

What Can I Be Before I Grow Up?

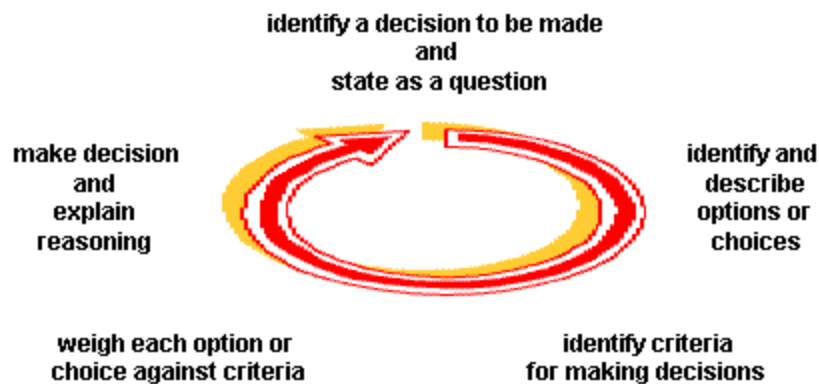
LEARNING AREA: Physical Education & Lifetime Fitness
EDUCATIONAL LEVEL: High School
CONTENT STANDARD: Career Investigation

A student shall:

A. Demonstrate understanding of a variety of career clusters, attributes and aptitudes needed in particular types of occupations and careers, how attitudes and behaviors affect the climate of a work place, how systems within a workplace affect or interact with systems in the community, and how systems affect an individual worker by:

1. Determining personal interest, aptitudes, and abilities;
2. Establishing an explicit career action plan, including selecting a program that meets a career or vocational preparation goal;
3. Investigating a career through research, internship, mentorship, or community service placement; and
4. Evaluating career choices in relationship to life goals and personal attributes.

Large Processes/Concepts-----



NEXT STEP: Assessment Task

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Assessment Task-----

Description:

Students will assess their interests in a career on inter-modal transportation systems and investigate a chosen career. Students will reflect in writing their investigation results as they relate to their aptitudes, interests, and abilities and how these results coincide with their life goals.

Products/Evidence of Learning:

Students will:

1. Relate their interests, abilities, and aptitudes as they relate to the inter-modal transportation systems.
2. Analyze their results.
3. Choose an inter-modal transportation system to investigate.
4. Brainstorm with group of same interest students on possible career opportunities for that system.
5. Choose a career and investigate.
6. Reflect on the investigation.

Overview:

1. The teacher will present information on inter-modal transportation systems and facilitate discussions on possible career opportunities. (All the contact people on the information sheet have materials.)
2. Students will complete the attached reflection sheets on self/adult evaluation on their interests, abilities, and aptitudes in general. (reflection sheet and information sheets are at the end of this lesson)
3. The students will form groups of similar interest in a transportation system.
4. The student groups will brainstorm/mindmap possible career opportunities within their chosen system.
5. The student will then choose a career from the group list and investigate that career. The student will use the "**Career Research**" and "**Do I have the Skills?**" worksheets. (It would be helpful to have the school's guidance counselor in to help with this step.)
6. Investigation steps could be research on the internet, contacting professional people for ideas and mentorship's, becoming a student worker, volunteering or community service.
7. The student will reflect/present their individual findings to the class through written reflection or presentation either verbally or visually.

NEXT STEP : Checklist

2001 Transportation Education Academy Activities

High School Activities: Air, Land, Water, Multi-Modal

Career Research

By now you've explored many different careers. Choose one occupation you still would like to learn more about. Use **Minnesota Careers 2001 Study Guide** and additional resources (**ISEEK (www.iseek.org) MCIS, family members, HESO website (www.mheso.state.mn.us) career resource centers, Internet, library, career counselors, etc.) to answer the following questions.**

Title of Occupation _____

1. Why are you interested in this occupation?

2. Give a description of the occupation, including main duties and responsibilities.

3. What are the education and training requirements?

4. Are there other requirements, such as licensure or certification, for this occupation?

If yes, what steps must you take to get these requirements?

5. Does this occupation match your profile on the interest assessment in **Minnesota Careers**?

If yes, list your interest profile and three other related occupations.

If not, what is the difference between your profile and the interest code for this occupation?

6. What are the low-end, median, and high-end wages?

7. What is the job outlook for this occupation? How does the employment growth compare to average occupational growth for Minnesota occupations?

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High School Activities: Air, Land, Water, Multi-Modal

Career Research continued---

8. What are the opportunities for advancement?

9. List at least three other occupations that are similar or related to this occupation. Briefly describe their duties and responsibilities.

10. Are there job opportunities in Minnesota for this occupation? What about in your area of the state? List at least three companies or businesses, in your area if possible, hiring employees for this occupation?

11. What school subjects or courses would be helpful in preparing for this occupation?

12. In this occupation, will you interact with other people a little or a lot? Explain.

13. Do you have the resources (ability, skills, interest, etc.) to work in this occupation? Why?/why not?

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Career Research continued---

14. Name three educational programs related to your occupation. Remember - these educational programs can include classes at private vocational schools, apprenticeship training, or involve military training.

15. Find three schools or institutions offering at least one of the educational programs you listed in question 14. Give the street address, website address, and phone number for each school.

16. What is the total cost of training at each of the schools you listed above? Make sure to include estimated costs for tuition, materials, books, and supplies for each year.

17. List three resources you can use to learn about financial aid. What are some of the financial resources available to help you pay for the educational training you listed above?

18. Talk to someone employed in your occupation. If you cannot locate someone, talk to an adult who know a little bit about the occupation, like a career counselor or family member. Ask them at least five questions that you still have about your occupation. Record your questions and answers below.

19. Not including **Minnesota Careers**, list at least three other resources you used for this research. What information did each provide about your occupation?

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Do I Have the Skills?

You have looked at a lot of different occupations in **Minnesota Careers**. You've probably started to pick out different careers that sound interesting. Do you have the skills that are needed for these occupations? Do you know what these skills are?

Minnesota Careers has skill information for occupational groups. (For example skills information for Sales Careers is found on page 44 under the "What skills do you need?" section.) Use the skill information in the publication to complete the activity below, using the following steps:

1. Think of three different occupational groups you find interesting (like Mechanics & Machinists, or Law & Social Services). Record each occupational group in one of the three following tables.
2. Summarize the necessary skills for each occupational group in the "Skill" column.
3. Indicate whether or not you think you have this skill by placing a yes or no in the "Have?" column.
4. If you have the skill already, explain how you gained it. If you don't, explain how you could develop or gain this skill.

Occupational Group

Skill	Have?	How did you gain this skill?	How could you develop this skill?

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Do I Have the Skills continued---

Occupational Group:

Skill	Have?	How did you gain this skill?	How could you develop this skill?

Occupational Group

Skill	Have?	How did you gain this skill?	How could you develop this skill?

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Checklist-----

STUDENT	TEACHER	
_____	_____	The student completed the self-evaluation form.
_____	_____	The adult evaluation of student was completed.
_____	_____	The student completed the assigned group work.
_____	_____	The student completed the " Career Research " study guide.
_____	_____	The student completed the " Do I Have the Skills? " study guide.
_____	_____	The student chose a career to investigate.
_____	_____	The student investigated the chosen career using the internet, choosing a professional person for mentorship, student work, or volunteering. (Circle the method/s chosen.)
_____	_____	The student reflected in writing or presented to the class their investigation results.

NEXT PAGE: Student Reflection Sheet & Adult Evaluation Sheet

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Student Reflection Sheet-----

Review your interest, aptitude, and ability survey that is on file in the guidance office.

What were the results?

Do you feel the results match with what you could do for a possible career choice? Explain.

What other interests do you have other than the results from the survey?

What are your aptitudes? (readiness for learning)

What are your abilities? (talents)

What kind of jobs or tasks have you done in the past?

What skills were needed to do the job or task?

What are some life goals that you have?

Ideas: Do you want to live in a city or in the country? Do you need a lot of money or just enough to get by?

Goals:

Adult Evaluation on Student-----

Student: Ask someone who knows you well to complete the following questions. This could be your parents/guardian, grandparents, teacher, guidance counselor etc.

What are the student's interests?

What are the student's aptitudes? (readiness for learning)

What are the student's abilities? (talents)

Signature: _____ Date: _____

NEXT PAGE: Information Sheet

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Information Sheet-----

MnDOT Office of Aeronautics

222 East Plato Boulevard
St. Paul, MN 55107-1618
(651) 297-7652 (800) 657-3922
Contact Person: Janese Buzzell
www.mnaero.com/aved

Railway Transportation Systems

Canadian Pacific Railway
1997 Sloan Place
Suite 22
Maplewood, MN
(651) 772-5640
Contact Person: Laura Baenen

Burlington Northern Santa Fe

Contact Person: Brian Sweeney.

MnDOT- Automotive and Truck Transportation

St. Paul, MN
Contact: Gary Simon, E-mail: gary.simon@dot.state.mn.us

Freightmasters

www.freightmasters.com

Waterway Transportation Systems

Contact: Dick Lambert, E-mail: dick.lambert@dot.state.mn.us

Aviation Career Websites

www.faa.gov/education
www.aopa.org
wings.ucdavis.edu

MnDOT Advanced Transportation Systems

Person: Jim Kranig
www.dot.state.mn.us/guidestar