# Contents

# Unit 4:  Cost of Living

# Unit 5:  Benefits

# Unit 6:  Work Values

# Unit 7:  Time Periods

# Unit 8:  Work Environment

# Unit 9:  Risk Factors

# Unit 10:  Commitments

# Unit 11:  Interests and Job Categories

## Overhead Transparency Masters

## Unit 12:  Aptitudes

## Unit 13:  Personality

## Unit 14:  Course Summary

## Unit 15:  Projects

# To the Teacher

*Bridges* is a comprehensive and complete semester or year career planning course. Through it, high school and postsecondary students expand their knowledge about the world of work and their role in it.  The goal is to give students the skills and information they need to identify a realistic and satisfying career. Students gain an understanding of how career choices affect all aspects of their lives.

*Bridges* addresses the National Education Goals 2000. As stated in those goals:

• Every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

• Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy.

*Bridges* has three areas of focus:

• Focus one, *career possibilities,* exposes students to the wide variety of careers and jobs available to them. Students often are unaware of the number of options they have; they may have never heard of a specific job or career track or they may have never considered it possible for themselves.

• Focus two, *job issues,* introduces students to general and specific job skills and also familiarizes them with other factors related to all career and job choices. For example, students learn about wage and benefit issues.

• Focus three, *self-awareness,* encourages students to understand their own wants and needs. Students are taught ways to evaluate specific careers in light of their own individual values, skills, and goals.

*Bridges* weaves career possibilities, job issues, and self-awareness into a comprehensive program through the following material and activities.

1. Approximately once a week, you or a student gives a short description of a job to the class. (Often the students are previously unaware of the jobs presented.)

2. Speakers are invited to share information about their lifestyles and careers.

3. Students develop their concept of an ideal business through the framework of their Ideal Business Project, which they build on as the course progresses.

4.  Units cover a variety of issues related to choosing a career.

5.  Students apply what they have learned to themselves through the framework of the Self-Analysis Paper, which pulls all the components together as the course progresses.

6.  Students complete in-depth research papers on careers of their choice. Students then compare the careers with the Self-Analysis Papers to see how the careers fit them as individuals.

*Bridges* has been used successfully to meet the transitional needs of students in special education, general high school programs, and those in postsecondary programs. Because the material is adult, realistic, and nonthreatening, the students are highly motivated and become seriously involved with the process of career identification.

While *Bridges* addresses particularly the transitional needs of special education students, it can serve all students equally well. Students leave the course with a better understanding of themselves and where they are headed—and with a notebook containing personalized career choice information for future reference.

# Using Bridges

## Materials

Each unit includes your directions for the activities which are in the student workbook. Reproducible note forms for the Special Activities are included in this teacher's book; one copy of each note form also appears in the student notebook. If a student has access to a computer, or the whole class is able to use the computer lab, this is an added benefit.

A large three-ring notebook is essential for each student. Not only does it keep the course materials well organized, it teaches organizational skills. The use of dividers will help both teacher and students.

## Methods

The units are broken down into activities of varying lengths. They may be done as a class, in small groups, and/or individually. Some activities are complete within themselves and others are part of longer projects.

## Time

If you want to cover everything, some classes may need a whole year. Others may find a semester's time to be adequate. Also, your students may already have a good grasp of some units or activities. Please feel free to make whatever adjustments are best for you.

## Resources

It is important to have as many basic resources as possible in the room for the students to use. As you work through the various units, you will find your own files growing as you and the students collect up-to-date articles and cartoons from the newspapers, magazines, the World Wide Web 💻 , or obtain information from local businesses. It is also helpful to share current information presented

through TV programs. This adds a great deal to the class as the students are able to relate the units to their own location and to the present time.

## Computer Resources

With the growing access to the World Wide Web, you will find valuable, up-to-date resources which relate to the general course presented in *Bridges*. Sample references for specific areas will be included with many units. It should be noted that Web sites are growing in number and changing continually, so the references listed are only a few examples to get you started. It will be helpful to construct your own personal *Bridges* directory of Web URL's (site addresses).

*National References for Goals 2000*

- Goals 2000 Legislation and Related Items
    References for academic and skill standards developed by states,
    state plans, full text of the legislation, and more.
        www.ed.gov/G2K
- Goals 2000: Educate America Act
    Full text of Goals 2000.
        www.ed.gov/legislation/GOALS2000/TheAct
- Sec. 102. National Education Goals
    The section listing the eight goals.
        www.ed.gov/legislation/GOALS2000/TheAct/sec102.html

*State Example for Goals 2000*

- Minnesota's Graduation Standards
    Includes performance packages for all grade levels and all standards.
        children.state.mn.us/grad/gradhom.htm
- Minnesota Department of Children, Families and Learning
    Sample Performance Package, Minnesota Profile of Learning. This is
    at the high school level and focuses on the standard—Decision Making:
    Career Investigation. The *Bridges* course completes this standard very
    thoroughly.
        children.state.mn.us/gradrule/GradPckMain.servlet/H0801
        CareerInvestigation

*General References for the* Bridges *Course*

- Sites Offering Academic and Skill Standards
    A listing of sites published by the U.S. Department of Education. Refers to
    state standards, industry skill standard, and a variety of other disciplines.
        www.ed.gov/G2K/standard.html
- National Skill Standards Board
    References to school-to-work projects, press releases on what's new, current
    events, skill standards, and related links.
        www.nssb.org

- Occupational/Business Education
    An annotated list of Internet sites with K–12 educational standards and
    curriculum frameworks documents for occupational and business education.
        putwest.boces.org/StSu/OccEd.html
- 1998–99 Occupational Outlook Handbook
    Valuable reference for specific occupations. May use keyword search, the index,
    or select from an occupational cluster.
        stats.bls.gov/ocohome.htm
- Excite Careers and Education
    Home page that refers to a careers hub, career sites, jobs online, references,
    universities and colleges, and much more.
        www.my.excite.com/careers_and_education
- Career Magazine
    A rich resource on all aspects of careers.
        www.careermag.com
- America's Career InfoNet
    This site contains occupational information that will assist you in your
    employment search and increase your overall understanding of the job market.
    You may do an occupation search, look at a geographic profile, use the career
    resource library, and look at the trends in occupations page. Related information
    can be obtained from the state career information sites in the career resource
    library.
        www.acinet.org

## Grading

You will notice that no tests are included with this course. You may grade students on the
individual activities and the longer projects. Completion and thoroughness of the work are important
considerations when grading.