



Instructor's Guide

Top Careers in Two Years

EDUCATION AND SOCIAL SERVICES

Introduction

This Instructor's Guide provides information to help you get the most out of *Top Careers in Two Years: Education and Social Services*. The contents in this guide will allow you to prepare your students before they use the program, assist them as they navigate through the program, and present follow-up activities to reinforce the program's key learning points.

This program is targeted to students in grades 9-12. Its content is appropriate to such curriculum areas as Career and Technical Education, Trade and Industrial Education, and Career Development and Occupational Studies. In addition, the information presented in the program could also be presented in vocational/technical schools or adult education courses.

Learning Objectives

After watching this video program, students will be able to:

- Understand important concepts and skills related to careers in the fields of education and social services.
- Describe the particular personal skills, talents, and interests that are the keys to success in various jobs in this cluster.
- Describe what a typical work week encompasses for the various jobs in the field of education and social services.
- List the duties, functions, and responsibilities of various jobs in education and social services.
- Understand how two years or less of appropriate education or experience can aid in job placement and career advancement, and explain what a typical career path is for various jobs in this field.

Educational Standards

This program correlates to all applicable National and State Educational Standards including the NCLB Act. Its content correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee, the National Standards for Life Work, and the National Communication Association's Speaking, Listening, and Media Literacy Standards. The content has also been aligned with the U.S. Department of Education's Health Science Career Cluster. On the state standards level, the program correlates to, among others, the Texas Essential Knowledge and Skills (TEKS) for Career Orientation Standards, and the North Dakota Career Development Content Standards.

National Career Standards from the National Occupational Information Coordinating Committee

COMPETENCY IV: Understanding the relationship between educational achievement and career planning. The student will be able to demonstrate how to apply academic and vocational skills to achieve personal goals; describe the relationship of academic and vocational skills to personal interests; describe how education relates to the selection of college majors, further training, and/or entry into the job market; demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements; and describe how learning skills are required in the workplace.

COMPETENCY VI: Skills to locate, evaluate and interpret career information. The student will be able to describe the educational requirements of various occupations; demonstrate use of a range of resources (e.g. handbooks, career materials, labor market information, and computerized career information delivery systems); demonstrate knowledge of various classification systems that categorize occupations and industries (e.g. Dictionary of Occupational Titles); describe the concept of career ladders; describe the advantages and disadvantages of self employment as a career option; identify individuals in selected occupations as possible information resources, role models, or mentors; and describe the impact of population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs. The student will be able to demonstrate skills to locate, interpret, and use information about job openings and opportunities; demonstrate academic or vocational skills required for a full- or part-time job; demonstrate skills and behaviors necessary for a successful job interview; demonstrate skills in preparing a resume and completing job applications; identify specific job openings; demonstrate employability skills necessary to obtain and maintain jobs; demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change); describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training; demonstrate an understanding that job opportunities often require relocation; and demonstrate skills necessary to function as a consumer and manager of financial resources.

National Career Development Standards

1. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with the academic preparation that is essential to choose from a wide variety of substantial postsecondary options, including college.
3. Students will understand the relationship of academics to the world of work, and to life at home and in the community.
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.
5. Students will employ strategies to achieve future career success and satisfaction.
6. Students will understand the relationship between personal qualities, education and training, and the world of work.

National Communication Association's Speaking, Listening, and Media Literacy StandardsFundamentals of Effective Communication

- Effective communicators can demonstrate knowledge and understanding of the relationships among the components of the communication process; the variables influencing the effectiveness of the components of the communication process; the various levels of the meanings of messages; the role of personal knowledge and the knowledge of others in the nature and quality of communication; the influence of the individual, the relationship, and the situation on communication choices; the role of communication in the development and maintenance of personal relationships; the role of communication in creating meaning, influencing thought, and making decisions; the role of communication in the democratic process; and the role of personal responsibility in making ethical communication decisions.
- Effective communicators can demonstrate the ability to identify and use communication strategies by taking into consideration individual differences; identify and use communication strategies to enhance relationships and resolve conflict; evaluate the aesthetic and functional value of all types of communication; and show sensitivity to the ethical issues associated with competent and effective communication in society.

Speaking

- The effective speaker can demonstrate knowledge and understanding of the relationships among the components of the speaking process across a variety of contexts; the ability to identify and use effective strategies for formal and informal speaking situations in public, group, work, and personal settings; the ability to use language that clarifies, persuades, and/or inspires while respecting the listeners' backgrounds, including their culture, gender, and individual differences; and the ability to identify and use methods to manage or overcome communication anxiety and apprehension.

Listening

- The effective listener can demonstrate knowledge and understanding of relationships among the components of the listening process across a variety of contexts; the ability to identify and manage barriers to listening; the ability to identify and use different listening skills appropriate for diverse types and purposes of listening; and the ability to receive, interpret, and respond to messages.

Media Literacy

- The effective media participant can demonstrate the effects of the various types of electronic audio and visual media, including television, radio, the telephone, the Internet, computers, electronic conferencing, and film, on media consumers; and the ability to identify and use skills necessary for competent participation in communication across various types of electronic audio and visual media.

Education and Social Services Career Cluster

Planning, managing, and providing education and training services, and related support services.

Texas Essential Knowledge and Skills for Career Orientation

Standard 127.12. Analyzes the effect of personal interests and aptitudes upon educational and career planning. Knows how to locate, analyze, and apply career information. Knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. Knows the process used to locate and secure employment. Knows the process of career planning. Knows the importance of productive work habits and attitudes.

North Dakota Career Development Content Standards

1.0 PERSONAL SOCIAL DEVELOPMENT

Acquire the knowledge, attitudes, and interpersonal skills that encourage the understanding and respect of self and others, including: developing understanding of self to build and maintain a positive self concept; developing positive interpersonal skills including respect for diversity; integrating personal growth and change into one's career development; and balancing personal, leisure, community, learner, family, and work roles.

2.0 EDUCATIONAL ACHIEVEMENT AND LIFE-LONG LEARNING

Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span, including: attaining educational achievement and performance levels needed to reach personal and career goals; and participating in ongoing, life-long learning experiences to enhance one's ability to function effectively in a diverse and changing economy.

3.0 CAREER MANAGEMENT

Acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions, including: creating and managing a plan that focuses on career goals; using a process of decision-making as one component of career development; using accurate, current, and unbiased career information during career planning and management; and mastering academic, occupational, and general employability skills in order to obtain, create, maintain, and / or advance in employment.

Program Overview

Directly or indirectly, people working in the Education and Social Services field make their living by helping others live better lives. This program profiles a preschool teacher, a vocational education instructor, and a school administrative assistant as well as a drug and alcohol abuse counselor, a social and human services assistant, and a recreation worker.

Main Topics

Topic 1: Introduction

The program begins by asking some leading questions that might guide a person into pursuing a satisfying career in education or social services.

Topic 2: Top Careers in Education

In this section, viewers learn about three very different careers in education: a preschool teacher, a vocational education instructor, and a school administrative assistant.

Topic 3: Top Careers in Social Services

The program concludes by presenting three very different professions in the social services field, each of which is dedicated to helping others in the community. A drug and alcohol abuse counselor, a social and human services assistant, and a recreation worker are highlighted.

Fast Facts

- A majority of kids — 65 percent — say that by the time they were seven, they had at one time or another had an imaginary friend.
- More than two out of three jail inmates in the United States met the criteria for substance abuse or dependence in the year before their incarceration.
- Elementary and secondary public school enrollment rose 22 percent between 1985 and 2005, according to the Digest of Education Statistics. The fastest growth was in pre-kindergarten through eighth grade; enrollment rose 24 percent, from 27.0 million to 33.5 million.
- American Sign Language is the fourth most common language in the United States today.
- Cruise ships and luxury liners employ recreation workers to work with the passengers on board. It can be a great way to travel and work at the same time.

- Kids, kids, and more kids! The number of children under age five in the United States in 2005 was 20.3 million, according to the U.S. Census Bureau. About 67 percent of them were in day care.
- Of the clerical professionals who belong to the National Education Association, 25 percent work with special-education students.
- Four out of every ten adults have participated in adult or vocational education in the past ten years.
- Mao Zedong (1893-1976) was a library assistant in Beijing. He ended up as chairman of the Chinese Communist Party. In the United States, J. Edgar Hoover's first job was as a cataloguer at the Library of Congress. He later became head of the FBI.
- The first official social work class was offered in the summer of 1898 at Columbia University, in New York City.

Vocabulary Terms

associate degree: An academic degree awarded by community colleges, junior colleges, business colleges, and some bachelor's degree-granting colleges and universities upon completion of a course of study usually lasting two years.

bachelor's degree: An undergraduate academic degree awarded for a course or major that generally lasts for three, four, or in some cases and countries, five or six years.

case management: A collaborative process of assessment, planning, facilitation, and advocacy for options and services to meet an individual's health needs through communication and available resources.

communication: The conveying of a message or idea from one person to another.

intern: One who works in a temporary position within an organization, in order to gain on-the-job training and experience, help determine interest in a particular career, create a network of contacts, and/or gain school credit. Interns are usually college or university students, but they can also be other adults seeking skills for a new career.

LADC: A license in alcohol and drug counseling; a person who is licensed by the Department of Professional and Financial Regulation in alcohol and drug counseling.

mentor: Someone who guides, counsels, or teaches another, most often in an occupational setting.

public service: Government employment; civil service.

United States Department of Labor (US DOL): A Cabinet department of the United States government responsible for occupational safety, wage and hour standards, unemployment insurance benefits, re-employment services, and some economic statistics. Many U.S. states also have such departments.

Pre-Program Discussion Questions

1. What characteristics and personality traits are key to being a successful school administrative assistant?
2. In what ways does being a vocational instructor differ from being, say, a language arts teacher?
3. What does the term "social services" mean to you? List some careers in this field.
4. What kinds of schools do you think are available today? List and describe as many as possible, including both traditional and non-traditional educational facilities.
5. Why do you think "Education" and "Social Services" are grouped in the same Career Cluster? How are they intertwined? What makes them different from each other?

Post-Program Discussion Questions

1. According to the program, what activity can take up a lot of time before and after class, and on weekends, for vocational instructors?
2. How do you think a career as a librarian has changed in comparison to the 1940s? How do you think the responsibilities will change by the year 2040?
3. Which careers presented in this program have regular, 9-5 hours? Which careers require additional time at home, at nights and on weekends?
4. What is an LADC? For which careers would it be a necessary prerequisite?
5. What kinds of jobs are available in recreation? How would a person go about getting into this field?

Individual Student Projects

- How has technology impacted the field of education over the past century? Interview a professional who has been in the field for many years and find out how technology has changed his or her on-the-job responsibilities since they began. Then, write a paper that reports not only on that professional, but on the overall impact technology has had in the past century on the field of education. How might the field change in the immediate and distant future?
- Consider your strengths, weaknesses, and interests and list them all in a grid. For which specific profession(s) in education and social services would each characteristic be ideal? Which professions would be a poor match for the characteristic, and why? Be specific with detailed examples of each characteristic, presenting your opinions in a paper, multimedia presentation, or video. Then, assess which profession stands out as being the best match for your personality and personal characteristics.
- How have social services affected you personally? Do you know someone personally who has battled drugs or alcohol, or needed the help of a social worker or case manager? In what ways have social services helped the individual, and in what ways do you think the experience could have been improved? Write a paper that shares your views and opinions.

Group Activities

- Ask the class to create a charter school. What would be the school's mission, and how could that mission be expanded to include social services? As a class, create a plan for staffing the school, detailing the jobs represented, their roles and responsibilities, and how they would fit in to the school's mission.
- What kinds of social services are there? In small groups, research social issues, and the kinds of assistance social services provide. Have a debate regarding the success or failures of those services in your local area. Do you think they are better or worse than other parts of the country? Why is that so?
- Consider how the field of education relies on professionals in the field who do not in fact teach. In small groups, create posters that highlight these professions and explain why they are so important to the success of the field.

Internet Activities

- What are paraprofessionals? Use the Internet to research what they are, what they do, and their impact in the field of education. Do you think opportunities for employment or job growth will increase or decrease for paraprofessionals in the next few decades? Support your findings with statistics and specific examples from your research.
- What impact does the government have on the fields of education and social services? How successful have programs (such as “No Child Left Behind” and Head Start) and acts (such as the Americans with Disabilities Act) proven to be? How does their implementation and effectiveness impact careers in these fields? Create a presentation to give to the class which points out the role of government, highlights key education programs and acts and their effectiveness, and explains your views on what more could be done to improve education and/or social services.
- Why are the fields of education and social services so important to our nation? Of what are they indicative? What changes do you think you will see in each field in your lifetime, and will the changes be for the better? Gather evidence from the Internet and/or the library that provides historical perspective, and then create a presentation of your findings and theories.

Assessment Questions

- Q1.** As a preschool teacher, which of the following needs to be prepared and/or planned each day? (Select all that apply.)
- a) Activities
 - b) Clear transitions between activities
 - c) Lesson plans that follow the curriculum
 - d) Lunch
- Q2.** True or False: A school administrative assistant is not considered a part of the education field because s/he is not a teacher or instructor.
- Q3.** According to the program, which of the following are suggestions for ways of getting into a teaching career?
- a) Gain as much experience as possible before graduating
 - b) Work in an after-school program
 - c) Work in a camp
 - d) Work with peers while in college and learn from shared experiences
- Q4.** According to the program, which of the following is something a vocational instructor spends a considerable amount of time doing before and after class? (Select all that apply.)
- a) Getting equipment and technology ready
 - b) Getting materials ready
 - c) Maintaining equipment and technology
 - d) Practicing each lesson in front of a mirror
- Q5.** True or False: The job of a school administrative assistant requires a lot of overtime and work on weekends.
- Q6.** According to the program, the school administrative assistant studies which of the following to prepare for his or her career? (Select the best answer.)
- a) Business Administration
 - b) Information Technology
 - c) LADC
 - d) Secretarial Science

- Q7.** What is an LADC?
- a) A license in Active Decision Counseling
 - b) A license in Administration, Databases, and Computers
 - c) A license in Alcohol and Drug Counseling
 - d) A license in Alternative Direction Counseling
- Q8.** According to the program, the substance abuse counselor recommends that a job-seeker interested in this field could do what three things to gain experience?
- Q9.** According to the program, the social and human services assistant advises a job-seeker interested in this career to do which of the following? (Select all that apply.)
- a) Become an intern
 - b) Ensure that the job-seeker can handle tragic stories with strength and empathy
 - c) Research what certifications a hospital seeks and obtain those certifications
 - d) Research what certifications a mental institution seeks and obtain those certifications
- Q10.** According to the program, the recreation worker recommends which of the following as steps to take towards obtaining a career in recreation? (Select all that apply.)
- a) Become a student intern
 - b) Officiate games in a recreational league
 - c) Play a sport
 - d) Research universities in person and using the Internet
 - e) Take student jobs on-campus

Assessment Questions Answer Key

Q1. As a preschool teacher, which of the following needs to be prepared and/or planned each day? (Select all that apply.)

- a) Activities
- b) Clear transitions between activities
- c) Lesson plans that follow the curriculum
- d) Lunch

A1. *All of these need to be prepared and/or planned each day as part of the responsibilities of a preschool teacher.*

Q2. True or False: A school administrative assistant is not considered a part of the education field because s/he is not a teacher or instructor.

A2. *This statement is false.*

Q3. According to the program, which of the following are suggestions for ways of getting into a teaching career?

- a) Gain as much experience as possible before graduating
- b) Work in an after-school program
- c) Work in a camp
- d) Work with peers while in college and learn from shared experiences

A3. *All of these are suggestions made in the program.*

Q4. According to the program, which of the following is something a vocational instructor spends a considerable amount of time doing before and after class? (Select all that apply.)

- a) Getting equipment and technology ready
- b) Getting materials ready
- c) Maintaining equipment and technology
- d) Practicing each lesson in front of a mirror

A4. *The correct answers are a, b, and c.*

Q5. True or False: The job of a school administrative assistant requires a lot of overtime and work on weekends.

A5. *This statement is false.*

Q6. According to the program, the school administrative assistant studies which of the following to prepare for his or her career? (Select the best answer.)

- a) Business Administration
- b) Information Technology
- c) LADC
- d) Secretarial Science

A6. *The correct answer is d.*

Q7. What is an LADC?

- a) A license in Active Decision Counseling
- b) A license in Administration, Databases, and Computers
- c) A license in Alcohol and Drug Counseling
- d) A license in Alternative Direction Counseling

A7. *The correct answer is c.*

Q8. According to the program, the substance abuse counselor recommends that a job-seeker interested in this field could do what three things to gain experience?

