

Objective: Students learn about the PLAN Your Future section of the PLAN test so that they will be able to use the results to help them make informed decisions about possible career paths and postsecondary options.

Resources Needed for this Activity:

- ~~PowerPoint [10_U2_A3_PLAN Career Possibilities]~~
- Paper copies [10_U2_A3_PLAN Career Clusters Handout]

Opening: 3 minutes - The advisor explains that the PLAN includes an interest inventory and today they will see how they can use the results to learn about occupations that may be appealing to them.

Activity: 24 minutes - The advisor shows a sample of the results they will receive from the PLAN, which uses a World of Work Map to display the results. The sample student's PLAN interest inventory showed an interest in Working with Data and Things (see outside circle of map), and the sample student's top career areas are: D. Regulation and Protection, F. Financial Transactions, E. Communications and Records, and G. Distributing and Packaging.

The advisor passes out the Career Clusters Handout and explains that there are six career cluster areas listed (listed with roman numerals). Within each career cluster, there are between three and seven career areas. For each career area, there are multiple careers or jobs listed. Students can find more jobs within each career area on the PLAN website. The advisor asks the students to look at the handout and answer the following questions: ^{OR MCIS}

1. What are your top 2 career clusters of interest?
2. What are your top 2 career areas of interest?
3. What are your top 2-3 careers, or jobs, of interest?

The advisor shows students how to navigate a related useful website called ACT Map of College Majors. at www.act.org/majorsmap/plan.html)

to research their career choices.

OR they can use MCIS at mcis.intocareers.org

(A student example is on back if you choose to use it.)

Allow time for research.

Then:

The advisor asks the students to consider four different aspects of a career choice, and rank them from 1 to 4 in terms of importance to them:

- Work Tasks (what you do in the job)
- Career Salary
- Career Size/Growth (availability of jobs – is it a growing field?)
- Education or Training Needed for the career

The advisor asks several students to explain their thinking, and leads a short discussion. Students are likely to emphasize salary and work tasks, and the advisor should note that often education and training are tied to salary. In addition career growth is important in terms of being able to get, and keep, a job.

Closure: 3 minutes - The advisor encourages the students to use the ACT/PLAN website to learn more about promising career paths and college majors. PLAN results will explain the World of Work map as well, and when students get those results it will be another opportunity to explore possible careers.

Example from ACT website:

The map displays ten broad topics, and in this case the sample student clicked on Computers & Information.

The advisor explains that different majors related to Computer and Information Science at two and four year colleges appear. Students can click on any that seem interesting, and the sample student chooses the 2-year computer programming major.

The advisor describes how the website provides information about the computer programming major including topics students would study, available degrees, and related occupations. Students can click on specific jobs listed, and in this case the sample student chose game designer.

The advisor describes the career information available for game designer, including the work tasks, salary, size, growth, and education/training.