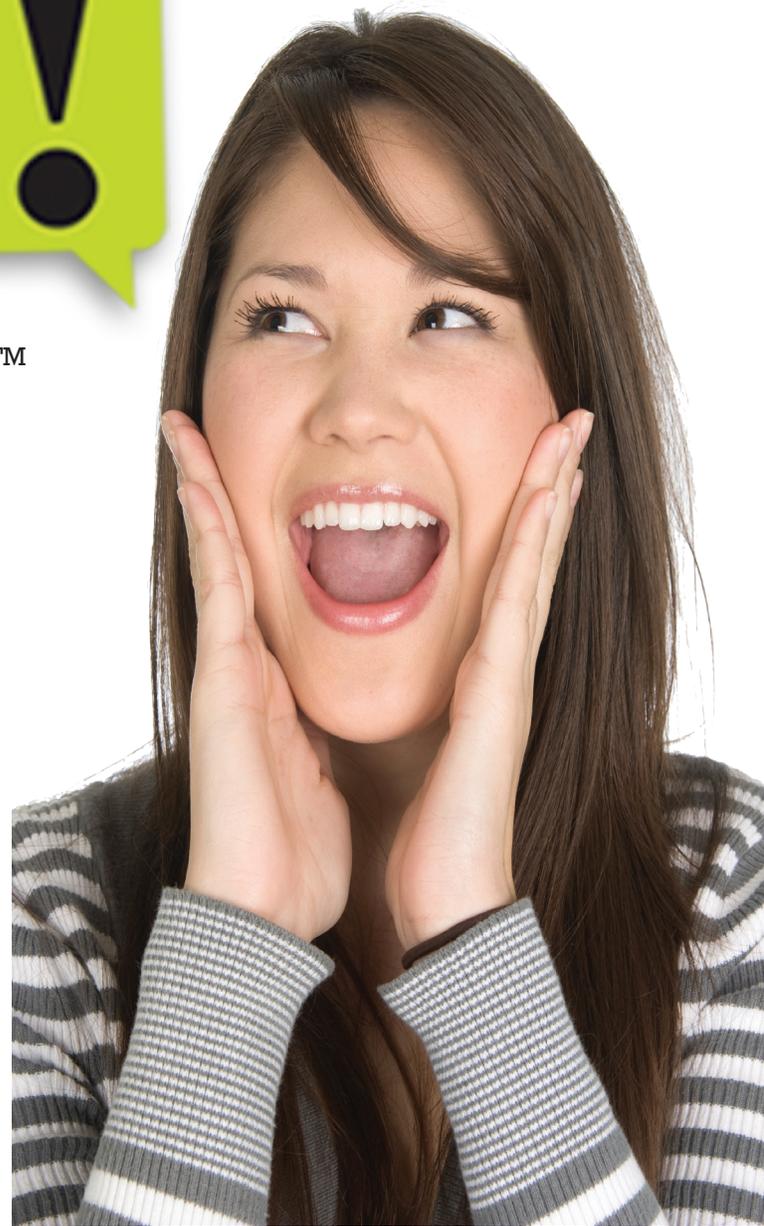


i have a planTM IOWA

101 Ways to Use I Have A Plan IowaTM in the Classroom



Provided by Iowa College Aid
877-272-4456



Table of Contents

Math.....	1-12
Geography.....	13-16
Computers.....	17-23
Music.....	24-28
English.....	29-35
Entrepreneurial and Business Classes.....	45-48
Social Studies.....	36-44
Miscellaneous.....	49-58
Health and Family Consumer Sciences.....	59-61
Teacher Participation.....	62-63
Economics.....	64-66
Shop Class.....	67
History.....	68-70
Business.....	71-74
Communications, Debate and Speech/Drama.....	75-80
Foreign Language.....	81-83
Science.....	84-85
Physical Education.....	86-90
Psychology.....	91-94
Art.....	95-98
Journalism.....	99-101



Math

1. Graphing Career Trends

Have students select an occupation from the Career Clusters in the Career Planning section. Each student will research the history of the selected occupation and graph the varying income levels for this occupation throughout history. Based on their research, they may wish to include a graph for occupational outlook and growth for the selected occupation.

2. School Survey

Throughout this activity, students will design and conduct a research study involving other students within the school. The content of the study should involve occupational information from I Have A Plan IowaTM career profiles. Students will need to develop the methodology for the study, design the survey or research method, develop a representative sample within the school, conduct the research and interpret the results. Students will need to include appropriate charts or graphs in their report.

3. Math at Work

Invite representatives from several occupations within the community to a math class. Ask each representative to demonstrate how he or she utilizes math within his or her occupation. For example, you might have a police officer demonstrate how he or she calculates the length of skid mark in order to determine speed and fault in accidents. Students should study the career profile of each community member carefully before that individual visits, in order to have a better understanding of the occupation and to formulate intelligent and relevant questions.

4. Heavy Math

In this activity, each student will research and present information on the occupation from their Career Finder results that relies most heavily on math or math theory. Students will discuss how math is utilized within that occupation, what math is necessary and if they are still interested in this occupation after the research project.

5. Six Math Groups...Interesting!

Using your school's Interest Profiler results as a whole, have students calculate the percent of students within each of Holland's Codes (RIASEC). You can also calculate the percent of each class that falls within each Holland Code. It might also be interesting to examine the percent of occupations that fall within each Holland Code and examine the relationship between these calculations.

6. Math? Do I Need Math?

Have each student generate a list of at least 10 potential careers from their Career Finder results. Ask each student to find an occupation on his or her list that does not require the use of math or mathematical theory. Each student will need to research the occupation and write a brief description of the math tasks associated with each occupation.

7. Show Me the Money!

In this activity, ask each student to select an occupation from his or her Interest Profiler assessment results. Each student will determine the average wages for that occupation and calculate a budget for living within those wages. Students should consider taxes, insurance, cost of living, recreational expenses and the education expenses of the selected occupation. Does this occupation fit their selected lifestyle? What level of education will be necessary to achieve this level of income? Are they willing to achieve this level of education?



8. College Budget

Students start by selecting one occupation from their Career Finder results. They can then research and select a college, university or training program that would support that occupation. Now, have each student calculate the total cost for the required education. Students will need to consider the cost of tuition, room and board, transportation, books, and entertainment. They can also factor in any family contributions they might receive towards these costs.

9. Chart Your Salary

Have each student graph the salaries versus the necessary educational levels for the top 10 occupations on their Career Finder results.

10. Compare and Contrast Occupations

Each student will write a lifestyle statement about what he or she wants out of life, being as specific as possible (a car, a house, pets, an apartment, a college education, a high school education, an associate's degree, vacations, etc.). Have students select two occupations from the Interest Profiler or Work Values results. Each student will need to research the occupations and examine how the selected occupation aligns with his or her lifestyle statement.

11. Math is Your Friend

Using their Career Finder results, have each student select and research three occupations and report to the class how math will help each of those occupations. Students should focus on how math will help to do the job better, and not on which math skills are necessary for the given occupation.

12. The Number is on the Wall

Place numbers on walls around the room and ask students questions regarding occupations. Students will respond to the questions by moving around the room until they find the number that most accurately represents his or her view of the question. Provide a one through five ranking scale, where five represents Strongly Agree and one represents Strongly Disagree. For example, "I would like to work as a sociologist" (provide a brief description of the occupation from a career profile page in I Have A Plan IowaTM). Have each student stand below the number on the wall that represents the way they feel about each statement. Have students record their response to each statement. Then, have students generate mathematical and statistical outcomes with the class results.

Geography

13. Weather or Not

Begin a discussion regarding weather patterns. Have each student examine his or her Career Finder results. Have each student research some of the occupations on their results list to determine how geographic location and weather patterns might influence and affect the ability to do each job.

14. Concentration Occupations

Have each student access his or her list of potential careers from the Career Finder results. From this list, have students determine where in the country they would find a concentration of these occupations. Are there areas of the country, or in the world, where this occupation might be in greater demand?

15. International Occupations

Have each student review his or her Career Finder results list to determine if any of the occupations could be potentially international occupations. How would the job relate to lifestyles in that area? Each student will need to analyze his or her desired lifestyle versus the expected pay and the required education for the selected occupations.



16. Urban or Rural

This activity will encourage students to examine the economic opportunities in urban settings versus rural settings. Have each student select several occupations from their Career Finder results, then ask them to determine if each occupation would be more fitting in an urban or rural setting, or both. What are the implications of each location on the occupations and opportunities?

Computers

17. Utilizing Skills to Benefit the Group

This activity will allow students to use their Interest Profiler assessment results for the benefit of the school. Students will compile and analyze the Interest Profiler results for the entire school. Great care will need to be taken to ensure that test results remain confidential and unidentifiable. Have students chart the results and submit a report to the school. Students may also wish to run statistical reports and include these as part of the complete school report. As long as students' test results remain anonymous, students may also include a statistical or graphical analysis of the Work Values results as well. This might be an individual effort or a group project.

18. Computer Brochures

Have each student select an occupation from his or her Career Finder results. Each student will utilize his or her computer skills to develop a brochure for the selected occupation. Encourage creativity, text and graphics for the brochures! Quotes from people in these fields would really add to an occupational brochure. After the brochures are reviewed and graded, students may submit the brochure to the library for viewing by other students.

19. Utilize Computer Skills to Research an Occupation

Have students utilize their online research tools to examine an occupation in detail. Each student will also need to utilize his or her computer skills to create a report, assemble graphs and insert graphics to enhance the report.

20. Scrapbook Generation

In this activity, students will create a personal scrapbook, including test scores, accomplishments, awards, computer documents, and resumes. Students should utilize computer skills to create and enhance the scrapbook.

21. A Web Generation

Each student will select an occupation from their Career Finder results list. Each student will design and create a website for the selected occupation. Each student will need to develop a list of the traits for the occupation, the working conditions, Interest Profile codes for the occupation, necessary aptitudes and links to other sites for additional information. Students should focus on generating a pleasing and attractive website to promote the occupation.

22. A Powerful Point

This activity will merge Interest Profiler career assessment results and PowerPoint skills. Students will create a PowerPoint presentation on one of his or her top occupations from their suggested list of careers received after completing the Interest Profiler. Each student will need to research the occupation, create a PowerPoint presentation and show the presentation to the class. You may wish to suggest information you wish the students to include in their PowerPoint presentations. The whole class will benefit from information sharing on various occupations. Students will build computer skills and generate a working knowledge of the PowerPoint program while expanding their knowledge of a selected occupation.



23. It is Obscure and Profound

The goal is to find the most obscure and bizarre occupation possible. Have students use online resources to find the most obscure occupation possible. Each student must present his or her occupation to the class and rally votes for the most peculiar occupation. Students will use computer skills, practice public speaking and learn more about non-traditional occupations.

Music

24. Beethoven or Bach?

Ask the class to create a piece of music. The class must research the needs of the public, generate the music, sell the music and track the business portions of the activity. The key is that they must utilize each of the six Holland Codes and assign appropriate tasks to each group based on their interests. Develop a list of occupations that would be necessary to complete this activity. For example, you will need musicians, marketing professionals, sales people and clerical staff. Students will learn more about the field of music, music production and related occupations.

25. Music Through the Ages

Each student will research the effects of music on his or her life. Students should be encouraged to examine their Career Finder results and determine if any selected career would involve music. When did music play an important time in their life? Do they see music involved in any career they are considering? Would they like to find a career that involves music? Encourage students to find careers that might not ordinarily appear to involve music (for example, Funeral Director).

26. Historical Music

Have each student select an occupation related to music and track the occupation back as far as possible. What changes exist? How has that occupation changed through the ages? Students will learn more about the field of music, different occupations and the development of music through the ages.

27. Take Your Musical Pick

This activity will suit the creative at heart. Have each student select a piece of music and create new words for the song. The catch is that the new words must describe a selected occupation. Each student, or group of students, will need to research an occupation, select a piece of music and create new words for the piece of music that will describe the occupation, including educational requirements, working conditions and typical tasks. You may wish to have students perform their new creations for the class.

28. A Baseball Organ

Select an occupation and discuss how music affects that occupation. For example, students could describe how music would have an effect on a sportscaster, from the organ at a baseball game to the advertisements during the broadcast to the background music. Can they find occupations that have no musical consideration?

English

29. Top Choice

Have each student research and write a paper on their top occupational choice. They must defend their choice, including the required education, the pros and cons of the job, and how his or her interests match the occupation. After the research is complete, students will consider if they are still interested in this occupation. What have they learned? What changed or solidified their decision? Are there related occupations worthy of additional research? Each student will submit an essay for credit.



30. Dave's High School Top 10 List

In this activity, each student will generate his or her own version of David Letterman's Top 10 List. Have each student make a statement about their 10 favorite occupations. For example:

1. Agricultural Sprayer -- An absolutely necessary occupation that allows our crops to live bug free.
2. Pilot -- The airborne people that allow me to take a long vacation after working hard at my first occupation as an Agricultural Sprayer.

This should be a fun activity that allows for growth in creative writing, occupational knowledge, self-awareness and career exploration, as well as making a meaningful connection between their career assessment results and the occupations they selected.

31. English Made Simple

Have each student research an occupation that falls on his or her Career Finder results list. Students should be encouraged to conduct an informational interview with someone in his or her selected occupation or participate in a job shadowing experience when possible. At the conclusion of his or her research, each student will create a report based on the informational interview or job shadowing experience. Reports will be submitted for grading purposes.

32. Not on My List? Not a Potential Occupation?

In this activity, each student will examine his or her Interest Profiler results list to determine their highest Interest Profiler careers. Now, they should find an occupation that is not on that list, but is still of interest to the student. They then write a paper describing this occupation and why it was not on their Interest Profiler's list of potential occupations. What factors might contribute to it not showing up on his or her results list? Are there aspects of the occupation that they did not consider when they thought of this occupation? What would they need to do in order to have this occupation on their list? Students will learn more about occupations, expand their awareness of potential occupations, learn more about their personal work-related preferences and enhance their self-awareness.

33. Dream a Little Career for Me

This activity brings creativity and career development together. Throughout this activity, students will be working with five career profiles from I Have A Plan IowaTM. Students will identify key aspects from each of their top five desired careers and eliminate the undesirable aspects of the career. Ask each student to create a new job that includes all pleasurable aspects of the selected occupations while removing the undesirable aspects. What parts of each job would they leave out and why? Why do they enjoy each set of tasks in the selected occupations? Student will be allowed the opportunity to think from an entrepreneurial point of view instead of limiting themselves to known occupations.

34. Career Journal

The career journal is an ongoing activity. During the journaling process, students will be provided with the opportunity to write about items related to career and educational planning. Students may record items they find unclear about an occupation. What have they concluded from their research? What do they need to do to complete the research on an occupation? What have they learned? They may also take time to reflect upon career and educational planning activities or make notes regarding career and educational planning activities. Students can use the Journal within their portfolios for this activity.



35. Billboard Top 20

This activity allows students to have fun while learning more about themselves and the world of work. Students rank the top 20 occupations on their Career Finder results. Students may then create a brief statement to accompany each occupation. They may wish to use a format similar to a Top 20 radio countdown show.

Accountant -- This digit-based ditty tops the career list for the third week in a row due to its number-crunching tasks and sedentary working conditions. This occupation will be the thrill of the World of Work for those favoring a little number crunching throughout the day.

Social Studies

36. Travel to Find the Ideal Occupation

Let your students' minds travel. Have them select an airport from around the world. They then will analyze the operation of the selected airport and list all the occupations needed to run a successful international or regional airport. Students will locate the career profile in I Have A Plan Iowa™ for at least one of the careers on their airport occupations list. Considering the different parts of the world, are airport occupations different in other places? Do the students have occupations on their list that might assist an international or regional airport? Would one of their occupations enhance the operation of the selected airport?

37. Social Issues and Change

When examining a social problem or changing world conditions, open a discussion about which occupations would be affected by the social issues your class is studying. How would each occupation be changed for the better or for the worst? Would an occupation on their Career Finder results list assist in the social change or policy change? How might these changes affect other parts of the world? How might these changes affect the history of the selected occupation?

38. It is a Current Event

This activity will allow students to relate occupations to current events. Have each student select an occupation from his or her Career Finder results list. Have each student find a news article related to one of the selected careers and tell the class about the article and how it relates to the selected occupation. Students may need to utilize Internet, television and paper resources. Does this research change or alter the student's view of that occupation?

39. Structural Design for Career Development

This is a different twist on career development. Have each student select a historical building (like the Parthenon, Egyptian Pyramids, or Borobudur). How many occupations were involved in the building of this structure? What about a building today -- how would this differ? What occupations would be necessary today? How did technology change building structures and the associated occupations? Are any occupations on the student's list related to building or development?

40. Career Day or Career Night

Involve community members and parents in this activity. Have students invite community members or parents to speak at roundtable sessions during a career day or career night. Set up tables around the gym or lecture area, and allow students to rotate throughout the area viewing presentations and asking questions of participants. Did the students find anyone in occupations found on his or her Career Finder results list? What did they learn? You might elect to have students organize and coordinate this event, including organizing the participants, location, activities and invitations.



41. Student Career Day

This is a variation of a typical “career day.” In this activity, students will research an occupation and pretend to be the expert in that field. Students may utilize an informational interview format, conduct online research or find alternative resources for research. Students must be prepared to be the expert in the occupation, as other students will approach them as the expert. Set up a “career day” format and allow students to attend presentations and ask questions of the student presenters. This activity will build career awareness, public speaking skills and research skills.

42. Will the Student See Their Shadow Today?

Select a day in which students can elect to shadow someone in the community. Job shadowing experiences provide invaluable practice, experience and knowledge. You may wish to ask students to create a report or videotape their experience to share with other students.

43. Watching for the Career

This activity should be fun and educational. Select a movie you can watch during a couple of class periods. Throughout the movie, students should watch for different careers and generate a list of those careers. As an option, you could offer a prize or extra credit to the student that finds the most occupations throughout the movie. It may be beneficial to discuss any surprises or thoughts generated from the activity.

44. Trial by a Jury of Your Peers

Select an occupation to debate (lawyer is always a hot topic of conversation). Organize the class according to witnesses, prosecutors, defenders and jurors. The class will need to elect a judge. Alternatively, you may appoint yourself as the judge. Have students present the opening argument and evidence. Students will need to call witnesses, attorneys will need to prepare witnesses, and the Court will need to select the jury (the remaining class participants might represent the pool of jurors). This activity will teach students about legal proceedings, as well as increase their awareness of a selected occupation.

Entrepreneurial and Business Classes

45. Make it Your Business

This activity will have students build a business in order to enhance their notion of career and educational planning. Students will need to determine a business, build a business plan and hire the appropriate staff to carry out the tasks. Students will need to make sure that at least one staff person from each Holland Code category is hired. Students will need to assign Holland Codes to each staff member and ensure that they are assigned to appropriate tasks.

46. Building Upon Your Interests

This activity will enhance a standard business activity. While creating a business plan, students should make sure their business hires one person from each Interest Profiler code. Every company needs portions of each interest area. Which occupations within the new business fall within each Holland Code category? What primary code will encompass the accountant? What about the Marketing Department?

47. Sell Your Occupation

Throughout this activity, students will be asked to research an occupation from their Career Finder results. Have each student utilize their sales and business skills to sell an occupation to the rest of the class. They need to develop a marketing plan and an ad campaign to present to the class. They may wish to address the benefits of the occupation, including the future outlook, working conditions, challenges, training and educational opportunities.



48. Commercialize Your Career

This is a fun activity that will test a student's knowledge of selected careers while creating an opportunity to put their newly learned skills to use. Have each student research a career from his or her Career Finder results. Each student will create a 30-second television commercial to sell the career. If available, each student may utilize video equipment to create the commercial. If video equipment is not available, students will need to "act out" the commercial in front of the class. Not only will students learn more about themselves and their selected career, they also will share their knowledge with other students.

Miscellaneous

49. "What? So What? Now What?"

What? = Think about the experience and talk about the process of taking the Interest Profiler assessment. Discuss the final result assessment.

So What? = What were the benefits? What did you learn? How does this relate to the real world? What are the implications of your results?

Now What? = How can they extend your learning process? What can you do with your results? What steps will you take to apply what you learned?

This is a great activity to place in the Journal section of the students' portfolios.

50. Tell the Truth

Create a game of True and False. This will be a fun activity to increase each student's knowledge of careers. Divide the class into two groups and have each group generate True and False questions for the other group. Collect the questions and create a tournament setup for this activity. Each group will be asked questions from the other group's selected questions. For example: A doctor never works weekends (false), a zoologist works with animals (true). Students will need to research occupations and generate questions through the research. At the end of the class period, the team with the most correct responses will win.

51. Let's Give up the Charade

It is time to play occupational charades...with a twist. Have students each research an occupation. Each student will act out the actions of the occupation until someone in the room is able to name that occupation. This process will continue until everyone in the room has had a chance to present their selected occupation in a charades format.

52. Jeopardy

This is a game to increase career awareness. In this game, there are six Jeopardy categories. Each category is represented by a Holland code from the Interest Profiler (Realistic, Investigative, Artistic, Social, Enterprising and Conventional). You will need to develop questions about occupations within this category. Have students select a category and write a statement about an occupation within that category. To make this easier, utilize the short description provided in the Interest Profiler occupational descriptions at the end of the Interest Profiler assessment. Read a brief statement about the occupation and have students make guesses as to the occupations being presented, in the Jeopardy style of answering with a question. "What is an accountant?" would represent an accurate answer to the statement, "This person prepares and analyzes financial information." The student with the most money or points at the end of the game wins.



53. Family Feud

Top five answers are on the board and here is the game... Divide the class into three or more groups. Have each group research and develop questions for the Family Feud game. Two groups will play against each other at one time, leaving the question-developing group to observe and judge the answers. For example, "15 high school students were surveyed" (you may actually want to survey 15 students in your school for each question). "The top six answers are on the board, here is the question...what are the top skills necessary to be a successful accountant (breeder, psychologist or cosmetologist)?" You may ask that your teams develop a questionnaire and administer the questionnaire among the students and teachers in the school. Three strikes per question will result in the remaining team being provided with the chance to steal the question. You may rotate teams until you have the winner.

54. Mock Interviews

In groups of two or more, have students research an occupation and prepare for an interview. Students will need to develop questions for the interview based upon their research. You may elect to videotape students and review the interview skills with each group. This activity will increase career awareness, as well as prepare students for the interview process as both the interviewer and interviewee.

55. Occupational Scavenger Hunt

Have students research an occupation on their Career Finder results list and develop a question about the occupation. They may ask each student to find the educational level of the occupation, a person in the school who holds this position or the number of schools in the United States that offer the required major. Collect the questions from every student and put together a Scavenger Hunt list. Each student will be provided with the list of Scavenger Hunt items. Students may utilize any resource in the school, including staff, books, other students and computers to find the answer. The winner is the first person to find every item on the scavenger hunt list. This activity increases awareness of occupations and allows student to practice research and written communication skills.

56. Go to Your Post

Hang signs around the room with the six Holland codes on a card and have students stand under their highest-ranking Holland code based on their Interest Profiler results. Provide a brief description of the personality type and a few typical occupations. Then, have students move to their next highest code and follow the same process. You may also elect to have students experience their lowest ranking Holland Code. After students select the code that appears to be the best fit, assign each group a task. Each group will need to select an occupation from the list of potential occupations represented in their Holland Code category. The groups will each research their occupation and report back the results. There are no rules to how the information gets back to the class. Keeping in mind the different Holland Codes, Social students may wish to make a verbal report, Artistic students might act out the occupation or make an art project to represent the occupation and the Conventional students may wish to make an organized list of the occupational highlights. This will allow student to learn more about selected occupations, as well as work on presentation or written communication skills.

57. Occupational Bingo

Create a bingo card with a career title in each box. Develop a brief statement about each career on the card and have students mark off the career as you describe the occupation. The first student to score "bingo" will win.



58. Just a Roll of the Dice

Provide each student with a pair of dice and give them a number to roll. If they are able to roll the number you requested, the student may select to research any occupation in the I Have A Plan Iowa™ Career Cluster of their choice. If they are unable to roll the pre-selected number, the student must add up the dice, choose a letter of the alphabet and research the occupation that falls in that position in the Alphabetical List of Careers in the Career Planning section. This activity is not all about career awareness. This activity is about planning for the future. Let students know that whatever occupation they find on their list is the occupation they must hold. This is what will happen to them if they do not explore occupations, plan for the future and carry out that plan. How does it feel to hold this job? What does being assigned an occupation do for the student's career and educational planning and motivation?

Health and Family and Consumer Sciences

59. The Economy of Home

During this activity, you have an opportunity to open a discussion regarding Family and Consumer Sciences. Have each student bring a printout of his or her Career Finder results to class. With your class, examine which occupations on each student's list might align with or match the Family and Consumer Sciences pathway and occupations.

60. Health Help

This activity is aimed at having students examine health-related fields. Each student will review his or her list of Career Finder results and determine the health-related occupations on the list. Students should be encouraged to look beyond the typical health occupations to determine if health is an integral part of other occupations. Think about Child Care Aid/Worker, Coach, Medical Secretary, Pharmacist, Social Worker, Restaurant Cook, Veterinarian or Zoologist, for example. This activity will expand career awareness and help students assess their occupational interests.

61. Working out the Details

This activity allows students to examine the health concerns or physical demands of an occupation. Have each student select three occupations to research. Students will research and report back on the physical demands of the occupation. Students will need to determine the working conditions, hours, travel and necessary physical abilities. Encourage students to discuss how this occupation might improve one's health or prove to be physically dangerous. Is there any special protective equipment required or are there any health risks? Does the job require lifting, sitting, running, standing for long periods or climbing? How do the physical demands influence the views or desirability of this position? Is this occupation still of interest to the student?

Teacher Participation

62. Teaching Interests -- A Day for Teachers

This activity is designed to bring students and teachers together for the learning process. Have each teacher in the school complete the Interest Profiler assessment. Ask that each teacher prepare to wear a string around his or her neck with pieces of paper attached to each side. On one side, teachers will list all the jobs they have held throughout their working life. On the other side of the string, teachers will record their Interest Profiler codes. At the beginning or end of each class period, have teachers explain to their class how his or her codes fit or did not fit of the each occupations listed on the reverse side and why. This activity should be fun and allow for career awareness and the development of potential career interests.



63. College Bowl

Develop a college bowl format. Invite teachers and students to participate in the college bowl tournament. One team will be lead by the teachers and one team will be lead by the students. Allow students time to research occupations and learn everything they can about the selected occupations from their Career Finder lists. Select a lunch period or Pep Rally period to host the Career Bowl Tournament. As questions are read, students or teachers will buzz in with the correct response. Each correct response earns one point. You may wish to allow all students in the school to watch as they will learn about occupations and have a great time experiencing the tournament.

Economics

64. Build Your Own Company

This activity will allow students the opportunity to build their own company. Students will be asked to develop a company vision or product, plan a business and hire employees. However, the catch to this company is that the students must hire employees based upon their Holland Codes and all six Holland code categories must be represented in the company. These activities will assist students in understanding occupational interests in relationship to careers, as well as learning more about the development of a business model.

65. It's a Job of Opportunity

Students do not often consider job opportunities when selecting a career pathway. This activity will teach students to assess the availability and opportunities that exist within each occupation. Have each student select three occupations from his or her list of results in the Career Finder. Students will research each occupation and report back on the job opportunities and outlook for each selected occupation. Students will need to consider pay, job availability, demand, location and cost of living.

66. In Good Times and in Bad

This activity shows students how the economy affects jobs, salaries, hiring practices and job opportunities. Have students examine three occupation profiles in I Have A Plan IowaTM. How might a good economy or a poor economy affect each occupation? What is the outlook currently for each occupation?

Shop Class

67. Building a Product

Have students design a product (a car, a saw, a computer, etc.). They must design the product, create a prototype, and generate plans to manufacture, distribute and set mock prices. Have students decide which occupations are necessary to accomplish the tasks. Typically, which Holland Types are associated with these occupations? Are the occupations necessary to be successful on their list? Should they have been on the list?

History

68. Evolution or Revolution

Have students select an occupation from one of the Career Clusters in I Have A Plan IowaTM. Each student needs to research the history of one occupation. They should discuss the evolution of the job, specialties that have emerged through time and possible laws that surround the jobs. You might even have students write about what they think will happen to this job in the future. They might also research historical figures that might have been in the occupation or discuss how a historical figure might see this occupation then and now.



69. Dissolved Jobs

Have students research a job that has dissolved or changed drastically. Why did this occupation change or dissolve? Are there currently similar jobs? What did we learn as a society from these jobs?

70. Bill and Ted's Excellent Holland Adventure

Have each student select a historical figure. They must research this person in great detail. Each student will make a presentation to the class about this historical figure. As a part of the presentation, each student will offer a possible Holland Code for this person. Each student will also suggest possible occupations of interest to that historical figure if they were alive today.

Business

71. Business Trends

Have each student select an occupation from the Management or Sales Career Cluster in I Have A Plan IowaTM. Students will examine the trends in the business of this occupation. Is there an increase or decrease in demand? Does technology affect trends in this occupation?

