Want Ads vs. Career Profiles

Objectives
Students will:

- Practice using career information resources
- Use research and critical thinking skills
- Increase awareness of the world of work

Materials Needed

- Videos or print materials that promote jobs or employment in a specific career pathway.
  - Potential resources:
  - Job banks and help-wanted ads
  - Employer websites or brochures
  - Industry/professional associations
  - Career colleges or job training programs
- Internet to access career information websites, or print resources
  - CareerOneStop: www.careeronestop.org/ExploreCareers/ExploreCareers.aspx
  - ISEEK: www.iseek.org
  - MCIS: http://mncis.intocareers.org {subscription required}
  - Minnesota Programs of Study: www.mnprogramsofstudy.org
  - MnCareers publication (www.MnCareers.org)
  - O*NET: www.onetonline.org/find/
  - Occupational Outlook Handbook publication (optional)

Instructions

1. Review job openings or employment ads and the occupations profiles that most closely relate to those job openings.

2. Lead a discussion about the difference between employment ads and occupation or career information profiles.
   a. What is the purpose of an employment ad? What are occupation profiles used for?
   b. What type of information will an employer present for one job opening? What type of information will you find in a profile that gives details about a whole occupation?
c. Who provides information for an employment ad? Where does the information for an occupation profile come from?
d. Which is more helpful to a career explorer? Which is more helpful to a job seeker?

3. Give an overview of advertising principles. Explain the purpose and point of view of an advertisement to the class.

4. Have students create a job description or advertisement that "sells" a particular career. Have students choose from a pre-determined list of occupations with comparable salaries. Be sure students promote the skills, talents, abilities and educational requirements necessary to be successful at this job.

**Evaluation of Learning**

- Grade students on their career ads. Assess the scope, comprehensiveness, and significance to the information and ideas.
- Assess student’s participation in class discussion.
- Monitor students’ career exploration and planning.
- The career ads could be included in Individualized Learning Plans or portfolios.

**Enhanced Learning**

- Have students create ads to promote working for a specific company or industry.
- Have small groups of students create a video commercial or multimedia portfolio advertising a career.
- Guide students through the “Occupation Summaries” or other career exploration activity (www.iseek.org/mnpos/toolkit/advisers/explore-classroom.html).
- Encourage students to conduct an informational interview with someone who is employed in a career of interest. Use interview to add or correct information in the advertisement.
- Have students share the advertisements with the class or at a Career Day event.
- Have students add their occupation research from the Minnesota Programs of Study website to their portfolios (www.mnprogramsofstudy.org).