



Career Exploration Module:

Providing students with opportunities to learn about careers helps them to connect their school studies to the real world. Learning about careers assists with motivating students to set goals for themselves and begin to explore their passions. They can learn what interests them, what skills they need, and how they may want to making a living. **Biz Kid\$** is a wonderful resource to use when beginning career explorations.

Activity 1: Using **Biz Kid\$** Career Exploration Episodes

Activity 2: **Get to Know the Biz Kids:** Using Career Profiles in Any **Biz Kid\$** Episode

Activity 3: Researching Careers

Activity 4: **Get to Know the Makers of the Dough**

- Guest Speakers
- Class Field Trip to A Business
- "Learn About Careers" Day
- Job Shadowing



Using *Biz Kid\$* Career Exploration Episodes

One of the most interesting ways to learn about careers is to learn from people in a variety of career fields. The **Biz Kid\$** series provides short profiles of young entrepreneurs in every episode. The profiles introduce students to some real world possibilities for businesses and careers. There are also career exploration episodes that emphasize discovering careers and introduce career planning topics in greater depth. Screening the following episodes, and using the related curriculum, is a great way to explore careers and learn about entrepreneurs.

Episode 103: How Do You Get Money?

Join us and you'll explore many ways to make money. Follow a Biz Kid on a job hunt—reviewing help wanted ads, filling out the application, and going through the interview. Hear from business celebrities, including Amazon.com founder Jeff Bezos, as they talk about their very first jobs. The Biz Kids also look at the many ways kids get and use allowances. Meet a young person whose love of animals turned into a profitable dog-walking business.

Episode 119: A Closer Look at Careers

When is a job more than a job? The Biz Kids look at what it takes to find your true calling. You'll learn ways to start exploring careers. The kids talk to several celebrities and find out how they got their start and how they keep achieving their dreams.

Episode 210: The Secrets to Success

The secret is actually simple – it's all about staying in school and building the best tool box for your future that you can. Learn about the many ways to pay for your education and the importance of learning every day of your life.

Episode 212: Hidden Careers

You don't have to be perfect at your passion to build a career in it. If you love baseball, but don't have the skills of a super athlete, you will see there are many different roles you can play behind the scenes. Learn about "behind the scenes" careers in sports, music, entertainment, art, and even aviation.

Specific episode curriculum is available at: www.bizkids.com



Entrepreneur Interviews: Get to Know the Biz Kids

Overview: Each **Biz Kid\$** episode provides profiles with young entrepreneurs. Each of these young business owners teaches about managing money, jobs and business. Watch the interviews and answer the questions for the episodes.

To access the video for instruction, the show can be taped, use a DVD or a DVR copy. You can also go to the **Biz Kid\$** website at <http://www.bizkids.com> and watch the video clips. Students may have to watch several times to catch the answers to the questions. The more profiles students review the more business lessons they will learn. Use the "Get to Know the Biz Kids" handout on the next page as a guide. Students can also brainstorm additional questions. Answer the questions individually or divide the students into groups to tackle each question and have them report back to the class.



Get to Know the Biz Kids: Episode Profile Questions

Overview: Each **Biz Kid\$** episode provides interviews with young entrepreneurs. Each of these young business owners teaches about managing money, jobs and business. Watch the interviews and answer the questions for the episode.

Watch the interview sections of the program, using a tape of the show, DVD or DVR copy. You can also go to the **Biz Kid\$** website at <http://www.bizkids.com> and watch the video clips. You may have to watch several times to catch the answers to the questions. If the young entrepreneurs do not answer all questions directly see if you can guess what they might say.

1. **What is the Biz Kid's business idea, goal, job, or community service?**
2. **How did they get started?**
3. **How did they make progress or become successful?**
4. **What did they learn from their business experience?**
5. **What did you learn from watching the profile?**
6. **Were they successful? Why or why not?**
7. **Would you like to run a similar business? Why or why not?**



Researching Careers:

Have students use the resources of their school and public library to research careers. Have them read biographies of people with interesting careers. Read newspapers, magazines and web profiles of current jobs and job trends. Use carefully selected Internet sites to allow students to learn more about careers. Here are some sites specifically geared for students. As a teacher, always preview websites to find information most appropriate to the abilities and interests of your students.

Career Research Websites:

Student Career Exploration Resources:

- **What Do You Like?:** <http://www.bls.gov/k12/>
This handbook divides careers into 12 categories that match school subjects or skills like managing money or helping others. The information is more general than *The Occupational Outlook Handbook* but is a good place to start to find areas of interest. Source: the U.S. Bureau of Labor Statistics
- **Career Voyages:** Explore careers clusters and what it takes to qualify for jobs. Information is also available in Spanish on the site. There is a site for elementary students and another for high school students.

The site includes short videos about specific careers. **Career Voyages Career Videos:** <http://www.careervoyages.gov/careervideos-main.cfm> Source: A collaboration of the U.S. Department of Labor and the U.S. Department of Education.

Topics on the website include:

1. Where to Start?
2. Where Will the Demand Be?
3. How to Qualify and Get a Job?
4. Does Education Pay and How to Pay?

Career Voyages For Elementary Students:

<http://www.careervoyages.gov/students-elementary.cfm>

Career Voyages High School Students:

<http://www.careervoyages.gov/students-main.cfm>



- **CareerShip:** <http://www.mappingyourfuture.org/planyourcareer/careership/>
This service allows students to look at career clusters, review highlighted careers, match careers with their interests and search the career database. Information provided includes: job tasks, wages, career outlook, interests, education, knowledge, skills and similar careers. Source: Mapping the Future, a nonprofit organization that provides career, financial aid, and future planning tools for students.
- **Mapping Your Future: Middle School and High School Guide:** <http://www.mappingyourfuture.org/MiddleHighSchool/> This guide includes resources for planning your career, taking the right courses in high school by planning in middle school, getting prepared for college and setting short and long term goals. Source: Mapping the Future, a nonprofit organization that provides career, financial aid, and future planning tools for students.

Pathways to Technology: <http://www.pathwaystotechnology.org/>

Explore the latest Tech Careers. The jobs profiled require a 2-year associate's degree for preparation. The site provides career information and career videos by technology fields, jobs or community colleges. The site provides a recruitment tool for community colleges but it also provide interesting job information. Source: American Association of Community Colleges & WGBH

Teacher Resources:

- Teacher Guide - **What Do You Like? Site:** http://www.bls.gov/k12/teachers_guide.htm
The site is a student career research site that explores careers through school content categories and student skills. Source: the U.S. Bureau of Labor Statistics.
- **Mapping Your Future:** <http://www.mappingyourfuture.org/> Mapping Your Future is a national collaborative, public-service, nonprofit organization providing career, college, financial aid, and financial literacy services for students, families, and schools.
 - Includes a counselors' guide: <http://www.mappingyourfuture.org/counselors/>
 - Includes a parent's guide: <http://www.mappingyourfuture.org/Parents>
- **Occupational Outlook Handbook, 2008-09 Edition:** <http://www.bls.gov/oco/>
This handbook describes hundreds of different types of jobs. It provides descriptions of training/education needed, expected wages and job outlook, specific tasks performed on the job and the type of working conditions. Source: the U.S. Bureau of Labor Statistics



Get to Know the Makers of the Dough

Overview: An authentic way to learn about business and entrepreneurial concepts is to perform an information interview with local business owners and entrepreneurs. This activity, done as a class or in small groups is a wonderful way to learn how to network and interview.

Partner with community partners to set-up interviews: Use the networks available to you to find business people that might be interested in sharing their knowledge with young people. Invite a real entrepreneur, small business person, financial guru from a financial institution, such as a credit union, to be a guest speaker for your group. Supply them with the question sheet ahead of time that you will be using. Once the discussion gets started you may ask them other questions too.

Guest speakers can be volunteers from local businesses, service organizations, and parents of youth in your class or group. Have class groups draft a letter of invitation which includes the nature of the event, the amount of time needed, and the location. Provide a phone number, email, or mail back attachment to allow guests to reply easily. Send the letters to such organizations as:

- Parents and Parent-Teacher Student Associations (PTA and PTSA)
- Local chambers of commerce or small business associations
- Service organizations such as: Kiwanis, Rotary, Lions Club, etc.
- Professional Associations
- College Alumni Offices & Business Colleges
- Credit Unions, Cooperative Extension and other organizations interested in entrepreneurship and financial literacy

The format of event can be:

- guest speakers coming to a classroom or after school setting
- A panel of speakers in a larger setting for multiple classes
- A "Learning About Careers" Day where each business has a table and is available to answer student questions
- A Class Field Trip to a Business or Job Shadowing Experience

Draft a list of questions that students will ask business people or use the "Get to Know the Makers of the Dough" interview sheet that follows as guide. Share the questions with any business owners that are going to be speaking to students. After the event, send a thank you letter with written samples of what students have learned as a result of the speakers sharing their time and experience.



