



CLASSROOM ACTIVITIES

2006

CareerCruising
The Complete Guidance System

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FOR THE TEACHER:

Introduction

The purpose of this activity is to help students:

- Learn about the links between subjects studied at school and future career choices
- Gain in-depth knowledge of one or more occupations, including education and training requirements
- Become familiar with the career information and interviews available in Career Cruising.

Setting the Stage

Classroom discussion can focus on the link between school subjects and careers. For example, ask students which subjects they are or are not planning to take next year and what influence they think this will have on their career prospects.

For Use With

Internet Version
CD-ROM Version (Windows)
CD-ROM Version (Macintosh)

Starting the Program

Internet Version

1. Click on your web browser.
2. Type **www.careercruising.com** into the web address box at the top of the screen, then press **ENTER** on your keyboard.
3. Enter your school's username and password, and click on **START CAREER CRUISING**.

CD-ROM (Windows)

1. Click on the **START** button. Select **PROGRAMS** from the menu that appears above it.
2. Select **CAREER CRUISING 2006** from the Programs menu.
3. Finally, select **CAREER CRUISING 2006**.

CD-ROM (Macintosh)

1. Insert the Career Cruising CD into your CD-ROM drive and double click on the **CC2006** icon that appears on your desktop.
2. Double click on the "html" folder and finally double click on "index.htm."

From the Main screen, click on **EXPLORE CAREERS**, and then click **SEARCH BY SCHOOL SUBJECT**.

Choose your favourite subject.

Optional: Click on the level of education you are planning to pursue – High School, Community College/Vocational, or University.

Scroll through the list and click on a career that interests you.

Career:

1. Read JOB DESCRIPTION. Answer the following questions:

What duties do people in this career have?

What skills do they have?

2. Click on EDUCATION.

What education and training do you need to enter this career?

What other qualifications are good to have?

Which college and university programs are related to this career?

Click on one of the two interviews.

Person's name:

3. You can find the person's responses to questions about this job by clicking on the buttons. Answer the following questions:

How did this person get into this career? (see **QUESTIONS AND ANSWERS #2**)

What does this person say about **OPPORTUNITIES** to get into this career? (see the last few questions in **QUESTIONS AND ANSWERS**)

What **ADVICE** does this person have for people who want to get into this career?

Summary – Your Views

4. Now that you have learned a little about this career and the education and training you need to get started, answer the following questions:

Do you think this is a tough career to get into? What is the most difficult part?

Would you be willing to complete the education and training necessary to work in this career?

FOR THE TEACHER:

Introduction

The purpose of this activity is to show students how the subjects and academic skills they learn in school are important in the workplace. It can be used not only in a careers class, but also in any class or subject to which you would like to add a career education component.

This activity can be used in one of two ways. First, you can have all your students focus on the subject area you are teaching and the occupations related to it. Alternatively, you can broaden the activity and have your students select their favourite subject area and related occupations.

Listed below are the 11 School Subjects used to organize occupations within Career Cruising:

Arts & Music
Business
Computers

English
Hospitality
Languages

Math
Physical Education
Science

Skilled Trades
Social Sciences

Setting the Stage

Classroom discussion can focus on the relationship between school subjects and careers. For example, ask students if they think the subjects they are studying will help them in their future careers. What is the relationship between education and career choices?

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CD-ROM Version (Macintosh)

Starting the Program

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CD-ROM (Windows)

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2. Select **CAREER CRUISING 2006** from the Programs menu.
3. Finally, select **CAREER CRUISING 2006**.

CD-ROM (Macintosh)

1. Insert the Career Cruising CD into your CD-ROM drive and double click on the **CC2006** icon that appears on your desktop.
2. Double click on the "html" folder and finally double click on "index.htm."

From the Main screen, click on **EXPLORE CAREERS**, and then click on **SEARCH BY SCHOOL SUBJECT**.

Select a school subject.

Subject:

Optional: Click on the level of education you are planning to pursue – High School, Community College/Vocational, or University. The level you select will influence the list of careers. For example, if you select high school education, you will eliminate careers like Lawyer, Biologist, Fashion Designer, and Engineering Technologist, which typically require a university or community college education.

Scroll through the list and click on a career that interests you.

Career:

1. Read JOB DESCRIPTION, WORKING CONDITIONS, EDUCATION, and CAREER PATH.

Try to find two or three examples of how people in this career use the school subject you selected.

Sample:	<u>Subject</u>	<u>Career</u>	<u>Examples</u>
	English Science Math	Lawyer Dental Hygienist Tiler	Writing contracts, speaking with clients Knowing about tooth/gum disease, using x-rays Measuring spaces where tiles will be placed, calculating the cost of materials

Examples:	<u>Subject</u>	<u>Career</u>	<u>Examples</u>

Click on one of the two interviews.

Person's name:

2. Click on A DAY IN THE LIFE to read about the person's workday.

Find two examples of the person using the school subject you have chosen.

Note: If you are having trouble finding examples in this person's DAY IN THE LIFE, try looking at the other interview and that person's DAY IN THE LIFE. Use the grey BACK TO CAREER PROFILE button near the top of your screen to return to the career profile page and select the other interview.

Summary – Your Views

3. Now that you have learned a little about this career and how people in it use a school subject, answer the following questions:

Would you enjoy the tasks that people in this career do? Why or why not?

Which other school subjects do you think are important in this career? Why?

FOR THE TEACHER:

Introduction

The purpose of this activity is to show students how to use Career Matchmaker, an interactive career interest inventory. In particular, students will learn how Career Matchmaker provides individualized feedback on their career choices.

Setting the Stage

Classroom discussion can focus on how career assessments should be seen as tools for finding suitable careers, rather than as “tests” that supply the “final word” on students’ futures. Students should be encouraged to answer the second round of questions for the best results. Students should also be encouraged to answer the questions based on what they enjoy doing rather than what they are good at.

For Use With

Internet Version
CD-ROM Version (Windows)

Starting the Program

Internet Version

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2. Type **www.careercruising.com** into the web address box at the top of the screen, then press **ENTER** on your keyboard.
3. Enter your school’s username and password, and click on **START CAREER CRUISING**.

CD-ROM (Windows)

1. Click on the **START** button. Select **PROGRAMS** from the menu that appears above it.
2. Select **CAREER CRUISING 2006** from the Programs menu.
3. Finally, select **CAREER CRUISING 2006**.

From the Main screen, click on **CAREER MATCHMAKER**.

Enter your first and last names, then click on **START A NEW MATCHMAKER SESSION**. Read the instructions on the Introduction page, then click **START!**

Answer the questions. (Do your best! The more thought you put into these answers, the better your results will be. If you need more information about a question, click on the **MORE INFO** button beside the question.)

After you answer the first 39 questions, you will come to the Career Suggestions screen. This screen shows the careers that are suitable for you based on your responses to the questions.

Optional: We suggest that you go through the second round of questions as well. To begin the second round of questions, click on the blue **ANSWER MORE QUESTIONS TO IMPROVE MY RESULTS** button on the right side of the Career Suggestions screen. Answer as many additional questions as you can, and then click the grey **VIEW CAREER SUGGESTIONS SO FAR** button near the bottom of the screen. Career Matchmaker will update your list of career suggestions.

Now save your career suggestions by clicking on the grey **SAVE TO MY PORTFOLIO** button on the right hand side of the screen. If you already have a portfolio, just enter your portfolio username and password and click **LOGIN**. If you don't have a portfolio, click on the **NEW PORTFOLIO** button and enter the required information. If you do not see the **NEW PORTFOLIO** button, ask your teacher or counsellor for help.

Click on one of the suggested careers. (Those near the top are your best matches!)

Career:

1. Read the **SUITABLE FOR YOU?** information that appears for the career you have chosen. Answer the following questions:

What are the Central Aspects of this career?

What are the Central and Secondary Aspects to which you answered Like or Like Very Much?

Did you answer Dislike or Dislike Very Much to any of the Aspects?

Click on the **BACK TO MATCHMAKER SUGGESTIONS** link near the top of the page.

Click on another career.

Career:

2. Read the SUITABLE FOR YOU? information that appears for this career.

Write down the Central and Secondary Aspects to which you answered Like or Like Very Much.

3. Click on JOB DESCRIPTION and WORKING CONDITIONS.

For two of the Aspects you wrote down above, try to find an example from either Job Description or Working Conditions.

Example

Career: Website Designer
Aspect: Having your own creative ideas about designs and styles
Examples: Designing computer websites
Deciding on colours, patterns, layout, and graphics

For Your Career:

Aspect: _____

Examples: _____

Aspect: _____

Examples: _____

Click on one of the two interviews.

Person's name:

4. Click on A DAY IN THE LIFE and BREAKDOWN OF ACTIVITIES.

See if you can find other examples of the Aspects you have chosen in the person's day at work.

Aspect:

Examples:

Aspect:

Examples:

FOR THE TEACHER:

Introduction

The purpose of this activity is to help students understand their interests and how they relate to career choices. It also encourages them to look beyond their preconceptions about careers and investigate alternatives they may not have considered before. Finally, students will become familiar with Career Cruising's main assessment tool, Career Matchmaker, and learn how it can provide individualized feedback on their career ideas.

Setting the Stage

Classroom discussion can focus on two issues: the relationship between people's interests and their career choices; and how much (or little) we really know about various careers. Ask students which occupations they are thinking about pursuing. Then ask them how much they know about those occupations. How do they know they will really like those careers? There are hundreds of occupations to pursue, yet many students only think of a handful when imagining their future career paths.

For Use With

Internet Version
CD-ROM Version (Windows)

Starting the Program

Internet Version

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2. Type **www.careercruising.com** into the web address box at the top of the screen, then press **ENTER** on your keyboard.
3. Enter your school's username and password, and click on **START CAREER CRUISING**.

CD-ROM (Windows)

1. Click on the **START** button. Select **PROGRAMS** from the menu that appears above it.
2. Select **CAREER CRUISING 2006** from the Programs menu.
3. Finally, select **CAREER CRUISING 2006**.

STAGE 1:

Your Career Choice

From the Main screen, click on **EXPLORE CAREERS**.

Internet Version

In the box beside **SEARCH FOR CAREERS**, enter the name of a career you would like to pursue or have seriously considered for yourself (e.g. lawyer, carpenter, fashion designer). Then click **GO!**

CD Version

Click on **SEARCH BY INDEX** and search for a career you would like to pursue or have seriously considered for yourself.

Once you have found a career, write the name below.

Career:

1. Before learning more about your career choice, write down three things you think you would like about this career (e.g. on-the-job activities, work environment, or other interesting aspects).

Note: At this stage of the activity, you do not have to do any research; just write down your thoughts on this career. In the third stage, you will learn more about this career and how it matches up with your interests.

STAGE 2:

Identifying Your Interests

Click the purple **MATCHMAKER** button at the top of the screen.

Enter your first and last name, then click on **START A NEW MATCHMAKER SESSION**.

Read the instructions on the Introduction page, then click **START!**

After you answer the first 39 questions, Career Matchmaker will suggest careers that match your answers.

Optional: We suggest that you go through the second round of questions as well. To begin the second round of questions, click the blue **ANSWER MORE QUESTIONS TO IMPROVE MY RESULTS** button on the right side of the Career Suggestions screen. Answer as many questions as you can, and then click the grey **VIEW CAREER SUGGESTIONS SO FAR** button near the bottom of the screen. Career Matchmaker will update your list of career suggestions.

Now save your career suggestions by clicking on the grey **SAVE TO MY PORTFOLIO** button on the right hand side of the screen. If you already have a portfolio, just enter your portfolio username and password and click **LOGIN**. If you don't have a portfolio, click on the **NEW PORTFOLIO** button and enter the required information. If you do not see the **NEW PORTFOLIO** button, ask your teacher or counsellor for help.

STAGE 3:

Matching Up Your Interests with Careers

2. Does your career choice appear in the list of career suggestions?

Yes ____

No ____

If **Yes**, click on it.

If **No**, click on the blue **SEE HOW OTHER CAREERS MATCH UP WITH MY ANSWERS** button on the right side of the screen. Enter the name of your career choice in the box beside **SEARCH FOR CAREERS**. Click **GO!** Then click on the career.

3. Once you have clicked on the career, a chart titled **SUITABLE FOR YOU?** will appear. From this chart, write down any Central and Secondary Aspects to which you answered Like or Like Very Much.

