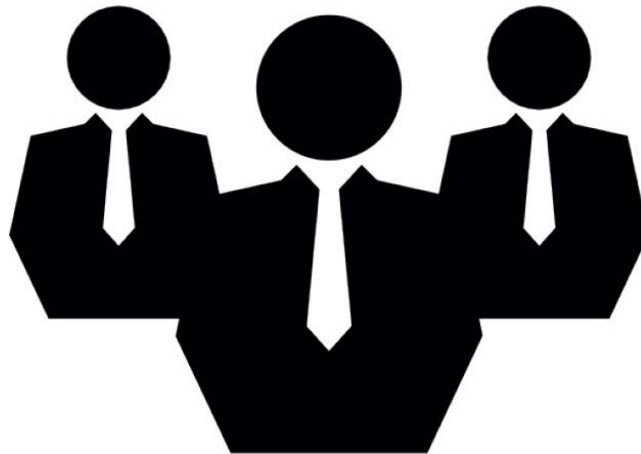


9 MODULE

Career Explorations



CREDITS AND ACKNOWLEDGEMENTS

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[HTTPS://WWW.SCHOLARSHIPS.COM/RESOURCES/COLLEGE-PREP/PREPARING-FOR-COLLEGE/10-WAYS-TO-JUMPSTART-COLLEGE-PLANNING/](https://www.scholarships.com/resources/college-prep/preparing-for-college/10-ways-to-jumpstart-college-planning/)



OVERVIEW

Welcome to module IX, *Career Exploration*. This module will expose youth to different careers while exploring their unique interest. Increased emphasis on career and occupational development can serve as additional motivation and inspiration. It can potentially serve as a guide in selecting colleges and seeking out majors and career specific scholarships and internships. Additionally, youth can take classes in their respective middle and high that schools that serve as an additional foundation. This module will plant a seed in the minds of youth and set them on the right pathway with exposure to a multitude of careers.

CAREER EXPLORATIONS

Preparing young people for a diverse, 21st century workplace is more important than ever. It is important that cultural competencies and workforce skills are increased. According to Merriam and Grace (2011), obtaining a college degree can contribute to increasing professional marketability. According to the United States Department of Education (DOE, 2006), 90% of the fastest growing jobs in the new knowledge driven economy will require some postsecondary education. This is critical for high school graduates who matriculate to college to receive higher learning education as the next stage of their academic growth. According to the United States Census Bureau (2011), college graduates earn more money over their working lifetime than non-college graduates, and they are also prepared to become partners of the lifelong education and learning society (Kasworm, Rose, Ross-Gordon, 2010). In depth research about disenfranchisements and the disparities in the past, may provide solutions to challenges in social justice that students in higher learning contend with today.

Increased demands for a new American workforce with a postsecondary education will continue to diversify adult audiences that participate in higher learning (Kasworm, et al., 2010). The American adult driven workforce that lacks a postsecondary education will not have the capacity to meet the demands for a new knowledge-driven economy (DOE, 2006).

In addition, youth need to learn to learn proper dress strategies, grooming tips when seeking employment, and communication skills in order to be considered for hiring. Members will learn the basic fundamentals for employment preparation. They will be instructed on the how to create a resume and cover letter, professional etiquette, appropriate interview attire, and interviewing skills. They will create a portfolio and participate in mock interviews which will be reviewed for critiques.

Job And College Applications:

- Fill out the application completely.
- Write neatly using a black or blue pen or type the application.
- If you make a mistake, redo the application. Do not scribble or mark information and keep going.
- Proof read the application and check for accuracy before you turn it in.
- Attach a resume if it is requested.

Resume:

Resume is a French term that means "summary." It is essentially a listing or summary of relevant job experiences and/or education. It contains key words that employers and colleges are looking for, making heavy use of active verbs. It tends to be in reverse chronological order, which means you start from the most recent experience going chronologically backwards through a succession of previous experience. You list work experience and skills sorted by skill area or job function, emphasizing specific professional capabilities and utilizing experience summaries as its primary means of communicating professional competency. In contrast, the chronological résumé format will briefly highlight these competencies prior to presenting a comprehensive timeline of career growth via reverse-chronological listing with most recent experience listed first.

Important Tips:

- Remember to be descriptive.
- Check the spelling and grammar of your resume.
- Proof read the document and have others proof read it.
- If you are not confident of your ability to detect grammatical, punctuation or English language usage errors or if you need assistance organizing your resume ask for help from your teachers, parents, counselors, and other adults.



ACTIVITY 1: Finding a Job: Resume Process

Time: 40 minutes

Materials: Newsprint and markers, "Resume Outline" worksheets, "Mock Resume" paper, pens, or pencils

Performance Objectives: Students will learn how to compose a resume and will practice completing a Resume.

Introduction:

1. Explain to students that a resume is a personal inventory and formal introduction for a potential employer.
2. Explain to students that a resume includes:
 - Applicants name, address, and telephone number
 - Applicant's work objectives
 - Applicants employment history (including volunteer work)
 - Applicants educational background
 - Statement of references
3. Tell students to make the resume easy to read, brief (one page if possible) and complete. Perfect spelling, grammar, and punctuation are essential. The resume must be neatly typed or word-processed.
4. The "Mock Resume" may be used as a sample.
5. Ask students to brainstorm their accomplishments, abilities, and skills. Write answers that should be included on a resume on the newsprint.

Procedures:

1. Divide students into small groups. Distribute paper and writing tools
2. Ask each student to list his/her own accomplishments, abilities, and skills
3. Ask students to share their thoughts within small groups
4. Distribute "Resume Outline" worksheets and have students fill them out, using the list they have made
5. Ask for volunteers to share their resumes within their groups

Processing Questions For Students:

1. What is the importance of the resume?
2. What are the important things to remember when completing a resume?
3. Look at the resume you have just completed. What are your strengths? Have you emphasized them on your resume?
4. If your resume were the only source of information available, do you think a prospective employer would call you for an interview? What could you do to strengthen your resume and increase the chances of receiving a call from an employer?
5. What is your job experience? Given your age, where could you get job experiences now?
6. Be sure to list volunteer experiences under "Work Experience" and label it as a volunteer job.

Activities Beyond the Classroom:

Ask students to type or word process good final copies of their resumes. Remind students that a neat overall appearance is important.

Journal Entry (Optional):

Ask students to write about the most difficult part of this activity. They should consider why it was so difficult. They should think about whether they can strengthen their resumes, and if so, how.

SCANS:

Foundation competencies

- Basic skills: reading, writing, listening
- Thinking skills: creative thinking decision making, reasoning
- Personal skills: self-managements

Workplace competencies

- Information skills: acquiring and evaluating information, interpreting and communicating information, maintain and organizing information
- Resource management skills: assessing human resources

Joe Johnson

1234 South Broadway
Wildcat, Kentucky, 12345
Joe.Johnson@wildcat.com
859.432.2333

Education:

Kentucky High School
Wildcat, Kentucky 12334
GPA: 3.5/4.0
Honors: Beta Club, National Honor Society

Expected Graduation Date: May 2016

Experience:

Wildcat Childcare, *Afterschool Assistant*
Wildcat, Kentucky

May 2014-Present

- Assist with homework
- Assist with recreational activities

Wildcat Church, *Volunteer Sunday School Assistant*
Wildcat, Kentucky

June 2014- May 2016

- Assisted with childcare
- Taught lessons to children biweekly

Leadership/Activities:

Kentucky High School Tennis Team, *Team Captain*
Wildcat, Kentucky

August 2014-Present

- Participate in weekly practices
- Lead the team during practice
- Compete against other regional schools

Kentucky 4-H Member

August 2014-Present

Wildcat, Kentucky

- Participate in 4-H meetings
- Show livestock regionally
- Participate in county speech contest

Skills:

CPR Certification

References available upon request



ACTIVITY 2: Finding a Job: Application Form

Students will practice properly completing a job application.

Time needed:

Materials: “Sample Job Application” worksheets and “Personal Fact Sheet”, pens

Performance objectives:

1. Students will learn the importance of a properly completed job application
2. Students will understand the instructions given on an application
3. Students will complete an application

Introduction:

1. Explain that although employers may use applications with various formats or may ask questions using various terminology, all employers use applications to screen potential employees. A properly completed application is very important because it gives the employer a good first impression, which may lead to getting a job.
2. Explain that besides giving the employer factual information about the applicant, the application also tells the employer how well that person follows directions, how legible his/her handwriting is, and how well he/she composes sentences.
3. Remind students that all the information on the application must be true. Employers often check with former/current schools, former employers, and references that the applicants have listed.

Procedures:

1. The application usually provides the first information that an employer learns about the applicant. Ask the students what a completed application tells the employer about the applicant.
2. Distribute the “Sample Job Application” worksheets. Review each section as students fill it out.
 - a. Have students complete questions 1-6 (name, address, phone number, position applying for, education, and references).
 - Review each question, reminding students to read each one carefully.
 - Ask students whether they remembered to list their last (family) names first.
 - Tell students that if they are not otherwise instructed on the application form, they should list their current schools first then previous schools.
 - Explain that references should be people who would give the prospective employer positive comments about the applicant. They should not include family members. Give students examples of possible references. Tell students to ask these people ahead of time whether they are willing to be references.
 - Explain that students should have a list of references written down in advance. That list must include full names, phone numbers, and addresses (with zip codes) of all references.
 - Have students complete questions 7-11 of the application (special skills, type of employment sought, days and hours available, start date). Remind students to follow the instructions provided.
 - Explain that special skills or training could be any abilities that the student has acquired.
 - Review the answers with the students
 - b. Have students complete questions 12-14.
 - c. Tell students to sign their full legal names.
 - d. Remind students if a question does not apply to the write “N/A.”

Processing Questions for Students:

- Why are properly completed applications important?
- What was the most difficult part of the application?
- Look at your completed application. If you were an employer, would you hire the person who completed it? Why or why not?
- When you go to a prospective employer, what information must you bring along so you can complete the application?

Activities Beyond the Classroom:

Have students pick up an application form from any local employer and complete it.

Journal entry:

Ask students to write about the questions they found most difficult to answer. How did they handle them?

SCANS:

Foundation competencies

- Basic skills: reading, writing, listening
- Thinking skills: creative thinking, problem solving, decision making

Workplace competencies

- Information skills: acquiring and evaluating information, interpreting and communicating information, organizing and maintain information

R.I.S.E. Program Manual

Sample Employment Application Form

PLEASE PRINT ALL
INFORMATION REQUESTED
EXCEPT SIGNATURE

APPLICATION FOR EMPLOYMENT

APPLICANTS MAY BE TESTED FOR ILLEGAL DRUGS

PLEASE COMPLETE PAGES 1-4. DATE _____

Name _____

Last
First
Middle
Maiden

Present address _____

Number
Street
City
State
Zip

How long _____ Social Security No. _____ - _____ - _____

Telephone (____) _____

If under 18, please list age _____

Position applied for (1) _____ Days/hours available to work
 and salary desired (2) _____ (Be specific) No Pref _____ Thur _____
 Mon _____ Fri _____
 Tue _____ Sat _____
 Wed _____ Sun _____

How many hours can you work weekly? _____ Can you work nights? _____

Employment desired FULL-TIME ONLY PART-TIME ONLY FULL- OR PART-TIME

When available for work? _____

TYPE OF SCHOOL	NAME OF SCHOOL	LOCATION (Complete mailing address)	NUMBER OF YEARS COMPLETED	MAJOR & DEGREE
High School				
College				
Bus. or Trade School				
Professional School				

HAVE YOU EVER BEEN CONVICTED OF A CRIME? No Yes

If yes, explain number of conviction(s), nature of offense(s) leading to conviction(s), how recently such offense(s) was/were committed, sentence(s) imposed, and type(s) of rehabilitation. _____



ACTIVITY 3: Finding a Job: Vocabulary

Time needed:

Materials: “Job Application Vocabulary and Planning” and “Illegal Questions” handouts

Performance objectives:

- Students will learn the importance of job applications
- Students will learn job-application vocabulary
- Students will learn what questions employers can and cannot ask

Introduction:

1. Ask students whether they have ever completed a form/application to join a club or organization or even to enter a contest. Did they find it hard or easy to do?
2. Ask students why they think filling out the form/application was necessary.
3. Ask students what types of questions they had to answer on these forms/applications.
4. Ask students whether they were successful in getting into the club or organization, or whether they won the contest.

Procedures:

1. Explain that a job application is one way an employer can get to know a prospective employee. Tell students that the employer wants to learn something about them, so a neatly and properly completed application is very important.
2. Distribute the worksheets for this activity. Review the first section of the “Job Application Vocabulary and Planning” handout. Make sure students understand all of the terms defined there.
3. Read aloud each statement on the planning section of the worksheet, asking for student feedback as you read it. Ask students to consider why each statement is important.
4. Read aloud each statement on the “Illegal Questions” handout, asking for student feedback as you read it. Ask students to consider why each question is illegal.
5. Explain to students that there are laws to protect people from being discriminated against on the basis of sex, age, race, color, and religion. Tell students that no one should be discriminated against.

Processing Questions For Students:

- What is the most important thing to remember when filling out an application?
- In what other ways can an employer learn something about the prospective employee? Think about all the things you have learned so far--- telephone interview preparation, telephone etiquette, and filling out an application.
- How could you answer if an interviewer asks you an illegal question?

Activities Beyond the Classroom

Have students bring in a completed form for a club/organization or activity that requires basic information.

Have students apply for a library card.

Guest Speaker:

Invite the personnel officer of a local company to discuss current hiring practices, perhaps including a preview of the importance of an accurate and complete application form and a discussion of legal and illegal interview questions.

Journal Entry (Optional):

Ask students to write about their feelings about the legal questions. They can consider how they think they would react if they were asked those questions.

SCANS:

Foundation competencies:

- Basic skills: reading, writing, listening

Workplace competencies

- Information skills: acquiring and evaluating information, organizing and maintaining information

Job-Application Vocabulary and Planning

Vocabulary:

Business references: Someone who can tell the employer about the applicant's ability to be a successful worker.

Defects: Weaknesses, illnesses, or other problems that would affect a person's performance on the job.

Employee: A worker on the job.

Employer: A person or firm that has one or more persons working for pay.

Experience: The work an applicant has done before applying for a new job.

Marital status: Whether the applicant is single, married, separated, divorced, or widowed.

Occupation: A job in which a person is regularly employed.

Qualifications: Special skills, knowledge, and abilities that fit a person for a particular job.

Requirements: Special skills, knowledge, and abilities that is necessary to qualify for a particular job.

Planning:

The job application tells the employers about your skills. To properly complete an application, keep in mind

the following:

- Use a pen. Print clearly.
- Be neat. Do not scratch out or cross out words.
- Think before you write.
- Answer all questions completely.
- If a question does not apply to you, write "N/A" (this means not applicable).
- Check the application carefully for correct spelling.
- If you are not sure of the pay you should get, write "open" in the correct space.
- Print your complete name (no nicknames) and address including zip code.
- Give your telephone number or, if you do not have one, the number of a friend or family member (ask permission first).
- Give correct information. Do not lie! Employers often check the information on the application.
- Do not write in the space that says "For Office Use."

Illegal Questions:

It is against the law for an employer to ask the following questions before a person is hired:

- Age and/or date of birth
- Maiden name (woman's name before she was married)
- Previous married name
- Marital status
- Name of spouse
- Spouse's occupation and length of time at job
- Spouse's place of employment
- Number of children and their ages
- Arrest record
- National origin
- Sex
- Religion

If You Are Asked An Illegal Question During A Job Interview:

1. Determine whether the question is truly an illegal one
2. Decide how important the position is to you

3. If you decide to confront the interviewer in a hostile way, recognize you probably will not be offered the job

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Example 1: Telephone Interview, Undecided Demeanor

Tamika dialed the number in the newspaper advertisement. The telephone rang about seven times. Tamika waited patiently.

Mrs. Jones: Good morning, Shop & Save. May I help you?

Tamika: Yes. My name is Tamika Jackson. I'm calling about the cashier's position you advertised in this morning's Post. May I speak to the person in charge of hiring?

Mrs. Jones: I am Mrs. Jones, the manager. I'm in charge of setting up interviews. I'm sorry we took so long to answer the telephone. We're quite busy today.

Tamika: Oh, that's OK. I didn't mind waiting.

Mrs. Jones: Tell me about yourself Tamika. Have you worked as a cashier in a grocery store before?

Tamika: I have never worked in a grocery store, but I was a cashier for Downtown Videos.

Mrs. Jones: That sounds good, Tamika. When did you work for Downtown Videos?

Tamika: I worked for downtown from June 1998 to July 1999.

Mrs. Jones: You seem to have experience, Tamika. When can you come in for an interview?

Tamika: I am free every morning until noon.

Mrs. Jones: Let's make it for 10:00 Thursday. How's that?

Tamika: That will be fine.

Mrs. Jones: Well, thank you for calling. Good-bye.

Tamika: Thank you for your help. I'm looking forward to seeing you soon. Good-bye.

Example 2: The Ineffective Phone Interview

Nelson also thought this would be a good job and decided to call for an appointment, but he didn't bother preparing for the phone interview.

- He didn't mark the newspaper ad, so he didn't have any information available while he was on the phone.
- He just jotted down the phone number and decided he would call later. Eventually, Nelson decided to call

Nelson dialed the number in the newspaper advertisement. The telephone rang about seven times. Nelson was very impatient.

- Nelson:** Well it's about time. I've been waiting forever! I want to speak to the person in charge of hiring.
- Mrs. Jones:** I am Mrs. Jones, the manager. I'm in charge of setting up interviews. I'm sorry we took so long to answer the telephone. We're quite busy today.
- Nelson:** Well, I'm busy too. I don't have all day. My name is Nelson, and I called about some job you have.
- Mrs. Jones:** Tell me about yourself, Nelson. Have you worked as a cashier in a grocery store before?
- Nelson:** Yeah, I did, but I didn't like it! The boss was a real idiot!
- Mrs. Jones:** Oh! And when did you work at the grocery store?
- Nelson:** I think it was last year... Yeah, that's it!
- Mrs. Jones:** Well, would you like to come in for an interview? When can you come in?
- Nelson:** I'm real busy, but maybe I can come in Thursday afternoon.
- Mrs. Jones:** Let's make it for 1:00 Thursday. How's that?
- Nelson:** OK. I guess so.
- Mrs. Jones:** Well, thank you for calling. Good-bye.
- Nelson:** Whatever!



Clothing

CLOTHING, ATTIRE AND FIRST IMPRESSIONS

This is a general overview of appropriate business casual attire. Items that are not appropriate are listed too. It tells you what is generally acceptable as business casual attire and what is generally not acceptable as business casual attire.

