oregon and U.S. Schools, School Sort, and Job Search.

Make arrangements for your students to access CIS in a computer lab or provide your students with the necessary user name and password to access CIS for Internet at home for Step 2.

**MATERIALS**

*What Happens after High School?* worksheets
Chart paper

**COMPUTER USE**
CIS Occupations, Programs of Study and Training, Oregon Schools, U.S. Schools
Optional: Undergraduate School Sort and Job Search (not available on CIS Jr for Windows or Macintosh, but available in CIS for Internet)

**SUBJECT AREAS**
Any

**TIME REQUIRED**
90 minutes

**GROUP SIZE**
Individual, small groups

**STEPS**

1. Explain to students that their future is like sailing. They will need to understand as much as possible about their boat (themselves: interests, aptitudes, values, personality), learn all the sailing skills possible (education: skills, abilities, knowledge) and figure out where they want to sail (future plans for their unique career path). Tell students that after high school they have many options to choose from. It is important to look at those options in advance so they understand what they are, so they have time to think about which option fits continued
them best, and understand how to chart their course—get to where they want to go. Clarify that the choices they investigate now will not commit them to following this exact career plan however, it will help them know how to when they are ready to sail.

2. Give students the What Happens after High School? worksheets. (You may ask them to complete just the first side, or both sides.)

3. Ask students, “Who has chosen mostly four-year college courses?” Then ask about “two-year courses,” “job-seeking after high school,” “more than four years at college.” Divide class into appropriate groups for students to share their ideas, especially about what they need to do next. Ask each group to make a summary, on a sheet of chart paper, of the ways they can prepare.

4. Ask groups to share their ideas with the class. Discuss.

VARIATIONS
1. Invite a group of high school senior students or college freshmen with different intentions for their career after high school to talk to students about what they have done and need to do to attain their goals. Ask the high school students to bring their portfolios, resumes, copies of application forms, college catalogs, financial aid applications, and other relevant information to share with students.

2. Invite a high school counselor, career adviser, and/or other teacher to talk to students about the ways high school students can prepare themselves for their careers. This might be done when high school staff visit the school to talk to students about their move to high school and high school plans.

ALLIED ACTIVITIES
- Life Map
- Using CIS Occupation Sort
- Clusters — Career Families
- Occupation Odyssey
- Education and Training beyond School
- Education and Occupations: What’s the Link?
- Contrast and Compare
- Priorities
- Steps on a Path
- What’s the Use of . . . ?
- Why Study . . . ?
- Juggling My Career Options
- Where Am I Going?

ASSESSMENT STRATEGY
Students will:
- Complete the What Happens after High School? worksheet

STUDENT WORKSHEETS
- What Happens after High School?

PORTFOLIO
- What Happens after High School? worksheet
SORTING

- **Subject:** Any
- **Grade Levels:** 8, 9, 10, 11
- **CIS Components:** Occupations, Programs of Study and Training, Oregon Schools, U.S. Schools

STANDARDS

**CRLS:**
- Career Development, Problem Solving, Communication, Employment Foundations

**SCANS:**
- Information, Interpersonal, Basic Skills, Thinking Skills

**NCDG:**
- Knowledge of the benefits of educational achievement to career opportunities; Skills to locate, understand, and use career information; Understanding the process of career planning

**ASCA:**
- Career Development

EDUCATIONAL GOALS

**Bloom's Taxonomy:** Synthesis

**Intellectual Operation:** Reiteration, Summarization, Prediction, Evaluation
What Happens after High School?

Use choices from prior activities to select the cluster and four occupations that are of most interest to you. Complete the next two pages as fully as possible:

1. The cluster (career family) that interests me is:
   (Find in CIS by ordering the Occupation list “Index by Cluster”.)

2. Four occupations in the cluster that interest me are:

3. I need more education or training after high school to do them: (Yes/No)

4. If YES, the education and training I need is (list the title of the training program):

   If NO, turn to next page to complete the section about preparation for job search.

5. I can continue with my further education and training at (place):

6. Some details about these programs (for example, cost, length, practical requirements, financial aid) are:

7. Four things I can start now or when I am at high school (at school, home, or in community) to be well prepared are:

Name ___________________________                  Date _____________
If I want to be prepared for employment in these occupational areas

Before I leave school, I need to:

a) obtain more information about these occupations by:

b) visit or do job shadows for:

c) gain work experience as:

d) focus at school on:


e) improve my Job Search Kit by:

f) maintain and add to my Portfolio by:

To maintain and increase my knowledge and skills I also need to investigate further education or training in:

Four things I can start now or when I am at high school (at school, home, or in community) so that I am well prepared are: