

Introduction to Career Database Series

Students practice using several career databases, including CareerZone, Career Cruising, the Bureau of Labor Statistics and Mynextmove. They learn how to assess their interests, locate entries on individual careers, interpret what they read, paraphrase and present their findings.

ACTIVITIES IN THIS SERIES:

5.1 • CareerZone

- A. Introduction to New York's CareerZone and Example Career: Ambulance Driver
- B. Group Research on a Healthcare Career
- C. Preparing a Research Presentation
- D. Presenting CareerZone Research

5.2 • Career Cruising

- A. Introduction to Career Cruising
- B. Your Unique Qualities
- C. Navigating Career Cruising
- D. Creating a MyPlan Account
- E. Exploring Career Clusters
- F. Career Cruising Matchmaker
- G. Reading about Recommended Careers
- H. Video, Audio and Written Worker Interviews

5.3 • Additional Career Search Resources

Overview of Career Databases

CareerZone is a free website focused on careers in New York State. It includes job descriptions, required education and certifications, and also includes information specific to New York, such as New York salaries, job outlooks and educational programs in New York. It also has an “Assess Yourself” tool, which recommends various careers to users based on the responses to questions about their interests.

WEBSITE: careerzone.ny.gov

The Bureau of Labor Statistics is the national Department of Labor’s website. Like CareerZone, it has descriptions of careers through the Occupational Handbook, including salaries, duties, education and job outlook. It also has an area for students and an area for teachers including lessons, articles, activities, graphs and data.

WEBSITE: bls.gov

CareerCruising is a fee-based website that many college campuses subscribe to. It is ideal for students who have some or little idea of the careers they are interested in because careers can be searched by industry as well as by keywords. Careers within one industry are grouped together, so that users can learn about several related careers. It has employment graphs showing data about emerging careers and salaries, video interviews with employees speaking about their careers. It is not intended solely for New York State users, but much of the information can be filtered for New York State results.

WEBSITE: careercruising.com

Mynextmove is similar to CareerCruising, but is free to all users. Careers can be searched by industry, by career name or by using the self assessment tool. It also includes real-time job listings and educational programs, salaries by geographical location, and career outlooks.

WEBSITE: mynextmove.org



60 MINUTES

Introduction to New York's CareerZone and Example Career: Ambulance Driver

Students learn how to navigate the comprehensive CareerZone website, then read the **Ambulance Driver** profile as a sample.

After reading, they paraphrase the main points of the profile. The Ambulance Driver example is used to help students learn to navigate the CareerZone website and practice paraphrasing. This activity may be adapted using a different career example.



Paraphrasing

PREP

Go to **CareerZone.ny.gov** and explore the website using the search bar, explore the Ambulance Driver entry and the *Assess Yourself* tool.

MATERIALS

- *Ambulance Drivers* worksheet
- This lesson requires use of a computer lab. One with an overhead projector is best.

EXPLAIN

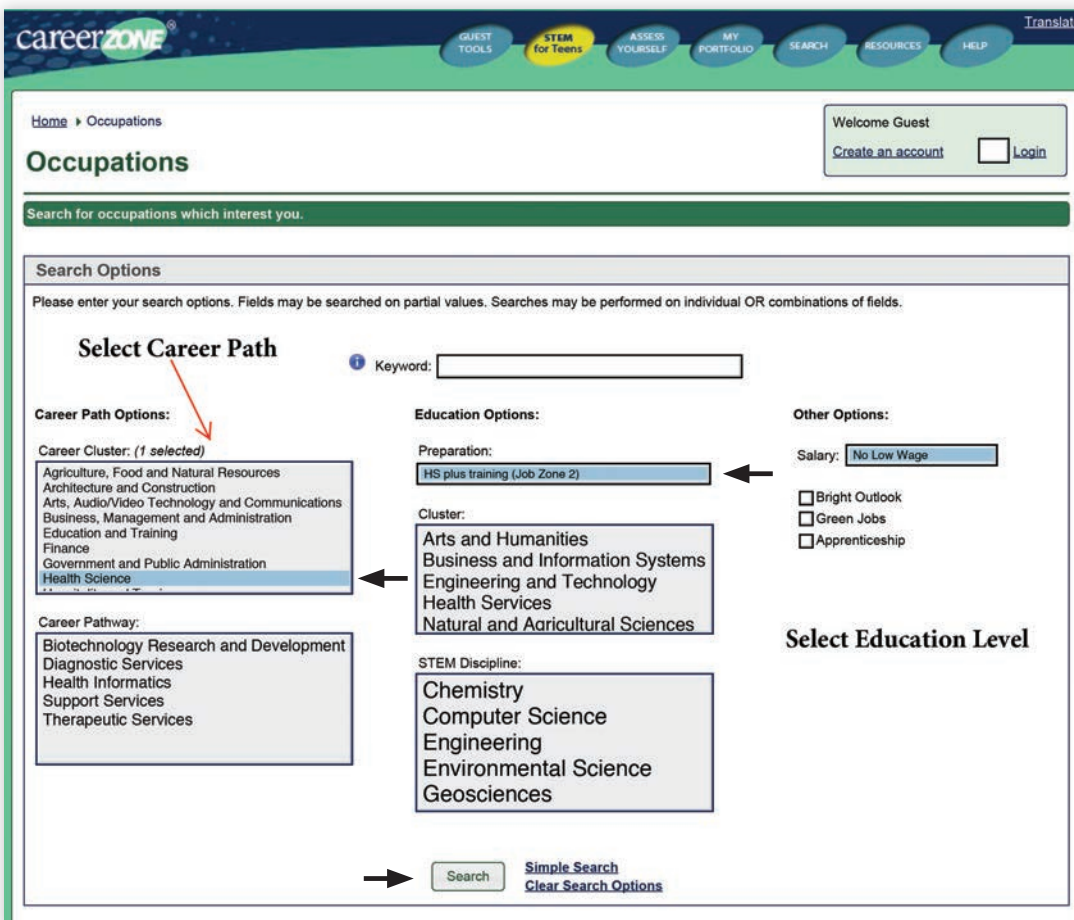
- 1 CareerZone contains information on careers in New York State. It can be used to learn about hundreds of careers.
- 2 Write the website **CareerZone.ny.gov** on the board, and make sure students have navigated there. Ask students what kind of information they think a career search website might contain.
 - › *Job description, salaries, settings or types of facilities workers work in, typical working hours, required education.*
- 3 Once students are all on the front page, ask students what they see.
 - › *Six industry groups.*
- 4 Ask students for examples of careers they might find in the Health Services category.
 - › *Doctor, nurse, phlebotomist, medical assistant*
- 5 Lead students through the following navigation toward a listing of healthcare careers (*see screenshots*).