Organizations want individuals representing them to project a professional, business-like image at all times. This includes personal image as well as personal dress. If your clothing says 'weekend' so does your brain. In addition to transmitting an individual's personality, clothes communicate how people feel about their environment. A well-mannered person uses attire to communicate respect for the people he or she is with, for an event they are attending or for a place they are visiting. Where etiquette is concerned, a broadly stated rule is that attire should not be offensive or insulting. "Offensive" can mean any number of things, but in most cases, it simply means dressing in a way that's inappropriate to context. When you are dressing for a day at work, you keep your derriere and cleavage covered -- it's often just that simple.

To avoid being offensive, you can dress in a manner similar to the way others are dressing and in a way that doesn't call attention to itself. When in doubt ask. Call the restaurant, ask a knowledgeable friend or consult a guidebook. The answers are out there. People talk about wanting their clothes to stand out, so as to express personality -- but dressing in a way that complements a place and the other people in it says great things about your personality.

No dress code can cover all contingencies. Individuals must exercise a certain amount of judgment in their choice of clothing to wear. If you experience uncertainty about acceptable attire for an event, please ask someone.

Ladies:

Keep it simple. Invest in a couple of good jackets that are comfortable, well-structured and the correct length for you. Classic skirts and dresses should not be too high above the knee. Smart pants are advisable. Have fewer bottoms and many more tops that way you will be able to mix and match more.

When wearing layers make sure they are coordinated and be subtle in your use of pattern and color. Make sure clothing is not too tight or too loose. If clothing is too loose you look sloppy. If you look sloppy people assume that your work is sloppy. Tops can be short or long-sleeved, but if your upper arms are on the full side it is best to cover them with a sleeve. A sleeveless shift dress worn with a jacket is a good summer option.

Slacks, Pants, and Suit Pants

Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, dressy capris, and nice looking dressy synthetic pants are acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, overalls, leggings, and any spandex or other form-fitting pants such as people wear for biking.

Skirts, Dresses, and Skirted Suits

Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Short, tight skirts that ride halfway up the thigh are inappropriate for work. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate for the office.

Shirts, Tops, Blouses, and Jackets

Casual shirts, dress shirts, sweaters, tops, golf-type shirts, and turtlenecks are acceptable attire. Most suit jackets or sport jackets are also acceptable attire for the office, if they violate none of the listed guidelines. Inappropriate attire for work includes tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.

Shoes and Footwear

There are many different options for shoes – closed court, closed toe and sling-back and sandal. There are times when open shoes are allowed. Other times, open shoes are inappropriate. When in doubt, just ask. Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes, and some open toe shoes are acceptable in most cases.

Jewelry, Makeup, Perfume, and Cologne

Accessories, perfume, and make up should be in good taste, with limited visible body piercings and tattoos. Earrings, necklaces, and bracelets should be conservative. Remember, that some people are allergic to the chemicals in perfumes and make-up. Less is best.

Hair

Hair should be neat and well groomed.

No-no's for Ladies

- Revealing clothing especially exposed underwear.
- Very tight clothing--remember a short, tight skirt will ride up by 2-3cms when you sit down.
- Sundresses, halternecks, cropped or tank tops and shoestring tops should only be worn with a jacket if the jacket is not taken off.
- Leggings that are not accompanied by a long shirt, sweater or vest.

Men:

Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, and nice looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, short shorts, shorts, overalls, legging sand other form-fitting pants such as people wear for biking. Belts and shoes should match.

Shirts, and Jackets

Casual shirts, dress shirts, sweaters, tops, golf-type shirts, and turtlenecks are acceptable attire. Most suit jackets or sport jackets are also acceptable attire if they violate none of the listed guidelines. Inappropriate attire for includes tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another a jacket.

Shoes and Footwear

Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, deck-type shoes are acceptable for work.

Jewelry and Cologne

Accessories and cologne should be in good taste, with limited visible body piercings and tattoos. Remember, that some people are allergic to the chemicals in colognes. Less is best.

Hats and Head Covering

Hats are not appropriate in professional settings. It is okay if you are working outside. Head covers that are required for religious purposes or to honor cultural tradition are allowed.

Hair

Hair should be neat and well groomed.



Interviewing: Dress For Success

Students will learn how to dress properly for a job interview.

Time needed

Materials: magazines or clothing catalogs, "Dress for success" worksheets, Newsprint, markers.

Performance Objective:

Students will learn how to dress appropriately for a job interview.

Beyond the Classroom:

Have students ask their parents or other adults what they have worn to job interviews.



Interviewing: Preparation

Students will learn steps of preparing for an interview.

Time needed:

Materials: For the Interview” handouts (see below), newsprint, markers. Students will learn

Performance objective:
how to prepare for interview.

Introduction:
Ask students what they know about the interview process. Write appropriate answers on the newsprint.

Procedures:

1. Explain to students that making a good first impression is important, so they must be prepared.
2. Distribute “Preparing For the Interview” worksheets.
3. Review each steps on the worksheets and ask students to brainstorm specific things they would do to accomplish each step.

Processing questions for students

- Why is it so important to prepare for an interview?
- Which step is the most important? Why?
- Which step do you think would be the easiest? The Hardest? Why?

Activities Beyond the Classroom:

Have students ask their parents or other adults how they prepare for interviews. Have them compare their answers with those on the worksheet.

Journal Entry (Optional):

Ask students to write about what they have learned from this activity. Foundation

Scans:

competencies

- Basic skills: reading, writing, listening, and speaking
- Thinking skills: creative thinking, problem solving
- Personal skills: Self-management

Workplace competencies

- Information Skills: acquiring and evaluating information, organizing and maintaining information, interpreting and communicating information
- Interpersonal skills: participating as team member, exercising leadership

Preparing For the Interview

Before the Interview:

1. Research the business or organization. Find out all you can about it, and be prepared to discuss its products, services, and any other relevant features. If possible, talk with people who already work there.
2. Gather any pertinent materials you want to bring including extra copies of your résumé, samples of your work, and your list of references.
3. Reassure yourself so that you will feel and look self-confident. A self-confident attitude will help to persuade the interview that you are someone who will help the company.
4. Expect the following:
 - You will have to answer many questions.
 - Different interviewers will have different personalities and techniques.
 - You will have application forms to fill out.
5. Organize your thoughts. Plan answers to possible questions by reviewing your goals, needs skills, and background information.
6. Dress appropriately. Always dress neatly and conservatively, keeping in mind the potential employer. Think about your whole appearance (clothing, hair, posture, and so on). Remember that first impressions are lasting.
7. Be punctual for interviews. If you have never been to this location before, be sure you get good directions, and allow yourself some extra time to find the place. If necessary, check bus schedules.



Interviewing: Preliminary Practice

Students will practice interviewing a friend.

Time Needed

Materials: pencils

Performance Objectives: will gain experience with interviewing skills.

Introduction:

Ask students whether they have ever participated in an interview. If so, what was it like? How did they feel about the experience?

Procedures:

1. Have students' pair up with other students they do not already know very well.
2. Students will take turns interviewing each other. The time limit is ten minutes for this part of the activity (five minutes per person).
3. Distribute paper and pencils. Tell student interviewers to prepare at least five questions to ask their interview subjects.
4. Share sample questions with the class (these are only suggestions). Tell students that they should try come up with their own questions.
 - What ideas are the most important to you?
 - If you could be anything or anyone, who or what would you be? Why?
 - What is/was your favorite subject at school and why?
 - Do you prefer to spend time alone or with other people? Why?
 - Choose three words to describe yourself.
 - What do you consider your strengths as a person?
5. Have students take turns conducting interviews.
6. After the interview is completed, partners should go to the front of the room and introduce each other to the group.

Processing Questions For Students:

1. How did it feel to be the interviewer? What was the most difficult part of interviewing?
2. How did it feel to be interviewed? What was the most difficult part of being interviewed?
 - Leave in plenty of time to arrive 15-20 minutes before the interview begins.



Career Awareness: Research

Time Needed: 30 minutes preparation; research time varies; 30 minutes to process research Note: Activity requires two meetings.

Materials: “Career Research” worksheets (see below), pens or pencils, newsprint, markers.

Performance objectives:

1. Students will learn how to research jobs in which they are interested.
2. Students will gain knowledge about particular jobs in which they are interested.

Introduction:

Tell students that it is time for them to research potential careers. They will do their research by using a school or local library, a school career center, local businesses, or people they know.

Interviewing (asking prepared questions) and shadowing (quietly following a person currently in a career) are the preferred methods of research for this activity. School librarians, guidance counselors, or teachers may be able to guide students to appropriate interview subjects. Local business or civic groups, such as the Rotary Club, may be willing to provide shadow sites or interview subjects for this activity.

Procedures

1. Tell students to select their favorite career cluster and their favorite job in that cluster.
2. Have students brainstorm questions to use in collecting information about the careers. Write appropriate answers on newsprint.
3. Distribute “Career Research” worksheets and compare worksheet questions with students’ questions. Have students add any appropriate questions to the worksheets.
4. Divide students into small groups. Within the groups, have each student identify the career he/she will investigate. Have the group brainstorm people to interview or other sources of information for each career.
5. Outside the class, students should collect the information they need.
6. Have students write thank-you notes to people who helped them with their research.

Processing Questions For Students:

1. What have you learned from your research? (allow time for students to share)
2. Did the job turn out to be similar to what you expected? If not, what was different?
3. What school subjects would you need to take in order to perform this job? Do you have any plans to take these subjects?
4. After researching this career, are you still interested in it? Why or why not?
5. After listening to other students, are there any other jobs that interest you? Why or why not?
6. What did you like least about your career-exploration experience?
7. What did you like most about your career-exploration experience?

Activities Beyond The Classroom:

Have students prepare short presentations about their investigations and then act as guest speakers about the various careers to students in younger grades.

Journal Entry (Optional):

Have students write about the things they learned about themselves as a result of their research.

SCANS:

Foundation Competencies:

- Basic skills: reading, writing, listening, speaking
- Thinking skills: creative thinking, decision-making, problem solving, reasoning
- Personal skills: responsibility, self-esteem, self-management Workplace

Competencies:

- Information skills: acquiring and evaluating information, organizing and maintain

- information, interpreting and communicating information
- Interpersonal skills: participating as a team member, exercise leadership, negotiating

R.I.S.E. Program Manual

Career Research

Name of Student: _____

Name of Person Interviewed/Shadowed: _____

Job Title: _____ Business or Organization: _____

Address: _____ Phone: _____ What are Your

Characteristics of this Job:

Main Duties and Responsibilities?

What are the Working Conditions?

What is a Typical Day Like?

What type of personality do you think is needed for this kind of work?

What tools do you use in this work?

What type of decisions do you make in your job?

How many hours per week do you usually work? _____

What time do you begin and end your work day? _____

What are the physical requirements of this job? _____

What are some other jobs related to this one? _____

What are the average earnings for people in this kind of work? _____

Is this a career that will need more workers in the future? _____

Is there usually good job security in this kind of work? _____

Preparation For This Job:

What are the educational requirements for this job? _____

What other qualifications and trainings are required? _____

What skills are most important for this job? _____

How did you learn these skills? _____

How long does it usually take to acquire these skills? _____

What experience in middle and high school would prepare someone for this kind of work?

Feelings About This Job:

When did you decide that his was the kind of work you wanted to do?

What do you like best about your work?

What do you like least about your work?

Effects Of This Job Outside Of Work:

Does this work make it possible for you to participate in leisure or family activities that you enjoy?

Does this work keep you from leisure or family activities that you enjoy?



ENTREPRENEURSHIP

1. How do I get started with developing my own business?

First, list reasons for wanting to go into business. Some of the most common reasons for starting a business are: be your own boss, financial independence, creative freedom and the opportunity to utilize your skills and knowledge.

2. What is a business plan and why do I need one?

A business plan precisely defines your business, identifies your goals and serves as your business resume. It helps you allocate resources properly, handle unforeseen complications and make the right decisions. A business plan also provides specific and organized information about your business and how you will repay borrowed money. A good business plan is a crucial part of any loan package. Additionally, it can tell your sales personnel, suppliers, and others about your operations and goals.

3. What legal issues do I need to consider before starting my business?

Patents, copyrights, business structures, business tax forms, insurance, Bill of Rights, teen safety, and child labor laws.

4. How do I protect my business from being stolen?

There are several ways to protect your business. Steps include, but are not limited to the following items:

- *Patents*- a property right granted by the government to the inventor to make, use, and sell the invention for a given period of time.
- *Copyrights*- protects your literary or artistic work, allows you to sell, give away, or show your work, and copyrights must be tangible and physical.
- *Trademarks*- name, mark, symbol or motto, legally restricted to the use of the owner or manufacturer that identifies your company and/or its products.
- *Trade Secrets*- information that you do not want known by your competition because your business would lose significant advantages.

5. What do I need to do to organize my business?

The importance of structuring your business is for both legal and tax purposes. How you structure your business depends on the management style and financial needs you desire. Your business can be classified under the following business structures:

- Sole Proprietorship
- Partnerships
- Corporations
- Franchises

6. What type of insurance do I need to protect my business?

The following types of insurance are to be considered when starting your business:

- Business Interruption
- Liability
- Product Liability
- Fire

7. How do I know when my business is in trouble?

- You can't pay your bills.
- You are not keeping business records.
- You are selling equipment and inventory to get cash.
- You agree to a business deal for less money than you normally would.
- You need to keep borrowing money from the business just to get through the day.

8. What are my rights under the Youth Labor Bill of Rights Act?

- The right to a fair and full day's pay for a fair and full day's work.
- The right to a safe workplace and the right to file a complaint if the job is unsafe.
- The right to overtime pay for every hour work beyond 40 hours a week.
- The right to equal employment opportunity without regard to race, color, religion, sex, national origin or disability in an environment free of sexual and physical harassment.

9. Where can I find out how some individuals started a successful business?

We have found some success stories on the web. Listening to the story of how someone started a business and made it succeed can give your ideas about how to run your business.

10. Where can I meet other teens interested in business in my community?

Many national youth group associations have local chapters in your community where you can meet other teens with interests similar to yours and also participate in fun activities.



Possible Majors: Higher Education

Food Products and Processing Systems:

- Agricultural Sales
- Ag Communications Specialists
- Business-Educators
- Food Scientists
- Meat Processors
- Biochemists
- Food Brokers-Inspectors
- Meat Researchers
- Food Meal Supervisors
- Food and Fiber Engineers
- Bioengineers
- Food Processors
- Quality Control Specialist

Plant Systems:

- Plant Breeding and Genetics
- Biotechnology Lab Technology
- Soil and Water Specialist
- Crop Farm Manager
- Agricultural Educators
- Plant Pathologist
- Sales Representatives
- Tree Surgeon
- Commodity Marketing Specialists
- Forest Genetics
- Growers/Farmers/Greenhouse Managers
- Golf Course Superintendent

Animal Systems:

- Agricultural Educators
- Livestock Producers
- Artificial Insemination Technicians
- Animal Caretakers or Managers
- Veterinarians
- Embryo Technologist
- Livestock Buyers
- Wildlife Biologist
- Animal and Dairy Inspectors
- Animal Health Salesperson
- Livestock Geneticists
- Reproductive Physiologists
- Pet Shop Operators

Natural Resource Systems:

- Electronics System Technicians
- Agricultural Engineers
- Heavy Equipment Maintenance
- Wastewater Treatment Plant Operators
- Welders
- Machinist
- Communication Technicians
- Software Developer or Programmer
- Computer Technicians

Power, Structural & Technical Systems

- Machine Operators

- Wildlife Managers
- Ecologists
- Park Managers
- Fish and Game Officers
- Loggers
- Forest Technicians
- Geologist
- Hydrologists
- Fish Hatchery Manager
- Commercial Fisherman

Environmental Service Systems:

- Pollution Prevention and Control Managers
- Environmental Sampling and Analysis Scientists
- Health and Safety Sanitarians
- Hazardous Materials Handlers
- Hazardous Materials Technicians
- Water Environment Managers
- Water Quality Managers
- Toxicologists
- Recyclers
- Solid Waste Specialists

Agribusiness Systems:

- Salesperson
- Sales Manager
- Banker or Loan Officer
- Field Representative for Bank
- Farm Investment Manager
- Agricultural Commodity Broker
- Agricultural Economist
- Farmer or Rancher or Feedlot Owner
- Agricultural Products Buyer
- Animal Health Products Distributor

Biotechnology:

- Biotechnology Laboratory Technician
- Technical Recruiter
- Sales People
- Life Science Research Scientists
- Public Relations Person
- Regulatory Officials
- Patent Lawyers
- Food Scientists
- Biotechnology Development Engineer
- Laboratory Assistant
- Biotechnology Manufacturing Technician

College of Agriculture, Food, and Environment Majors in Detail:

The College of Agriculture, Food and Environment has a variety of unique majors. There truly are an endless amount of opportunities available to students. Many of the areas are highlighted below.

Agricultural Biotechnology:

A unique program that can be crafted to fit the requirements for any career in the life sciences. In this major, you will gain a strong grounding in the life and physical sciences, work closely with exceptional scientist, and gain valuable hands-on experience in research activities that employ state-of-the-art technologies. You will work on- one with an advisor to select course work and research experiences in medical, plant, animal, microbial biotechnology or other areas. Additional coursework will be selected based on your personal career interest. Many of our graduates go on to careers in medicine, pharmacy, dentistry, or veterinary science. Others have gone on to graduate school or careers in law, biofuel production, horticulture, or even culinary school. Many of our students elect to study in other countries to expand their college experience, to improve foreign language skills, and to prepare for the challenges of the global marketplace. Faculty and staff mentors dedicated to your overall well-being and success will guide your progress through every step of the program.

Agricultural Economics

You will learn marketing, management, leadership, and problem- solving skills- skills needed for careers in agribusiness and food industries, international marketing and trade, credit and finance, or farm management and production. Opportunities are also available in agriculture, environmental, and natural resource economics and policy.

Graduates of Agriculture and Economics are also well prepared for advanced study in graduate school or professional study in business or law school. If you enjoy leading a team or group, making decisions, managing money and financial resources, solving problems, managing and motivating people, or finding a more effective or efficient way to complete a project, you should consider a career in agricultural economics.

Animal Sciences:

If you love working with animals, especially live stock, then the Animal Science major is for you. The major is designed to prepare students for careers such as animal production and management, marketing and public relations, public education, research and teaching, veterinary medicine, or medical or dental school. The major will allow you to combine your interests with the desire for an exciting and rewarding career. Students get hands-on experience working with live herds and flocks in addition to gaining experience in research laboratories. Internships, externship, and summer employment offer opportunities to obtain a variety of works experience. UK is a large animal science institution, allowing students the opportunity to interact with beef and dairy cattle, sheep, swine, horses, and poultry.

Biosystems Engineering:

Biosystem Engineering prepares student to use a holistic approach to understand how biology interacts with engineering solutions to meet social needs. This approach serves the needs of traditional engineering students, and those interested in a more environmental, biotechnological, or sustainable approach. Biosystems engineers use engineering sciences, natural resources, and biological principles directly in food, energy, environment, and health challenges in Kentucky and beyond. This program is unique. Students earn a degree in the college of engineering and the college of Agriculture. You get the best of two colleges at UK! Graduates develop solutions for producing, storing, transporting, processing, and packaging biological and agricultural products and for responsible, alternative uses of biological products, co-products, and wastes. They also plan strategies for the wise use of our natural resources- soil, water, air, and energy. You can tailor your degree to prepare for graduate work in biomedical engineering, medical school, veterinary medicine, or continuing in Biosystems engineering.

Career and Technical Education:

Otherwise known as Agricultural Education. Graduates in Agricultural Education are equipped with the tools to educate on all the areas of the agriculture industry. This four year degree comes with a certification to teach agriculture in any U.S public school for grades 5-12. However, this program is not limited to teacher certification but toward the development of agriculture educators. UK has been among the first institutions in the nation to have students presenting research at national, peer-reviewed, research conferences on a consecutive basis. Research in multicultural education from faculty, graduate students, and undergraduate students are the first of its kind in the agricultural education profession. The program prides itself as a leader in "Culture and Cognition".

Community and Leadership Development:

If you have strong communication and interpersonal skills, enjoy working with others and sharing knowledge, and want to make a difference in the social, political and economic environment of your community, this is your major. Four subject areas are included: community communications, community development, leadership, and community-based education. All areas share a common core of classes but allow you to concentrate on one or more areas so you can tailor your course work to fit your interest. We are looking for students who have a talent in communications, public service, or leadership roles, and aspirations of leadership and civic duty. Past graduates have gone on to careers in the business world, public and private agencies, the Cooperative Extension Service, non-profits, journalism, public relations, graduate school, and the political arena. This major also serves as a great stepping stone for graduate and professional school.

Dietetics:

If you want to help others improve their health or lifestyle through the knowledge of proper nutrition, you should consider a degree in Dietetics. Our society is more interested than ever in disease prevention and health and wellness, and a career in dietetics puts you at the forefront of this movement. Registered dietitians are in high demand to promote health and wellness through education. The dietetics degree is a nationally accredited education program that prepares students for participation in a dietetic internship leading to the registered dietitian credential (RD). The career path of an RD is full of opportunity with employment options in the areas of medical nutrition therapy, food systems management, business and entrepreneurship, nutritional product research, sports nutrition, nutrition counseling, and many other opportunities including graduate study in nutritional sciences.

Equine Science and Management:

This degree emphasizes basic science and business concepts and their application to equine production and management. Since the University of Kentucky is located in the Horse Capital of the World, you will have a variety of opportunities and experiences, including internships on horse farms and in other equine-related businesses, to enhance your education. Career opportunities available after graduation many include horse farm management, horse training, working with equine associations, equine nutrition and feeding manufacturing, pharmaceutical sales, equine bloodstock services, and equine sales and marketing. Working closely with an advisor will also prepare you for graduate or veterinary school.

Family Science:

Enhance the quality of life for families in our complex and changing societies. In Family Science you will learn about the developmental theory, lifespan human development, family system dynamics, family intervention strategies, family economics and management, consumer economics, and management of resources. After graduation, you will be prepared for positions of leadership in various settings including public and private services agencies, family and consumer science extension, school, hospitals, non-profit organizations, and businesses. You will also be eligible to become a family life educator and will also be prepared for excellent opportunities for graduate study.

Food Science:

Food scientists combine science and engineering in order to study the quality, nutritional value, and safety of foods. In this major, you will develop the expertise to help the food industry provide safe and nutritious food to our growing population- from farm to table.

Food Science is an emerging field, and the job market is exceptional. Food scientists are among the highest paid entry-level graduates in the country today, and demand for them is at an all-time high. Almost all students have more than one internship with manufacturing companies.

Forestry:

The Forestry major is the only program in Kentucky accredited by the Society of American Foresters. This accreditation ensures that your degree will be recognized by employers wherever you choose to work in the United States. Our forestry classes are small and taught by renowned faculty in the forestry field. We encourage students to network with forestry and natural-resource professionals, attend professional meetings, and obtain internships based on their individual interests. The forestry curriculum gives students hands-on field experience and knowledge to effectively address the ecological, economic, and social issues involving the management of forest resources today, almost one-third of the curriculum involves experiential labs, most of which are outdoors. In fact, during the spring semester of the junior year, forestry majors participate in a semester long immersion into the practice and application of forestry.

Plant and Soil Sciences:

There are four areas in which you can study under this major. Horticultural Enterprise Management students gain horticultural production and business skills. Careers include managing nurseries, greenhouses, or fruit and vegetable enterprises; installing and maintaining ornamental plants; and managing botanical gardens. Turfgrass Science students learn about the science and business of intensively managed grass plantings.

Graduates are employed in golf course management, the commercial lawn care industry, and the management of turf fields for other sports. Crop, Soil, and Horticulture Science students study plants and soils and their impacts on crop production and environmental quality.

Graduates are employed in crop and soil consulting, a wide range of agribusinesses, and crop farm management. Crops and Livestock students focus on crops and soils while earning a minor in animal sciences. Students aim for careers related to production agriculture such as farmer, agriculture extension agent, agribusiness, and agriculture consulting.

Hospitality Management and Tourism:

In this major, you will study the functions, objectives, and techniques of business management while gaining real world experience in the hospitality industry through practical courses and internships. Graduates of the program find career opportunities in managerial positions in hotels, restaurants, commercial and noncommercial food systems, and tourism-related businesses as well as positions as purchasing agents, restaurant and hotel equipment specialists, sales and event planners, and other hospitality-related careers. Hospitality Management and Tourism is the United States second largest employer; being a major contributor to the economy.

Human Nutrition:

In this major you will study the biological and physical sciences and apply them to understanding the complex relationship between nutrition and human health. In addition to opportunities for advanced study in medicine, pharmacy, dentistry, optometry, or graduate school; Human Nutrition graduates have exciting career opportunities in the food industry, corporate health and wellness programs, public health programs, pharmaceutical sales, and similar occupations.

Landscape Architecture:

As a landscape architecture student, you will be part of an educational experience whose core is based on teaching and learning in design studios. You will apply your developing knowledge to the design of places and human environments in cities, suburbs and rural landscapes. The curriculum provides you with courses and travel experiences that will allow you to conceptualize, design, and communicate your vision for the future of the world's landscape architect. Our graduates are highly prized by employers for their ability to work as effective design professionals upon graduation. Ninety percent of the 2013 graduation class were employed in landscape architecture or accepted into graduate school before graduation.