4. Write down any Central and Secondary Aspects to which you answered Dislike, Dislike Very Much, or Does Not Matter.

Summary – Your Views

Now that you have learned about your interests and how they match up with a career that you have considered, answer the following questions:

5. In Question 1, you wrote down three things that you thought you would like about this career. Are any of these similar to the Central or Secondary Aspects of the career? Are you surprised by any of the aspects of this career? Why?

6. How did your original career choice match up with your interests? Do you still think it is a good career choice for you? Why or why not?

7. Do you think interests are important for career choices? Why or why not?

Optional – Checking out one of your Career Suggestions

Click on the **BACK TO MATCHMAKER SUGGESTIONS** link near the top of the page. Click on one of your top five career suggestions (*choose one that you think might interest you, but not the one you already looked at*).

Career:

8. Write down the Central and Secondary Aspects to which you answered Like or Like Very Much.

9. Write down any Central and Secondary Aspects to which you answered Dislike, Dislike Very Much, or Does Not Matter.

Summary – Your Views

10. Are you interested in this career? Have you ever considered it before? What could you do to learn more about it?

FOR THE TEACHER:

Introduction

The purpose of this activity is to help students:

- Learn how they can use factors like working conditions, education, core tasks, and income to sort occupations and find suitable career choices
- Gain in-depth knowledge of one or more occupations, including day-to-day working conditions
- Become familiar with the features and information available in Career Cruising.

Setting the Stage

Classroom discussion can focus on the importance of factors such as income, education, and working conditions in determining career choices. Ask students which factors they feel are most important when making decisions about their career.

For Use With

Internet Version

Starting the Program

Internet Version

1. Click on your web browser.
2. Type **www.careercruising.com** into the web address box at the top of the screen, then press **ENTER** on your keyboard.
3. Enter your school's username and password, and click on **START CAREER CRUISING**.

From the Main screen, click on **EXPLORE CAREERS**, then click on **CAREER SELECTOR**.

Select your favourite **SCHOOL SUBJECTS** (*preferably 2 to 3 choices*).

Click on **OCCUPATION CLUSTERS**. Select 2 to 3 areas in which you would be interested in working.

Click on **EDUCATION**. Select the type(s) of education you plan to pursue.

Click on **CORE TASKS**. Be sure to read all 20 Core Tasks. Choose 3 to 5 tasks you would like to do regularly at work.

Click on **EARNINGS**. Select the minimum level of income you would like to make. (*Remember that selecting high levels of income may eliminate many careers that you might otherwise find interesting.*)

Click on **WORKING CONDITIONS**. Select working conditions you could **NOT** tolerate.

Now click on **VIEW RESULTS** to see careers that match your selections. (*Note: If you receive 0 matches, try clicking on the **VIEW CLOSE MATCHES** tab.*)

Scroll through the list and click on a career that interests you.

Career:

1. Read JOB DESCRIPTION. Answer the following questions:

What do people in this career do?

What skills do they have?

2. Click on WORKING CONDITIONS. Answer the following questions:

Where do people in this career work?

What kind of hours do they work? *(Do they work days, nights, or shifts? Do they often have to work overtime? How many hours do they work per day/week?)*

Click on one of the two interviews.

Person's name:

3. Click on A DAY IN THE LIFE.

Write down three important work activities this person performs during the day.

4. Click on BREAKDOWN OF ACTIVITIES.

List the three activities this person spends the most time on.

1. _____

2. _____

3. _____

5. Click on LIKES and then DISLIKES.

What does this person like about the job?

What does this person dislike about the job?

Summary – Your Views

6. Now that you have learned a little about this career, answer the following questions:

What are three things that you think are good about this job (*e.g. interesting work activities, people interaction*)?

What are three things that you think are bad about this job (*e.g. long hours, some boring tasks, stress*)?

Could you see yourself doing this job in the future? Why or why not?

FOR THE TEACHER:

Introduction

The purpose of this activity is to help students:

- Learn how occupations can be classified according to different factors
- Learn about people/information/things as one important way of organizing occupations
- Understand how personal characteristics and personality affect career choices
- Gain in-depth knowledge of one or more occupations.

Setting the Stage

Classroom discussion can focus on how occupations can be classified into broad categories. Introduce the idea of classifying occupations according to how much they involve working with People, Information, or Things. Students could be asked to generate a list of occupations and decide whether each occupation involves working primarily with People, Information, or Things (see chart below).

For Use With

Internet Version

Starting the Program

Internet Version

1. Click on your web browser.
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3. Enter your school's username and password, and click on **START CAREER CRUISING**.

People	Information	Things
<ul style="list-style-type: none"> • Helping people • Working as part of a team • Providing medical treatment or care • Organizing or supervising • Serving customers • Persuading or counselling people 	<ul style="list-style-type: none"> • Working with facts or ideas • Making decisions and planning • Studying and reading • Solving puzzles, researching a topic, or doing experiments • Expressing yourself through writing, art, music, etc. 	<ul style="list-style-type: none"> • Building or creating things • Using tools • Figuring out how things work • Operating machines or vehicles • Fixing or maintaining equipment

From the Main screen, click on **EXPLORE CAREERS**, then click on **CAREER SELECTOR**.

Click on **PEOPLE/INFO/THINGS**.

Read about what People, Information, and Things mean in the context of careers.

Think about which of these you like working with most, **PEOPLE, INFORMATION, OR THINGS**. Then select the ranking you prefer from the options on the screen. Once you have made a selection, click on **VIEW RESULTS**.

Scroll through the list and click on a career that interests you.

Career:

1. Read JOB DESCRIPTION. Answer the following question:

What do people in this career do?

2. Click on EDUCATION. Read Education & Training and Other Suggested Qualifications.

What education or training is required?

What kind of personal qualities or talents should people in this job have? *(You may also reread the JOB DESCRIPTION section to answer this question.)*

Click on one of the two interviews.

Person's name:

3. Read Question #3 of QUESTIONS AND ANSWERS.

What personal characteristics are required for someone to be successful in this occupation?

4. Click on A DAY IN THE LIFE.

Write down three important work activities that this person performs during the day.

Use the grey **BACK TO CAREER PROFILE** button near the top of your screen to return to the career profile page (the page with the Job Description and other general information about the career you chose).

Select the other interview.

Person's name:

5. Read Question #3 of QUESTIONS AND ANSWERS.

What personal characteristics are required for someone to be successful in this occupation?

6. Click on A DAY IN THE LIFE.

Write down three important work activities that this person performs during the day.

Summary – Your Views

7. Now that you have learned a little about this career and the kind of personal qualities and skills required, answer the following questions:

What do you think is most important in this career: people skills, information skills, or skills with things?

Does this career suit your talents and personality? Could you see yourself doing it in the future? Why or why not?

FOR THE TEACHER:

Introduction

The purpose of this activity is to help students:

- Learn how careers can be grouped together into clusters based on common characteristics
- See how these career clusters can be used to discover new career possibilities
- Learn about some of the commonly used ways of grouping occupations.

Setting the Stage

Classroom discussion can involve asking students to think of three careers that are related to one another. Select students to present their three careers and describe why they think they are related. Introduce the idea of career clusters and explain their importance. Choose a career cluster and have students suggest careers that might fit into the cluster. For your reference, the career clusters used in Career Cruising are the following.

Architecture & Construction
Arts & Culture
Business & Finance
Computers & Telecom
Education & Social Services

Fashion & Design
Law & Government
Medical & Health
**Natural Resources &
Transportation**

Science & Engineering
Skilled Trades
Service Industry
Sports & Recreation

For Use With

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CD-ROM Version (Macintosh)

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CD-ROM (Windows)

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3. Finally, select **CAREER CRUISING 2006**.

CD-ROM (Macintosh)

1. Insert the Career Cruising CD into your CD-ROM drive and double click on the **CC2006** icon that appears on your desktop.
2. Double click on the "html" folder and finally double click on "index.htm."

From the Main screen, click on **EXPLORE CAREERS**, then click on **SEARCH BY CLUSTER**.

Choose a cluster that interests you.

Optional: Click on the level of education you are planning on pursuing – High School, Community College/Vocational, or University.

Scroll through the list and click on a career that interests you.

Career:

1. Read JOB DESCRIPTION and WORKING CONDITIONS. Answer the following questions:

What do people in this career do?

Where do they work? Who do they work with?

2. Click on EARNINGS and CAREER PATH. Investigate the following:

What salaries do people in this career earn?

How does their job change as they gain more experience and seniority (*i.e. as they move along the Career Path*)?

Click on **RELATED JOBS**. Click on a career that interests you.

Career:

3. Read JOB DESCRIPTION and WORKING CONDITIONS. Answer the following questions:

What do people in this career do?

Where do they work and who do they work for?

4. Click on EARNINGS and CAREER PATH. Investigate the following:

What salaries do people in this career earn?

How does their job change as they gain more experience and seniority (*i.e. as they move along the Career Path*)?

Summary – Your Views

5. Now that you have learned a little about these two related careers, answer the following questions:

What is similar about the two careers?

Which career do you think you would like more? Why?

FOR THE TEACHER:

Introduction

The purpose of this activity is to help students:

- Demonstrate an in-depth knowledge of selected fields of work and occupations
- Learn how to work effectively in teams or groups
- Discover how Career Cruising and other computer technologies can be used in research projects and presentations.

How the Activity Works

Career Cruising divides all of the occupations in the database into 11 “clusters”: Law and Government, Medical and Health, Skilled Trades, etc. The class should be divided into 11 groups of two to three students. Each group will be responsible for preparing and giving a presentation on their career cluster. The presentation should cover:

- General information on the cluster as a whole
- A more in-depth examination of one or two individual occupations.

Presentations can include handouts, visuals, work-related tools, etc. Students should also be encouraged to be creative in their presentations.

Much of the research can be completed using Career Cruising. However, students should be encouraged to do research in the library or on the Internet as well.

For Use With

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CD-ROM Version (Windows)
CD-ROM Version (Macintosh)

Starting the Program

Internet Version

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2. Type **www.careercruising.com** into the web address box at the top of the screen, then press **ENTER** on your keyboard.
3. Enter your school's username and password, and click on **START CAREER CRUISING**.

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CD-ROM (Macintosh)

1. Insert the Career Cruising CD into your CD-ROM drive and double click on the **CC2006** icon that appears on your desktop.
2. Double click on the “html” folder and finally double click on “index.htm.”

ASSIGNMENT

Your group is responsible for making a presentation on one of the career clusters in Career Cruising. Part of your presentation should be about the cluster as a whole, including topics such as:

- The types of careers that are included in the cluster
- What these different careers have in common
- Where people in these occupations work
- How much income people in this cluster can earn
- What the labour market is like for people in these clusters (e.g. are there any “hot” areas with lots of jobs available?)
- Where to get more information (e.g. helpful websites, books, newspapers)

The other part of the presentation should be focused on one or two specific careers within the cluster. You may want to pick careers that you think are interesting or that other people may not be familiar with. Your presentation should cover:

- The kind of work or tasks people in the career perform
- The tools, instruments, or equipment they use
- Where they work and who they work with
- How much income they earn and factors that affect their income
- The education and/or training needed to get into the career
- Where to get more information on the career (e.g. helpful websites)
- What real people in the career have to say about it (what they like or dislike, what advice they have for people who want to get into the career, etc.)

You may use handouts, visuals, and other “props” to make the presentation more interesting.

RESEARCH

You can use Career Cruising to find out which careers are in which clusters and to do research on individual careers. Further research can be done in the library or on the Internet.

USING CAREER CRUISING

From the Main screen, click on **EXPLORE CAREERS**, then click on **SEARCH BY CLUSTER**.

Click on your cluster.

You will see a list of the careers in that cluster. If you want to learn more about a specific career, click on it.

Each specific career profile includes in-depth information on working conditions, education, income, and career paths, as well as links to other sources of information. There are also two interviews with real people in each occupation. Click on the names in the bottom left of the screen to view the interviews.

USING WEB LINKS

You can use the web links in Career Cruising as a starting point for your Internet research. Simply go to the “Other Resources” section of the careers you are researching and click on the listed links.

If you would like to do additional research on the Internet, you can use your favourite search engine to search for information on the career and career cluster you are researching. Professional and trade associations, unions, colleges, and government websites usually have the most accurate information.

FOR THE TEACHER:

Introduction

The purpose of this activity is to introduce students to informational career interviews. In Stage 1 of the exercise, they explore one of the multimedia career interviews in Career Cruising in order to familiarize themselves with the types of questions to ask and the general approach to take. In Stage 2, they take what they have learned and apply it in a “live” career interview with a parent or friend of the family.

Students completing this activity will learn about specific occupations and become more familiar with the realities and language of the workplace.

If you are teaching higher level students, or if you are short on time, you may wish to skip Stage 1. Instead of having students answer the questions in Stage 1, simply have them browse through a multimedia interview to familiarize themselves with the idea of informational career interviews.

Setting the Stage

Classroom discussion can focus on how to decide which career suits you. Ask students what they would do if they were interested in a career and wanted to learn more about it. What is the best way to learn more about a career? Have they ever asked their parents or friends of their family about their jobs?

For Use With

- Internet Version
- CD-ROM Version (Windows)
- CD-ROM Version (Macintosh)

Starting the Program

Internet Version

1. Click on your web browser.
2. Type **www.careercruising.com** into the web address box at the top of the screen, then press **ENTER** on your keyboard.
3. Enter your school's username and password, and click on **START CAREER CRUISING**.

CD-ROM (Windows)

1. Click on the **START** button. Select **PROGRAMS** from the menu that appears above it.
2. Select **CAREER CRUISING 2006** from the Programs menu.
3. Finally, select **CAREER CRUISING 2006**.

CD-ROM (Macintosh)

1. Insert the Career Cruising CD into your CD-ROM drive and double click on the **CC2006** icon that appears on your desktop.
2. Double click on the “html” folder and finally double click on “index.htm.”

STAGE 1: CAREER CRUISING INTERVIEW

From the Main screen, click on **EXPLORE CAREERS** and then click on **SEARCH BY SCHOOL SUBJECT**. Choose your favourite school subject from the list of buttons.

Scroll through the list of careers and click on a career that interests you.

Career:

1. Read Job Description. List three things that people in this career do.

1. _____
2. _____
3. _____

2. Click on EARNINGS. How much money do people in this career typically earn? What factors determine their salary or income? (e.g. *seniority, hours, expertise*)

3. Click on EDUCATION. What kind of education, training, or other preparation do you need to get into this career?

Click on one of the two interviews.

Person's name:

4. What does this person do and how did this person get into this career? (see *QUESTIONS AND ANSWERS #1 and #2*)

5. What personal characteristics are required to be successful in this career? (see *QUESTIONS AND ANSWERS #3*)

6. Have any recent changes affected the job? What changes does the person foresee in the future? (see *QUESTIONS AND ANSWERS #6*)

7. What does the person like most about this career? (see *LIKES*)

8. What does the person dislike most about this career? (see *DISLIKES*)

9. What advice does this person have for someone who wants to get into this career? (see *ADVICE* and the last question in *QUESTIONS AND ANSWERS*)

STAGE 2: LIVE INTERVIEW

Now that you have viewed one of the interviews in Career Cruising and learned about the kinds of questions you can ask in a career interview, the next step is to try an interview with an adult you know (*e.g. a parent or a friend of your family*).

When doing the interview, remember that it is important to be well-organized and professional. The person you interview is taking time out of his/her busy day to help you. Listen carefully to what the person says; you may be surprised by what you learn! You can use the Interview Question sheet provided to help you with the interview.

INTERVIEW QUESTION SHEET

Career name:

Person's name (optional):

1. What are your main tasks or responsibilities at work?

2. What kind of education, training or other preparation do you need to get into your career? (e.g. university degree, college diploma, high school diploma, apprenticeship, on-the-job training)

3. How did you get into this career? (When you were young, did you want to do anything else? Did you have other types of jobs before this one?)

4. What personal characteristics are required for someone to be successful in your career? (e.g. being organized or creative, writing or speaking clearly, being strong or good with your hands)

5. Have any recent changes affected your job? What changes can you foresee in the future? (e.g. more technology being used, economic changes)

6. What do you like most about your job and the career you have chosen? (In what way(s) is it better than other types of jobs/careers?)

7. What do you dislike most about your job and the career you have chosen? (What are the toughest parts, compared to other jobs/careers?)

8. What advice do you have for someone who wants to get into this career?

FOR THE TEACHER:

Introduction

One of the greatest problems educators face is helping students bridge the gap between school and work. Many students cannot see the connection between what they are learning now and their future career. As a result, they may lack confidence in themselves and their ability to contribute in the workplace.

The purpose of this activity is to help students make links between their daily activities and work skills. In particular, they will:

- See the importance of their curricular and extracurricular activities
- Gain a better understanding of their own skills
- Learn about career options related to their skills.

How the Activity Works

Students first use the 'A Day in the Life' chart to set out a sample day in their life, being sure to include all curricular, extracurricular, social, and at-home activities. Then they use the 'Activities & Work Skills' chart to link their activities to work-related skills. (Both the 'A Day in My Life' chart and the 'Activities and Work Skills' chart can be found in the pages immediately following this activity.)

The next step is to use Career Cruising to search for and learn about careers in which those skills are important.

For Use With

Internet Version

Starting the Program

Internet Version

1. Click on your web browser.
2. Type **www.careercruising.com** into the web address box at the top of the screen, then press **ENTER** on your keyboard.
3. Enter your school's username and password, and click on **START CAREER CRUISING**.

STEP 1: A DAY IN MY LIFE

Take the 'A Day in My Life' chart. In the Activities column, write down the things you do in a typical day. Be sure to include all classes, sports, social events, clubs, hobbies, chores, after school jobs, etc. (*You may use the 'Activities & Work Skills' chart as a reference.*)

STEP 2:

Using the 'Activities & Skills' chart, match your activities with the related work skills.

STEP 3:

Now go back to your 'A Day in My Life' chart and write down the work skills that match your activities (*put the work skills beside each activity, in the right hand column*).

STEP 4:

1. Write down the work skill that appears most often in your day:

Work Skill #1: _____

2. Write down the work skill you would most enjoy using in a job:

Work Skill #2: _____

3. Write down the work skill you think would be most important in getting a good job:

Work Skill #3: _____

STEP 5: USING CAREER CRUISING / WORK SKILL #1

From the Main screen, click on **EXPLORE CAREERS**, then click on **CAREER SELECTOR**.

Then, click on **CORE TASKS**.

Select the work skill/core task that *appears most often* in your day (*Work Skill #1 above*).

Click on **VIEW RESULTS**. Career Cruising will show you a list of careers where people use the skill you selected.

STEP 6: RESEARCHING THE CAREER

Scroll through the list and click on a career that interests you.

Career:

4. Click on **JOB DESCRIPTION**. Write down examples of how people in this career use the work skill you selected.

Click on one of the two interviews.

Person's name:

5. Click on **A DAY IN THE LIFE**. Write down examples of how the person uses the skill you selected in his/her workday.

Use the grey **BACK TO CAREER PROFILE** button near the top of your screen to return to the career profile page (*the page with the Job Description and other general information about the career you chose*).

Click on the other interview.

Person's name:

6. Click on **A DAY IN THE LIFE**. Write down examples of how this person uses the skill you selected in his/her workday.

STEP 7: USING CAREER CRUISING / WORK SKILL #2

Use the **BACK** button at the top left of screen to return to the **CAREER SELECTOR** screen. Click on **CORE TASKS**.

Deselect the work skill/core task you chose before (*i.e. click on it once to delete the checkmark*).

Now select the work skill that you would most enjoy using in a job (*Work Skill #2 above*).

Click on **VIEW RESULTS**.

Scroll through the list and click on a career that interests you.

Career:

7. Read Job Description and each of the interviewees' Day In The Life. Write down examples of how people in this career use the work skill you selected.

STEP 8: USING CAREER CRUISING / WORK SKILL #3

Repeat Step 7, except this time select the work skill that you think would be most important in getting a good job (*Work Skill #3 above*).

Career:

8. Write down examples of how people in this career use the work skill you selected.

Time	Activity	Work Skills
7:00am – 8:00am		
8:00am – 9:00am		
9:00am – 10:00am		
10:00am – 11:00am		
11:00am – 12:00pm		
12:00pm – 1:00pm		
1:00pm – 2:00pm		
2:00pm – 3:00pm		
3:00pm – 4:00pm		
4:00pm – 5:00pm		
5:00pm – 6:00pm		
6:00pm – 7:00pm		
7:00pm – 8:00pm		
8:00pm – 9:00pm		

SCHOOL SUBJECT	WORK SKILLS
Biology	Doing Research Inspecting, Measuring, or Monitoring Keeping Accurate Records Working with Animals or Plants
Business (e.g. Accounting, Entrepreneurial Studies, Marketing)	Communicating Information or Persuading People Keeping Accurate Records Selling or Promoting
Canadian and World Studies (e.g. Canadian History and Politics, Canadian and World Issues, Law, World History)	Communicating Information or Persuading People Doing Research Writing
Chemistry	Inspecting, Measuring, or Monitoring Keeping Accurate Records Programming, Analyzing Data, or Doing Calculations
Computers	Programming, Analyzing Data, or Doing Calculations Identifying/Diagnosing Problems
Dance	Artistic Expression Physical Training or Performing
Technology (e.g. Design and Technology, Construction Technology, Communication Technology)	Operating Machines or Vehicles Building or Creating Objects Inspecting, Measuring, or Monitoring
Drama	Artistic Expression Communicating Information or Persuading People Writing
English	Artistic Expression Communicating Information or Persuading People Writing
Family Studies (e.g. Parenting, Fashion, Individuals and Families in a Diverse Society)	Caring for or Treating People Organizing People or Planning Activities Making sure that things are Clean and Organized
Geography (e.g. Geography – Physical, World Issues)	Doing Research Writing Communicating Information or Persuading People
Health and Physical Education	Physical Training or Performing Organizing People or Planning Activities
History (e.g. Canadian History, Society: Challenge and Change, Modern Western Civilization, etc.)	Doing Research Writing Communicating Information or Persuading People
Languages (e.g. French, Japanese, Latin)	Communicating Information or Persuading People Writing
Math	Programming, Analyzing Data, or Doing Calculations Inspecting, Measuring, or Monitoring Identifying/Diagnosing Problems
Music or Visual Art (e.g. Band, Strings, Musical Theatre, etc.)	Artistic Expression Building or Creating Objects Designing or Drawing Things
Physics	Inspecting, Measuring, or Monitoring Keeping Accurate Records Programming, Analyzing Data, or Doing Calculations Designing or Drawing Things
Science	Inspecting, Measuring, or Monitoring Keeping Accurate Records Programming, Analyzing Data, or Doing Calculations

OTHER SCHOOL ACTIVITIES	WORK SKILLS
Assemblies (e.g. organizing, participating in)	Artistic Expression Communicating Information or Persuading Others Organizing People or Planning Activities
Clubs (e.g. chess club, outers club, environment club)	Communicating Information or Persuading Others Organizing People or Planning Activities Selling or Promoting
Dances (e.g. organizing, attending)	Organizing People or Planning Activities Physical Training or Performing Selling or Promoting
Fundraising (e.g. raising money for a charity or school trip; you may hold an event, have a car wash, sell chocolates)	Organizing People or Planning Activities Selling or Promoting Communicating Information or Persuading People Keeping Accurate Records
Independent Study Project/Unit (e.g. research essay on a topic of your choice)	Doing Research Keeping Accurate Records Writing
Journal (e.g. keeping a daily journal for English class)	Writing
Library (e.g. finding books in the library)	Doing Research
Lunch/Recess	Communicating Information or Persuading People
Peer Editing (e.g. reading and correcting other students' work)	Communicating Information or Persuading People Writing
Peer Tutoring/Helping (e.g. helping students with school work or problems)	Teaching or Training Identifying/Diagnosing Problems
Presentations or Seminars	Communicating Information or Persuading People Teaching or Training
Projects (e.g. researching and presenting information in a visually appealing way)	Doing Research Writing Designing or Drawing Things Building or Creating Objects
Sales (e.g. bakesales)	Selling or Promoting Communicating Information or Persuading People Organizing People or Planning Activities
School Newspaper (e.g. being a reporter, taking photos, doing layout)	Writing Doing Research
School Shows (e.g. plays, music night)	Artistic Expression Communicating Information or Persuading People Selling or Promoting Building or Creating Objects
Science Project	Doing Research Inspecting, Measuring, or Monitoring Programming, Analyzing Data, or Doing Calculations Writing
Sports (e.g. playing on, coaching, or helping out with a team)	Physical Training or Performing Organizing People or Planning Activities
Student Council (e.g. being a student council member such as school president or treasurer)	Communicating Information or Persuading People Organizing People or Planning Activities
Yearbook (e.g. writing for, taking photos, doing layout)	Writing Artistic Expression Designing or Drawing Things