Searching for Healthcare Careers

Click on the **Health Services** icon. Then select **Health Sciences** in the Career Cluster.

Then select **High School plus Training—Job Zone 2** in the Preparation drop-down list.

Then click **Search**. See screen shot. The results contain a list of careers in the health science field for career searchers with a minimum of a high school diploma.



The screenshot shows the careerZONE website interface. At the top, there are navigation links: GUEST TOOLS, STEM for Teens, ASSESS YOURSELF, MY PORTFOLIO, SEARCH, RESOURCES, and HELP. A 'Translate' link is also present. Below the navigation is a 'Welcome Guest' message with 'Create an account' and 'Login' options. The main heading is 'Occupations' with a breadcrumb 'Home > Occupations'. A search prompt says 'Search for occupations which interest you.' Below this is the 'Search Options' section with instructions: 'Please enter your search options. Fields may be searched on partial values. Searches may be performed on individual OR combinations of fields.' The 'Select Career Path' section includes a 'Keyword' field, a 'Career Path Options' dropdown menu with 'Career Cluster: (1 selected)' and 'Health Science' selected, and a 'Career Pathway' list. The 'Education Options' section includes a 'Preparation' dropdown menu with 'HS plus training (Job Zone 2)' selected, a 'Cluster' list with 'Health Services' selected, and a 'STEM Discipline' list. The 'Other Options' section includes a 'Salary' dropdown menu with 'No Low Wage' selected and checkboxes for 'Bright Outlook', 'Green Jobs', and 'Apprenticeship'. A 'Select Education Level' section is also visible. At the bottom, there is a 'Search' button and links for 'Simple Search' and 'Clear Search Options'.

- 6 Point out to students that they can change the education requirement to obtain different results in their search. Students may then try this and see what the search yields.

EXPLAIN

- 1 Click on **Ambulance Driver and Attendant** and instruct students to do the same.

Search Results

Below are search results that match your criteria. Learn more details about each occupation by clicking on the occupation title.

17 Results Found 1 2 >> > 10 Items per Page (1 of 2)

Occupation	Description	Opening	Sort By	Action
Ambulance Drivers and Attendants, Except Emergency Medical Technicians	Drive ambulance or assist ambulance driver in transporting sick, injured, or convalescent persons. Assist in lifting patients.	JOBS		
Cooks, Institution and Cafeteria	Prepare and cook large quantities of food for institutions, such as schools, hospitals, or cafeterias.	JOBS		
Dental Laboratory Technicians	Construct and repair full or partial dentures or dental	JOBS		

- 2 Ask students to read through the list of categories on the left and select 3-5 categories that would be especially useful to read.

careerZONE GUEST TOOLS STEM for Teens ASSESS YOURSELF MY PORTFOLIO SEARCH RESOURCES HELP


Home > Occupations > Occupation Details

Occupation Details for Ambulance Drivers and Attendants, Except Emergency Me

Would you like to learn more about this occupation? Explore below by scrolling down to view all of the details, or select a menu option on the left.

Section Menu

- [Occupation Description](#)
- [Interests](#)
- [Work Values](#)
- [Tasks](#)
- [Duties](#)
- [Tools & Technology](#)
- [Skills](#)
- [Knowledge](#)
- [Work Context](#)
- [Work Styles](#)
- [Education / Training](#)
- [School Programs](#)
- [Wages](#)
- [Job Outlook](#)
- [State License / Certification Requirements](#)

 This occupation is in the following career cluster(s) and career pathway(s):

- The [Health Science](#) career cluster and the [Diagnostic Services](#) career pathway.
- The [Transportation, Distribution and Logistics](#) career cluster and the [Transportation Operations](#) career pathway.

▼ Occupation Description

Drive ambulance or assist ambulance driver in transporting sick, injured, or convalescent persons. Assist in lifting patients.

▼ Interests

Below are the top interests required for a person in this occupation. [read more](#)

▼ Work Values

- 4 Ask students to paraphrase the tasks of ambulance drivers. Review or explain how to paraphrase if necessary:
What is paraphrasing? Why is it important? How is it done?
- 5 Distribute the *Ambulance Driver* worksheet, asking students which sections they will need to read in order to complete it.
- 6 In pairs, students complete the worksheet, based on the information they are reading. Make sure that all responses are paraphrased. Circulate and assist students.

Ambulance Drivers

Complete the information below, using the CareerZone entry on ambulance drivers. Make sure to paraphrase your answer, and include which section you found the information in.

What they do at work		CareerZone section:
What technology they use		CareerZone section:
Where they work		CareerZone section:
When they work		CareerZone section:
How much they earn		CareerZone section:
Which qualities they should have		CareerZone section:

Group Research on a Healthcare Career



60 MINUTES

In groups, students will first brainstorm, then research one of five careers using the CareerZone website, and present their findings to the class.

PREP

Go to the CareerZone website, research **Medical Technician, Health Educator, EMT/Paramedic, Nurse** and **Dietician** and complete the *Teacher's Version of Researching Five Careers* worksheet.

A computer lab is necessary for this class. If not available, print the career descriptions from CareerZone for use with students.

MATERIALS

- *Researching Five Healthcare Careers* worksheet
- *Teacher's Version Researching Five Healthcare Careers* worksheet

EXPLAIN

- 1 In the last lesson, we looked at a sample healthcare career together. What was it?
> Ambulance driver.
- 2 Now you are going to use CareerZone to research a different healthcare career in a group, paraphrasing the information you find. Then you will present this career to the class. But before you begin your research, you are going to write what you already know about the careers.
- 3 Divide the class into five groups and distribute *Researching Five Healthcare Careers* worksheet.
- 4 With your group you are going to write what you already know (or what you think you know!) about five different healthcare careers.

Each of these careers is at a different career level. What does this mean?

> They require different levels of education and preparation.

What is an example of an entry-level career in healthcare?

> Medical assistant, home health aide

What is an example of a high-level career in healthcare?

› *Doctor, physical therapist, hospital administrator, psychologist*

What is an example of a mid-level career in healthcare?

› *Nurse, surgical technician, dental hygienist*

- 5** Have groups brainstorm what they know about each of the five careers and write their responses on the worksheet.
- 6** When groups are finished, have them discuss their responses as a class.
- 7** This is what you think you know about these careers. Now you will research one of the careers to find out the reality of the profession.
- 8** Now that you have written what your group already knows about these careers, your group will be assigned one of them to research using CareerZone. How will you find the entry using CareerZone?

› *Select Health Services, then enter the career in the keyword search.*
- 9** Do you have to select the level of preparation?

› *No, that is not necessary when using a keyword search.*
- 10** Assign each group one career to research. Explain: Once you have found the entry, you will read all about the career. You do not have to read every part of the description. Read the parts that you think will be most relevant to completing the worksheet.
- 11** Once you finish reading, as a group you will paraphrase what you read, adding to what you have already written on the worksheet, or you can write on a clean sheet if you prefer. As a group, make sure that you are paraphrasing and not copying from the website. Ultimately, you will present this career to the class.

Teacher's Version: Researching Five Healthcare Careers

FOR THE TEACHER: Complete this key based on CareerZone readings in order to support students in their research.

Profession	Specific Duties (What)	Setting (Where)	Education (How)	Salary (How Much)
Medical Technician				
Health Educator				
EMT / Paramedic				
Nurse				
Dietician				

Researching Five Healthcare Careers

In your group, discuss and write what you think and know about the careers below. Make some guesses if you're not sure.

Profession	Specific Duties (What)	Setting (Where)	Education (How)	Salary (How Much)
Medical Technician				
Health Educator				
EMT / Paramedic				
Nurse				
Dietician				

Preparing a Research Presentation



30 MINUTES

Once students have a basic understanding of the career, they will clarify and organize the information into presentations.

PREP

Write the following questions on the board to help guide students' organization of their findings:

- What makes an effective presentation?
 - *It's well organized, with clear logic from one point to the next, clear, loud speaking, personal connection to audience.*
- In what order will you present the information?
- How will you introduce the topic?
- What questions do you anticipate? Can you answer those questions, or do you need to research the answers?
- Is all of your information paraphrased?

Also include:

- What personal characteristics are a good match for someone who wants to enter this field?

DISCUSS

- 1 Discuss the questions on the board as a class.
- 2 Students work in groups to prepare their presentations. Let them know that their presentations should be 5 minutes long and will be followed by a 5-minute Q&A with their classmates.



2 HOURS

Presenting CareerZone Research

Students and teacher will make presentations during this activity.