72. Roles and Responsibilities

Each student will use the Career Finder to search for careers by their top three favorite school subjects (click on School Subjects in the Career Finder). From the list of careers that are suggested, they then select 20 occupation titles. Students will examine each occupation profile and determine if it falls into the category of professional, technical, managerial, clerical, sales, service, agricultural, fishery, forestry, etc. Have students discuss working conditions from occupation to occupation. Based on the occupational classifications, would you work directly with other people? Would you supervise employees? Would you work with your hands? Would you design things? Would you work with animals? Maybe you would develop staff schedules. Have students discuss all the aspect of the job responsibilities and how they change from job to job.

73. Business Design

Ask each student to write a business plan to start up a new company. What are the company's goals? What other staff will be required? Will you need marketing, accounting, sales and management? Have students assume the role of President or CEO. The decisions are their responsibility.

74. Training

Divide students into groups of two. With the groups selected, have each student select and research an occupation. Ask each student to train their teammate to do the job they researched. Have students trade places and train the other student to do the selected job. This activity provides an opportunity for students to experience a small portion of an occupation first hand.

Communication, Debate and Speech/Drama

75. Occupational Survivor

Each student researches a career from I Have A Plan IowaTM and prepares a report on their favorite. Students will come to class ready to defend the occupation. It is time to play Occupational Survivor! Put all of the names of the careers students researched in a hat and then select two at a time. After each draw, students will defend their occupation and attempt to survive the "tribal" vote (the remaining students who are not defending represent the tribe). The winning occupation is placed back into the hat to survive the next round. This happens until only one student remains. This activity builds occupational awareness, as well as debate and communication skills. You may wish to narrow the discussions and debates to specific topics each round (i.e. the effect on the community, personal benefit, negative aspects of job, positive aspects of job, etc) to keep students from debating the same points every round.



76. The Holland Drama

Divide the class into six groups. Have each group design a skit about a one of the Holland Codes. The skits must incorporate the key points of the code. Students must select actions that demonstrate features that make each code unique.

77. Speak Up, I Cannot Hear Your Occupation

Have each student select an occupation from his or her Career Finder results list. Students will research an occupation and formulate a speech about that occupation. Students must discuss the required education levels, appropriate colleges or training programs, physical demands of the job, areas of the country where employment is possible, and how the occupation became attractive to the student.

78. Act it Out

In this activity, students will explore an occupation by physically acting out the typical tasks. Have each student research one occupation. Students will have one minute to present the occupation by acting out the typical tasks. Props, costumes and terminology specific to the occupation are appropriate. Students should receive points for the number of actions they correctly acted out.

79. Point Counterpoint

Divide students into groups of two or four. Each group will select a common occupation from I Have A Plan IowaTM. Ask each group to select the pro side and the con side of an occupation. Have each group debate the working conditions, pay, travel requirements and education level.

80. Town Council

Conduct a town council meeting with students in order to discuss the pros and cons of the Work Values Sorter. Students will need to research their stance and learn the process of the town council. A few students will need to represent the members of the town council and the remaining students will attend the town meeting to address the council in the appropriate fashion. The topic this evening is the appropriateness of Work Values Sorter usage in schools.

Foreign Language

81. Translation...Career

Have students select an occupation from their list of suggested careers after taking the Interest Profiler assessment in I Have A Plan IowaTM. Each student will print the What They Do section of the career profile and translate the job description into the appropriate language. Have students recite the translation in the front of the class while other students guess the occupation.

82. A Foreign Report

Have each student research their favorite occupation in I Have A Plan IowaTM. Each student will translate the research and create a speech to present to the class. The report must be written and delivered to the class in the selected language. This activity merges foreign language development, career awareness and public speaking.

83. It is Not Foreign to Me

Have each student examine his or her list of suggested careers (from the Career Finder or Interest Profiler results) and determine which occupations might benefit from foreign language training. Have students analyze the benefit of knowing a foreign language and report their findings to the class. This activity will help students understand the importance of foreign language training.



Science

84. Heavy Hitting Science

Have each student select and research an occupation from the Science, Technology, Engineering and Mathematics Career Cluster in I Have A Plan IowaTM. They must make a presentation to the class on how science or scientific theory affects the selected occupation. What field of science is needed for this occupation? How does the knowledge of science and scientific theory assist with this occupation?

85. Finding the Scientific Benefit

Any science class can utilize this activity. Have students examine their Career Finder results list. Determine if science will be beneficial in each occupation. Which branch of science might be beneficial to each occupation?

Physical Education

86. Try on These Shoes

Have each student select an occupation from any of the Career Clusters in the Career Planning section of I Have A Plan IowaTM. Each student needs to research the physical demands of this job. What would it be like to be a police officer versus a hairdresser? What about a lawyer versus a physical therapist? Does the job require long periods of standing? Is lifting in the job description? What if you have physical limitations? Have students research the physical demands of each occupation and submit a paper describing the physical demands of the occupation.

87. Players, Coaches and Agents

Select a sport -- for example, football. Have the class research all occupations associated with that sport. You might have players, coaches (many types of coaches such as strength, offense, defense, quarterbacks, etc), agents, athletic trainers, athletic directors of colleges, TV reporters, radio announcers, ticket sales, vendors, field maintenance, parking and event staff, cheerleaders, mascots, equipment staff, scoreboard operators. As a class, determine all personnel necessary to run a sporting event. Then, each student will research one of the occupations identified by the class.