Interview an Entrepreneur: Get to Know the Makers of the Dough

1. What was your business idea? Did it succeed or fail?
2. What was your motivation to start a business?
 - Solve a problem
 - Provide a Service
 - Make money to buy something
 - Make money to put back into my business
 - Make money to donate to a charity
 - Provide a product
 - Run a business that is challenging & fun
 - Other: _____
3. Did you have a business plan? If no, would you advise a new business owner to plan first?
4. How did you get the money to get started in business? (i.e. capital)
5. Did you need any special skills to start your business? How did you learn these skills?



6. What are your costs of doing business?

- Rent
- Shipping
- Paying Yourself First
- Taxes
- Accounting
- Internet
- Computer/ Software
- Ingredients/Supplies or Manufacturing Cost

- Employees (Pay, Benefits)
- Trademark or Copyright
- Marketing: Ads, Fliers, TV/Radio/Website
- License
- Insurance
- Other: _____

7. Were there any one-time start-up costs? (Equipment, training, etc.)

8. What were the biggest challenges to starting your business?

9. What were the biggest challenges when the business became successful?

10. What made your business most successful?

11. Have you ever had to make changes to your business or your products?

12. How did you market your business?



13. Did you have to change the way you ran your business when your business really took off?

- Hired employees
- Moved to a new building/facility
- Ran the business full-time instead of part-time
- Managed the business through an online website
- We kept it small. We only take on the business we can handle
- Made products factory style rather than by hand.

14. What kind of personality, and skills does this person need to have to make their business successful?

- | | |
|--|--|
| <input type="checkbox"/> Creative | <input type="checkbox"/> Good marketer |
| <input type="checkbox"/> Good with money and math | <input type="checkbox"/> Good at sales & fundraising |
| <input type="checkbox"/> Will overcome challenges | <input type="checkbox"/> Good communicator |
| <input type="checkbox"/> Works hard | <input type="checkbox"/> Risk-taker |
| <input type="checkbox"/> Flexible | <input type="checkbox"/> Energetic |
| <input type="checkbox"/> Able to work independently | <input type="checkbox"/> Sees opportunities |
| <input type="checkbox"/> Able to work with other people | <input type="checkbox"/> Knows how to succeed |
| <input type="checkbox"/> Able to change the way they do business to get bigger | <input type="checkbox"/> Other: _____ |

15. What skills did you have or need to develop to run your successful business?

16. What school subjects were helpful to know for running your business?

- | | |
|--|---|
| <input type="checkbox"/> English & Communications | <input type="checkbox"/> Engineering |
| <input type="checkbox"/> Business, Accounting, Personal Finance, Marketing | <input type="checkbox"/> Career Exploration, Life Skills, or Family & Consumer Sciences |
| <input type="checkbox"/> Math | <input type="checkbox"/> Volunteer Community Service/Internships |
| <input type="checkbox"/> Science | |
| <input type="checkbox"/> Social Studies & Economics, | |
| <input type="checkbox"/> Entrepreneur/Inventor Class | |



17. What experiences helped you get started?

18. What have you learned by running a business?

- A new skill
- How to make a product or create a service
- How to create a lot of products and services when my business became larger
- How to hire and work with employees
- How to keep track of costs, money, profits, and losses
- How to manage time (run a business, go to school, participate in other activities)
- How to work with people
- How to communicate or market my business
- How to get people to invest/put money into my business or give me a loan

Personal Reflections:

1. Is this a business you would want to run? Yes or No. Why or Why Not?

2. Does this business give you ideas for a business of your own?



Class Field Trip to a Business:

Once students are experienced with interviewing guest speakers in class, they may be ready for information interviews outside of class. Take a class or group on a field trip to a local business. Have students write letters of inquiry to see if it would be possible to have a short tour and conduct some information interviews with the business owner or some staff members. Visits will probably need to be about 1-3 hours at most.

Have students research the industry or business before going on the field trip. Students will use their research to brainstorm a list of questions and decide on areas of interest. Share the question list with the business owner or contact. Having the information ahead of time will help the business contact to target student interest areas during the visit.

A sample agenda for the field trip might include the following:

- Welcome and overview of the business or industry
- Tour of the business and operations
- Opportunity for questions during or after the tour

Teachers will want to provide follow-up activities after the field trip. Have students each write about or discuss in groups:

- What did you learn about this business or industry?
- What kind of skills or knowledge would help someone working in this line of business?
- Would you be interested in going into this kind of business? Why or why not?

