
career connections

**TO
BE
READY
FOR YOUR CAREER 3**

WESTERNRESERVE
PUBLIC MEDIA



<http://www.WesternReservePublicMedia.org/career3>

Contents

Credits	5	Creating a Career Portfolio	49
Introduction	7	Creating a Portfolio	51
Ohio Department of Education Skills and Dispositions Chart.....	8	Making a Career Portfolio.....	53
Career Awareness.....	9	Creating a Career Portfolio: PowerPoint Presentation.....	55
Reality Check.....	11	Checklist for Creating a Portfolio	56
Income and Education	12	Evaluation of Portfolio	57
Salary and Years of Education	13	Who’s in the Mirror? Write Your Story – Personal Biography	58
Colleges’ Top Selection Criteria	14	Who’s in the Mirror? My Story: PowerPoint Presentation	60
Admission Standards.....	15	Who’s in the Mirror? Checklist.....	61
Hotlist: Free Practice Sites for College Admission Tests	16	Creating a Time Line	62
Hotlist: Colleges and Universities.....	17	Creating a Résumé	64
Hotlist: Independent Colleges & Universities	19	Writing a Cover Letter.....	66
Career Exploration	23	Manufacturing Careers	67
How Do You Learn?	25	Auto Factory Worker.....	69
Learning Styles.....	27	High School Discussion Tool: Auto Factory Worker.....	71
Matching Passion With Demand	28	High School Discussion Tool Answer Key: Auto Factory Worker.....	74
What Is Your Passion?.....	31	Middle School Discussion Tool: Auto Factory Worker....	75
My School or Community: Under the Microscope	32	Tire Designer.....	77
To Team or Not to Team?.....	34	High School Discussion Tool: Tire Designer.....	80
Career Planning.....	35	High School Discussion Tool Answer Key: Tire Designer	83
Thinking About a Career	37	Middle School Discussion Tool: Tire Designer.....	84
Hotlist: Career Exploration	39	Automotive Sales Representative	86
Finding Out About a Career	40	High School Discussion Tool: Automotive Sales Representative	88
Pros and Cons of a Career.....	41	High School Discussion Tool Answer Key: Automotive Sales Representative	91
Career Planning Chart.....	42	Middle School Discussion Tool: Automotive Sales Representative	92
Questions About My Career Choice.....	43		
Gaining Experience: Job Shadowing and Internships.....	44		
Careers Hotlist: Entertainment and Manufacturing	46		

Entertainment Careers 95

Animator.....	97
High School Discussion Tool: Animator.....	100
High School Discussion Tool Answer Key: Animator.....	103
Middle School Discussion Tool: Animator.....	104
Art Auctioneer.....	106
High School Discussion Tool: Art Auctioneer.....	108
High School Discussion Tool Answer Key: Art Auctioneer.....	111
Middle School Discussion Tool: Art Auctioneer.....	112
Museum Curator.....	114
High School Discussion Tool: Museum Curator.....	116
High School Discussion Tool Answer Key: Museum Curator.....	119
Middle School Discussion Tool: Museum Curator.....	120

Supplemental Materials..... 123

Manufacturing Vocabulary.....	125
Manufacturing Crossword Puzzle.....	126
Manufacturing Crossword Puzzle Answer Key.....	127
Manufacturing Word Search.....	128
Manufacturing Word Search Answer Key.....	129
Entertainment Vocabulary.....	130
Entertainment Crossword Puzzle.....	131
Entertainment Crossword Puzzle Answer Key.....	132
Entertainment Word Search.....	133
Entertainment Word Search Answer Key.....	134

Credits

Project Coordinator

Maria Mastromatteo, Western Reserve Public Media

Teacher Guide

Teacher Design Team

Cathy Page Adler, Ravenna School District

Maria Mastromatteo, Western Reserve Public Media

Teacher Guide Layout and Design

Paula Kritz, Western Reserve Public Media

Video

Produced by Western Reserve Public Media (WNEO/WEAO, Youngstown/Akron, Ohio)

Executive Producer

Maria Mastromatteo, Western Reserve Public Media

Producer

Duilio Mariola, Western Reserve Public Media

Videographer

Duilio Mariola, Western Reserve Public Media

Video Script

Larry Chance, Chance Productions

Talent

Aaron Laughlin

Toni Kayumi, Western Reserve Public Media

Web

Layout and Design

Paula Kritz, Western Reserve Public Media

Funding

This series was funded by the Ohio Legislature through Broadcast Education Media.

career connections

GET READY FOR YOUR CAREER 3

Introduction

This career module is intended to help students explore career options. In the first section, students learn how to create items for a career or job interview, including résumés, cover letters and portfolios. The project goal is to assist students in making good preparatory decisions and good life choices.

The second section deals with specific careers in the automobile manufacturing and entertainment industries. Western Reserve Public Media has created not only a comprehensive “view” of each career, but also an accompanying 5-7 minute video. The lesson plans, resource pages and student sheets are all available at <http://westernreservepublicmedia.org/careers3>.

Careers Discussed in the Second Section:

Automobile Manufacturing

- World languages – factory plant worker
- Fine arts – tire manufacturer
- Financial literacy – equipment sales representative

The videos include interviews with workers from the the Lordstown Plant in Ohio, where the Chevy Cruz is made. In addition, a sales representative from Diematic Corporation in Cleveland and a tire designer from Goodyear were interviewed and offered information about their respective careers.

Entertainment

- World languages – museum curator
- Fine arts – animator
- Financial literacy – art auctioneer

Three Northeast Ohio museums helped with information about being a museum curator: the Cleveland Art Museum, Akron Art Museum and Canton Museum of Art. Animator Ed Lazor was the resource for the use of animation in entertainment. Gray’s Auctioneers and a school for becoming an auctioneer helped with information about becoming an art auctioneer.

Career Connections addresses the following College and Career Readiness Anchor Standards for Reading:

- Common Core State Standards for English Language Arts
- College and Career Readiness Anchor Standards for Writing

They also address the Financial Literacy standards in National Content Standards for Entrepreneurship Education found at http://www.entre-ed.org/Standards_Toolkit/standards_detail.htm.

Ohio Department of Education Skills and Dispositions Chart



Thinking Skills, Habits of Mind and Global Understandings Students Need for Now and the Future – What the Arts Can Teach
 A Comparison of Capacities Identified by Thought Leaders, Initiatives and Research in Education and the Arts
Note: This chart was developed for use in updating Ohio's Fine Arts Academic Content Standards

Tony Wagner <i>The Global Achievement Gap (Survival Skills)</i>	Root-Bernstein <i>Sparks of Genius (Thinking Tools of Creative People)</i>	Partnership for 21 st Century Skills	EdSteps – CCSSO <i>Grassroots effort to demonstrate student performance of valued skills</i>	Ohio State Board of Education <i>EDGE Committee</i>	The Qualities of Quality Report <i>Commissioned by Wallace Foundation (Arts education goals)</i>	Hetland & Winner <i>Studio Thinking (Habits of Mind Framework)</i>	Lincoln Center Institute <i>Imagination Conversations Capacities of the Imagination</i>
	Observing				Develop Aesthetic Awareness	Observe	Noticing Deeply Embodying
Critical Thinking and Problem Solving		Critical Thinking and Problem Solving	Problem Solving	Critical Thinking and Problem Solving Applied, Problem-Based-learning	Emphasize Artistic Skills without Making Them Primary	Develop Craft	
Collaboration Across Networks and Leading by Influence	Recognizing Patterns Forming Patterns Empathizing	Collaboration Social and Cross-cultural skills Leadership and Responsibility	Global Competence	Global Awareness Cultural Understanding Team Learning and Work; Relationship-Building and Interpersonal, Social Skills	Pursue Understanding the World Engage with Communities, Civic and Social Issues	Understand the Art World (History, and Interaction with Communities)	Making Connections Identifying Patterns Exhibiting Empathy
Agility and Adaptability	Dimensional Thinking	Flexibility and Adaptability				Stretch and Explore	Living with Ambiguity
Initiative and Entrepreneurialism	Playing Modeling Transforming	Innovation Productivity and Accountability		Entrepreneurial Skills	Make Connections	Engage and Persist	Questioning Taking Action
Effective Oral and Written Communication	Body Thinking	Communication Information, Media and Technology Literacy	Writing	Communication Skills	Provide venues for Self-expression Develop as Individuals	Express	
Accessing and Analyzing Information	Analogizing Synthesizing Abstracting		Analyzing Information	Literacy in All Forms			Creating Meaning
Curiosity and Imagination	Imaging	Creativity	Creativity	Innovative and Creative thinking	Think Creatively	Envision	
						Reflect (Question & Explain; Evaluate)	Reflecting and Assessing

career connections

to **READY** **CAREER** **3**
FOR YOUR

Career Awareness

Reality Check

Name _____

What careers interest me? _____

Have I taken the courses that will get me into college? What do I still need to take? _____

What is my current GPA? _____

What GPA should I have to get into college, if college is required for this career? _____

What is my class rank? _____

What is my score on the ACT? _____

(Visit <http://westernreservepublicmedia.org/careers3> to see what colleges might accept students with similar scores.)

What extracurricular activities have I done at school, including sports, clubs, tutoring, etc.? _____

Have I visited my school counselor? _____

What do the career path tests that I have taken tell me about potential careers to consider? _____

What volunteer service have I done in my community, particularly that's related to my career interest area? _____

What subjects do I do well in? _____

What subjects do I do poorly in? _____

What do I like to do in my spare time? _____

Am I interested in the military? _____

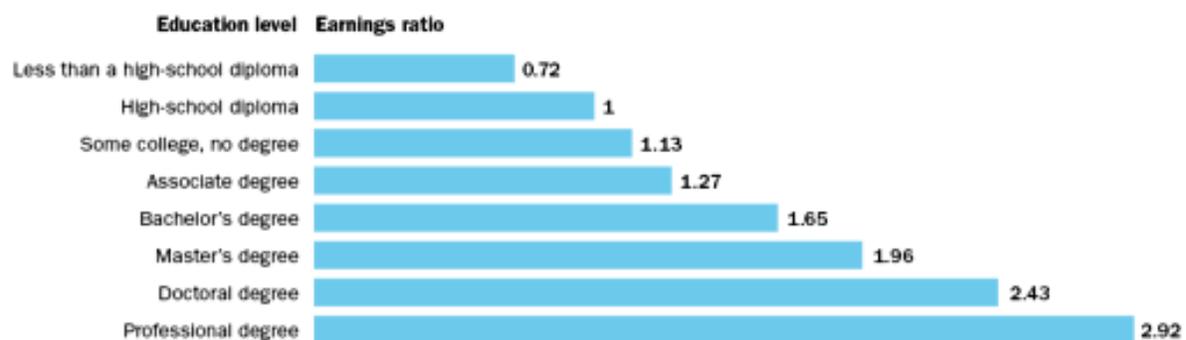
Income and Education

Income is the money that is earned from the sale of goods or services. As you may know, income varies widely and is very important when you consider your standard of living. Here are some factors that create differences in income:

- The market for the occupation. For example, athletes have a high income because they have skills that are important in a market that has many consumers. When there is a change in the demand, the earnings will either raise or lower.
- Education and training. Workers with more human capital (education) tend to earn more than those with less education.
- How hard someone works, how much natural ability a person has, how well a person can get along with others.

Higher Education Raises Earnings Ratio

The typical bachelor's-degree recipient can expect to earn about two-thirds more than a high-school graduate over a 40-year working life. This chart shows expected earnings relative to those of a high-school graduate.



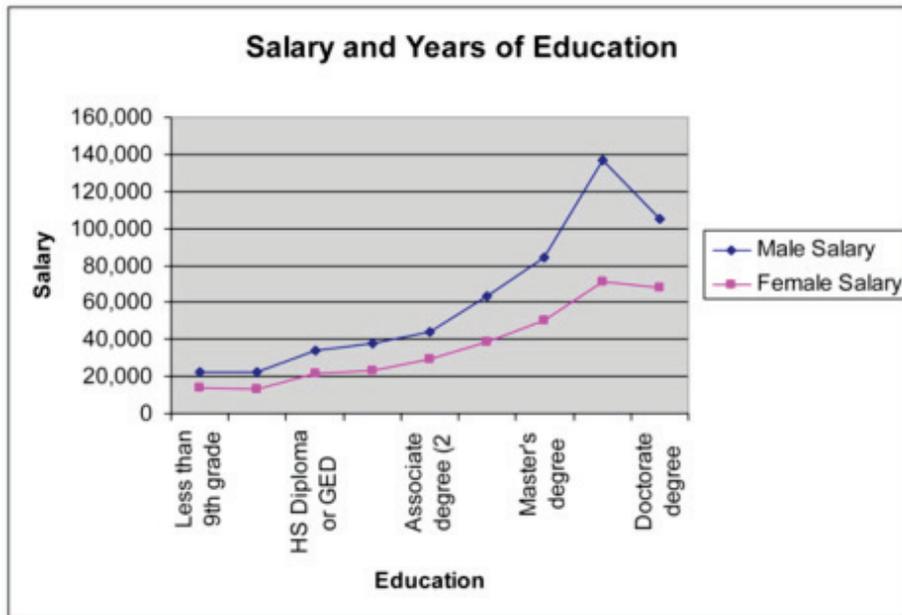
Source: College Board's "Education Pays 2013"

More information about the information above can be found at <http://chronicle.com/article/Earnings-Gap-Narrows-but/142175>.

Name _____

Salary and Years of Education

Let's take a closer look at the relationship between salary and education. The statistics below are from the 2004 U.S. Census.



1. Describe the relationship between education and income.
2. What else stands out about this chart?
3. Consider that you have a work life of 30 years. How much more would a man with a bachelor's degree earn than a man with a high school diploma only?
4. Can you think of some occupations that have high incomes without a college education?

Colleges' Top Selection Criteria

Have you ever wondered what colleges look for in selecting a student for admission? Should you volunteer? Should you study more? How should you spend your time? Below is a list of what private and public colleges look for in a student's application. Notice that in many cases, public and private institutions are very similar and in others are quite different.

What Colleges Look For	Private Four-year Institutions	Public Four-year Institutions
Test scores	80%	86%
Test of English as a Foreign Language (TOEFL)	78%	69%
High school record	77%	79%
High school grades	69%	68%
College preparatory program	47%	25%
High school class rank	25%	18%
Recommendations	7%	51%
Formal demonstration of competencies	5%	9%
Open admissions	15%	13%

Adapted from Western Interstate Commission for Higher Education

Admission Standards

Typical ACT Composite Score Averages

Score	Type of College	Explanation
16-21	Open	Some colleges have open enrollment that allows anyone to enter until they have reached their capacity
17-22	Liberal	Some freshmen are accepted even though they are in the lower half of their graduating class
18-24	Traditional	The majority of freshmen accepted are in the top 50 percent of their graduating class
21-26	Selective	The majority of freshmen accepted are in the top 25 percent of their high school graduating class
25-30	Highly Selective	The majority of freshmen accepted are in the top 10 percent of their graduating class

Adapted from "Get Set for College: A Guide for Ohio Parents and Students"

Free Practice Sites for College Admission Tests

ACT, SAT and Other Tests

- **4Tests.com**
<http://www.4tests.com>
Free online test for the GED, ACT, SAT, TOEFL and NCLEX (nursing). Also has a study store where review books can be purchased. There is a free tutorial section.
- **Number2.com**
<http://number2.com>
Is rated as one of the best online study guides, even higher than paid services.
- **Study Guide Zone**
<http://www.testprepreview.com>
Comprehensive site with study information for many areas. Offers flash cards and help in a variety of pre-college and graduate school areas.
- **Test Prep Review.com**
<http://testprepreview.com>
Gives information, test items, reviews and tutorials for more than 25 different tests.
- **Top SAT Words**
<http://www.vocabulary.com/top144satwords.html>
Free ACT, SAT and GRE practice test material.
- **AP Free Response Questions**
http://www.collegeboard.com/student/testing/ap/prep_free.html
All AP areas are addressed. Gives sample questions and a scoring guide.
- **Varsity Tutors**
<http://www.varsitytutors.com/practice-tests>

ACT

- **ACT Practice Tests**
<http://www.actexampracticetests.com/practice-reading.html>
Gives practice test items and more information about the testing experience.
- **Free Practice Test**
<http://www.actstudent.org/sampletest>
Separate Web sections for each part of the test.
- **Free Practice Test for ACT**
<http://www.petersons.com/college-search/free-act-practice-test.aspx>
Also offers information about area colleges and universities.

SAT

- **CollegeBoard.com**
<http://www.collegeboard.com/?student>
Practice tests, purchase of test booklets and more.
- **Top SAT Words**
<http://www.vocabulary.com/top144satwords.html>
Vocabulary help for SAT test.
- **Full Practice Tests**
<http://sat.collegeboard.com/practice/sat-practice-test>
Online or printed versions available.

Colleges and Universities

Listing from The Ohio Board of Regents <http://regents.ohio.gov/campuses/independent.php>

Four-Year Public Colleges and Universities

- University of Akron
<http://www.uakron.edu>
- Bowling Green State University
<http://www.bgsu.edu>
- Central State University
<http://www.centralstate.edu>
- Cleveland State University
<http://www.csuohio.edu>
- University of Cincinnati
<http://www.uc.edu>
- Kent State University
<http://www.kent.edu>
- Miami University
<http://www.muohio.edu>
- Northeastern Ohio Medical University
<http://www.neomed.edu>
- The Ohio State University
<http://www.osu.edu>
- Ohio University
<http://www.ohiou.edu>
- Shawnee State University
<http://www.shawnee.edu>
- University of Toledo
<http://www.utoledo.edu>
- University of Toledo Medical Center
<http://utmc.utoledo.edu>
- Wright State University
<http://www.wright.edu>
- Youngstown State University
<http://www.ysu.edu>

Two-Year Public University Branch Campuses

- Bowling Green State University: Firelands
<http://www.firelands.bgsu.edu>
- Kent State University:
<http://www.kent.edu>
 - Ashtabula
<http://www.ashtabula.kent.edu>
 - East Liverpool
<http://www.eliv.kent.edu>
 - Geauga
<http://www.geauga.kent.edu>
 - Salem
<http://www.salem.kent.edu>
 - Stark
<http://www.stark.kent.edu>
 - Trumbull
<http://www.trumbull.kent.edu>
 - Tuscarawas
<http://www.tusc.kent.edu>
- Miami University:
<http://www.muohio.edu>
 - Hamilton
<http://www.ham.muohio.edu>
 - Middletown
<http://www.mid.muohio.edu>
- The Ohio State University:
<http://www.osu.edu>
 - Lima
<http://www.lima.ohio-state.edu>
 - Mansfield
<http://www.mansfield.ohio-state.edu>
 - Marion
<http://osumarion.osu.edu>
 - Newark
<http://newark.osu.edu>
 - Agricultural Technical Institute
<http://www.ati.ohio-state.edu>

Two-Year Public University Branch Campuses (cont'd.)