LEISURE ACTIVITIES AND HOBBIES	WORK SKILLS
Athletic activities (e.g. hiking, swimming, skating)	Physical Training or Performing
Being interested in professional sports (e.g. following a sports team; watching sports on TV, keeping track of players' stats, discussing sports)	Doing Research Communicating Information or Persuading People
Building things (e.g. models)	Building or Creating Objects Designing or Drawing things
Camping	Physical Training or Performing Organizing People or Planning
Card or Board Games	Programming, Analyzing Data, or Doing Calculations Communicating Information or Persuading People Identifying/Diagnosing Problems
Collecting things (e.g. baseball cards, stickers)	Doing Research Keeping Accurate Records Making Sure Things are Clean and Organized
Computer (e.g. using a paint program, installing new software, fixing problems)	Programming, Analyzing Data, or Doing Calculations Identifying/Diagnosing Problems Operating Machines or Vehicles
Diary (e.g. writing down your thoughts in a diary)	Writing Artistic Expression
Drawing (e.g. pictures, cartoons, etc.)	Artistic Expression Designing or Drawing things
Driving (e.g. driving the family car)	Operating Machines or Vehicles
Friends (e.g. hanging out with, helping with problems)	Communicating Information or Persuading People Organizing People or Planning Identifying/Diagnosing Problems
Internet (e.g. surfing the net, downloading music, making a web page)	Doing Research Designing or Drawing things Programming, Analyzing Data, or Doing Calculations
Making crafts (e.g. bracelets)	Artistic Expression Designing or Drawing things Building or Creating Objects
Music (e.g. listening to, singing, playing an instrument)	Artistic Expression Communicating Information or Persuading People Doing Research
Playing on a sports team (e.g. baseball, soccer)	Physical Training or Performing Communicating Information or Persuading People
Reading (e.g. magazines, novels, comic books)	Doing Research
Riding a Bike	Physical Training or Performing Operating Machines or Vehicles
Shopping	Doing Research
Skateboarding	Physical Training or Performing Fixing/Repairing Things
Talking on the Phone	Communicating Information or Persuading People
Video or Computer Games	Identifying/Diagnosing Problems Physical Training or Performing
Writing letters or emails	Writing Communicating Information or Persuading People

HOUSEHOLD ACTIVITIES	WORK SKILLS
Babysitting (e.g. younger sister/brother, neighbour's kids)	Caring for or Treating People
Cleaning (e.g. your room, bathroom, garage)	Making Sure that Things are Clean and Organized Identifying/Diagnosing Problems Operating Machines or Vehicles
Cooking or Baking	Inspecting, Measuring, or Monitoring Building or Creating Objects
Mowing the Lawn	Operating Machines or Vehicles Physical Training or Performing Working with Plants or Animals
Helping in the Garden (e.g. planting flowers, pruning bushes, weeding)	Physical Training or Performing Working with Plants or Animals Artistic expression
Shovelling Driveway	Physical Training or Performing
Taking care of a pet (e.g. walking the dog, feeding cat)	Working with Plants or Animals
Taking Phone Messages	Keeping Accurate Records Writing
Vacuuming	Operating Machines or Vehicles
Washing the Dishes	Making Sure that Things are Clean and Organized

OTHER	WORK SKILLS
Part-time job - Cashier	Assisting Customers or the Public Programming, Analyzing Data, or Doing Calculations
Part-time job - Food Services (e.g. working at a fast food chain, waiting tables, bussing)	Assisting Customers or the Public Making Sure that Things are Clean and Organized
Part-time job - Recreation (e.g. lifeguard, sports instructor, camp counsellor)	Teaching or Training Caring for or Treating People
Part-time job - Retail (e.g. working in a clothing store)	Assisting Customers or the Public Keeping Accurate Reports Making Sure that Things are Clean and Organized Selling or Promoting
Volunteering (e.g. volunteering at a hospital, charity)	Assisting Customers or the Public Caring for or Treating People Communicating Information or Persuading People Teaching or Training

FOR THE TEACHER:

Introduction

The purpose of this activity is to:

- Introduce students to the My Skills component of Career Matchmaker
- Help students identify their work skills
- Make students aware of the benefits of using more than one type of career assessment.

Setting the Stage

Classroom discussion can focus on the importance of skills in the workplace. Ask students to take a few minutes to think about skills they have that could be useful in the working world. (*Examples of work skills should be provided to help get students started.*) Then have students share some of their skills with the class. Next, ask students how they are able to identify their skills. The difficulties with self-assessing skills should be discussed.

An alternative topic for discussion is the benefits of using more than one type of career assessment (*interests, skills, values, personality, etc.*). Ask the class to identify potential problems with relying on just one type of career assessment.

For Use With

Internet Version

Starting the Program

Internet Version

1. Click on your web browser
2. Type **www.careercruising.com** into the web address box at the top of the screen, then press **ENTER** on your keyboard.
3. Enter your school's username and password, and click on **START CAREER CRUISING**.

From the Main screen, click on **CAREER MATCHMAKER**.

Enter your first and last names, then click on **START A NEW MATCHMAKER SESSION**. Read the instructions on the Introduction page, then click **START!**

After you answer the first 39 questions, you will come to the Career Suggestions screen. This screen shows you careers that may be suitable for you based on your interests. Take a few minutes to look through the careers on your list.

Select a career from the list that you are interested in.

Career:

1. Click on the career that you are interested in and read through the information that is available (Job Description, Working Conditions, Interviews, etc.).

Write down five things about this career that you find appealing.

1. _____
2. _____
3. _____
4. _____
5. _____

Click on **BACK TO MATCHMAKER SUGGESTIONS** to go back to your career suggestions list. Now click on the **MY SKILLS** button on the right side of the page to begin the skills assessment component. Read the introduction and then click **GO!** to begin answering the skills questions. Answer all 45 questions.

After answering the skills questions, you will be taken back to the Career Suggestions screen. Now you will notice that all of the careers on your list have been assigned a Skills Score.

2. What is the Skills Score that appears beside the career you were interested in?

_____ A – Very Good Match

_____ D – Questionable Match

_____ B – Good Match

_____ E – Poor Match

_____ C – Fair Match

3. Click on this career and then scroll down the Suitable For You screen until you get to the My Skills information.

Look through your responses to the skills that are important for this career and add up the number of responses of each type.