Have the class share these ideas and create a class summary. Have students write thank you notes to the business owner thanking them for their time and telling them what they learned as a result.



Job Shadowing:

Job shadowing provides students with a more personal opportunity to interact with a business person and see what a day on the job is like. By spending some time at a business, the students can observe what the job involves and ask questions as the day progresses. This is a great activity for a small group of youth to participate in together (2-4 people). A small group job shadowing together makes the students more confident to ask questions. Arranging for small groups also has the value of requiring less job shadow placements.

Setting up Job Shadow Placements:

Parents are often willing to serve as job shadow volunteers and are already dedicated to student learning. If they can't volunteer they may be able to locate job shadow placements at their own business or through their network of friends and colleagues. To expand the network of parents, collaborate with the local Parent Student Teacher Association (PTSA) at the school district. Some school districts have a mentoring or job shadow program set up. Talk to teachers, principals, and guidance counselors for additional ideas. Community organizations such as credit unions, service clubs, and youth organizations can also be helpful in suggesting job shadowing opportunities.

"Take Your Daughter and Son to Work Day" is a great opportunity to set up a large job shadowing program because many schools and businesses are set to participate. This day is generally held the 4th Thursday in April. Go to the official website to learn more about how to participate in this day. (<http://www.daughtersandsonstowork.org/>)

When setting up the placement, provide information about the time expectations and suggested activities. Two hours is a good length for the visit. Limiting the time of the visit will help the business person to really focus on the students and pick an interesting set of activities to highlight for them. A whole day is often too long for a quality experience. Include parents and teachers in providing transportation and supervision of students at the job site. However, letting the students take the lead in asking questions is an important part of the experience.

Preparing for the Visit:

Have students research the business or industry where they will job shadow. They will get the most from their visit if they know something about the business. Students should create a list of questions and areas of interest. Share these questions with the business person ahead of time. This way they can organize the visit to focus on the students' interests.



A sample agenda for the visit might include the following:

- Welcome and overview of the business or industry
- Tour of the business and operations
- Example of a job task or activity
- Opportunity for conversation about what students have seen

Assign student groups to write a short report as a follow-up activity to the job shadowing experience. They can provide a list of the questions they asked and the answers. They can add additional ideas and observations from the visit. Student groups can also have a class discussion and de-brief with other class members what they learned from the experience.

- What did they learn about this business or industry?
- What kind of skills or knowledge would help someone working in this line of business?
- Would they be interested in going into this kind of business? Why or why not?

Have each job shadow group share their ideas and create a group summary of the visit. Have students write thank you notes to the business owner thanking them for their time and telling them what they learned as a result of the visit.



“Learning About Careers” Day:

Extend the idea of guest speakers to creating a “Learning About Careers” Day. Invite numerous business owners and entrepreneurs to participate in a day long or half-day event. Contact businesses through service clubs, district newsletter articles, Chamber of Commerce and business organizations, Parent-Teacher-Student Associations, and local advertising. This type of event can impact more students than individual guest speakers in classrooms. This kind of event is a great way to partner with your business community. If your school does not allow off-campus travel or field trips, this is also a great way for students to have an opportunity to interact with business people. The event can be set-up as part of a school day or as an after school, evening, or weekend event. Any day is a good day for **Biz Kid\$** to learn about business! The event could also be sponsored by a community organization where schools and families are invited in to the event.

Setting up for a “Learning About Careers” Day:

Provide a registration mechanism to sign up interested businesses up for the event. Phone registration, mail in registration or web forms are all good options. Get back to registrants with details. Make available tables in a cafeteria, gym, or hallway setting. Invite businesses to bring handouts or displays about their business or industry.

Preparing Students:

Supply students with a list of companies that will be attending and some information about each company. Have students research the companies ahead of time through their websites and brainstorm questions they might ask. Provide students with some general questions they might ask such as those in the **Get to Know the Makers of the Dough** Handout.

Have students spend some time at each table. Give them a handout to ask questions and interview a minimum of three entrepreneurs. Students can work in pairs to conduct their interviews. This helps them record their answers, assist each other in asking questions and gives them more confidence than if they did the interview by themselves. By pairing students, the guest entrepreneurs can also be more efficient in meeting with more students.

After the Event:

Have students share their results from interviewing. Discuss common themes. Have students come up with a short list of what they learned. Write thank you notes to all business people that participated. The letters can be similar but should include something unique the students learned from the event or the particular business owner. If the school plans on making this an annual event, include this too, inviting them to participate in the future.