- Ohio University:
<http://www.ohiou.edu>
 - Chillicothe
<http://www.chillicothe.ohiou.edu>
 - Eastern
<http://www.eastern.ohiou.edu>
 - Lancaster
<http://www.ohio.edu/lancaster>
 - Southern
<http://www.southern.ohiou.edu>
 - Zanesville
<http://www.ohio.edu/zanesville>
- University of Akron: Wayne
<http://www.wayne.uakron.edu>
- University of Cincinnati:
<http://www.uc.edu>
 - Clermont
<http://www.clc.uc.edu>
 - Raymond Walters
<http://www.rwc.uc.edu>
- Wright State University: Lake
<http://www.wright.edu/lake>

Community Colleges

- Belmont Technical College
<http://www.belmontcollege.edu>
- Central Ohio Technical College
<http://www.cotc.edu/Pages/index.aspx>
- Cincinnati State Technical & Community College
<http://www.cincinnati-state.edu>
- Clark State Community College
<https://www.clarkstate.edu>
- Columbus State Community College
<http://www.csc.edu>
- Cuyahoga Community College
<http://www.tri-c.edu>
- Eastern Gateway Community College
<http://www.egcc.edu>
- Edison Community College
<http://www.edisonohio.edu>
- Hocking College
<http://www.hocking.edu>
- James A. Rhodes State College
<http://www.rhodesstate.edu>
- Lakeland Community College
<http://www.lakeland.cc.oh.us>
- Lorain County Community College
<http://www.lorainccc.edu>
- Marion Technical College
<http://www.mtc.edu>
- North Central State College
<http://www.ncstatecollege.edu>
- Northwest State Community College
<http://northweststate.edu>
- Owens Community College
<http://www.owens.edu>
- Rio Grande Community College
<http://www.rio.edu>
- Sinclair Community College
<http://www.sinclair.edu>
- Southern State Community College
<http://www.sccc.edu>
- Stark State College
<http://www.starkstate.edu>
- Terra Community College
<http://www.terra.edu>
- Washington State Community College
<http://www.wsc.edu>
- Zane State College
<http://www.zanestate.edu>

Independent Colleges & Universities

These institutions offer a certificate of authorization

Not-for-Profit Colleges and Universities

- Allegheny Wesleyan College
<http://www.awc.edu>
- Antioch University
<http://www.antioch.edu>
- Antioch University Midwest
<http://midwest.antioch.edu>
- Art Academy of Cincinnati
<http://www.artacademy.edu>
- Asbury Theological Seminary
<http://www.asburyseminary.edu>
- Ashland University
<http://www.ashland.edu>
- Athenaeum of Ohio
<http://www.athenaeum.edu>
- Aultman College of Nursing and Health Sciences
<http://www.aultmancollege.org>
- Baker College
<http://www.baker.edu>
- Baldwin-Wallace College
<http://www.bw.edu>
- Baptist Bible College & Seminary
<http://www.bbc.edu>
- Bexley Hall Seminary
<http://www.bexley.edu>
- Bluffton University
<http://www.bluffton.edu>
- Capital University
<http://www.capital.edu>
- Case Western Reserve University
<http://www.case.edu>
- Cedarville University
<http://www.cedarville.edu>
- Central Michigan University
<http://www.cel.cmich.edu>
- Chatfield College
<http://www.chatfield.edu>
- Christ College of Nursing and Health Sciences
<http://www.thechristcollege.org>
- Cincinnati Christian University
<http://www.ccuniversity.edu>
- Cincinnati College of Mortuary Science
<http://www.ccms.edu>
- Cleveland Institute of Art
<http://www.cia.edu>
- Cleveland Institute of Music
<http://www.cim.edu>
- College of Mount Saint Joseph
<http://www.msj.edu>
- College of Podiatric Medicine – Kent State University
<http://www2.kent.edu/cpm>
- College of Wooster
<http://www.wooster.edu>
- Columbus College of Art and Design
<http://www.ccad.edu>
- Cornell University
<http://www.cornell.edu>
- Defiance College
<http://www.defiance.edu>
- Denison University
<http://www.denison.edu>
- Embry-Riddle Aeronautical University
<http://www.erau.edu>
- Fielding Graduate University
<http://www.fielding.edu>

Not-for-Profit Colleges and Universities (cont'd.)

- Firelands Regional Medical Center
<http://www.firelands.com>
- Franciscan University of Steubenville
<http://www.franciscan.edu>
- Franklin University
<http://www.franklin.edu>
- Geneva College
<http://www.geneva.edu>
- God's Bible School and College
<http://www.gbs.edu>
- Good Samaritan College of Nursing and Health Science
<http://www.gscollege.edu>
- Grace Theological Seminary
<http://www.grace.edu>
- Graceland University
<http://www.graceland.edu>
- Hebrew Union College
<http://www.huc.edu>
- Heidelberg University
<http://www.heidelberg.edu>
- Hiram College
<http://www.hiram.edu>
- Indiana University-East
<http://www.iue.edu>
- Indiana Wesleyan University
<http://www.indwes.edu>
- John Carroll University
<http://www.jcu.edu>
- Kenyon College
<http://www.kenyon.edu>
- Kettering College of Medical Arts
<http://www.campusexplorer.com/colleges/B9D00FD6/Ohio/Dayton/Kettering-College-of-Medical-Arts/>
- Lake Erie College
<http://www.lec.edu>
- Laura & Alvin Siegal College of Judaic Studies
<http://www.siegallifelonglearning.org/jewish-studies.html>
- Lindsey Wilson College
<http://www.lindsey.edu>
- Lourdes College
<http://www.lourdes.edu>
- Loyola University Institute of Ministry
<http://www.lim.loyno.edu>
- Malone University
<http://www.malone.edu>
- Mansfield University
<http://mansfield.edu>
- Marietta College
<http://www.marietta.edu>
- Marshall Community and Technical College
<http://www.mctc.edu>
- Marygrove College
<http://www.marygrove.edu>
- MedCentral College of Nursing
<http://education.careers.org/colleges/203818/ohio/mansfield/medcentral-college-of-nursing>
- Mercy College of Northwest Ohio
<http://www.mercycollege.edu>
- Methodist Theological School in Ohio
<http://www.mtso.edu>
- Moody Bible Institute
<http://www.moody.edu>
- Mount Carmel College of Nursing
<http://www.mccn.edu>
- Mount Union College
<http://www.mountunion.edu>
- Mount Vernon Nazarene University
<http://www.mvnu.edu>
- Muskingum University
<http://www.muskingum.edu>
- National Technological University
<http://www.ntu.edu>
- Northern Kentucky University
<http://www.nku.edu>
- Notre Dame College
<http://www.notredamecollege.edu>
- Nyack College
<http://www.nyackcollege.edu>

Not-for-Profit Colleges and Universities (cont'd.)

- Oberlin College
<http://www.oberlin.edu>
- Ohio Christian University (formerly Circleville Bible College)
<http://www.ohiochristian.edu>
- Ohio Dominican University
<http://www.ohiodominican.edu>
- Ohio Midwestern College—Formally known as Temple Baptist College
<https://www.facebook.com/omwrams>
- Ohio Northern University
<http://www.onu.edu>
- Ohio Wesleyan University
<http://www.owu.edu>
- Otterbein University
<http://www.otterbein.edu>
- Payne Theological Seminary
<http://www.payne.edu>
- Pittsburgh Theological Seminary
<http://www.pts.edu>
- Pontifical College Josophinum
<http://www.pcj.edu>
- Queens University
<http://www.queens.edu>
- Rabbinical College of Telshe
<https://bigfuture.collegeboard.org/college-university-search/rabbinical-college-of-telshe>
- Rosedale Bible College
<http://www.rosedale.edu>
- Saint Mary Seminary & Graduate School of Theology
<http://www.stmarysem.edu>
- Southern Baptist Theological Seminary
<http://www.sbts.edu>
- Spring Arbor University
<http://www.arbor.edu>
- Temple Bible College
<http://www.templebiblecollege.org>
- Thomas More College
<http://www.thomasmore.edu>
- Tiffin University
<http://www.tiffin.edu>
- Trinity Evangelical Divinity School of Trinity International University
<http://www.tiu.edu/divinity>
- Trinity Lutheran Seminary
<http://www.trinitylutheranseminary.edu>
- Tri-State Bible College
<http://www.tsbc.edu>
- Union Institute & University
<http://www.myunion.edu>
- United Theological Seminary
<http://www.united.edu>
- University of Dayton
<http://www.udayton.edu>
- University of Findlay
<http://www.findlay.edu>
- University of Northwestern Ohio
<http://www.unoh.edu>
- University of Notre Dame
<http://www.nd.edu>
- University of Rio Grande & Rio Grande Community College
<http://www.rio.edu>
- University of Scranton
<http://www.scranton.edu>
- Urbana University
<http://www.urbana.edu>
- Ursuline College
<http://www.ursuline.edu>
- Walsh University
<http://www.walsh.edu>
- Wheeling Jesuit University
<http://www.wju.edu>
- Wilberforce University
<http://www.wilberforce.edu>
- Wilmington College
<http://www.wilmington.edu>

Not-for-Profit Colleges and Universities (cont'd.)

- Winebrenner Theological Seminary
<http://www.winebrenner.edu>
- Wittenberg University
<http://www.wittenberg.edu>
- Xavier University
<http://www.xavier.edu>

For-Profit Colleges and Universities

- Academy of Court Reporting and Technology
<http://www.acr.edu>
- Antonelli College
<http://www.antonellicollege.edu>
- Art Institute of Cincinnati
<http://www.aic-arts.com>
- Art Institute of Ohio-Cincinnati
<http://www.artinstitutes.edu/cincinnati>
- ATS Institute of Technology
<http://www.atsinstitute.com>
- Bradford School
<http://www.bradfordschoolcolumbus.edu>
- Brown Mackie College
<http://www.brownmackie.edu>
- Bryant & Stratton College
<http://www.bryantstratton.edu>
- Capella University
<http://www.capella.edu>
- Chamberlain College of Nursing
<http://www.chamberlain.edu>
- Chancellor University (formerly Myers University)
<http://www.chancelloru.edu>
- Davis College
<http://www.daviscollege.edu>
- DeVry University
<http://www.devry.edu>
- ETI Technical College
<http://www.eticollege.edu>
- Fortis College
<http://www.fortis.edu>
- Gallipolis Career College
<http://www.gallipoliscareercollege.edu>
- Herzing University
<http://www.herzing.edu>
- International College of Broadcasting
<http://www.icbcollege.com>
- ITT Technical Institute
<http://www.itt-tech.edu>
- Kaplan College
<http://www.kaplancollege.com>
- Miami Jacobs Career College
<http://www.miamijacobs.edu>
- National College
<http://www.national-college.edu>
- Ohio Business College
<http://www.ohiobusinesscollege.edu>
- Ohio Technical College
<http://www.ohiotechnicalcollege.com>
- Southwestern College
<http://www.lincolnedu.com/schools/southwestern-college/?leadsource=GSEW&source=les-google-southwestern-college-local-match-oh>
- Strayer University
<http://www.strayer.edu>
- University of Phoenix
<http://www.phoenix.edu>

career connections

to **READY** **CAREER** **3**
FOR YOUR

Career Exploration

How Do You Learn?

Overview

This activity is designed to allow students to become aware of how they learn. This knowledge is but one factor in ultimately selecting a career that is well suited to them.

Standards Addressed

Standards credit: **The Consortium for Entrepreneurship Education**, Columbus, Ohio, <http://www.entre-ed.org>

Personal Assessment

- B.15 Evaluate personal capabilities
- B.16 Conduct self-assessment to determine entrepreneurial potential

Personal Management

- B.26 Use feedback for personal growth

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for Writing

Reading Standards for Informational Text

- 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of the topic

Materials

- *Learning Styles* student handout
- Computer

Procedure

How Do You Learn?

1. Introduce the concept of how important it is to understand oneself.
2. Pass out the *Learning Styles* handout and review it with your class. Ask the students to predict the type of learners that they think they are.
3. Have the students go to one of the assessment sites listed in this lesson plan and complete the exercise. You can make a decision about which test to use if you want to do classroom comparisons, or you can let the students decide which one they would like to take. The VAK test is a paper-and-pencil test. The others have students using a computer.
4. Instruct the students to write a paragraph about what they have learned about themselves from these exercises.
5. Review with the students the characteristics of an entrepreneur and ask them to compare what they found with these characteristics.

Assessment Resources

What's Your Learning Style?

Gives an explanation of what learning styles are and a test to find your own style.

<http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>

VAK Learning Styles Self-Assessment Questionnaire

This is a paper-and-pencil test. Students fill it out and then find their style using the answers they've given.

<http://www.businessballs.com/freematerialsinword/vaklearningstylesquestionnaireselftest.doc>

Learning Style Test Page

<http://www.wright.edu/~carole.endres/learnstyles.htm>

Writing Evaluation Scale

Criteria	Points
Writing is clear; conclusions are logical and developed.	3
Writing is clear but brief and lacks clarity; some logic errors.	2
Writing draws at least one conclusion but is somewhat confusing.	1
Writing shows no conclusions or is unrelated to the task.	0

Name _____

Learning Styles

Every person has his or her own unique way of learning. Think about yourself. Do you learn best in a group or by yourself? Do you need quiet? Do you remember better if you see something or if you hear it?

How you answer these questions can help to determine your learning style. Although you may learn in a lot of ways, you probably have one style that is more dominant than the others.

Learning Styles

Visual learners remember best what they see. They learn best through images — pictures, diagrams, time lines, demonstrations and charts. They usually like mazes, puzzles, machines, inventions and map reading. Sometimes they are accused of daydreaming in class.

Auditory learners think in words. They remember best when they hear and listen. They might be good readers but prefer the spoken word more. They are often musical. They are generally good storytellers and solve problems by discussing them.

Kinesthetic learners (also called active learners or tactile learners) prefer to learn through their bodies or their feelings. They are highly active and communicate with body language and lots of gestures. These learners often talk about how they feel about things. They learn best when there are hands-on activities.

Thinking Styles

Analytical thinkers are generally reserved. They tend to make decisions based on facts and research. They like to get to the bottom of things; curiosity is one of their strongest motives. Many mathematicians, philosophers and scientists belong to this type. Analytical thinkers quickly grasp patterns, principles and structures. They tend to like linear structures or things that progress in order or in a step-by-step fashion. They generally make decisions based on facts, not emotions. They tend to do one thing at a time. They like an ordered environment. They are said to be “left-brained.”

Global thinkers tend to make decisions based on emotion or intuition. They like doing more than one thing at a time. They like group activities. They tend to be spontaneous and learn best when information is presented with humor or emotion. They can work well while the radio or television is on. They are said to be “right-brained.”

Make Some Predictions

My learning style is visual auditory kinesthetic
 My thinking style is global analytical

Now that you know about these different learning styles, it is time to find out what kind of learner you are. Take one of the tests as directed by your teacher and take the learning style test found at <http://www.berghuis.co.nz/abiator/lsl/lstest1.html>.

Write a paragraph of at least three sentences that tells about your learning style. How well did you predict?

Matching Passion With Demand

Overview

Students delve into what it takes to become an entrepreneur, what their own passions are and where this knowledge might lead them.

Standards Addressed

Standards credit: **The Consortium for Entrepreneurship Education**, Columbus, Ohio, <http://entre-ed.org>

Personal Assessment

- B.14 Determine interests
- B.15 Evaluate personal capabilities
- B.16 Conduct self-assessment to determine entrepreneurial potential

Personal Management

- B.19 Make decisions
- B.26 Use feedback for personal growth

Career Planning

- H.06 Explain employment opportunities in entrepreneurship

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for Writing

Reading Standards for Informational Text

- 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of the topic

Activity 1: Passion and Demand

Materials

- *What Is Your Passion?* student handout
- *My School or Community: Under the Microscope* student handout

Procedure

1. Ask the students what they think an entrepreneur is. Write the answers on the board. Try to get to the place where students define an entrepreneur as a person who sees a need for a service or a product in the community and starts his or her own business to earn a profit. (Profit is defined as the total amount of income after paying expenses.)

2. Have the students name entrepreneurs in their community. Small businesses are good examples: pizza shops, car dealerships, doctors, etc.
3. Discuss what criteria are needed for a person to be an entrepreneur. List these so they are visible to the student. They might include intelligence, organization, creativity, ability to take a risk, work ethic, capital, skills and profit-seeking.
4. Explain to the students that there are two main qualities to being a successful entrepreneur: to love what you are doing and to choose a product or service that is needed.
5. Our first activity is to discover what we really love. Distribute the student handout *What Is Your Passion?* Follow the directions on the handout so that each student will end up with one interest that he or she really loves in the center white square.
6. Divide the students into groups of three to five. Distribute the *My School or Community: Under the Microscope* student handout. Explain to the students that they are going to create a new business using the information about the demographics of their community and about their personal passions. Talk about the concepts of advertising and corporate identity. Students' advertisements on the radio and in newspapers should "sell" their company to the public. Students can go online at <http://www.sloganizer.net/en> to create a slogan for their business.
7. Have the students share their businesses with the class. Have them read their radio announcements and display the newspaper advertisements around the room.

Activity 2: Opportunity Cost (Online Activity)

If the students do not understand opportunity cost, go to <http://www.WesternReservePBS.org/economics/cost.htm> and proceed through this lesson.

Activity 3: To Team or Not to Team?

Students have completed a variety of activities about themselves. Now they can take a closer look at being an entrepreneur.

Materials

- *To Team or Not to Team?* student handout

Procedure

1. Distribute the student handout *To Team or Not to Team?*
2. Give the students some time to write their thoughts about working for themselves or working for others. Ask them to think about the things their parents have said about their jobs.
3. Have a class discussion about each of the conditions of employment and have the students fill in the chart.
4. Sample answers are included.

Evaluation

The students will fill in 12 blanks in the handout, *To Team or Not to Team*. Evaluation could be based on a percentage of items correct. This activity could also be used as a forum for discussion.

They will then write at least three sentences that explain whether they would like to work as a team or by themselves.

Possible Answers for To Team or Not To Team?