_____ I Am Highly Skilled

_____ I Don't Have This Skill

_____ I Am Skilled

_____ I Can't Answer This

_____ I Have Some Skill

4. Write down any three skills to which you answered "I Don't Have This Skill" or "I Have Some Skill." (If you didn't respond this way to three of the skills, just choose any three of the skills listed.)

1. _____

2. _____

3. _____

For each of the skills you wrote down, try to think of school subjects and activities outside of school that could help you increase your skill level.

Example:

Skill: Presenting ideas and information in writing

Ways to improve my skill level:

Work hard on all of my written assignments in school

Try to read the newspaper each day

Write a short story on why I love sports

Ask my English teacher to recommend some books on writing

For Your Skills:

Skill: _____

Ways to improve my skill level: _____

Skill: _____

Ways to improve my skill level: _____

Skill: _____

Ways to improve my skill level:

Summary – Your Views

5. After completing the skills assessment, are you still interested in this career? Why or why not?

6. What do you think the difference is between interests and skills?

7. Do you think it is helpful to consider your skills when choosing a career? Why or why not?

FOR THE TEACHER:

Introduction

The purpose of this activity is to help students:

- Learn about the apprenticeship system
- Gain in-depth knowledge of one or more apprenticeship programs in your province
- Become familiar with the apprenticeship information available in Career Cruising.

Setting the Stage

Classroom discussion can focus on apprenticeship training. Ask students if they are aware of apprenticeship training as an option and how it differs from college and university programs. What are some of the advantages of becoming an apprentice?

For Use With

Internet Version

Starting the Program

Internet Version

1. Click on your web browser.
2. Type **www.careercruising.com** into the web address box at the top of the screen, then press **ENTER** on your keyboard.
3. Enter your school's username and password, and click on **START CAREER CRUISING**.

From the Main screen, click on **EXPLORE EDUCATION AND TRAINING**, and then click **APPRENTICESHIP TRAINING**.

Click on **ABOUT APPRENTICESHIP**.

1. Browse through this section to learn the basics about apprenticeships. Answer the following questions:

How much do apprentices earn?

What is the first step in becoming an apprentice?

What education do you need to begin most apprenticeship programs, and to be taken on by most employers?

2. In some trades, certification through an apprenticeship or other means is mandatory if you want to work in that trade. In other trades, certification is voluntary. Use the information in the Trade Certification section to answer the following questions:

Why might you want to get certified through an apprenticeship even if you don't have to?

What does the additional Red Seal Certification allow you to do?

Using the **BACK** button at the top of the screen, return to the main apprenticeship training screen.

Click on **SELECT A PROVINCE** and select your province.

3. Click on the blue LOCAL OFFICES button. Find the nearest apprenticeship office.

Write down the contact information for that office: *(If there is no local office in your area, write down the main office contact information.)*

Click on the blue **APPRENTICESHIP SEARCH** button. Choose an area that interests you and click on it. Select a specific apprenticeship program from the list that appears.

Apprenticeship:

4. Read through the Apprenticeship program profile. Answer the following questions:

What do people in this trade do? *(brief description)*

Is certification mandatory or voluntary?

Using the **BACK** button at the top of the screen, return to the **APPRENTICESHIP SEARCH** screen.

Choose another area that interests you and click on it. Select a specific apprenticeship program from the list that appears.

Apprenticeship:

5. Read through the Apprenticeship program profile. Answer the following questions:

What do people in this trade do? (*brief description*)

Is certification mandatory or voluntary?

Summary – Your Views

Now that you have learned a little about apprenticeships and a few of the programs offered, answer the following questions:

6. What would you need to do if you wanted to get into one of the apprenticeships you explored above?

7. Will you be considering apprenticeship as a career option for you? Why or why not?

FOR THE TEACHER:

Introduction

The purpose of this activity is to help students:

- Learn about colleges and universities and the programs they offer
- Become familiar with Career Cruising's Education and Training section
- Learn how to use the Internet to find important education-related information.

Setting the Stage

Classroom discussion can focus on the importance of getting accurate information about colleges and universities and the programs they offer. Ask those students who know what type of post-secondary education they plan to pursue if they are aware of the entrance requirements for schools and programs they are interested in. An alternative topic for discussion is the usefulness of the Internet for finding education and career-related information. Ask the class what difficulties they have encountered while searching for information on the Internet.

For Use With

Internet Version

Starting the Program

Internet Version

1. Click on your web browser
2. Type **www.careercruising.com** into the web address box at the top of the screen, then press **ENTER** on your keyboard.
3. Enter your school's username and password, and click on **START CAREER CRUISING**.

From the Main screen, click on **EXPLORE EDUCATION AND TRAINING**.

Click on the **SEARCH FOR SCHOOLS** button.

Beside **SEARCH FOR A SCHOOL**, enter the name of a university or community college that you have heard about or are interested in (e.g. *McGill University, Capilano College, Winnipeg Technical College, Ryerson University*).

Click **GO!**. Or, click on the province in which the university or community college is located and find it in the alphabetical list.

Click on a specific school that interests you.

School name:

1. Find the following information.

Mailing Address: _____

Website Address: _____

Admissions Email (or telephone #): _____

Enrolment: _____

Financial Aid and Awards Phone Number or Email: _____

Click on the **PROGAMS OFFERED** button on the left side of the screen.
Scroll through the list of programs to find a program you are interested in.

Program name:

2. Click on the program name to get more information about it. Write down the credential granted (diploma, certificate, etc.) and other useful information available such as the length of the program, tuition, or whether a co-op/work placement is offered.

Summary – Your Views

3. Do you think that this school and program are a good choice for you? Do you need more information to make a decision? How will you go about getting this information?

Optional – Internet Research

Click on the **SCHOOL PROFILE** button on the left hand side of the page. Then click on the link listed below the Website heading.

4. Try to find information about the program you selected above in the school’s website. (Hint: look for sections like “admissions,” “academic programs,” “student resources,” or “course calendar.”) Answer the following questions:

What are the admission requirements or prerequisites for this program? (i.e. specific high school courses or special application procedures that must be completed before you can enter the program)

What is the contact information for the person or department that can answer any questions you may have about this program?

Summary – Your Views

5. Are you still interested in taking the program you selected? Is it different in any way from what you thought it would be?

6. Was any important information about this program not available on the school's website?