Merchandising, Apparel and Textiles:

In this major with a strong business component, you will develop the skills necessary for understanding consumer and market trends, strategies, and industry structures so that you can be involved in the development, sourcing, marketing, and merchandising of consumer goods and services in the domestic and international market place. You will gain real-world experience through required internships; study tours to locations such as New York City are also available to enhance your education. Graduates of this program are equipped for careers in retail management and buying, apparel product development, sales management, e-commerce, and entrepreneurship.

Natural Resources and Environmental Science

This major allows students to make a positive contribution to the quality of our environment by conserving air, water, soil, and biological resources while meeting the needs of society. NRES program tethers elements of science to policy, through experimental learning. You will have hands-on learning experiences. There is also a required internship; students in the past have fulfilled this requirement at the National Park Service, the U.S. Forest Service, a DOE national laboratory, local nature preserves, and many more. Graduates of this program find a variety of challenging and rewarding career opportunities in federal, state, and local agencies and non-profit organizations.

Pre-Veterinary Program

A degree is not given through this program. However this is the largest pre-veterinary program in Kentucky. This program provides you with the resources to attend Auburn and Tuskegee Veterinary Schools in Alabama for Kentucky residents. You are able to major in other related sciences such as Animal Science, AG.

Biotechnology, Biosystems Engineering, and many other majors. This major will help guide you to obtain the knowledge and skills you will need to get into veterinary school.

Undeclared Agriculture and Human Environmental Sciences:

If you are not sure what you want to major in but you know that you are interested in some area of Agriculture, Human Sciences, or Natural Resources, then you may start your education in the college and Undeclared. Under this option, you have the opportunity to explore different majors in the college before deciding on the perfect degree program for you.

Entomology:

Although this is not an official degree program, you can take your interest of insects and use it for an area of study. This program will enhance your knowledge of the way insects behave and their impact on humans. There are many career opportunities such as state environmental specialist, medical forest entomologist, a pest management specialist or consultant, county extension agent, or technical sales representative in private industry.

Sustainable Agriculture:

This is not an official degree program. Interested in integrating concepts of environmental stewardship, economic profitability, and social responsibility into a comprehensive study of agricultural ecosystems, this is the major for you. You will study soils, crop production, and pest management, as well as economics, farm management, and community dynamics to gain an ecosystem-level understanding of agricultural systems. You will be part of a working farming operation during one semester and will also acquire real-world experience through internship opportunities. After graduation, you will find opportunities in Agriculture, Extension, agricultural consulting, governmental agencies, and non-profit organization. You will also be well prepared to run your own farm.

10 Ways to Jumpstart College Planning



[HTTPS://WWW.SCHOLARSHIPS.COM/RESOURCES/COLLEGE-PREP/PREPARING-FOR-COLLEGE/10-WAYS-TO-JUMPSTART-COLLEGE-PLANNING/](https://www.scholarships.com/resources/college-prep/preparing-for-college/10-ways-to-jumpstart-college-planning/)

It's easy to get overwhelmed when thinking about college. You need to figure out ways to make yourself a more desirable college applicant, study effectively for those standardized tests looming in the near future and come up with an action plan that will determine where you'll be applying to, and how you'll pay for it. If you've only just begun your high school career, don't waste a great opportunity to start taking the steps now to jumpstart college planning. It's never too early to consider the classes that will look good on the transcripts you'll be sending as a prospective applicant, for example, or making sure your academic record looks as good as it can. With enrollments increasing at many of the top schools, college is only becoming more competitive, and it'll serve you well to start thinking about where you see yourself after your high school graduation early. If you're approaching the end of your high school career, it's still not too late to improve how you'll come across on that college application and get ready for a busy year of big decisions.

Check out our 10 ways to jumpstart college planning below to help you feel a little less stressed about what you need to do before applying – and getting into – college, and browse through our site for helpful information and tips on every step of the college and financial aid application process.

1. Get Involved

Getting ready for college isn't all work. Find something you really like doing, then dive into it. Maybe you're drawn to sports, student council, music, art ... you get the picture. You'll develop skills and be more appealing to colleges (they like students who'll add something to campus life).

2. Do the Work

If you expect to go to college later, expect to study now. No one can do it for you. Don't talk the college talk – "I'll go to college to get a great career" – without walking the walk.

3. Taking Challenging Courses

Colleges look at your grades, sure, but also at how difficult your courses are. They want to see that you've challenged yourself. Plus, if you pursue advanced courses, such as AP®, you may be able to get college credit.

4. Get Help

Having trouble in a class? Many schools have peer tutors, students in upper grades who'll help you (for free). Talk to teachers or counselors – let them know you want extra help.

5. Read

Read at least 30 minutes every day, beyond study and homework. Read what interests you – magazines, novels, whatever. People who read more know more. And when you take PSAT/NMSQT™, ACT, and SAT® tests, knowing more will really pay off.

6. Don't Delay

You take the PSAT/NMSQT or ACT as a junior (or even as a sophomore). So you have a few semesters before then to take the solid math and other courses that get you ready.

7. Get the College- Bound Facts

How do you know all the right moves to get into college? Ask someone who's done it. Get to know your counselors. Ask a career planner at a local college, or a trusted teacher. Do Web research.

8. Involve Your Family

When parents or guardians haven't been to college themselves, they may think they can't help you. That's not true. They can talk to counselors and help you stay on the right path.

9. Look for a mentor

If you don't find support at home, look for other adults who can lend their enthusiasm and help make sure you succeed. You might look to a counselor, a teacher, or someone else you trust.

10. Confront Personal Roadblocks

If you have a problem that's really getting in the way of schoolwork, try to sort it out. Talking to friends helps. Or look for an adult – parent, coach, nurse, counselor – who can offer advice.

Freshman Action Plan <https://www.scholarships.com/resources/college-prep/preparing-for-college/high-school-action-plan/high-school-freshmen/>

Sophomore Action Plan <https://www.scholarships.com/resources/college-prep/preparing-for-college/high-school-action-plan/high-school-sophomores/>

Junior Action Plan <https://www.scholarships.com/resources/college-prep/preparing-for-college/high-school-action-plan/high-school-juniors/>

Senior Action Plan <https://www.scholarships.com/resources/college-prep/preparing-for-college/high-school-action-plan/high-school-seniors/>