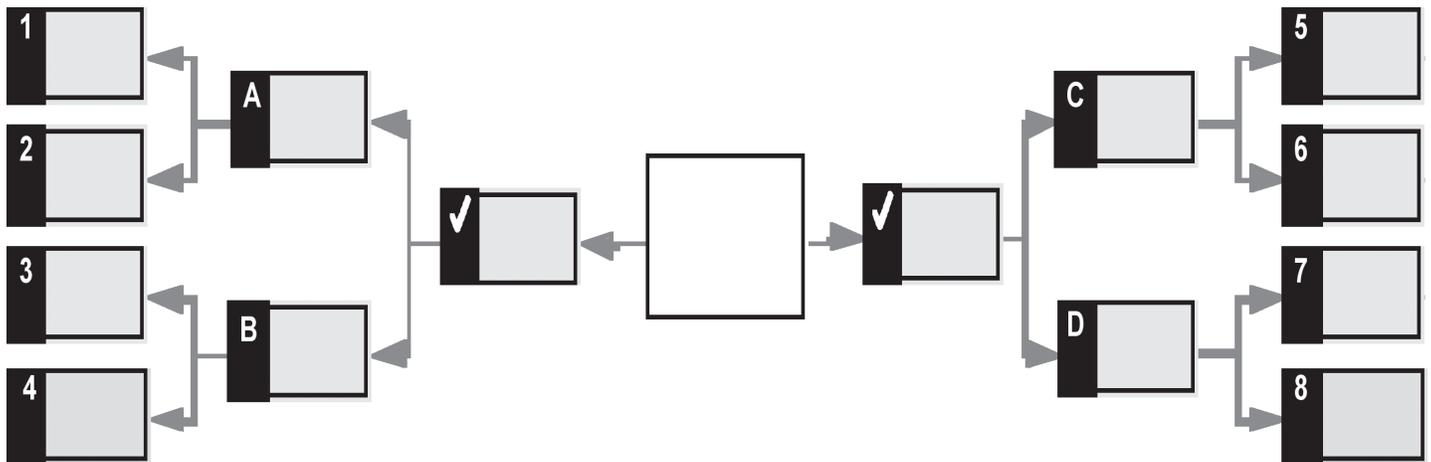
Conditions of Employment	Working for Someone Else	Working for Yourself
Job Stability	Depends on success of company or on the whim of your superiors. There is some recourse in the law.	Depends entirely on the success of the business.
Work Hours	Determined by the company. Generally have set hours of work.	Usually unpredictable and often involves working long hours.
Salary	Usually set by the company. Generally raises are given at a set amount of time (e.g., yearly). Raises are determined by the company.	Generally starts with a low salary until the business gets started. Then the amount of money made is determined by how successful the business is.
Benefits	Generally a package of benefits set by company. (e.g., health insurance, days off, retirement programs, vacations etc.) Benefits provided by the business.	You determine what is given in terms of benefits. Vacations sometimes suffer because of workload.
Responsibilities	Company tells you what your responsibilities are. Generally given in writing.	Responsible for everything. Hire and pay others to do duties.
Feelings of Success	Depends on the company you work for and your supervisors.	Depends on the success of the business.

Name _____

What Is Your Passion?

1. In boxes 1 through 8, write eight different things that interest you.
2. Decide which you like better – number 1 or 2 – and write it in box A. Do the same for 3 and 4, 5 and 6, and 7 and 8.
3. Decide which one you like better between A and B and write it in the box with the checkmark next to it. Do the same with boxes C and D.
4. Now pick the one you liked better from the two checked boxes and write it in the center box.

Adapted from allterrainbrain.org



My School or Community: Under the Microscope

You are thinking about creating a business in your school or your community. Let's discuss what type of business will be successful and earn a profit. Answer the following questions.

1. List each person in the group's main passion or interest from the *What Is Your Passion?* activity.
2. List some businesses that already exist in your school, town or community.
3. Discuss what businesses or services are missing in your school, town or community that would make it a better place.
4. Try to match the items in #1 with what businesses or services are needed. As a group, decide on one business that you would like to start and list it below. Tell why your group selected that business. Name your business.

Name _____

To Team or Not to Team?

Most people work for somebody else. Entrepreneurs, on the other hand, have a business or offer a service that allows them to work for themselves.

Fill in the chart below with your thoughts about the conditions of employment when working for others and when working for yourself.

Conditions of Employment	Working for Someone Else	Working for Yourself
Job Stability		
Work Hours		
Salary		
Benefits		
Responsibilities		
Feelings of Success		

career connections

to **READY** **CAREER** **3**
FOR YOUR

Career Planning

Thinking About a Career

Overview

In this lesson students learn what careers match their learning style and their ideas about being an entrepreneur. They also research what type of education is necessary for a particular career.

Standards Addressed

Standards credit: **The Consortium for Entrepreneurship Education**, Columbus, Ohio, <http://entre-ed.org>

Personal Assessment

- B.14 Determine interests
- B.15 Evaluate personal capabilities
- B.16 Conduct self-assessment to determine entrepreneurial potential

Personal Management

- B.19 Make decisions
- B.26 Use feedback for personal growth

Career Planning

- H.06 Explain employment opportunities in entrepreneurship

*Common Core State Standards for English Language Arts
College and Career Readiness Anchor Standards for Writing*

Reading Standards for Informational Text

- 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of the topic

Materials

- *Hotlist: Career Exploration* student handout
- *Finding Out About a Career* student handout
- *Pros and Cons of a Career* student handout
- *Career Planning Chart* student handout
- *Gaining Experience: Job Shadowing and Internships* student handout

Part 1: Choosing a Career

1. Encourage students to visit with their school counselor to get help and direction in choosing a career. One source that most schools have is the Ohio Career Information System website, www.ocis.org, which has valuable planning tools as well as career and college information. Available to schools throughout

Ohio, OCIS is a fee-based system that is sustained by subscribing schools. The information is up-to-date and the tools are interactive and engaging.

2. Many schools use the commercial program Self-Directed Search (SDS). This assessment guide invites students to select areas of interest, organize their responses and then see what careers match their interests. Students should check with their counselor to see if this service is available to them. The assessment guide is based on John Holland's Theory of Career Choice, which states that people fall into one of six different groups in the working world:

- Realistic (doers)
- Investigative (thinkers)
- Artistic (creators)
- Social (helpers)
- Enterprising (persuaders)
- Conventional (organizers)

Some groups have added a seventh category, Attentive (servers), due to the fact that we have shifted from a manufacturing to a service economy.

This assessment also can be accessed online for a fee at <http://www.self-directed-search.com/johnholland.aspx>. More information about John Holland's theory is available at **The Career Key — Holland's Theory of Career Choice and You**, http://www.careerkey.org/asp/your_personality/hollands_theory_of_career_choice.html.

Part 2: Finding Out About Your Career Interests

1. Once the students have used self-assessment tools and discovered what areas are of interest to them, they can begin to study those careers. Distribute the student handout *Hotlist: Career Exploration* or have students go online at <http://www.WesternReservePublicMedia.org/career3>. Sites are also provided on the handout Finding Out About a Career. Students can fill in the information on the Career Planning Chart about the specific careers in which they are interested.

Evaluation

If this is a class activity, you could use the *Career Planning Chart* to evaluate students' work. Students may also use the results of this exercise as a basis for further discussion of their career choices with parents, teachers or counselors.

Part 3: Personal Inquiry

1. After finding an area of interest and then researching that area, students can do some personal investigation.
2. Distribute the *Pros and Cons of a Career* student handout. Have them write their perceptions of benefits and problems with the career they have chosen.
3. Distribute the *Questions About My Career Choice* student handout. Students could work with classmates with like interests and develop some questions that they find important.
4. Have students look at a video that gives information about this career. The videos "Auto Factory Worker," "Tire Designer," "Automotive Sales Representatives," "Animator," "Art Auctioneer" and "Museum Curator" are part of this package. Many other career videos are available on YouTube.
5. Encourage the students to try and find answers to their questions, either through watching the videos or by conducting interviews, phone calls, etc.

Hotlist: Career Exploration

Select one or more of these links to find out what careers match your interests and learning style.

- **Career Interest Survey**

<http://checkoutcollege.com/explorecareers/interestsurvey.aspx>

You select items of interest to you and the final screen shows you areas you might follow in seeking a career.

- **The Career Interests Game**

<http://career.missouri.edu/career-interest-game>

This is a game designed to help you match your interests and skills with similar careers. From the University of Missouri Career Center, this game is based on Dr. John Holland's theory that people and work environments can be loosely classified into six groups.

- **Drive of Your Life**

<http://driveofyourlife.org/launch.html>

This free online career exploration game helps middle school and high school students learn more about themselves, higher education and careers. It asks students to answer a series of questions about themselves to learn what careers could interest them. They then go on a virtual drive to learn more about each of those careers – all in their own customized car.

- **Explore Your Options (ACT)**

<http://www.actstudent.org/career/aboutwwm.html>

Explore career options using ACT's World-of-Work career map. You click on the area of interest and get a list of careers in that category.

- **Free Career Test**

<http://www.free-career-test.com>

This site offers three tests: Career Interest Test, Résumé Test and Start Your Own Business Test. It gives a very good summation of interest and learning style. It also has a section called Get Jobs that offers information about jobs that match areas of interest. The My Salary section lists the average salary of more than 20,000 jobs.

- **How to Make a Career Choice When You Have No Idea What You Want to Do**

<http://careerplanning.about.com/od/careerchoicechan/tp/Career-Choice.htm>

This is an article with links to other sites that offers self-assessment tips and tools.

- **The Princeton Review Career Quiz**

<http://www.princetonreview.com/login3.aspx?RDN=1>

Following completion of a 24-question quiz, participants receive details about interests and work style. Requires an email account. The site also offers practice tests for the ACT, SAT and more.

- **Guide to Holland Code**

http://www.wiu.edu/advising/docs/Holland_Code.pdf/

You pick topics that interest you and then see what you have circled the most. The categories are given using Holland's categories of interest.

Finding Out About a Career

The links below will direct you to sites that tell you about the careers you have found that interest you.

- **OCIS**

<http://www.ocis.org>

This Internet-based academic and career information and planning system is available to schools throughout Ohio. It is a fee-based system that is sustained by subscribing schools. The information is up-to-date and the tools are interactive and engaging.

- **Resources for Students and Teachers — Hotlist**

<http://bls.gov/audience/students.htm>

This link will connect you with the online version of the Occupational Outlook Handbook, as well as resources and tools for students, parents and educators.

- **Ohio Labor Market Information**

<http://lmi.state.oh.us/proj/projections.htm>

This link connects to Ohio labor market information, which contains many useful tools and documents that provide projections of the employment demands and opportunities in Ohio – mostly helpful for educators and parents.

- **Ohio's Career Information System**

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1758&ContentD=15300&Content=89265>

This link connects to the OCIS webpage on the ODE website – contains additional resources such as the Family Resource Guide, IACP brochure and archived event information.

- **Career and College Planning**

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=1676>

This link connects to a resource page for families – information on opportunities available across the state in a variety of interests and needs (Career Centers, Post Secondary Enrollment Options, Dual Enrollment, etc.).

- **High School and Middle School FCS (Family and Consumer Science) Programs**

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1754&ContentD=11870&Content=92050>

This is the link to the ODE website where the Family and Consumer Science content standards and courses are located.

Pros and Cons of a Career

List what you believe are the positives and negatives about your career choice.

Positive Aspects of My Career Choice	Negative Aspects of My Career Choice

Career Planning Chart

Name of Career	Amount of School Needed	Colleges That Have a Program for This	Demand for Career	Average Salary

Questions About My Career Choice

1. Make a list of questions about what you would like to know.
2. Watch a video about that career.
3. Talk to your counselor about finding a way to get answers to the questions that were not answered in the video.

	What I Want to Know	What I Found Out
1		
2		
3		
4		
5		
6		

Gaining Experience: Job Shadowing and Internships

Job Shadowing

Job shadowing is generally an opportunity for high school students to find out what it is like to be in a specific job. The “shadower” follows a person in a profession that they might like to pursue. This helps the student choose a college program that offers this profession. Job shadowing can also be done by college students or even adults who want experience in a particular career. Many schools have this built into their program. Seek help from your teacher or counselor if you are interested in job shadowing.

What Is an Intern?

An **intern** is someone who works in a temporary position with an emphasis on on-the-job training rather than just employment. Interns are usually college or university students, but they can also be high school students or adults seeking skills for a new career.

Internships accomplish the following:

- Provide experience in a particular field of interest
- Help determine if this really is an area of interest
- Create a network of contacts
- Sometimes offer school credit
- Offer the prospect of returning to gain employment

An internship may be either paid, unpaid or partially paid. We think of physicians as having paid internships, but there are other careers that offer paid internships as well.

Internships are usually part-time employment during the school year and full-time positions in the summer, and they typically last six to 12 weeks. Internship positions are available from businesses, government departments, nonprofit groups and organizations.

Finding Internships: General

- **Internships**

<http://www.internships.com>

Has information for students, employers and teachers. Students can enter a Zip code and interest area and find related internships.

- **Internship Programs**

<http://www.internshipprograms.com>

This site allows you to browse by employer, location, field and date. It also offers a top 10 list.

- **Idealist**

<http://www.idealists.org/if/as/Internship>

A variety of areas can be used to search for an intern position.

Finding Internships: Entertainment

- **Entertainment Jobs and Internship Listings**

<http://www.entertainmentcareers.net>

Select the area of interest and see listings.

- **Twenty-five Unique Paid Entertainment Industry Internships**

<http://entertainmentpower.com/site/2013/10/25-paid-entertainment-internships>

This is a hotlist that hosts links to many major entertainment “stars,” such as Disney and CBS.

- **Starz: Taking You Places**

<http://www.starz.com/internships/index.html>

Designed to provide professional learning opportunities for the college student who has an interest in pursuing a professional career within the entertainment industry.

Finding Internships: Automobile Manufacturing

- **BMW Internships**

<http://www.bmwusa.com/Standard/Content/Careers/Internships.aspx>

Combining theory and practice through an internship is not only rewarding but an ideal way start to a successful professional career.

- **Chrysler: Internships**

<http://www.chryslercareers.com/Students/Internships/Pages/home.aspx>

A great opportunity to develop skills you'll need to further your career.

- **Automotive Technology Summer Internships**

<http://www.indeed.com/q-Automotive-Technology-Summer-Internship-jobs.html>

This hotlist contains a variety of internships.

- **Monster: Automotive Internships**

http://jobsearch.monster.com/automotive-internships_5

Allows you to make a variety of selections and then shows specific internships that match your selections.

Careers Hotlist

Entertainment and Manufacturing

Vocabulary

- **Quizlet**

<http://quizlet.com/16114730/careers-vocabulary-words-flash-cards/>

Has generic vocabulary for all careers. There are flash cards, tests and games available at this site.

- **High School Content Area Vocabulary**

http://www.reeths-puffer.org/High_School/highschoolcurriculum/

Gives the essential vocabulary for a variety of careers.

- **College and Career Vocabulary**

http://breitlinks.com/careers/career_pdfs/Vocabulary.pdf

Gives terms and definition you might need when planning your career.

- **Fifty Words**

https://www.mheonline.com/apps/final_info/words_know_before_you

An app that reviews 50 essential vocabulary words. Free on iTunes.

Entertainment

Museum Curators

- **10 Cutting-Edge Curators From Around the World**

(Part 1) by [BLOUIN ARTINFO](#)

<http://www.blouinartinfo.com/news/story/923344/10-cutting-edge-curators-from-around-the-world-part-1>

Gives the background and philosophy of each of the 10.

- **How to Become a Museum Curator**

<http://www.wikihow.com/Become-a-Museum-Curator>

Animator

- **Animator**

http://www.prospects.ac.uk/animator_job_description.htm

Gives a job description, typical work activities, salaries (in British pounds) and training requirements.

2013 Top U.S. Schools for Animation and Game Design

<http://www.animationcareerreview.com/articles/2013-top-100-us-schools-animation-and-game-design>

1. **California Institute of Art Valencia**

School of Film and Video

<http://filmvideo.calarts.edu/node/417>

2. **University of California at Los Angeles**

<http://filmvideo.calarts.edu/node/417>

Has world-famous animation workshops (only have 12 students per year)

3. **University of Southern California**

<http://www.usc.edu>

Offers BA and MFA degrees in animation arts and design

4. **Ringling College of Art and Design**

<http://www.ringling.edu/learn/majors/computer-animation>

In 2012, ImagineFX named RCAD the number-one digital arts college in the world

5. Rhode Island School of Design

<http://www.risd.edu>

Private coeducational four-year art school has a large Film/Animation/Video Department that offers a BFA degree.

6. Savannah College of Art and Design

<http://www.scad.edu/academics/programs>

7. California College of Arts

<https://www.cca.edu>

Offers a fine arts degree in animation, graphic design and illustration. The school also offers an MFA degree in graphic design and painting/drawing, and PayScale ranks it the top art and design school by salary potential in the United States.

8. Columbia College of Chicago

<http://www.colum.edu>

Offers a BA degree with a focus in animation, plus BFA degrees in both traditional and computer animation.

9. Pratt Institute

<http://www.pratt.edu>

Offers a BFA degree in digital arts, 2-D animation, 3-D animation and motion arts.

10. Parsons

<http://www.newschool.edu/parsons>

Offers BFA degrees in art, media and technology; design technology; and illustration.

International Animation Colleges

• Royal College of Art — London, England

<http://www.rca.ac.uk>

Has a two-year master of arts program in animation.

• National Film and Television School — London, England

<http://nftsfilm-tv.ac.uk>

Has a two-year master of arts program in animation.

Sales Representative

• What Does a Sales Representative Do?

<http://www.wisegeek.com/what-does-a-sales-representative-do.htm>

• Secrets of Sales Success

http://www.dalecarnegie.com/assets/1/7/Secrets_of_Sales_Success.pdf

Small booklet of info that can be downloaded.

Art Auctioneer

• Ten Steps to Become an Art Auctioneer

<http://fineart.about.com/od/AuctionHouses/ss/10-Tips-On-How-To-Become-An-Art-Auctioneer-And-Work-In-An-Art-Auction-House.htm>

• Ten Tips on How to Become an Art Auctioneer and Work in an Art Auction House

<http://fineart.about.com/od/AuctionHouses/ss/10-Tips-On-How-To-Become-An-Art-Auctioneer-And-Work-In-An-Art-Auction-House.htm>

• American Society of Art Appraisers (ASA)

<http://fineart.about.com/od/Dealers-Appraisers-Brokers/p/The-American-Society-Of-Appraisers-Profile.htm>

ASA is a multi-discipline nonprofit international organization of professional appraisers (valuers).

• Do I Hear Six Figures? Sold!

http://money.cnn.com/2005/06/02/pf/sixfigs_auctioneer
Auctioneering can be a lucrative job ... if you know what you're selling.

Manufacturing

Auto Factory Worker

- **How Production Lines Work**
<http://auto.howstuffworks.com/under-the-hood/auto-manufacturing/automotive-production-line.htm>
- **Factory Jobs from Employment Guide.com**
<http://www.employmentguide.com/jobs/factory>
- **Preparation for a Manufacturing Career**
<http://www.interviewsuccessformula.com>
- **Interview Preparation for a Manufacturing Career**
<http://www.interviewsuccessformula.com>
- **Autoworkers Earning Less in U.S. Happy to Compete Again**
<http://www.bloomberg.com/news/2012-10-18/mbdlhh0yhq0x.html>

Tire Designer

- **Friction and Automobile Tires**
<http://hyperphysics.phy-astr.gsu.edu/hbase/mechanics/frictire.html>
- **Center for Automotive Research, The Ohio State University**
<http://car.osu.edu>
- **Friction**
<http://hyperphysics.phy-astr.gsu.edu/hbase/fricon.html>
- **Occupation Outlook**
http://www.michigan.gov/documents/nwlb/report_215444_7.html
- **Ohio Means Jobs**
<http://jobsearch.ohiomeansjobs.monster.com>

Automotive Sales Representative

- **OCIS** — Check with your school counselor to link to this site. A password is needed.
<https://ocis.org/Portal.aspx>
- **Wisageek.com**
<http://www.wisageek.com/what-does-a-sales-representative-do.htm>

career connections

**TO READY CAREER 3
FOR YOUR**

Creating a Career Portfolio

Creating a Portfolio

Overview

Students gather information about themselves and then create a portfolio, which can be used to aid in admission to college or as a tool for finding a job in the career of their choice.