88. Life Choices

Have each student select the top five occupations on either his or her Interest Profiler or Career Finder results list. Have each student research and analyze the physical demands of each job. How are the physical demands different on each job? Are there similarities or limitations?

89. The Physical Demand

This activity will have students examine how Physical Education can help with selected occupations. What benefit does Physical Education give to each occupation? Is teamwork important? How about physical abilities and strength?

90. A Free Throw for All

This activity incorporates basketball and career awareness. Strange combination? Yes, but this is an even stranger activity. Have each student practice free throws. Each student will have one chance to make the free throw. If the student successfully makes the free throw, they will be allowed to research any sports-related occupation. If the student misses the free throw, they will be asked to research an occupation associated with the business of running a professional sports team.



Psychology

91. Personality Types

Research John Holland's theories. Have each student participate in Holland's Party activity by taking each Interest Profiler code and placing a card on the wall around the room. Have each student stand below the card that represents his or her primary Interest Profiler result. Working within each student's primary Interest Profiler code, provide each group an activity to complete in any way they wish. Observe and report the dynamic differences between the different Interest Profiler codes.

92. It is a Personal Thing

Randomly select some careers -- one for each student in the class. Write each career title on a piece of paper and put them all in a hat. Have students pull an occupation out of the hat. Students will research the occupations and discuss what it would be like to be in that occupation. Is the occupations of interest? Which Holland codes are associated with that occupation? Do the Holland Codes match their personality type? If not, what occupation would be of interest?

93. Name That Code

This is a great activity to use before students take the Interest Profiler assessment in I Have A Plan Iowa™. Divide the class into six groups. Assign each group one Holland Code. (See the Interest Profiler for a complete list of codes and descriptions) Give each group a brief description of the Holland Code and the characteristics of an individual who is primarily that code. Each group then has three minutes to list as many occupations that they can imagine that might fit into that code. After each group has listed as many occupations as they can or the three minutes is up (likely the former) use the Career Finder and search careers by Interests. Find careers by each code to see how many everyone missed. Open a discussion about the experience.

94. What's My Line?

Divide students into several groups. Each group will need to research, in detail, one occupation. For five minutes, the panel will be questioned on their occupation by the rest of the class. The class will need to ask questions that help them determine the occupation.

Art

95. Billboards

Have students select an occupation from their list of careers matching their Interest Profiler results. In groups or individually, have students generate a billboard design for their occupations. The billboard must contain key aspects of the job. You could post these billboards throughout the school for all students to view and learn. Maybe you want to have students vote for the best billboard.

96. Business Cards

Everyone needs a business card at some point. What do you put on a business card to express what you do and what you have to offer? Have students select an occupation from their Career Finder results sheet. Each student will design a unique business card for that occupation. They might want a graphic background that represents their occupation or a slogan that summarizes the need for their services.

97. A Collage of Work

Each student will create a collage using pictures and phrases that represent the aspects of their favorite career. Display each project around a room and have students guess the occupation. Each student will also be responsible to describe their collage and the importance of each picture or phrase.



98. Capture the Kodak Moment

This project will allow students to bring creativity to the world of career and educational planning. Have students take pictures of a selected occupation and create a photographic representation of the occupation. Students may not be able to capture someone at work in the selected occupation. This is fine -- each student needs to find the key aspects of the occupation and find photo opportunities to represent the key aspects of the occupation.

Journalism

99. Newspaper Articles

Have students write an article for the school newspaper about a job from his or her Career Finder results list. You might develop a "Career Corner" in a small portion of the newspaper. Have each student address the "who", "what", "where", "when" and "why" of the occupation. Students may take turns writing a column in the school newspaper.

100. School Career News

If your school does not have a school paper, have your journalism class create a school career newspaper. Students can write articles on selected careers, interview community members, interview school staff, gather information on colleges and write articles on educational programs. You may create advertising space for other students to participate. Have a question and answer section where students write to the journalism class and ask questions about occupations that require the class to research the occupation and write articles for the newspaper.

101. School Find

After reviewing a selected occupation, have students research a school that provides the necessary education or training to enter that occupation. Students may wish to view the school's website, speak to students attending the school and find pictures to include in the review. Have each student write a review of this school as if he or she were a newspaper critic. Each student may post his or her article on a bulletin board or in the school newspaper.

Need Help?

Iowa College Aid offers free training and support to Iowa educators. Receive the help you need to navigate the system and guide your students through development of their career and education plan process. Training is available through your Area Education Agency, webinars and the ICN.

Visit the educator section of www.IHaveAPlanIowa.gov to:



View the online training calendar.



Request training & register for a workshop.



Access tutorials and manuals.



Select lesson plans and activities.



Request free publications.



About Iowa College Aid

Iowa College Aid is a state agency with over 40 years of experience connecting students and families with the essential resources and services they need to plan, prepare and pay for college. For more information, visit our website at:

