In order to use the learning activity effectively, it is helpful to think about the “career developmental level” of your students. How will learning more about the world of work help them and how can you engage them in that quest?

Adolescents are in the process of developing their own values, personalities, interests, and abilities. Individuals differ widely in the clarity of their self-knowledge. Many adolescents of high school age have incorrect ideas or have received misinformation about the occupations they hope to pursue. If they lack accurate occupational information, they may either limit their options unnecessarily or set unrealistic goals.

This activity introduces CIS Occupations as a tool for research. The group presentation assignment could be introduced by having students view a particular interview by Charlie Rose or other “media style” interviewer. (PBS’s Charlie Rose Show has a home page with links to the weekly taping schedule, alphabetically archived programs, and various educational resource links. Find it at <http://www.charlierose.com/>).

After students view a media interview, or interview an adult talking about their professional life, the teacher can lead a discussion by asking students to discuss such questions as:

- What did you learn about the interests and abilities of this person in the course of the interview? Have their interests or abilities changed over the course of their career? Did they, for example, start out in one occupation and then change to something entirely different?
- What are did you learn about their occupation in the course of the interview?
- Is there anything about your tentative career goals that was reinforced by hearing about this person’s experiences?

At this point, the activity could begin with Step 1, which introduces CIS Occupations.

Other activities, highlighted under Allied Activities, may be planned to complement occupational research with aspects of self-exploration, which are equally important in career decision-making. Students need to understand that both self-exploration and occupational research are necessary for “knowing where they are going” in life. Encourage students to consider both as they plan for the future.

Keep in mind that any additional steps will increase the time required for completing this activity.