Standards Addressed

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Materials

- Writing materials
- Computer
- Personal biography
- *Who's in the Mirror? My Story* PowerPoint presentation
- Time line of life
- Résumé
- Cover letter
- *Creating a Career Portfolio* PowerPoint presentation
- *Making a Career Portfolio* student handout
- *Checklist for Creating a Portfolio* student handout
- *Evaluation of Portfolio* student handout

Procedure

1. Ask the students if they know what a portfolio is. After a little discussion, tell the students that they are going to use the information they have gathered to create a specific type of portfolio – a career portfolio that they can use for college or job entrance.

-
2. Distribute the student handout *Making a Career Portfolio* and show the *Creating a Career Portfolio* PowerPoint presentation.
 3. Ask students to gather information about themselves. This could include the following:
 - a. Diplomas
 - b. Certificates
 - c. Work or training
 - d. Other information as listed in the PowerPoint presentation and the student handout.
 4. Optional: Other lessons were available and can be used for creating their career portfolio. They are listed in the materials section above.
 5. Have the students determine how they want to present this portfolio. Stress that what they select tells the reader about themselves. Some possibilities for format include binders, paper or plastic folders, a website or the template provided at <http://www.WesternReservePublicMedia.org/career3>.
 6. Optional: Have students select artwork or photos that represent themselves and put all selected materials into a portfolio.
 7. Encourage them to check for correct grammar and spelling.
 8. Have the students review *Checklist for Creating a Portfolio* to assure that they have all the items they wish to include.

Evaluation

1. After portfolios have been completed, have a class period where students can share what they have done. This can be a formal presentation or it can just be time to look at what others have done and consider adding, deleting or changing their own portfolios.
2. Evaluate the portfolios and offer suggestions to the students that would make their portfolios more appealing or more complete.

Making a Career Portfolio

What Is a Portfolio?

It's all about marketing yourself! What does that mean? You know that you're good enough to get a job or to get into the college that you want. You need to show the person responsible for hiring or for enrolling that you can do this well.

"A portfolio is a binder or book that shows off your work and abilities. It goes beyond a cover letter and a résumé. A portfolio is a tool that you develop that gives employers or colleges a picture of who you are – your experience, your education, your accomplishments and your skills. Not only does it show the employer who you are, but it also displays what you have the potential to become." Source: <http://dolphin1.net/network/dolphinsong/portfolio.htm>

Why Should You Make a Portfolio?

According to the University of Washington, a career portfolio can help you to do the following:

- Prepare for interviews
- Prove that you are capable of what you say you are
- Communicate clearly by allowing you to focus during your interview through the use of the portfolio
- Demonstrate the results of your work (with screen shots and examples of your work)
- Get you in the habit of documenting your work for that time in the future when you are job hunting, or maybe trying for that higher position, or even proving that you are a valuable member of the team
- Create a personal database to facilitate the creation of a résumé
- Assess your own progress in your development

What Should Your Portfolio Include?

- 1. Cover page** — This page should be appealing to the reviewer and offer your personal information – name, address and contact information. It is often good to have a photo or drawing about you or about what you have created. It can include a summary statement of your career objective.
- 2. Mission statement** — This is a statement that gives the reader the impression that you will accomplish the goal you are seeking.
- 3. Education** — Your high school (and college) information should be on this page. This includes your GPA, number of credits, significant courses, honors, scholarships, etc. If you are in college, you could include degrees, GPA, significant courses, scholarships and other honors.
- 4. Experience** — This page should include your work history, any volunteer programs in which you have participated, internships, job shadowing information and any areas of expertise you may possess. Include any licenses or certifications that you have.

5. Background information — This may be one page or many pages of text, images, photos, designs, sample sale brochures, links to Web work (such as animations) and any other items that show your talents. This can also include any press information about you or your work. Color photos are preferable. Be sure to use samples that are relevant to the placement you are interested in.

6. References — This page can include letters that have been written on your behalf or contact information for anyone willing to give you a recommendation.

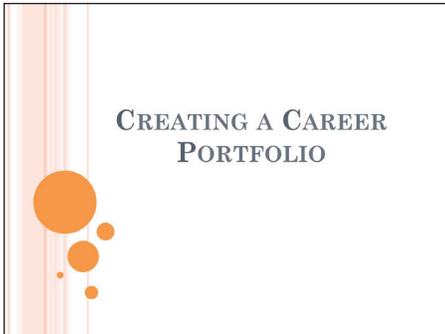
How Should Information Be Presented?

You must make a decision about how this portfolio is going to be presented. Remember: presentation is everything! Will you use a three-ring binder, a folder or portfolio notebook or a Web presentation such as PowerPoint? Think about how this portfolio is going to be used. Will you leave it with the interviewer? Will you allow them to look at it and then take it with you?

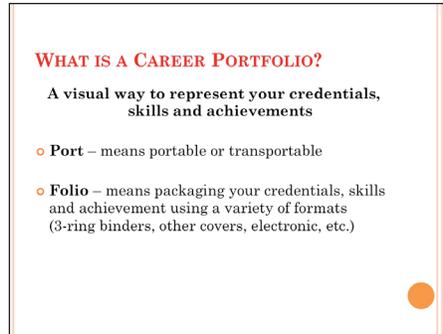
Resources

- **How to Create a Career Portfolio**
<http://www.wikihow.com/Create-a-Career-Portfolio>
- **How to Create a Portfolio**
<http://dolphin1.net/network/dolphinsong/portfolio.htm>
- **Preparing a Portfolio**
<http://www.career.fsu.edu/Images/PDFS/Guides/PortfolioPreparation.pdf>
- **Create a Free Online Portfolio** (10-day free trial and then you need to pay for use of this site)
<http://dunked.com>
- **How to Create a Career Portfolio**
<http://www.gtcc.edu/media/38323/gtcccareerportfolioguide.pdf>
- **Seven Rules to Creating a Professional Portfolio**
<http://www.hongkiat.com/blog/creating-professional-portfolio-site>

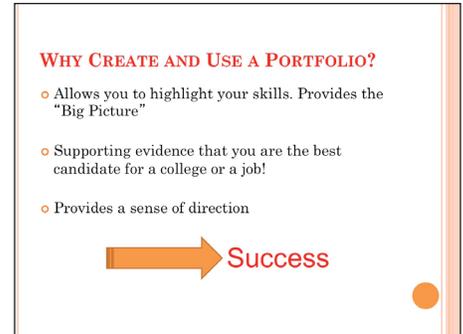
Creating a Career Portfolio PowerPoint Presentation



Slide 1



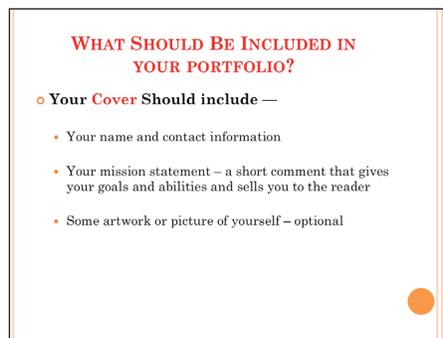
Slide 2



Slide 3



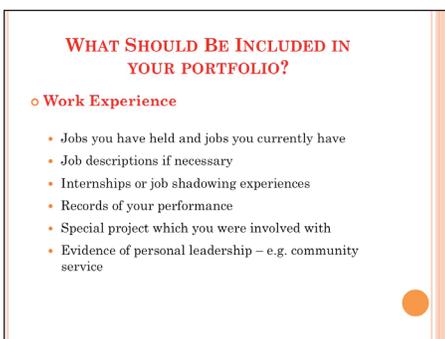
Slide 4



Slide 5



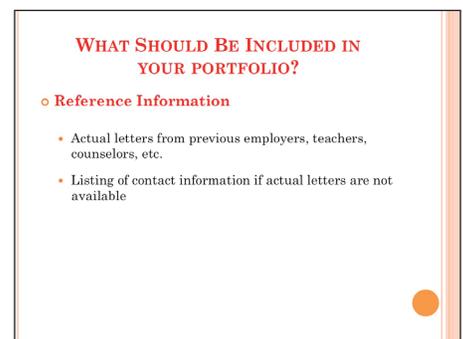
Slide 6



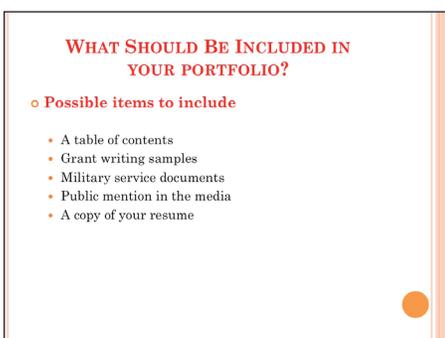
Slide 7



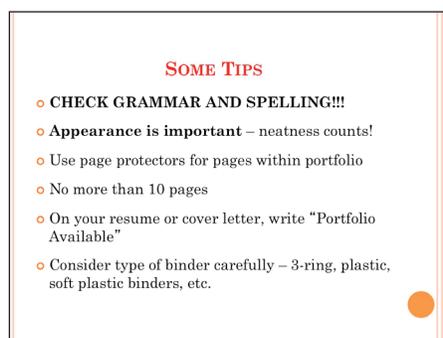
Slide 8



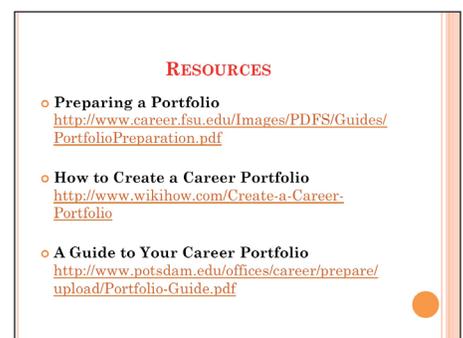
Slide 9



Slide 10



Slide 11



Slide 12

Checklist for Creating a Portfolio

Download a Microsoft Word portfolio template at <http://www.WesternReservePublicMedia.org/career3/images/creating-a-career-portfolio-template.dotx>

- ___ 1. Decide on the type of binder you will use to hold your portfolio.
- ___ 2. Make sure your letters of recommendation are up to date.
- ___ 3. Write a mission statement that addresses why you would be a good candidate.
- ___ 4. Get a copy of your transcript from your high school guidance counselor or from your college.
- ___ 5. Select samples of your work to include.
- ___ 6. Make sure you have a complete listing of your work history (including volunteer work).
- ___ 7. Select samples of your work.
- ___ 8. Either include three letters of recommendation or the contact information of the people who are giving the recommendation.
- ___ 9. Check all items for proper grammar, spelling and punctuation.
- ___ 10. Collate material.

Other Items You Could Include

- A table of contents
- A cover letter which expresses your interests and goals
- Tabs to take the reader to different pages
- Links to videos that show examples of your work
- For a more professional presentation, plastic sheet covers for each page
- Any licenses you may hold such as Microsoft or Google certifications
- A résumé – in addition to your work history
- An online component that gives access information to the reader

Evaluation of Portfolio

Student Name _____ Date _____

Directions: Rate the following factors for the student's career portfolio, with 1 as lowest and 5 as highest.

Overall Presentation of Portfolio: Was the portfolio well-organized? Were pages neat? Was information typed? Were there spelling, grammar or punctuation errors?

1	2	3	4	5
Comments:				

Cover: Was the student's name easy to see? Did the brief mission statement explain why this person would be good for placement? Was the cover design appropriate?

1	2	3	4	5
Comments:				

Education: Was information comprehensive? Was there a description of education and experience? Was a résumé included?

1	2	3	4	5
Comments:				

Samples of Work: Were two to four samples of work included? Were the samples appropriate to the position being sought? Were they labeled or explained?

1	2	3	4	5
Comments:				

Recommendations: Were there at least three recommendations included, plus their contact information?

1	2	3	4	5
Comments:				

Who's in the Mirror?

Write Your Story – Personal Biography

Overview

A biography is an account of one's life. During an interview, it can help an employer learn more about the candidate. In this exercise, students write their biography.

Standards Addressed

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Materials

- Writing materials
- Computer

Procedure

1. Ask the students if they know what a biography is. Discuss what it is and why they need one.
2. Show the PowerPoint presentation *Who's in the Mirror? My Story*. Have a discussion before you show the students the answers to the questions posed. Another option would be to hand out the PowerPoint presentation to the students.
3. Distribute the companion checklist. Give students a due date for their story. Explain that they can either check off the work they have completed on the checklist or write the date when this part was completed.

Evaluation

Below is a table that can be used to evaluate this assignment. This can be given to students at the beginning of the assignment so they are very clear about what is expected.

Who's in the Mirror? My Story				
Number	Criteria	Points Possible	Points Earned	Comments
1	Cover: Include your name and contact information.	10		
2	Education: Cite what you have studied and how it relates to your life.	15		
3	Experience: Discuss job experience and how it relates to your life.	20		
4	Examples: Tell something that you have created and how it relates to your life.	20		
5	References: Cite people who think you have done well.	10		
6	Grammar and Spelling	10		
7	Appearance: Make your personal biography look appealing.	5		
8	Organization: Look for order in your thinking.	10		
	TOTAL	100		
Bonus Points	Depth of Reflection: Show that you have examined your life and are heading in a positive direction.	10		

Who's in the Mirror? My Story PowerPoint Presentation

Who's in the Mirror?



My Story

Slide 1

What is a personal biography? 

A **biography** or simply **bio** is a detailed description or account of a person's life. It tells more than basic facts like education, work, relationships and death. A biography also portrays a subject's experiences.

The subject of a this story is YOU!

Slide 2

Why should I write a personal biography?

A bio is useful for quickly communicating who you are and what you do. You want to **"stand out"** so you will be remembered or considered for a job or for college placement.

Slide 3

Types of personal bios

- **Chronological Bio** — Starts at the beginning and ends at the end.
- **Circular** — Starts with an important event and then tells what led up to that event.
- **Zoomed In** — Tells one critical event that is important enough to stand on its own.

More info at <http://www.wikihow.com/Write-a-personal-Bio>

Slide 4

Start with Your Name.

Put your **name** in the **first sentence** of your bio to remind the reader whose bio this is.
You are introducing yourself to the reader.



Slide 5



Keep the focus on **YOU!**

Colleges or employers want to hear about you so that they can determine if you're a **"GOOD-FIT"** for them.

The description should be on-point, personal and memorable.

Slide 6

Add some **personality** to your bio.

Try adding something unexpected.

Try a little joke but be careful with this.

Remember you're telling your story, not just giving a bunch of facts.

Slide 7

Give contact information

End with **contact details** and ways of contacting you. Can give hyperlinks to email or Linked In.



Slide 8

Read, rewrite and proof

This is a living document so keep it **up to date.**

May want to include your bio in your portfolio.



Slide 9

Name _____

Date Due _____

Who's in the Mirror?

Checklist

Use this checklist as you write your personal story. It shouldn't be just a recitation of dates and events. It should be a document that tells about who you are and how you got to be who you are. Check off the list as you work through the creation of your personal bio.

Checklist

_____ Cover Page

Type of personal biography you will write:

_____ **Chronological** – start at the beginning and end at the end.

_____ **Circular** – use an important event first and then tell how you got there.

_____ **Zoomed in** – use one critical event that will tell about you.

_____ **Personal things about you** – hobbies, likes and dislikes, interesting facts, anecdotes (funny or poignant) and what makes you who you are.

_____ **Professional information** – education, jobs, internships, job shadowing, publications, etc.

_____ **Contact Information**

_____ **Proofread the document**

_____ **References listed, or letters from references shown**

_____ **Include in portfolio (not mandatory)**

Comments:

Creating a Time Line

Overview

A time line of one's life can be used in a career portfolio. In this lesson, students learn how to create a personal time line.

Standards Addressed

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

Grades 6-12

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Materials

- Writing materials
- Computer

Procedure

1. Ask the students if they have ever created a time line. Discuss what it is and why they might want to make one to feature key events in their lives.
2. Introduce the website Read, Write, Think and go to the section concerning time lines: <http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html>.
3. Tell students that their time line must include at least the items that were most important to them. Invite the students to share examples, which may include the following:
 - Their birth date
 - When they started school
 - When they were in a dance recital or a winning football game
 - When they were appointed to or joined an organization

There are endless possibilities. Encourage the students to write their list before they begin entering information on the website, and to select appropriate pictures to include.

4. Students must explain why this event holds a place on their personal time line.
5. Give students a due date for their time line. Tell them that they may wish to include this time line in their portfolio.

Evaluation

Below is a table that can be used to evaluate this assignment. This can be given to students at the beginning of the assignment so they are very clear about what is expected.

Each item is worth five points:

- Six events are shown
- Date is given for each event
- Pictures help to explain event

The explanation is worth 10 points:

- An explanation of why this is an important event in your life is shown

Creating a Résumé

A résumé is “a brief written account of personal, educational and professional qualifications and experience. It is generally sent to an employer prior to meeting with the employer.” Source: <http://dictionary.reference.com>

Your résumé is a very important tool when you are looking for a job. It is the first look that the prospective employer has of you. Employers get hundreds of résumés and often spend less than a minute looking at them. When you sit down to write your résumé, don't feel that you are alone. There are a variety of Internet sites that can help you decide the type you want to use, the format you choose and the information that is appropriate for the job you have in mind. Remember to always check grammar and spelling.

A résumé should include:

- **Personal information** — This includes name and address plus contact information such as your phone number and email address. It can also include social media information, but be sure that your social network is **appropriate**.
- **Experience** — This should show how your skills align with the company's needs.
- **Education** — This includes high school, college and other types of formal education you may have had.
- **Other Information** — This includes related extracurricular activities that may be valuable to the employer. Internships and job shadowing should be listed here.
- **Template** — This is the determination of what you want your résumé to look like. It can be a chronologic look at your information or it can be functional and highlight experiences that may be important to the company.
- **Summary** — This optional section selects experiences that match the job for which you are applying. You may have already included such information in the above sections.

You can create your own résumé using a computer, or you may want to make it with a template. Read, Write, Think is a website created by English teachers to help students produce résumés using existing templates. The site, http://www.readwritethink.org/files/resources/interactives/resume_generator, allows students to simply input their information, select a format and keep the resulting document electronically or send it to a company.