PREP

Prepare a five-minute presentation using the *Labor Market Information Service Health Information* handout found on the New York City Labor Market Information Service site at http://www.gc.cuny.edu/CUNY_GC/media/365-Images/Uploads%20for%20LMIS/Information%20Tools/HIT-Brochure_1.pdf.

Write sentence stems for critique/feedback on board (see *Discussing Critiques* below).

DISCUSS

Today you are going to present the career you researched.

What are the benefits to students of making presentations?

- › *Practice for later presentations in college or other courses. Students practice collaboration—working together. Students practice organizing their ideas, similar to what they do when they write essays.*

How might making presentations help prepare people who intend to work in healthcare?

- › *Practice communicating ideas clearly to those who may be unfamiliar with the topic or details.*
- › *Students practice working on a team, similar to how individuals work on a team in healthcare settings.*

DISCUSSING CRITIQUES

Students learn about professional and academic critiques, in preparation for being an audience member to their peers during presentations of careers researched on CareerZone.

What is a critique?

- › *Offering feedback on a project. A critique can include praise as well as suggestions, for example, it can identify which parts were particularly effective and which parts need improvements.*

Who does them?

- › *Many college students and workers do them. Many architecture and design students are required to do them, but other students do them too, when they ask their classmates to read their work and offer suggestions.*

Why is critiquing done?

- › *To get better! When you've made something the best you think it can be, it's helpful to hear how others have experienced it, and what ideas they have for improving it. Even the most famous and accomplished writers have editors. These are people who offer feedback in order to help the writer improve.*

What are some good ways of giving feedback?

"I thought it was effective when you said..."

"You really caught/held my attention when you..."

"I was confused when you said..."

"I wanted to hear more about..."

"One suggestion I have is..."

PRESENTATIONS

- 1** The teacher leads a discussion of what makes an effective presentation.
 - › *Organization that guides the listener from one topic to the next, clear visuals that contribute to the spoken presentation, clear loud speaking, eye contact with audience.*
- 2** Teacher explains that each student in the group will be involved in the presentation and asks the groups to decide which student will present which parts of the presentation.

Each group presents the career they researched. The presentation should include each of the major categories of information research: **Duties, Setting, Salary and Education**, plus personal characteristics and personal motivation. Audience members should jot down questions they will ask at the end. Presentations should last 5 minutes, with 5 minutes for Q&A.

OFFERING FEEDBACK

After each presentation, once the Q&A has ended, students are invited to offer their critiques.

Ask students to use the sentence stems you've written on the board to offer helpful and respectful feedback to each group.

TEACHER'S PRESENTATION

- 1 Teacher presents on the field of Healthcare Information, using the *Healthcare Information* handout.
- 2 Students critique the teacher's presentation. What did they learn about this career? What did they notice about the teacher's presentation style? How could it be improved?

DEBRIEFING RESEARCH PROJECT

The class discusses their experience of the research project. For example,

- What steps did they take to conduct the research?
- What did they learn as a career explorer?
- What did they learn about themselves, as a learner or as a worker?
- What was easy, difficult or interesting about this process?
- What skills did they use in order to complete this project?
- Have their ideas for their own career changed in any way? Explain.

TRANSFERABLE SKILLS

Some students in this group may not be interested in healthcare. They may have other career plans in mind, or they may not know what field to pursue—just not healthcare! Discuss how the skills acquired in this unit can be transferred to learning about other careers.

- Use of CareerZone, reading and paraphrasing information about careers, analyzing graphs.
- Preparing and giving presentations
- Research
- Working in groups
- Brainstorming/drawing from previous knowledge
- Predicting

Introduction to Career Cruising

As an alternative to CareerZone, Career Cruising is a website that can be used to research careers. It is important to note that some healthcare careers go by multiple names, for example “health educator” and “community health worker” are used interchangeably, “phlebotomists” may also be referred to as “medical assistant” or “medical technician” even though there are differences between those careers. In Career Cruising, similar careers are grouped together, enabling students to navigate easily between similar careers. Career Cruising features include:

- **Searchable by industry**

It is organized by “career cluster,” so that students can find related careers within one career family.

- **Graphs and charts**

It contains graphs and charts of local salaries and emerging careers.

- **Videos**

Each career contains video and audio files from workers speaking about their experiences in their careers.

- **Self-assessments and recommended careers** that can be saved for future use, when students create individual accounts.



30 MINUTES

Your Unique Qualities

As a pre-cursor to conducting a computerized self-assessment, students consider their own knowledge of themselves as workers and future workers. *What are their strengths? What might make them well suited for work with patients, or in a lab, or a patient's home?*

EXPLAIN

- 1** Think back to the research you conducted using CareerZone. What are some of the interests and personality traits that would make a worker well suited to work in the career you researched?
Example: Health educator—likes speaking to groups, interested in learning about how to keep people healthy, likes working in one's own neighborhood or community, is observant, is friendly and outgoing.
- 2** Now, on a piece of paper list qualities you have that will impact your career choices. Include personality traits, things you like to do and things people say about you. For example, *do you like working with other people or do you prefer working alone? Do you like helping others, or does it frustrate you? Does using computers come naturally for you? Do people say you get impatient?* List as many characteristics as possible. Be specific. List positive traits as well as things that are difficult for you.
- 3** Once you have written these qualities down, share them with a partner and hear about their qualities and interests. Now, recommend careers for one another based on these lists. Don't forget to write them down.

Navigating Career Cruising



40 MINUTES

Students practice navigating to a sector profile, discuss the organization of the page, including the type of information they see, then read graphs and paragraphs, noting the main ideas.

PREP

Practice logging on and creating a Career Cruising account using your program's username and password..

Be prepared to explain vocabulary: **navigate, cluster, industry, emerge, self assessment.**

MATERIALS

Computers are required for this session. An overhead projector is best.

EXPLAIN

Career Cruising is a career website with lots of features and various ways to learn about careers. We're going to look at the website and see what it has to offer.

- 1 The teacher navigates to **careercruising.com**, logs in, and writes username and password on the board and circulates to make sure everyone is logged in. Teacher also logs in on the overhead computer.
- 2 Ask students to click on the **Career** tab near the top of the page. Before students click on the Industries tab teacher asks them to recall what an industry is and give a few examples, such as healthcare, education, public administration. Ask students to click on the **Industries** tab, then from the list, **Healthcare and Social Assistance**.



Paraphrasing



Interpret graphs



Determine central idea

VOCABULARY

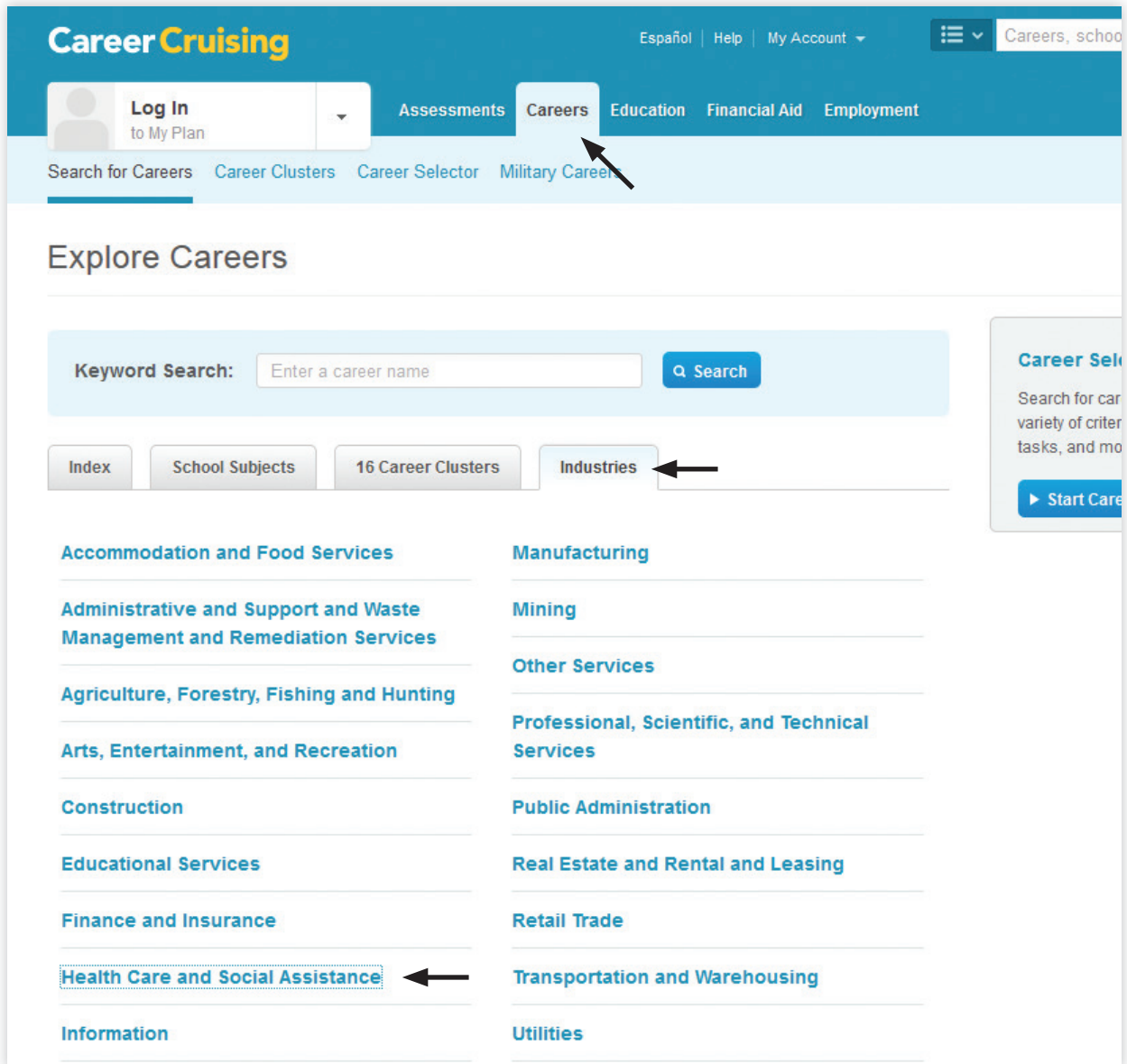
navigate

cluster

industry

emerge

self assessment



The screenshot shows the Career Cruising website interface. At the top, there is a navigation bar with the logo 'Career Cruising' on the left and links for 'Español', 'Help', and 'My Account' on the right. Below the logo is a 'Log In to My Plan' button. The main navigation menu includes 'Assessments', 'Careers', 'Education', 'Financial Aid', and 'Employment'. The 'Careers' menu item is highlighted with a black arrow. Below the navigation bar, there are links for 'Search for Careers', 'Career Clusters', 'Career Selector', and 'Military Careers'. The main content area is titled 'Explore Careers' and features a 'Keyword Search' box with the placeholder text 'Enter a career name' and a 'Search' button. Below the search box are four filter buttons: 'Index', 'School Subjects', '16 Career Clusters', and 'Industries'. The 'Industries' button is highlighted with a black arrow. The 'Industries' section is expanded to show a list of 16 industry categories: Accommodation and Food Services, Administrative and Support and Waste Management and Remediation Services, Agriculture, Forestry, Fishing and Hunting, Arts, Entertainment, and Recreation, Construction, Educational Services, Finance and Insurance, Health Care and Social Assistance, Information, Manufacturing, Mining, Other Services, Professional, Scientific, and Technical Services, Public Administration, Real Estate and Rental and Leasing, Retail Trade, Transportation and Warehousing, and Utilities. The 'Health Care and Social Assistance' category is highlighted with a black arrow. On the right side of the page, there is a 'Career Selector' sidebar with a search box and a 'Start Career' button.

Health Care and Social Assistance

- Overview
- Industry Subsectors
- Significant Careers
- Wages & Trends
- Other Resources

About the Industry

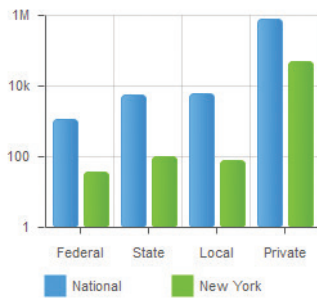
Caring for people who are sick or in need, or who require some kind of medical or social assistance, is a huge undertaking. Fortunately, the establishments in the Health Care and Social Assistance industry are there to help. Health care and social assistance activities are grouped together because the services they offer are often interrelated. For example, a nursing home may offer both medical and social assistance to its patients. Some establishments provide only medical care, some provide only social assistance, and many provide both. Establishments vary according to the activities or services provided. Common workplaces for professionals in this industry



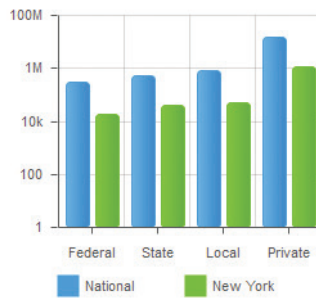
[Read More](#)

Employment Statistics Compare National to:

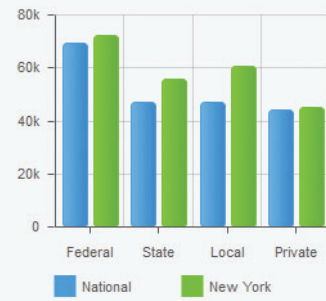
Number of Establishments



Number of Employees



Average Annual Wage



Ownership

	National	State
Federal Government	\$70,036	\$72,770
State Government	\$47,673	\$56,354
Local Government	\$47,548	\$61,280
Private	\$44,494	\$45,381

DISCUSSION OF EXAMPLE CAREER ON CAREER CRUISING

What do you see on this page?

- › *Graphs and paragraphs.*

About what?

- › *Graphs: number of businesses, employees and earnings.*

What do the different bars represent?

- › *Government and private jobs.*

What do you notice about the numbers?

- › *There are a lot more private than government jobs in this industry.*

What does *wages* mean?

- › *The same as earnings, money earned from an employer for work done.*

What do you notice from this graph about the wages?

- › *The highest are from local (city) jobs. Among private jobs, the wages are higher in New York than in the rest of the country.*

Take 10 minutes to read the paragraphs, just for the main ideas.

What do the paragraphs say about this industry?

- › *It describes careers that help people stay healthy and safe.*

Click on the **Industry Subsector** tab. What do you notice?

- › *There are many jobs in ambulatory care, which is for people who do not need to be hospitalized. There are also a lot of jobs in hospitals.*

Click on **Significant Careers**. What does this graph show?

- › *The numbers of people employed in the given career nationwide.*

Click on **Wages and Trends**. What do you notice?

- › *Wages are higher in New York than in the rest of the country.*

Click on **Other Resources**. How could this section be useful to you?

If you want to do more research or look for a job in this industry, these resources can help you.

Creating a MyPlan Account



20 MINUTES

Students create a MyPlan account and save their usernames and passwords.

PREP

Cut *Password Saver* sheets in quarters.

MATERIALS

This lesson requires a computer lab. One with an overhead projector is best.

EXPLAIN

- 1 There are a lot of resources on Career Cruising, including a series of questions whose answers guide the website in recommending various careers for you based on your responses. There is so much on this site, it's important to create an individual account so that you can keep track of it all.
- 2 Ask students to look at the overhead as you demonstrate, or follow along on their own computers. Navigate to the **MyPlan** tab to create a username and password. Then click on **Create My Plan** and complete the registration.
- 3 Students should use the *CareerCruising Password Saver* worksheet to record their usernames and passwords and keep them in their binders. Cut the password saver on the next page in quarters and give one quarter to each student to keep in his/her binder.



CUT

CREATE “MY PLAN ACCOUNT” ON CAREER CRUISING

www.careercruising.com

Choose Your Login:

Username _____

Password _____

CREATE “MY PLAN ACCOUNT” ON CAREER CRUISING

www.careercruising.com

Choose Your Login:

Username _____

Password _____

CREATE “MY PLAN ACCOUNT” ON CAREER CRUISING

www.careercruising.com

Choose Your Login:

Username _____

Password _____

CREATE “MY PLAN ACCOUNT” ON CAREER CRUISING

www.careercruising.com

Choose Your Login:

Username _____

Password _____

Exploring “Career Clusters”



45 MINUTES

Using Healthcare and Social Assistance as a model, students will practice reading about one or more careers in the “career cluster” they are interested in.

EXPLAIN

- 1 Navigate to the **Career Clusters** tab and click on one cluster that sounds interesting to you. Read about it in the cluster profile. Then examine some careers under the **Related Careers** tab.
- 2 Choose one of the related careers and write three points that are interesting to you about it. *What about this career captures your attention?* It doesn't matter if it requires a lot of education—you're just starting to investigate. Then list three questions you have about this career. *If you were to pursue this career path, what would you want to know?*



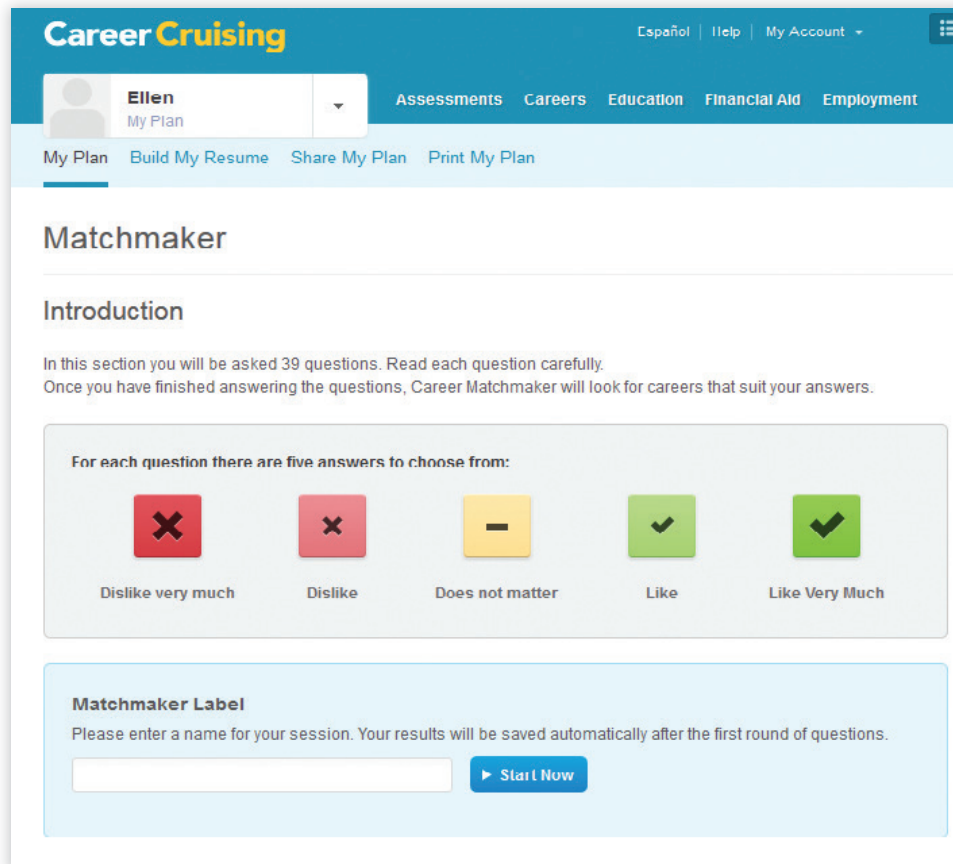
30 MINUTES

CareerCruising Matchmaker

Students will use the Matchmaker feature to answer questions about their interests and Career Cruising will recommend careers based on their responses. Students will be able to save the results for future use.

EXPLAIN

- 1 CareerCruising not only has descriptions of careers, but also can suggest careers based on what you tell it about yourself. You already did a self assessment based on what you know about yourself. This is another way of doing a self-assessment. The website may recommend careers you had not considered, or it may recommend the exact career you have been thinking about.
- 2 Click on the **Myplan** tab with your name in the top left corner. Then click on **Career Matchmaker** to receive suggestions for careers. Then click **Start New Matchmaker**. Create a name for the session, such as the month and year and click **Start Now**. This self-assessment focuses on your interests, so don't worry about what you do or don't know how to do already. That's what education is for!



CareerCruising Español | Help | My Account

Ellen My Plan Assessments Careers Education Financial Aid Employment






My Plan Build My Resume Share My Plan Print My Plan

Matchmaker

Introduction

In this section you will be asked 39 questions. Read each question carefully. Once you have finished answering the questions, Career Matchmaker will look for careers that suit your answers.

For each question there are five answers to choose from:

				
Dislike very much	Dislike	Does not matter	Like	Like Very Much

Matchmaker Label

Please enter a name for your session. Your results will be saved automatically after the first round of questions.

 [▶ Start Now](#)

Reading about Recommended Careers



60 MINUTES

Students will now read about one or more of the careers recommended by Career Cruising, and paraphrase what they have read.



Paraphrasing

MATERIALS

- *Career Cruising Recommendations* worksheet
- This lesson requires a computer lab. One with an overhead projector is best.

EXPLAIN

- 1 Now that Matchmaker has recommended a list of careers for you, read through that list. *Do any sound interesting? Surprising? Terrible?* Choose one that sounds interesting to you, regardless of where on the list it is. Under the **Careers** tab, conduct a keyword search. Your search may return a career that has a slightly different name than the one on your list. Some careers go by a variety of different names.
- 2 Click on the **Job Description** tab and read all about it.
- 3 You'll now paraphrase what you read. *What is paraphrasing and how is it done? Why is it important to paraphrase?*
- 4 Take what's written in the Job Description and put it in your own words on the *Career Cruising Careers* worksheet. You will have to paraphrase, since you can't copy what someone else wrote. Then read the **Working Conditions, Earning and Education** tabs, and paraphrase what you learned about this career on the worksheet. Make sure the information you write is in your own words, and that you are comfortable explaining to the class what you wrote. If you read any unfamiliar words, try to understand the meaning of the sentence without knowing every word.

Career Cruising Recommendations

Complete this worksheet by paraphrasing the information you found on Career Cruising. Make sure to use your own words and make sure you understand everything you have written.

CAREER: _____

Responsibilities	
Salary	
Where they work	
When they work	
Education	

Video, Audio and Written Worker Interviews



30 MINUTES

Career Cruising has collected hundreds of interviews from workers. For every career, there are individual workers speaking about their experiences. The interviews have some portions in writing, some in audio and some in video. Hear from a worker first-hand about his/her own experience.

PREP

Write the following questions on the board:

- *What does the worker like about his/her career?*
- *Is that something you think you would like? Why or why not?*
- *According to the worker, are there any disadvantages of working in this field?*
- *If the worker were in class today, what would you ask him/her?*

EXPLAIN

- 1 Every career description on CareerCruising contains video, audio and written interviews with employees speaking about their jobs.
- 2 Ask students to select three interviews, either audio, video, written, or a combination thereof, and watch, listen, or read them. Students then write responses to the questions on the board. Including the name of the employee in their response. The interviews can be from people in the same or different careers. The careers should be ones that are of interest.
- 3 When students are finished writing, ask them to discuss their findings with a partner.

Additional Career Search Resources

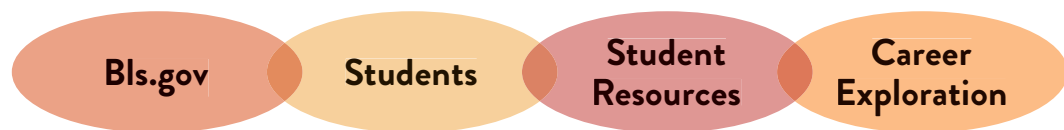
In addition to Career Zone and Career Cruising, Mynextmove and the Bureau of Labor Statistics are very useful websites.

Mynextmove

www.mynextmove.org is similar to Career Cruising. It is very user-friendly, contains a self-assessment tool, and is searchable by industry or through keyword searches. It organizes recommended careers according to their education requirements /levels. The job outlook can be searched by location, and it contains a database of job openings by location.

Bureau of Labor Statistics

The Bureau of Labor Statistics is the national Department of Labor's website. It contains very readable job descriptions and also contains lots of employment data. It can be found at **www.bls.gov**. It has a student section (tab on the front page) which contains a career exploration tool. There is also a Teacher's section that contains lessons and support materials.



BUREAU OF LABOR STATISTICS

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K-12 GAMES & QUIZZES STUDENT RESOURCES TEACHER'S DESK HISTORY OF BLS FAQs Search K-12 GO

Classroom activities

We'd like your help to improve our materials. Please send your recommendations for classroom activities, posters, or any other content on the BLS K-12 website to k12@bls.gov. We appreciate any suggestions you may have.

How do you spend your time?
Students will learn how to create and interpret a pie chart displaying how they spend their time.

Overview (PDF)
Excel: Directions (XLS) Worksheet (PDF)
Print: Directions (PDF) Worksheet (PDF)

Graphing Prices
Students will learn how to graph changes in price levels of goods in this real-world graphing exercise.

Worksheet (PDF)

The Price is Correct
In this activity, students will learn about inflation and play a game to guess how the prices of common goods have changed over the past several years.

Worksheet (PDF)