Another service of Read, Write, Think is a checklist that assures one has created a quality résumé. For more information, visit *Resume Generator: Tips for Writing a Resume* at http://www.readwritethink.org/files/resources/interactives/resume_generator/media/tips.pdf.

Resources

For additional résumé creation resources, go to any browser and search for “writing a résumé.” You will find an endless list of sites that will give writing directions, samples and much more. Below are related sites that are clear and easy to use.

- **44 Résumé Tips**

<http://www.dailywritingtips.com/resume-writing-tips/>

Look at the résumé you have written and make sure that the tips given are followed through.

- **Create a Professional Résumé in Minutes**

<http://resumecompanion.com/?gclid=CJDo4KGR-7ACFUMCQAodr2pWEg>

Gives a template and allows you to simply fill in the blanks. Requires an email address.

- **How to Make a Résumé**

<http://www.wikihow.com/Make-a-Resume>

Explains three types of résumés: chronological, functional and a combination of the two types. Gives examples of each type and gives step-by-step directions for creating your own résumé.

- **How to Write a Résumé**

http://www.how-to-write-a-resume.org/resume_writing.htm

This site has a complete set of tools to help you follow the résumé writing process. It includes help in writing cover letters, explanation of résumé distribution, tricks to get an interview and thank-you letter help.

- **Résumé Writing, Sample Résumé, Résumé Builders**

<http://jobsearch.about.com/od/resumes/Resumes.htm>

This site is a hotlist of hundreds of sites for specific job categories.

Writing a Cover Letter

A cover letter usually is mailed with each résumé that you send out. The letter should not duplicate your résumé but should help complete the story that you are trying to convey to the prospective employer. It is often the first contact that the employer has and offers that critical first impression.

There are basically three types of cover letters:

1. An application letter is sent when you know that there is a job opening.
2. A prospecting letter is more of an inquiry into possible positions.
3. A networking letter requests information and assistance in the job search.

A cover letter should include the following:

- The name of a specific person when possible.
- Your name.
- How you learned of the vacancy.
- A brief statement emphasizing your qualifications for this position. Use words from the ad, if possible.
- A request for an interview, including dates when you are available.
- Your signature.

You may wish to follow up the letter with a phone call.

You can do this on the computer OR you may want to make it with a template. Read, Write, Think is a website created by English teachers to help students use templates that are already created. The site, http://www.readwritethink.org/files/resources/interactives/letter_generator, allows students to simply input their information, select a format and keep it electronically or send it to the company.

Resources

You may decide that you do not wish to use the template listed above. If that is the case, you can go to any browser and search for “writing a cover letter.” You will find an endless list of sites that will give writing directions, samples and much more. Below are related sites that are clear and easy to use.

- **America’s #1 Cover Letter Builder**

<http://www.cover-letter-now.com/cln.aspx>

This site allows you to pick from letters already written and helps you make them your own by inserting your personal information.

- **Cover Letter: Types and Samples**

<http://www.career.vt.edu/jobsearchguide/coverlettersamples.html>

Gives good information and samples.

- **Cover Letters**

<http://jobsearch.about.com/od/coverletters/a/aa030401a.htm>

This site is a hotlist of information about all types of cover letters. Examples are given and tips for writing your own letter are available.

- **How to Write a Cover Letter**

<http://www.wikihow.com/Write-a-Cover-Letter>

Offers step-by-step directions.

career connections

**TO READY CAREER 3
FOR YOUR**

Manufacturing Careers

<http://www.WesternReservePublicMedia.org/career3>

Auto Factory Worker

Overview

Automotive production lines revolutionized the automotive industry, as well as American life. They made building cars more efficient. Because of the increase in efficiency, the cost to produce a car went down and when production costs were lowered, so was the retail price of the cars. This price reduction meant more people could afford to buy a vehicle of their own.

Also, because of the massive number of workers needed to staff these lines, millions of Americans moved away from farms and into the cities, transforming the economy from one based on agriculture to one based on manufacturing. At the same time, the relatively high wages and good benefits offered by automotive manufacturers helped pull many families into the American middle class, changing America's social makeup for generations to come.

Source: *How Production Lines Work*, <http://auto.howstuffworks.com/under-the-hood/auto-manufacturing/automotive-production-line.htm>

Job Description

In an automotive plant, there are three major components that make up the manufacturing of a car: putting together the exterior shell with the interior frame through welding work, painting and sealing of the car bodies, and performing the actual assembly of the vehicle. This is where materials such as plastics, rubber, steel, glass and fabrics all come into play. There are specific assignments to these units, and therefore the employee can specialize in metal jobs or plastic jobs.

Source: *Employment Guide.com*, <http://www.employmentguide.com/jobs/factory>

Necessary Skills and Abilities

An automotive factory worker "needs to know how to operate a machine that manufactures the parts. Computer Numerical Control (CNC) machine tools and industrial robots require computer programming skills. Workers who operate these machines need to be able to understand the machines, translate the instructions, read the technical manuals and write the programs so the machines make the parts according to specifications. This requires math, science, engineering (mechanical and electrical) and computer skills."

Source: *Preparation for a Manufacturing Career*, <http://www.interviewsuccessformula.com/interview-preparation/interview-preparation-for-a-manufacturing-career.php>

In addition to the skills listed above, an auto factory worker needs to be capable of the following:

- Communicate with parts departments to obtain needed pieces
- Follow company procedure
- Document work performed
- Attend factory-sponsored training sessions
- Assist apprentice technicians if asked

Career Preparation

Often people who hold the position of automotive factory worker have graduated from a manufacturing technician certification program or hold a manufacturing engineering degree.

Their job is to understand the logical steps you take to troubleshoot a piece of equipment. They need to be a multi-tasker, be self-directed, have the ability to work in an environment with changing priorities and be able to work independently and as part of a team.

These conditions define stressful work. So, getting along with people is as important as knowing how to read a technical manual to program a programmable logic controller (PLC).

Source: *Preparation for a Manufacturing Career*, <http://www.interviewsuccessformula.com/interview-preparation/interview-preparation-for-a-manufacturing-career.php>

Potential Wages

New employees can expect to work a 40-hour week, 52 weeks a year. This would total about \$35,000 to \$38,000 annually. Overtime and other premiums, such as for working night shifts, can increase the total salary.

The current veteran UAW member at GM today has an average base wage of \$28.12 an hour, but the cost of benefits, including pension and future retiree health care costs, nearly triples the cost to GM to \$78.21, according to the Center for Automotive Research.

So not only do auto factory workers make a substantial amount of money, they also receive a substantial benefits package including a pension.

Employment Outlook

According to Bloomberg, a leading source for information about the business world, the market for a job as an auto factory worker is good:

“The UAW has said that Chrysler and GM can have as many as 25 percent of their workforce represented by entry-level workers by 2015 and Ford is capped at 20 percent. If the automakers have more workers than that in 2015 at the entry-level wage, some of those workers may be eligible to make \$28 an hour.

“Already, 9 percent of GM’s 49,500-member UAW workforce is entry-level, according to the automaker’s data. About 12 percent of Ford’s 42,700 hourly workers are new hires and 20 percent of Chrysler’s 27,000 hourly workers were entry level in June.”

Source: *Autoworkers Earning Less in U.S. Happy to Compete Again*, <http://www.bloomberg.com/news/2012-10-18/mbdlhh0yhq0x.html>

Coursework Required

Because so much assembly work is conducted electronically, it is important to have an understanding of computer use, so computer classes are essential. Often there are career classes in mechanics that would also be very helpful.

Basic high school courses in English and mathematics are also important. Often reports need to be written and calculations made when working in factory positions.

Resources

- **How Automotive Production Lines Work** — Includes information on early production lines, modern production lines, recent changes and alternative production lines: <http://auto.howstuffworks.com/under-the-hood/auto-manufacturing/automotive-production-line.htm>.
- **Factory Jobs** — Gives information about working in a factory and then a listing of jobs available <http://www.employmentguide.com/jobs/factory>.
- **Labor Matters: A Tribute to Factory Workers** — Discussion of labor unions and the shift from individual craftsmen to modernization <https://www.ilr.cornell.edu/labormatters/factory.html>.

Name _____

High School Discussion Tool

Auto Factory Worker

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What is the most important skill necessary to be successful in this job?		
2. Why is it necessary to be a good reader to be successful in this job?		
3. Is a college degree necessary to be successful in this job? Why or why not?		
4. What is an automotive factory union?		
5. What do you like or dislike about this career?		
6. What do you think the average wage would be for this job?		
7. Are there many jobs open for automotive factory workers?		
8. How could you use foreign language skills in this career?		

CAREER EXPLORATION

Explore this career more deeply by finding the answers to these questions:

	Information that I found
1. What type of education would you need after high school if you wanted to become an auto factory worker? Technical school? College? Graduate school?	
2. What is the demand for this type of job (In Ohio? In the United States? Internationally?)	
3. How much does this career pay?	
4. What schools or colleges in Ohio offer programs or courses in this area?	
5. What skills would you need for this career?	
6. What level of foreign language knowledge would be necessary or helpful in this career? Why?	

CAREER PLANNING

Research the courses you would need in order to prepare for a career as an auto factory worker.

	Information that I found
<p>1. Visit the website of an Ohio (or other) college or school that offers a degree in this field. Name the college or website.</p>	
<p>2. What are the types of courses that are required for a degree in this field?</p>	
<p>3. Are there required courses for this degree that surprised you? Which ones?</p>	
<p>4. What scholarship, intern or research opportunities are available that would help prepare you for this career?</p>	
<p>5. During your research, what similar careers did you see that might be of interest to you?</p>	
<p>6. What courses are offered that would help prepare you for a career as an auto factory worker?</p> <p>How do the courses that you select early in life open or close job opportunities for you in the future?</p>	

High School Discussion Tool

Answer Key

Auto Factory Worker

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What is the most important skill necessary to be successful in this job?		Answer: Knowing how to operate the computer that controls the industrial robots is crucial.
2. Why is it necessary to be a good reader to be successful in this job?		Answer: There are technical manuals that must be read and understood to be successful in this job.
3. Is a college degree necessary to be successful in this job? Why or why not?		Answer: An engineering degree is nice, but not mandatory. Some type of technician certification is generally necessary. Sometimes there is on-the-job training.
4. What is an automotive factory union?		Answer: A union is an organization of workers united to protect and promote the workers' common interest.
5. What do you like or dislike about this career?		Answer: Answers will vary.
6. What do you think the average wage would be for this job?		Answer: The average wage for this job is around \$35,000 to \$38,000 annually. Other benefits are also provided.
7. Are there many jobs open for automotive factory workers?		Answer: According to Bloomberg, the market for jobs in this area is good.
8. How could you use foreign language skills in this career?		Answer: Answers will vary.

Name _____

Middle School Discussion Tool

Auto Factory Worker

CAREER AWARENESS

Before viewing the video: In the first column, mark if you agree or disagree with each statement.

After viewing the video: In the third column, mark if you agree or disagree with each statement. In the fourth column, explain why you agree or disagree with the statement. Discuss each statement as a group.

Before viewing	Statement	After viewing	One or two details from the video to explain why you agree or disagree
Agree Disagree	1. Workers need to know how to operate a machine that manufactures the parts.	Agree Disagree	
Agree Disagree	2. Computer skills are an important asset in being an auto factory worker.	Agree Disagree	
Agree Disagree	3. Training for this job is necessary, whether it is in a college or a technical program.	Agree Disagree	
Agree Disagree	4. There are many auto factory jobs as an auto factory worker for entry-level workers.	Agree Disagree	
Agree Disagree	5. Auto factory workers make enough money for their labor.	Agree Disagree	
Agree Disagree	6. It is important to be a good reader and to have math and science skills in order to be an auto factory worker.	Agree Disagree	
Agree Disagree	7. Foreign language skills would be helpful in this career.	Agree Disagree	

CAREER EXPLORATION

Do you think an auto factory worker would be a good career for you?

Tell why in the boxes below!

I would be a good auto factory worker because ...	I would NOT be a good auto factory worker because ...

Knowing about foreign language would help me in this career because ...	One question I have about this career is ...

Tire Designer

Overview

A tire designer uses the science of friction and engineering to create safe, cost-effective tires. Once a design is created, the designer must then plan and carry out research to see if the tire will meet the proposed standards. Communication both during the design phase and the data gathering is another important part of the job of a tire designer.

A tire designer performs the following important tasks:

- Understanding and using the laws of physics to create tires that stay on the road and allow for traction in good and bad weather
- Working with a team to both create and test a design
- Setting up research designs that determine the ability of the tire tested to meet quality standards
- Communicating the results of the research to interested parties and often to the general public

Job Description

A tire has some important tasks. They include:

- Designing “channel water” away from the part of the tire that touches the pavement so that hydroplaning does not occur
- Offering an all-weather compromise that allows for traction in good and bad weather
- Keeping the part of the tire that touches the pavement on the ground when braking
- Keeping the brakes from locking on wet road surfaces

Just think of all the science required in solving those problems.

Necessary Skills and Abilities

The main skill necessary is an understanding of the science of friction. Years of research has led to tread designs for automobile tires that offer good traction in a variety of weather conditions.

There are many types of tires, some made for specific types of cars, so the tire designer must know about them all. It is also necessary to understand the types of materials that are put into the rubber of some tires to help the tire stay on the road.

Research studies gather data about various tire designs. The designer must be able to analyze the data and determine the best traction in varying weather conditions.

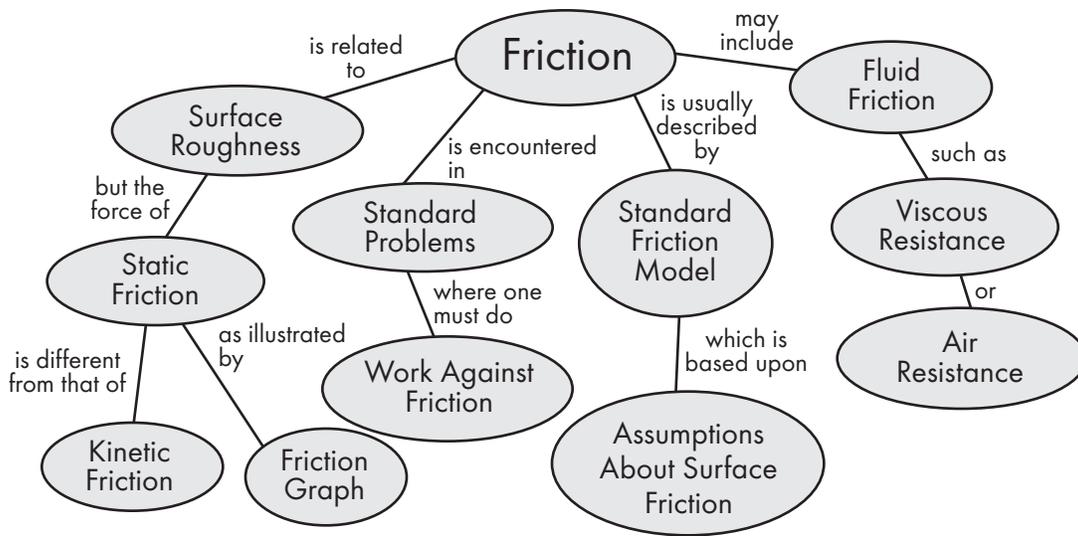
Often tire designers work as a team, so it is necessary for people choosing this career have good social skills.

Career Preparation

A complete understanding of rubber, energy and friction is necessary for this career and can be gained through a university degree in mechanical engineering and/or physics. One such program is available at The Ohio State University. Find out more at <http://car.osu.edu>.

The chart below shows all of the problems that must be surmounted when designing a tire for your car.

From Friction <http://hyperphysics.phy-astr.gsu.edu/hbase/fricon.html>



Potential Wages

Salaries for tire engineers at Bridgport Tire range from \$54,000 to \$77,000. At Goodyear, the range in salary is \$75,000 to \$105,000. Obviously, there is a great range in salary from beginners in the field to veterans who have both experience and education. Be prepared to invest in a college education for this position.

Source: <http://www.glassdoor.com>

Employment Outlook

In a report from the government of Michigan, positions where the employee performs engineering duties in planning and designing tools, engines, machines and other mechanically functioning equipment showed 19,435 people in the field. There were 536 annual openings.

Source: Occupation Outlook, http://www.michigan.gov/documents/nwlb/report_215444_7.html

Coursework Required

A college preparatory education path, strong in science, technology, engineering and mathematics (STEM) coursework, is essential if you are interested in becoming a tire designer.

Resources

- **Friction and Automobile Tires**
<http://hyperphysics.phy-astr.gsu.edu/hbase/mechanics/frictire.html>
 - **The Future of Tire Design (YouTube video)**
<https://www.youtube.com/watch?v=7Zu7GVfx6Ng>
 - **Top Five Tire Manufacturers by Revenue**
 - Bridgestone
<http://en.wikipedia.org/wiki/Bridgestone>
 - Michelin
<http://en.wikipedia.org/wiki/Michelin>
 - Goodyear
http://en.wikipedia.org/wiki/Goodyear_Tire_and_Rubber_Company
 - Continental
http://en.wikipedia.org/wiki/Continental_AG
 - Pirelli
<http://en.wikipedia.org/wiki/Pirelli>
- Source: <http://www.companiesandmarkets.com/Market-Report/research-report-on-worlds-top-50-tire-enterprises,-2010-2011-454329.asp>

Universities With Automotive Degrees

- **Clemson University International Center for Automotive Research**
<http://cuicar.com/about/quick-facts>
- **Automotive Research Center, University of Michigan**
<http://arc.engin.umich.edu>
- **Center for Automotive Research, The Ohio State University**
<http://car.osu.edu>
- **CARS — Center for Automotive Research, Stanford University**
<http://me.stanford.edu/groups/design/automotive>

High School Discussion Tool

Tire Designer

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What does a tire designer do?		
2. What is friction and why does a tire designer need to know about it?		
3. Is a college degree necessary to be successful in this job? Why or why not?		
4. What courses do you think should be taken in high school to be a tire designer?		
5. What do you like or dislike about this career?		
6. What do you think the average wage would be for this job?		
7. Are there many jobs open for tire designers?		
8. Do you have the skills for this job – including skills in fine arts?		

CAREER EXPLORATION

Explore this career more deeply by finding the answers to these questions:

	Information that I found
1. What type of education would you need after high school if you wanted to become an art tire designer? Technical school? College? Graduate school?	
2. How important is it to be able to work as a team if you are a tire designer?	
3. How much does this career pay?	
4. What schools or colleges in Ohio offer programs or courses in this area?	
5. What skills would you need for this career?	
6. What level of fine arts knowledge would be necessary or helpful in this career? Why?	

CAREER PLANNING

Research the courses you would need in order to prepare for a career in tire design.

	Information that I found
1. Visit the website of an Ohio (or other) college or school that offers a degree in this field. Name the college or website.	
2. What are the types of courses that are required for a degree in this field?	
3. Are there required courses for this degree that surprised you? Which ones?	
4. What scholarship, intern or research opportunities are available that would help prepare you for this career?	
5. During your research, what similar careers did you see that might be of interest to you?	
6. What courses are offered that would help prepare you for a career in tire design? How do the courses that you select early in life open or close job opportunities for you in the future?	

High School Discussion Tool

Answer Key

Tire Designer

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What does a tire designer do?		Answer: A tire designer uses the science of friction and engineering to create safe, cost-effective tires.
2. What is friction and why does a tire designer need to know about it?		Answer: Friction is the resistance one object encounters when it goes over another. Designers need to know how their design works on many types of surfaces.
3. Is a college degree necessary to be successful in this job? Why or why not?		Answer: Tire designers are generally engineers, which would require a college degree.
4. What courses do you think should be taken in high school to be a tire designer?		Answer: Math, science and engineering are all necessary.
5. What do you like or dislike about this career?		Answer: Answers will vary.
6. What do you think the average wage would be for this job?		Answer: There is a big range in salaries. They go from \$55,000 to \$105,000 (and perhaps more).
7. Are there many jobs open for tire designers?		Answer: There are not hundreds of jobs available, but people with good skills should easily find a job.
8. Do you have the skills for this job – including skills in fine arts?		Answer: Answers will vary.

Middle School Discussion Tool

Tire Designer

CAREER AWARENESS

Before viewing the video: In the first column, mark if you agree or disagree with each statement.

After viewing the video: In the third column, mark if you agree or disagree with each statement. In the fourth column, explain why you agree or disagree with the statement. Discuss each statement as a group.

Before viewing	Statement	After viewing	One or two details from the video to explain why you agree or disagree
Agree Disagree	1. Tire designers need to know about friction in order to be a tire designer.	Agree Disagree	
Agree Disagree	2. A college degree in engineering is probably necessary to do this job.	Agree Disagree	
Agree Disagree	3. Good traction of a tire means it stays on the road – it doesn't slide or stick.	Agree Disagree	
Agree Disagree	4. There are jobs available in this field but you would need specialized skills to be able to do it.	Agree Disagree	
Agree Disagree	5. Tire designers make enough money for their labor.	Agree Disagree	
Agree Disagree	6. Tire designers usually work on a team. It is important to be able to explain what you are doing and also listen to what others are saying.	Agree Disagree	
Agree Disagree	7. I could use the artistic skills I have learned in this career.	Agree Disagree	

CAREER EXPLORATION

Do you think a tire designer would be a good career for you?

Tell why in the boxes below!

I would be a good tire designer because ...	I would NOT be a good tire designer because ...

Knowing about fine arts would help me in this career because ...	One question I have about this career is ...

Automotive Sales Representative

Overview

Sales representatives sell products to manufacturers, businesses and private clients. In the automotive industry, the products could include cars, tires and luxury items found in cars. Sales representatives show their products to potential buyers and answer questions about what they are selling.

Automotive sales representatives generally work for a company and often deal directly with other companies, e.g. Honda Motors. A sales representative can also work for and sell cars or car parts for a specific store, such as Park Honda in Canton Ohio.

Sales representatives spend much of their time traveling. They visit potential buyers and current clients to discuss clients' needs.

Job Description

Automotive sale representatives are responsible for the following:

- Studying the product and vending it to appropriate buyers
- Taking orders and resolving complaints
- Estimating costs and expenses
- Sometimes working with a retailer to get designs into the mass market
- Convincing others to buy the goods they are selling
- Obtaining new clients and new buyers
- Analyzing sales statistics
- Sometimes traveling to trade shows

Skills and Abilities

Automotive sale representatives should be good at doing the following:

- Communicating clearly both verbally and in writing
- Being a good listener
- Managing time and the time of anyone helping them
- Identifying problems and creatively seeking solutions for them
- Using math to make sure bookkeeping information is accurate
- Creating the plan for how to sell the product
- Being persuasive in selling the product
- Trying to be helpful to the client and to the end users

Career Preparation

Sales representatives need to have at least a high school diploma, and usually a bachelor's degree and some on-the-job training. The amount of education needed depends upon the product being sold. A strong understanding of the automobile industry is essential if you want to be a sales representative in the auto industry. National data shows that 55 percent of sales representatives between 25 and 44 years of age have a bachelor's degree. Many sales jobs require previous sales experience. Many companies have formal training programs for beginners.

Sales representatives must continually update their knowledge of new products and what the customer wants.

Potential Wages

Wages for sales representatives vary according to the specific product they are selling. Statistics about wages for sales representatives of wholesale and manufacturing companies in general show that the hourly rate in the United States for an entry level person is \$18.22, with an average yearly salary of about \$38,000. For a median sales representative, the hourly rate in the United States is \$26.07 and the yearly salary is about \$54,000. For an experienced sales representative, the hourly rate in the United States is \$37.47 and the yearly rate is about \$78,000.

This data and much more about salary figures in other areas is available at OCIS <https://ocis.org/Portal.aspx>.

According to the Internet site WisegEEK, the median salary in the U.S. market for a sales representative is \$54,000. Obviously, there is a great range of salaries. Source: <http://www.wisegEEK.com/what-does-a-sales-representative-do.htm>

Employment Outlook

Jobs are located in every part of the country. New companies and specialized products also lead to a boost in the hiring of sales or manufacturing representatives.

There is a very high demand for sales representatives throughout this country. Sales are, however, affected by the economy. It is important to be an empathetic person when selling a product. The representative needs to have knowledge and technical expertise about the product being sold and have pleasing character traits essential for successful selling.

Coursework Required

A person interested in being a sales representative should take general high school courses. It is essential that they have a good knowledge of both mathematics, economics and business. There are also many colleges that offer courses for a sales representative. It would be helpful if they took sales principles and public speaking courses. It would also be beneficial to have computer skills.

Automotive sales representatives should consider taking these courses:

- Mathematics – to keep track of assets and expenditures
- Science – to fully understand their product
- Writing and public speaking – understandable reports need to be submitted and contact with the public is a basic part of the job
- Computer skills – to keep current on the product you sell and on the competition.

Resource

- **OCIS** — Check with your school counselor to link to this site. A password is needed. <https://ocis.org/Portal.aspx>

High School Discussion Tool

Automotive Sales Representative

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What does an automotive sales representative do?		
2. What kind of things does an automotive sales representative sell?		
3. Is a college degree necessary to be successful in this job? Why or why not?		
4. What coursework should be taken to be an automotive sales representative?		
5. What do you like or dislike about this career?		
6. What do you think the average wage would be for this job?		
7. Are there many jobs open for automotive sales representative?		
8. Do you have the skills for this job – including financial literacy skills?		

CAREER EXPLORATION

Explore this career more deeply by finding the answers to these questions:

	Information that I found
1. What type of education would you need after high school if you wanted to become an automotive sales representative? Technical school? College? Graduate school?	
2. What is the demand for this type of job (In Ohio? In the United States? Internationally?)	
3. How much does this career pay?	
4. What schools or colleges in Ohio offer programs or courses in this area?	
5. What skills would you need for this career?	
6. What level of financial literacy knowledge would be necessary or helpful in this career? Why?	

CAREER PLANNING

Research the courses you would need in order to prepare for a career as an automotive sales representative.

	Information that I found
1. Visit the website of an Ohio (or other) college or school that offers a degree in this field. Name the college or website.	
2. What are the types of courses that are required for a degree in this field?	
3. Are there required courses for this degree that surprised you? Which ones?	
4. What scholarship, intern or research opportunities are available that would help prepare you for this career?	
5. During your research, what similar careers did you see that might be of interest to you?	
6. What courses are offered that would help prepare you for a career as an automotive sales representative? How do the courses that you select early in life open or close job opportunities for you in the future?	

High School Discussion Tool

Answer Key

Automotive Sales Representative

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What does an automotive sales representative do?		Answer: They show their products to potential buyers and answer questions about what they are selling.
2. What kind of things does an automotive sales representative sell?		Answer: They could sell cars, parts, tires or luxury items for cars.
3. Is a college degree necessary to be successful in this job? Why or why not?		Answer: Most training is on-the-job training. Communication skills, both oral and written are crucial.
4. What coursework should be taken to be automotive sales representative?		Answer: Business courses, speech classes and math are important. One needs to be persuasive to be good at this job.
5. What do you like or dislike about this career?		Answer: Answers will vary.
6. What do you think the average wage would be for this job?		Answer: The wage generally depends on the amount of sales one makes. The average entry level person makes about \$38,000 per year.
7. Are there many jobs open for automotive sales representative?		Answer: There is a high demand for good sales representatives in all parts of the country.
8. Do you have the skills for this job – including financial literacy skills?		Answer: Answers will vary.

Middle School Discussion Tool

Automotive Sales Representative

CAREER AWARENESS

Before viewing the video: In the first column, mark if you agree or disagree with each statement.

After viewing the video: In the third column, mark if you agree or disagree with each statement. In the fourth column, explain why you agree or disagree with the statement. Discuss each statement as a group.

Before viewing	Statement	After viewing	One or two details from the video to explain why you agree or disagree
Agree Disagree	1. Workers need the knowledge of the product and should be able to communicate that knowledge to the buyer.	Agree Disagree	
Agree Disagree	2. On-the-job training is essential for doing this job. A bachelor's degree is often helpful.	Agree Disagree	
Agree Disagree	3. There is a very high demand for sales representatives across the whole United States.	Agree Disagree	
Agree Disagree	4. Math, science, writing, computer skills and public speaking are important courses to take in high school.	Agree Disagree	
Agree Disagree	5. Auto sales representatives make enough money for their labor.	Agree Disagree	
Agree Disagree	6. Auto sales representatives usually work on a team. It is important to be able to explain what you believe and also to listen to what others are saying.	Agree Disagree	
Agree Disagree	7. I could use financial literacy skills I have learned in this career.	Agree Disagree	

CAREER EXPLORATION

Do you think automotive sales representative would be a good career for you?

Tell why in the boxes below!

I would be a good automotive sales representative because ...	I would NOT be a good automotive sales representative because ...

Knowing about financial literacy would help me in this career because ...	One question I have about this career is ...

career connections

READY CAREER 3
FOR YOUR

Entertainment Careers

<http://www.WesternReservePublicMedia.org/career3>

Animator

Overview

Animators, also known as multimedia artists, create graphics and moving Web images generally using computer software and equipment. Some animators use hand drawings that are then made into moving images.

Animators work in a variety of areas including film, television, commercials and video games. They generally work with light, color and shadow when creating three-dimensional products. Animators often create storyboards for longer projects.

Job Description

Animators need to be able to accomplish the following:

- Create two and three-dimensional images that show an object in motion
- Use computers and modeling programs
- In long projects, create storyboards that map out scenes and characters
- Produce camera-ready art
- Create animations for advertising
- Develop products and websites for business use
- Listen to the client and producing what the client requests
- Use a range of materials, including clay, plaster, oil paints, watercolors and acrylics
- Work with product deadlines
- Work with a team that might include copywriters, photographers, designers, account executives, website designers, marketing specialists and others
- Analyze when changes need to be made in both the working conditions and the completion of a project
- Have an artistic eye; be able to visualize when changes need to be made and how the change will affect the final design

Skills and Abilities

Animators must be good communicators. They need to listen to the request of the client and in turn express an understanding of both oral and written information. They need to judge the costs and benefits of varying approaches to the work. They need to complete a contracted item within the timeframe of the client.

Identifying problems and possible solutions is a key component of the animator's job. They need to be artistic – to have an “eye” for the art in their animation. Animators need to see when changes need to be made and how the change will affect the final design.

Career Preparation

In high school, it is recommended that a person interested in being an animator should take college preparatory courses. This path could include AP (advanced placement) or IB (international baccalaureate) courses because most animators will need to attend college.

Elective courses could include art, art history, computer applications, drawing and painting and photography.

Often animators are self-employed. Because of this, they should also have courses in accounting, entrepreneurship and business. Students should see a guidance counselor for help in determining specific courses.

Internships, job shadowing and actual work experience can help a student understand the job and help them to make connections with real-life experience and workers in this position.

Though not essential, a postgraduate program with animation or computer technology as the focus may enhance your employability.

Potential Wages

There is a huge disparity in the wages of animators, often depending on the experience and reputation of the professional. Most animators earn an hourly rate ranging from about \$22 to thousands of dollars per hour. The average rate in the United States is \$21.94 per hour or about \$46,000 per year for entry-level animators. A median level animator in the United States earns \$29.50 per hour or about \$62,000 per year. An experienced animator in the United States makes about \$41.06 an hour or about \$86,000 per year.

Some animators, however, make a huge amount of money for the job. This may occur if they own their own company or earn bonuses if they work for a company. They may also own shares in a company.

Self-employed animators need to pay for their own health insurance and provide for their retirement because they are generally independent contractors. Benefits vary depending upon the company.

Employment Outlook

About 59 percent of animators are self-employed. Major employers include movie or television production companies, software publishers, advertising agencies or computer software companies.

The employment outlook for animators is considered moderate and competition for jobs is high. This is especially true in the movie and television industries. There are generally more people who apply for a job than the number of jobs available. Diversity of skills is an important component when seeking employment.

Coursework Required

Elective courses could include art, art history, computer applications, drawing and painting and photography.

Often animators are self-employed. Because of this, they should also have courses in accounting, entrepreneurship and business. Students should see a guidance counselor for help in determining specific courses.

Possible Additional Schooling

2013 Top U.S. Schools for Animation and Game Design

- 1. California Institute of Art Valencia**
<http://filmvideo.calarts.edu/node/417>
- 2. University of California at Los Angeles** (only accepts 12 students per year)
<http://filmvideo.calarts.edu/node/417>
- 3. University of Southern California**
<http://www.usc.edu>
- 4. Ringling College of Art and Design**
<http://www.ringling.edu/learn/majors/computer-animation>
- 5. Rhode Island School of Design**
<http://www.risd.edu>
- 6. Savannah College of Art and Design**
<http://www.scad.edu/academics/programs>
- 7. California College of Arts**
<https://www.cca.edu>
- 8. Columbia College of Chicago**
<http://www.colum.edu>
- 9. Pratt Institute**
http://www.pratt.edu/academics/art_design/art_ug/fashion_design
- 10. Parsons, New York**
<http://www.newschool.edu/parsons>

Source: <http://www.animationcareerreview.com/articles/2013-top-100-us-schools-animation-and-game-design>

Top Colleges Outside of the United States

- **Royal College of Art London, England**
<http://www.rca.ac.uk>
- **National Film and Television School London, England**
<http://nftsfilm-tv.ac.uk>
- **University of the Arts London, England**
<http://www.arts.ac.uk/csm>

Resource

- **OCIS** — Check with your school counselor to link to this site.
A password is needed.
<https://ocis.org/Portal.aspx>

High School Discussion Tool

Animator

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What does an animator do?		
2. What media might animators use?		
3. What courses do you think should be taken in high school to be an animator?		
4. How important are listening skills in this job?		
5. What do you like or dislike about this career?		
6. What do you think the average wage would be for this job?		
7. Are there many jobs open for an animator?		
8. Do you have the skills for this job – including the fine arts skills?		

CAREER EXPLORATION

Explore this career more deeply by finding the answers to these questions:

	Information that I found
<p>1. What type of education would you need after high school if you wanted to become an animator? Technical school? College? Graduate school?</p>	
<p>2. What is the demand for this type of job (In Ohio? In the United States? Internationally?)</p>	
<p>3. How much does this career pay?</p>	
<p>4. What schools or colleges in Ohio offer programs or courses in this area?</p>	
<p>5. What skills would you need for this career?</p>	
<p>6. What level of fine arts knowledge would be necessary or helpful in this career? Why?</p>	

CAREER PLANNING

Research the courses you would need in order to prepare for a career as an animator.

	Information that I found
1. Visit the website of an Ohio (or other) college or school that offers a degree in this field. Name the college or website.	
2. What are the types of courses that are required for a degree in this field?	
3. Are there required courses for this degree that surprised you? Which ones?	
4. What scholarship, intern or research opportunities are available that would help prepare you for this career?	
5. During your research, what similar careers did you see that might be of interest to you?	
6. What courses are offered that would help prepare you for a career as an animator? How do the courses that you select early in life open or close job opportunities for you in the future?	

High School Discussion Tool

Answer Key

Animator

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What does an animator do?		Answer: Animators create graphics and moving Web images. for film, television, commercials, games, etc.
2. What media might animators use?		Answer: Animators create images on the computer or using clay, drawings, plaster, oil paints, water colors and acrylics.
3. What courses do you think should be taken in high school to be an animator?		Answer: Generally the ability to create animations is enhanced by college courses, internship and work in the arts, such as drawing, painting and photography.
4. How important are listening skills in this job?		Answer: Because animators are doing specific jobs for other people, it is important to understand exactly what they want.
5. What do you like or dislike about this career?		Answer: Answers will vary.
6. What do you think the average wage would be for this job?		Answer: The wage generally depends on how much the animator's work is in demand. The more demand, the higher the wage.
7. Are there many jobs open for an animator?		Answer: About 60 percent of animators are self-employed. There are usually more people who apply for jobs than there are jobs.
8. Do you have the skills for this job – including the fine arts skills?		Answer: Answers will vary.

Middle School Discussion Tool

Animator

CAREER AWARENESS

Before viewing the video: In the first column, mark if you agree or disagree with each statement.

After viewing the video: In the third column, mark if you agree or disagree with each statement. In the fourth column, explain why you agree or disagree with the statement. Discuss each statement as a group.

Before viewing	Statement	After viewing	One or two details from the video to explain why you agree or disagree
Agree Disagree	1. Workers need to know how to animate and be able to communicate that knowledge.	Agree Disagree	
Agree Disagree	2. On-the-job training is essential for doing this job. A bachelor's degree is often helpful.	Agree Disagree	
Agree Disagree	3. There is a very high demand for animators across the whole United States.	Agree Disagree	
Agree Disagree	4. Math, science, writing, computer skills and communications are important courses to take in high school.	Agree Disagree	
Agree Disagree	5. Animators make enough money for their labor.	Agree Disagree	
Agree Disagree	6. Animators usually work on a team. It is important to be able to explain what you believe and also to listen to what others are saying.	Agree Disagree	
Agree Disagree	7. I could use fine arts skills I have learned in this career.	Agree Disagree	

CAREER EXPLORATION

Do you think an animator would be a good career for you?

Tell why in the boxes below!

I would be a good animator because ...	I would NOT be a good animator because ...

Knowing about fine arts would help me in this career because ...	One question I have about this career is ...

Art Auctioneer

Overview

An art auction or fine art auction is the sale of art works, in most cases, in an auction house.

An art auctioneer needs to be a specialist in art appraisal, a savvy business person and a “reader” of people. Art auctioneers price and sell a wide variety of art items. They usually work at an auction house and lead the bidding at live auctions.

Susan Kendzulak, writer of “10 Tips on How to Become an Art Auctioneer and Work in an Art Auction House,” states that there are three ways to become an art auctioneer:

- Art auctioneering is your family business
- You attend art auction school
- You become an apprentice

Normally, an auction catalog, which lists the art works to be sold, is written and made available well before the auction date. Some of the best known auction houses are Christie’s and Sotheby’s.

Source: <http://fineart.about.com/bio/Susan-Kendzulak-82493.htm>

Job Description

An art auctioneer needs to be able to do the following:

- Go to auction school to learn about government rulings, bankruptcy, consignment and estate auctions, marketing, business and appraisal skills
- Understand ethical, legal and tax issues
- Be able to appraise works of art by determining its condition, provenance (the place of origin), value and rarity
- Spend time reading and discussing pieces of art that will be auctioned
- Develop an expertise in one area of art
- Attend art lectures and work with museums and galleries geared for art professionals
- Create a catalog that lists the works to be sold so that customers can see what is available
- Build the reputation of a company
- Take orders and satisfy complaints

Skills and Abilities

The art auctioneer needs to excel at these areas:

- Communicate clearly both speaking and writing
- Listen to the requests of others and understand written information
- Learn the industry jargon
- Have good time management skills
- Be an accurate appraiser
- Work well with the staff of an auction house
- Look closely at details of art pieces
- In some cases, acquire an art auctioneer license
- Have good business ethics

Career Preparation

It is necessary to be both a specialist in fine arts and an excellent business person. Auctioneer Douglas Bilodeau says, “Go to auction school!” At auction school, students learn how to do proper bid calling and improve their public speaking techniques and presentations.”

It is not only essential to know about art, but also to learn about marketing, business, appraisal skills, ethics, laws governing auctions and tax issues.

“Males and females who want to be an auctioneer must complete training or an apprenticeship. A high school diploma, or GED, is usually the minimum requirement for acceptance into an auctioneer training program. There are some 30 auctioneer training schools in the United States, including Carolina Auction Academy in Albermarle, N.C.; World Champion College of Auctioneering in Bakersfield, Calif.; Warren County Career Center in Lebanon, Ohio; and Texas Auction Academy in Dallas. Auctioneers must also have strong voices and marketing, interpersonal and leadership skills.”

Source: *How Much Money Do Art Auctioneers Make?* <http://work.chron.com/much-money-auctioneers-make-19890.html>

Potential Wages

Seventy-five percent of auctioneers are independent contractors, according to The Princeton Review. They are typically paid a salary for conducting the auction and receive percentages from the items sold.

Auctioneers earned an average annual income of \$46,000 as of 2013.

Source: <http://www.indeed.com>.

Coursework Required

In high school, it is recommended that a person interested in being an art auctioneer should take college preparatory courses. This path could include AP (advanced placement) or IB (international baccalaureate) courses because most animators will need to attend college.

Elective courses could include art, art history, computer applications, drawing, painting and photography.

Sometimes art auctioneers are self-employed. Because of this, they should also have courses in accounting, entrepreneurship and business. Students should see the counselor for help in determining specific courses.

Schooling Suggested

Internships, job shadowing and actual work experience can help a student understand the job and also help them to make connections with real-life experience and workers in this position.

There are auction schools and programs throughout the U.S. and abroad. They provide the training needed to start your career. They include bid calling, training in marketing and sales and training on starting and operating an auction business. The link below gives names, addresses, websites, phone numbers and a little information about their specialties. For more information, visit <http://www.auctioneers.org/schools>.

Resources

- **10 Tips on How to Become an Art Auctioneer and Work in an Art Auction House**
<http://fineart.about.com/od/AuctionHouses/ss/10-Tips-On-How-To-Become-An-Art-Auctioneer-And-Work-In-An-Art-Auction-House.htm>
- **American Society of Art Appraisers ASA**
<http://fineart.about.com/od/Dealers-Appraisers-Brokers/p/The-American-Society-Of-Appraisers-Profile.htm>
- **Do I Hear Six Figures? Sold!**
http://money.cnn.com/2005/06/02/pf/sixfigs_auctioneer

High School Discussion Tool

Art Auctioneer

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What does an art auctioneer do?		
2. What courses following high school should be taken?		
3. What courses do you think should be taken in high school to be an art auctioneer?		
4. What is the market for art auctioneering jobs?		
5. What do you like or dislike about this career?		
6. What do you think the average wage would be for this job?		
7. What is an auction catalog?		
8. Do you have the skills for this job – including the financial literacy skills?		

CAREER EXPLORATION

Explore this career more deeply by finding the answers to these questions:

	Information that I found
1. What type of education would you need after high school if you wanted to become an art auctioneer? Technical school? College? Graduate school?	
2. What is the demand for this type of job (In Ohio? In the United States? Internationally?)	
3. How much does this career pay?	
4. What schools or colleges in Ohio offer programs or courses in this area?	
5. What skills would you need for this career?	
6. What level of financial literacy knowledge would be necessary or helpful in this career? Why?	

CAREER PLANNING

Research the courses you would need in order to prepare for a career as an art auctioneer.

	Information that I found
1. Visit the website of an Ohio (or other) college or school that offers a degree in this field. Name the college or website.	
2. What are the types of courses that are required for a degree in this field?	
3. Are there required courses for this degree that surprised you? Which ones?	
4. What scholarship, intern or research opportunities are available that would help prepare you for this career?	
5. During your research, what similar careers did you see that might be of interest to you?	
6. What courses are offered that would help prepare you for a career as an art auctioneer? How do the courses that you select early in life open or close job opportunities for you in the future?	

High School Discussion Tool

Answer Key

Art Auctioneer

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What does an art auctioneer do?		Answer: An art auctioneer needs to be a specialist in art appraisal and a savvy business person. A catalog must be produced to sell the goods at an auction.
2. What courses following high school should be taken?		Answer: It takes 80 actual classroom hours to become a licensed auctioneer, followed by a 12-month apprenticeship under a sponsoring auctioneer.
3. What courses do you think should be taken in high school to be an art auctioneer?		Answer: College preparatory courses should be taken, plus courses in art, art history, history and financial literacy are important.
4. What is the market for art auctioneering jobs?		Answer: Art auctioneering is common throughout the United States. Most auctioneers work independently, but some are hired by large auction houses.
5. What do you like or dislike about this career?		Answer: Answers will vary.
6. What do you think the average wage would be for this job?		Answer: Auctioneers earned an average annual salary of \$46,000 in 2013, according to indeed.com.
7. What is an auction catalog?		Answer: An auction catalog shows the items being auctioned and sometimes a beginning bid.
8. Do you have the skills for this job – including the financial literacy skills?		Answer: Answers will vary.

Middle School Discussion Tool

Art Auctioneer

CAREER AWARENESS

Before viewing the video: In the first column, mark if you agree or disagree with each statement.

After viewing the video: In the third column, mark if you agree or disagree with each statement. In the fourth column, explain why you agree or disagree with the statement. Discuss each statement as a group.

Before viewing	Statement	After viewing	One or two details from the video to explain why you agree or disagree
Agree Disagree	1. Art auctioneers need to study art, art history and regular history to be successful.	Agree Disagree	
Agree Disagree	2. Art auctioneers must pass an auctioneer exam before they can get a license. It is necessary to have a license to hold an auction in Ohio.	Agree Disagree	
Agree Disagree	3. There are specific courses that need to be taken to do this job. It is also important to be an apprentice for 12 months.	Agree Disagree	
Agree Disagree	4. Art auctioneers jobs are available throughout the United States.	Agree Disagree	
Agree Disagree	5. Art auctioneers either make money for themselves as independent agents or work for big auction companies and get a salary from them.	Agree Disagree	
Agree Disagree	6. Art auctioneers create an auction catalog for the auction. This is very helpful during and before the auction.	Agree Disagree	
Agree Disagree	7. I could use financial literacy in this career.	Agree Disagree	

CAREER EXPLORATION

Do you think an art auctioneer would be a good career for you?

Tell why in the boxes below!

I would be a good art auctioneer because ...	I would NOT be a good art auctioneer because ...

Knowing about financial literacy would help me in this career because ...	One question I have about this career is ...

Museum Curator

Overview

Museum curators acquire, organize, preserve and oversee collections of art and valuable historical items. It is their responsibility to catalog displays and to create written descriptions of historical or artistic items. They further investigate items and offer educational information about them to the museum staff and to the general public.

Sometimes the curator of a museum is also the director. If that is the case, the curator would then have to handle fundraising and promotion of the museum.

Job Description

A museum curator needs to accomplish the following:

- Collect artistic or historic objects
- Research objects and publish findings
- Oversee education programs about artistic objects
- Catalog objects and write descriptions
- Create displays or shows about a specific artistic topic or person
- Determine the value of artistic pieces
- Work well with a professional staff and other museum employees
- If acting as a museum director, they must also handle fundraising, promote the institution and hire quality staff

Skills and Abilities

Because Americans view museums as one of the most important resources for educating our children and as one of the most trustworthy sources of objective information, museum curators must be knowledgeable and detail-oriented in the presentation of shows at a museum.

Museum curators need to possess these skills:

- Be experts in particular areas of the arts, sciences or history
- Obtain at least a bachelor's degree in art history and a master's degree in an area of specialization
- Work well with the museum staff, both professional and service employees
- Be an excellent writer
- Create displays of specific artists or themes
- Write articles in scholarly journals
- Be familiar with both the customs and the language of other countries
- Be willing to start working in a lesser position than that of curator

Career Preparation

A good start for becoming a museum curator is to volunteer at museums and historic sites. If possible, get an internship at a museum. You may want to become a museum technician. These are people who offer tours and answer questions from the public.

Obtain at least a bachelor's degree in art history and a master's degree in an area of specialization. Ideally, your master's will be in the specialty of the museum in which you hope to work. You may also want to have more than one master's degree. An MBA could also be helpful. Large museums will probably want the curator to have a doctoral degree.

In addition to achievement in college, writing and publishing journal articles look very good on a résumé. Writing and receiving grant proposals shows the ability to raise funds. You may want to specialize in a specific area. It may be necessary to "work your way up" and show museum boards your valuable assets.

Potential Wages

The median salary for a museum curator is about \$50,000 a year. Entry-level curators will probably start off making about \$35,000 a year. After some experience, museum curators can make \$70,000. Some museums may offer yearly bonuses or incentives, such as health insurance. It can be possible to make more money if you work in a busy museum or in a large city.

Source: <http://www.ask.com/question/how-much-money-does-a-museum-curator-make>

Employment Outlook

There are often more applicants than there are positions. Therefore it is necessary to be well-prepared when you apply.

Coursework Required

In high school, it is recommended that a person interested in being a museum curator should take college preparatory courses. This path could include AP (advanced placement) or IB (international baccalaureate) courses because museum curators will need to attend college.

Elective courses could include art, art history, computer applications, drawing and painting, writing and photography.

Sometimes museum curators must also be museum directors. Because of this, they should also have courses in accounting, entrepreneurship and business. Students should consult with a guidance counselor for help in determining specific courses.

Resources

- **Curator**
<http://en.wikipedia.org/wiki/Curator>
- **How to Become a Museum Curator**
<http://www.wikihow.com/Become-a-Museum-Curator>
- **The Association of Art Museum Curators**
<http://www.artcurators.org>
- **Cleveland Museum of Art — Curators**
<http://www.clevelandart.org/art/curators>
- **Museum/gallery curator: Job description**
http://www.prospects.ac.uk/museum_gallery_curator_job_description.htm
- **Curator: The Museum Journal**
<http://www.curatorjournal.org>

High School Discussion Tool

Museum Curator

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What does a museum curator do?		
2. Why are world languages important for museum curators?		
3. What courses do you think should be taken in high school to be a museum curator?		
4. What is the market for museum curator jobs?		
5. What do you like or dislike about this career?		
6. What do you think the average wage would be for this job?		
7. What is fundraising and is it the responsibility of the curator?		
8. Do you have the skills for this job – including the world language skills?		

CAREER EXPLORATION

Explore this career more deeply by finding the answers to these questions:

	Information that I found
1. What type of education would you need after high school if you wanted to become a museum curator? Technical school? College? Graduate school?	
2. What is the demand for this type of job (In Ohio? In the United States? Internationally?)	
3. How much does this career pay?	
4. What schools or colleges in Ohio offer programs or courses in this area?	
5. What skills would you need for this career?	
6. What level of world language knowledge would be necessary or helpful in this career? Why?	

CAREER PLANNING

Research the courses you would need in order to prepare for a career as a museum curator.

	Information that I found
1. Visit the website of an Ohio (or other) college or school that offers a degree in this field. Name the college or website.	
2. What are the types of courses that are required for a degree in this field?	
3. Are there required courses for this degree that surprised you? Which ones?	
4. What scholarship, intern or research opportunities are available that would help prepare you for this career?	
5. During your research, what similar careers did you see that might be of interest to you?	
6. What courses are offered that would help prepare you for a career as a museum curator? How do the courses that you select early in life open or close job opportunities for you in the future?	

High School Discussion Tool

Answer Key

Museum Curator

CAREER AWARENESS

Before viewing the video: In the middle column, write what you already know about each question.

After viewing the video: In the right column, write additional information that you learned from the video.

	What I already know	What I learned from the video
1. What does a museum curator do?		Answer: Museum curators are responsible for the collection, preservation and display of objects of public interest.
2. Why are world languages important for museum curators?		Answer: Art is universal; therefore, it is important to acquire important additions to the museum.
3. What courses do you think should be taken in high school to be a museum curator?		Answer: It is recommended that college preparatory courses should be taken because it is necessary to attend college. Elective courses should be taken in art, art history, computer, writing and photography.
4. What is the market for museum curator jobs?		Answer: There are more applicants than there are positions.
5. What do you like or dislike about this career?		Answer: Answers will vary.
6. What do you think the average wage would be for this job?		Answer: The medium salary for a museum curator is about \$50,000 per year; however, there is a wide difference depending upon the size of the museum, the size of the location, etc.
7. What is fundraising and is it the responsibility of the curator?		Answer: Fundraising is the art of getting money to get materials for the museum. It is a major responsibility of the curator.
8. Do you have the skills for this job – including the world language skills?		Answer: Answers will vary.

Middle School Discussion Tool

Museum Curator

CAREER AWARENESS

Before viewing the video: In the first column, mark if you agree or disagree with each statement.

After viewing the video: In the third column, mark if you agree or disagree with each statement. In the fourth column, explain why you agree or disagree with the statement. Discuss each statement as a group.

Before viewing	Statement	After viewing	One or two details from the video to explain why you agree or disagree
Agree Disagree	1. Workers need both knowledge of the product and the ability to communicate that knowledge to the public.	Agree Disagree	
Agree Disagree	2. A college degree, and often a doctorate degree, is essential for the job of museum curator.	Agree Disagree	
Agree Disagree	3. There are more people applying for jobs as museum curator than there are jobs available.	Agree Disagree	
Agree Disagree	4. Math, science, writing, computer skills and public speaking are important courses to take in high school. Also important are art, art history and history.	Agree Disagree	
Agree Disagree	5. It would be helpful to know a foreign language so that objects for the museum can be universal.	Agree Disagree	
Agree Disagree	6. It would be helpful to have an internship at a museum as the first step in your career.	Agree Disagree	
Agree Disagree	7. I could use world language skills I have learned in this career.	Agree Disagree	

CAREER EXPLORATION

Do you think a museum curator would be a good career for you?

Tell why in the boxes below!

I would be a good museum curator because ...	I would NOT be a good museum curator because ...

Knowing about world language skills would help me in this career because ...	One question I have about this career is ...

career connections

to **READY CAREER 3**
FOR YOUR

Supplemental Materials

<http://www.WesternReservePublicMedia.org/career3>

Manufacturing Vocabulary

Bottom line – The final total of an account, balance sheet or other financial document

Budget – A plan of incoming (income) and outgoing (expenses) money

CEO – An abbreviation that stands for chief executive officer in a business

Cold call – A visit or telephone call with no prior notice, made by someone trying to sell you goods or services

Credit rating – An estimate based on your previous dealings of your ability to fulfill your financial obligations

Deliverables – Management term for the countable goods or services that will be provided upon the completion of a project

Fatigue mats or **fatigue pads** – Pads that encourage subtle movement of leg and calf muscles and that make standing to work more comfortable

Foreman – A man or woman who supervises and directs other workers

Headhunter – A person who identifies and approaches suitable candidates employed elsewhere to fill business positions

Incentive – Something that motivates or encourages you to buy a product

Interest – A fixed charge for borrowing money or money that you may receive for your investment (also something you have an interest in exploring)

Marketing – The business of promoting and selling products or services, including market research and advertising

Net worth – The difference between your total assets (what you have) and your liabilities (what you owe)

Principal (of an account) – The money originally invested or loaned – what one started with

Repetitive – To do the same task over and over – often necessary in factory jobs

Revenue – Money that is made by or paid to a business or an organization

Stakeholder – A person or group that has an investment, share or interest in something, as a business or industry

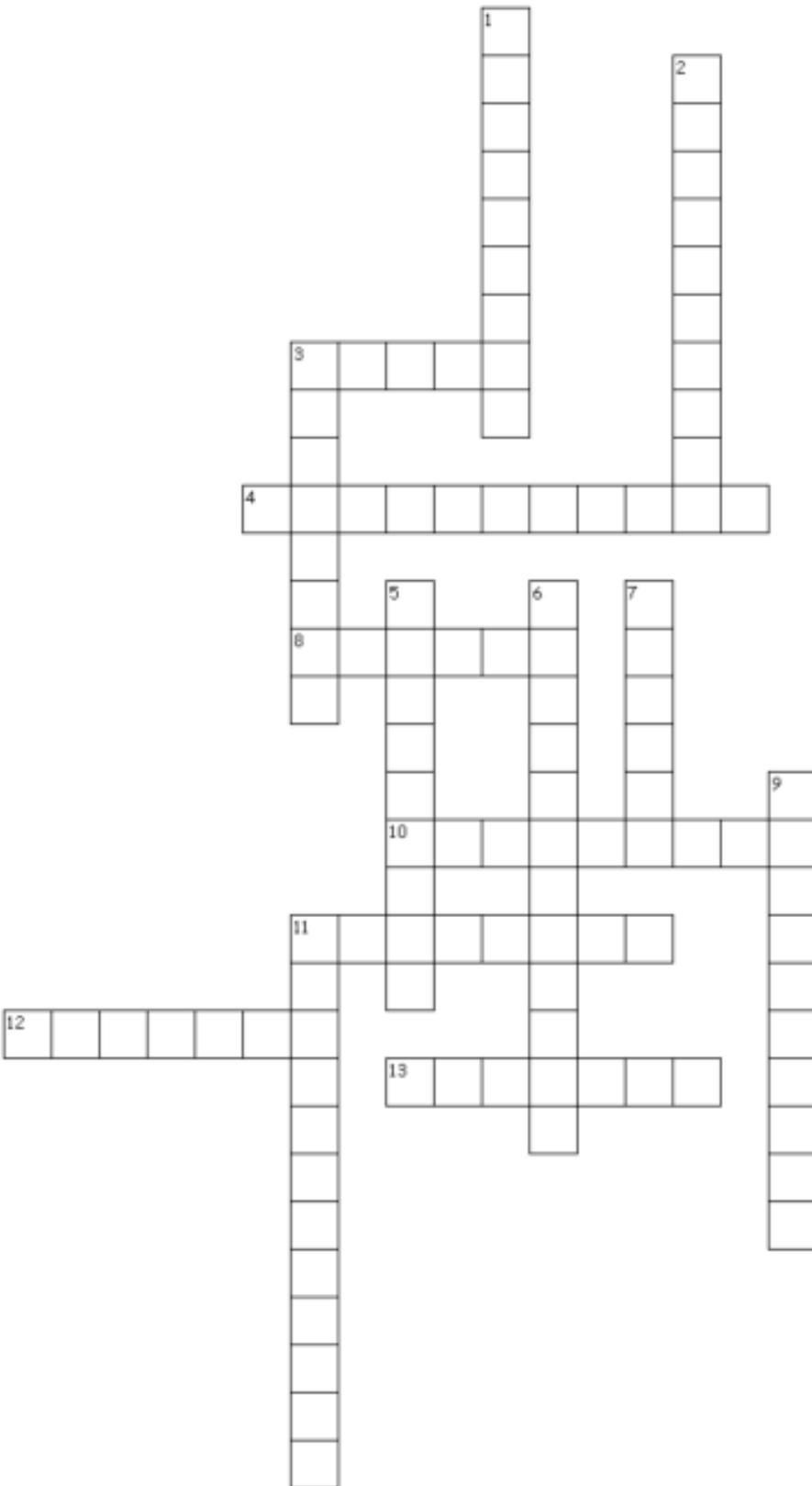
STEM – An abbreviation that stands for **S**cience, **T**echnology, **E**ngineering and **M**ath

Strike – A refusal to work organized by a group of employees as a form of protest, typically in an attempt to gain a concession from their employer

Union – An organization whose membership consists of workers and union leaders united to protect and promote their common interests

Unit cost – Cost incurred by a company to produce, store and sell one unit of a particular product

Manufacturing Crossword Puzzle



Use These Words

- | | |
|---------------|-------------|
| bottom line | marketing |
| budget | principle |
| cold call | revenue |
| credit rating | stakeholder |
| deliverables | strike |
| foreman | union |
| headhunter | unit cost |
| incentive | |

Across

3. An organization whose membership is workers united
4. A person that has an investment in a business or industry
8. A refusal to work by employees as a form of protest
10. Something that motivates or encourages you to buy a product
11. A visit to a client with no prior notice
12. Money that is made by or paid to a business
13. A supervisor who directs other workers

Down

1. Promoting and selling your product or service
2. The final total of an account
3. The cost incurred to produce one item
5. The money originally invested
6. Services or goods you are providing
7. A plan for income and expenses
9. A person who identifies suitable candidates for jobs
11. An estimate of your ability to meet your financial obligations

Created by Puzzlemaker (<http://puzzlemaker.discoveryeducation.com>) at DiscoveryEducation.com

Manufacturing Crossword Puzzle

Answers

Across

3. An organization whose membership is workers united – **union**
4. A person that has an investment in a business or industry – **stakeholder**
8. A refusal to work by employees as a form of protest – **strike**
10. Something that motivates or encourages you to buy a product – **incentive**
11. A visit to a client with no prior notice – **cold call**
12. Money that is made by or paid to a business – **revenue**
13. A supervisor who directs other workers – **foreman**

Down

1. Promoting and selling your product or service – **marketing**
2. The final total of an account – **bottom line**
3. The cost incurred to produce one item – **unit cost**
5. The money originally invested – **principle**
6. Services or goods you are providing – **deliverables**
7. A plan for income and expenses – **budget**
9. A person who identifies suitable candidates for jobs – **headhunter**
11. An estimate of your ability to meet your financial obligations – **credit rating**

Manufacturing Word Search

G I G R K E A L C R M S H E A
H N Y N K C L B E R D T E L N
H V I I I A N P Y A Q E A P E
N N R T C T E Z P S O G D I L
B T E D A T E E Z E U D H C U
S O L T I R U K F L N U U N N
R O T T W G T O R B H B N I I
C O I T I O R I S A Y F T R T
S V Q T O E R G D R M E E P C
E F A F M M L T D E D C R E O
E F N A Z T L X H V R I R L S
E U N E V E R I P I Z C W U T
I N T E R E S T N L U N I O N
D T L O E V I T N E C N I P R
D S T A K E H O L D E R F Q R

Bottom Line

Headhunter

Repetitive

Budget

Incentive

Revenue

Cold Call

Interest

Stakeholder

Credit Rating

Marketing

Strike

Deliverables

Net Worth

Union

Fatigue Pads

Principle

Unit Cost

Foreman

Manufacturing Word Search

Answer Key

G I G R K E A L C R M S H E A
 H N Y N K C L B E R D T E L N
 H V I I I A N P Y A Q E A P E
 N N R T C T E Z P S O G D I L
 B T E D A T E E Z E U D H C U
 S O L T I R U K F L N U U N N
 R O T T W G T O R B H B N I I
 C O I T I O R I S A Y F T R T
 S V Q T O E R G D R M E E P C
 E F A F M M L T D E D C R E O
 E F N A Z T L X H V R I R L S
 E U N E V E R I P I Z C W U T
 I N T E R E S T N L U N I O N
 D T L O E V I T N E C N I P R
 D S T A K E H O L D E R F Q R

Bottom Line

Headhunter

Repetitive

Budget

Incentive

Revenue

Cold Call

Interest

Stakeholder

Credit Rating

Marketing

Strike

Deliverables

Net Worth

Union

Fatigue Pads

Principle

Unit Cost

Foreman

Entertainment Vocabulary

Abstract art – Art that is not realistic; the viewer interprets the meaning

Agent – A person who acts for or in place of another person who authorized them to purchase an art item

Appraisal – Estimating the value of something

Animator – A person who draws the moving character in an animated film or object

Art auction – A public sale in which items of art are sold to the highest bidder

Art exhibition – A collection of works of art for public viewing

Background – A flat piece of artwork that is the setting for a moving character or film

Brochure or catalog – A publication that describes items being auctioned

Bid – An offer to pay a certain price for something at an auction

Budget – A plan of incoming (income) and outgoing (expenses) money

CEO – An abbreviation that stands for chief executive officer in a business

Cold call – A visit or telephone call with no prior notice, made by someone trying to sell you goods or services

Credit rating – An estimate based on your previous dealings of your ability to fulfill your financial obligations

Deliverables – A management term for the countable goods or services that will be provided upon the completion of a project

Frame – One still picture on a strip of film

Gallery – A place to view and buy art

Interest – A fixed charge for borrowing money or money that may be received for an investment

Marketing – The business of promoting and selling products or services, including market research and advertising

Mural – A usually large painting that is done directly on the surface of a wall

Museum – A place to view art or historically significant objects

Net worth – The difference between your total assets (what you have) and your liabilities (what you owe)

Portrait – Works of art that record the likenesses of humans or animals that are alive or have been alive—It is usually the face

Principle (of an account) – The money originally invested or loaned – what you started with

Repetitive – To do the same task over and over – often necessary in factory jobs

Revenue – Money that is made by or paid to a business or an organization

Stakeholder – A person or group that has an investment, share or interest in something, as a business or industry

Script – A written story of a film that supplies dialogue, camera moves, backgrounds and actions

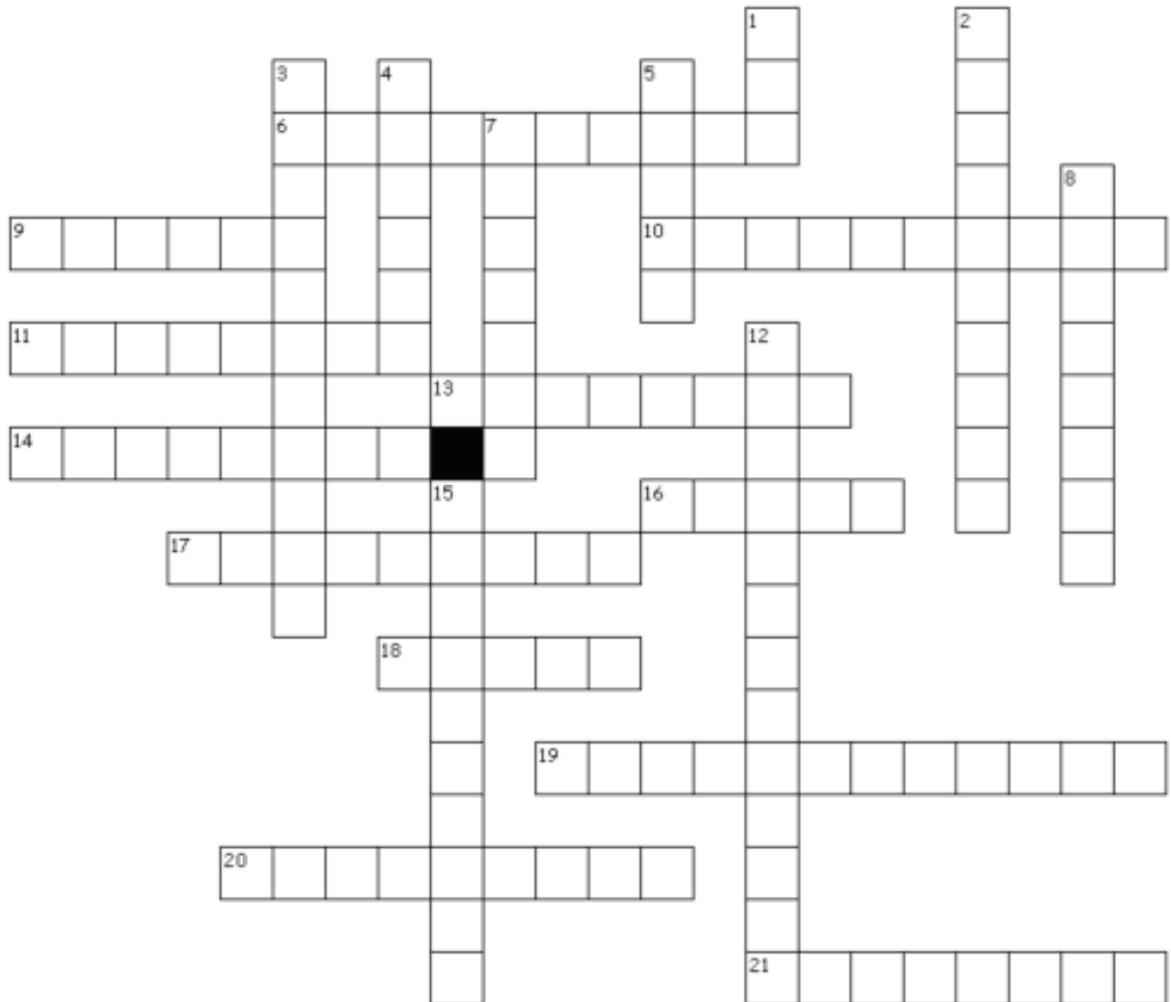
Storyboard – A visual representation of a story – a sketch that shows characters, attitudes, feelings, expressions, types of actions and more

Name _____

Entertainment Crossword Puzzle

Use These Words

- abstract art
- agent
- animator
- appraisal
- art auction
- art exhibition
- background
- bid
- brochure
- budget
- cold call
- credit report
- frame
- gallery
- marketing
- mural
- net worth
- portrait
- repetitive
- script
- storyboard



Across

6. The setting for a moving character or film
9. A plan for money coming in and going out
10. The public sale for items of art
11. Work of art that records the likeness of a human—usually the head
13. A publication that describes items of art
14. A person who draws moving characters
16. A person who acts for or in place of another person
17. The business of promoting or selling products or services
18. One still picture on a strip of film
19. An estimation of your ability to meet your financial obligations
20. Estimating the value of something
21. The difference between your assets and your expenses

Down

1. An offer to pay a certain amount for an item in an auction
2. To do the same task over and over
3. Art that is not realistic
4. A written story of a film or play
5. A large painting that is done directly on the surface of a wall
7. Where you view and/or buy art
8. A visit or call with no prior notice
12. A collection and showing of works of art
15. The visual representation of a story

Created by Puzzlemaker (<http://puzzlemaker.discoveryeducation.com>) at DiscoveryEducation.com

Entertainment Crossword Puzzle

Answers

Across

6. The setting for a moving character or film – **background**
9. A plan for money coming in and going out – **budget**
10. The public sale for items of art – **art auction**
11. Work of art that records the likeness of a human – usually the head – **portrait**
13. A publication that describes items of art – **brochure**
14. A person who draws moving characters – **animator**
16. A person who acts for or in place of another person – **agent**
17. The business of promoting or selling products or services – **marketing**
18. One still picture on a strip of film – **frame**
19. An estimation of your ability to meet your financial obligations – **credit report**
20. Estimating the value of something – **appraisal**
21. The difference between your assets and your expenses – **net worth**

Down

1. An offer to pay a certain amount for an item in an auction – **bid**
2. To do the same task over and over – **repetitive**
3. Art that is not realistic – **abstract art**
4. A written story of a film or play – **script**
5. A large painting that is done directly on the surface of a wall – **mural**
7. Where you view and/or buy art – **gallery**
8. A visit or call with no prior notice – **cold call**
12. A collection and showing of works of art – **art exhibition**
15. The visual representation of a story – **storyboard**

Name _____

Entertainment Word Search

D C H Y N N B R O C H U R E G
 N O T B Q O S L Q D P C Q N Y
 U L R U L I Z T R R S A I A G
 O D O D P T M A I T G T R B R
 R C W G V I O N A E A A E S O
 G A T E N B C K N R O L P T T
 K L E T Y I E T T K F O E R A
 C L N R P H T I D G N G T A M
 A G O L O X D E N C M X I C I
 B T E L P E G X K T I M T T N
 S K D J R T L W D R E K I A A
 R E I C O R D I B E A R V R Q
 R L A S I A R P P A W M E T C
 D E L I V E R A B L E S P S Q
 N O I T C U A T R A G U S O T

Abstract Art

Agent

Animator

Appraisal

Art auction

Art exhibition

Background

Bid

Brochure

Budget

Catalog

Cold call

Credit rating

Deliverables

Interest

Marketing

Net worth

Principle

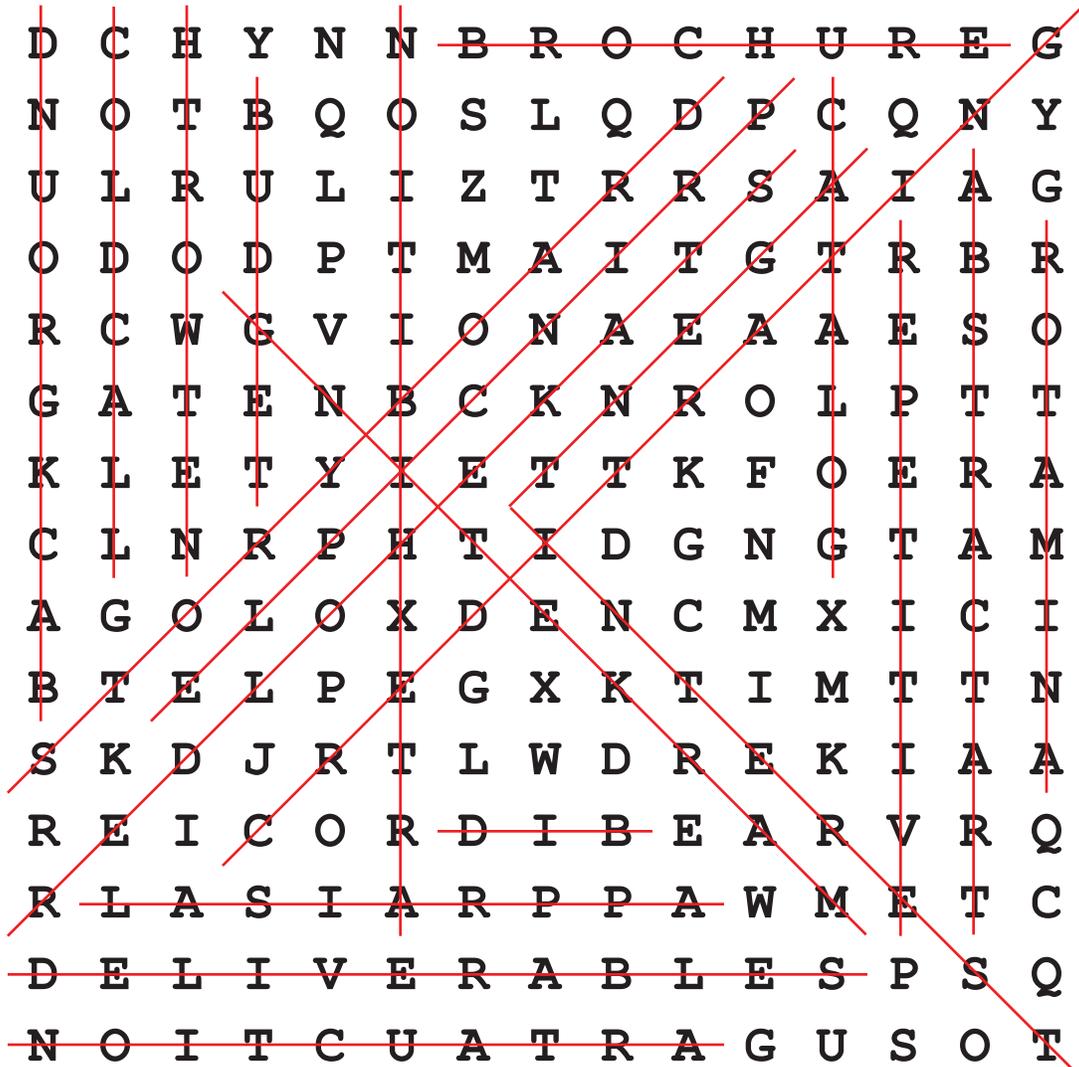
Repetitive

Stakeholder

Storyboard

Entertainment Word Search

Answer Key



Abstract Art

Agent

Animator

Appraisal

Art auction

Art exhibition

Background

Bid

Brochure

Budget

Catalog

Cold call

Credit rating

Deliverables

Interest

Marketing

Net worth

Principle

Repetitive

Stakeholder

Storyboard



**WESTERN
RESERVE**
PUBLIC MEDIA

Western Reserve Educational Services

A service of Western Reserve Public Media

1750 Campus Center Drive

Kent, OH 44240-5191

330-677-4549

<http://www.WesternReservePublicMedia.org>