A8. *Three recommendations made include doing outreach at a school, volunteering as an intern (or taking an unpaid internship), or volunteering at a treatment facility.*

Q9. According to the program, the social and human services assistant advises a job-seeker interested in this career to do which of the following? (Select all that apply.)

- a) Become an intern
- b) Ensure that the job-seeker can handle tragic stories with strength and empathy
- c) Research what certifications a hospital seeks and obtain those certifications
- d) Research what certifications a mental institution seeks and obtain those certifications

A9. *The human services assistant recommends all of these.*

Q10. According to the program, the recreation worker recommends which of the following as steps to take towards obtaining a career in recreation? (Select all that apply.)

- a) Become a student intern
- b) Officiate games in a recreational league
- c) Play a sport
- d) Research universities in person and using the Internet
- e) Take student jobs on-campus

A10. *The correct answers are a, b, c, and e.*

Web Sites

General

- www.bls.gov: U.S. Department of Labor, Bureau of Labor Statistics
- www.careeroverview.com: Career Overview and Research Guide
- www.dol.gov: U.S. Department of Labor
- www.salary.com: Salary.com
- www.nationalbusiness.org: National Business Association
- www.talentzoo.com: Talent Zoo

Preschool Teacher

- www.accessece.org: American Associate Degree Early Childhood Educators
- www.naeyc.org: National Association for the Education of Young Children
- www.nccic.org: National Child Care Information Center
- www.cdacouncil.org: Council for Professional Recognition
- www.preknow.org: Pre-K Now

Teacher Assistant

- www.worldwidelearn.com/career-training/teacher-aide.htm: Teacher Assistant Career Training Programs
- www.cec.sped.org: Council for Exceptional Children
- www.naeyc.org: National Association for the Education of Young Children
- www.nea.org/esphome: Nat'l Education Ass'n — Educational Support Personnel Division
- www.nrcpara.org: National Resource Center for Paraprofessionals

Drug and Alcohol Abuse Counselor

- www.counseling.org: American Counseling Association
- www.cacrep.org: Council for Accreditation of Counseling and Related Educational Programs
- www.naadac.org: The Association for Addiction Professionals
- www.niaaa.nih.gov: National Institute on Alcohol Abuse and Addiction
- www.nida.nih.gov: National Institute on Drug Abuse
- www.nbcc.org: National Board for Certified Counselors

Sign Language Interpreter

- www.aslta.org: American Sign Language Teachers Association
- www.asha.org: American Speech-Language-Hearing Association
- www.atanet.org: American Translators Association
- <http://clerccenter.gallaudet.edu>: Laurent Clerc National Deaf Education Center
- www.nad.org: National Association of the Deaf

Recreation Worker

- www.cpra.ca: Canadian Parks and Recreation Association
- www.nrpa.org: National Recreation and Park Association
- www.rcra.org: Resort and Commercial Recreation Association
- www.srlaweb.org: Sport and Recreation Law Association

Child Care Worker

- www.accessce.org: American Associate Degree Early Childhood Educators
- www.ccw.org: Center for the Child Care Workforce
- www.ccdacouncil.org: Council for Professional Recognition
- www.nccic.org: National Childcare Information Center

School Administrative Assistant

- www.iaap-hq.org: International Association of Administrative Professionals
- www.naeop.org: National Association of Educational Office Professionals
- www.nfie.org: The NEA Foundation
- www.npbea.org: National Policy Board for Educational Administration
- www.amanet.org: American Management Association

Vocational Education Instructor

- www.acteonline.org: Association for Career and Technical Education
- www.ericacve.org: ERIC Clearinghouse on Adult Career and Vocational Education
- www.teach-nology.com/teachers/vocational_ed: Teachnology: Vocational Education
- www.ed.gov: U.S. Department of Education (search on "Vocational and Adult Education")

Library Assistant

- www.ala.org/hrdr: American Library Association, Human Resource Development & Recruitment
- <http://colt.ucr.edu/ltprograms.html>: Council on Library/Media Technicians
- www.sla.org: Special Libraries Association

Social and Human Services Assistant

- www.clinicalsocialworkassociation.org: Clinical Social Work Association
- www.cshse.org: Council for Standards in Human Service Education
- www.socialworkers.org: National Association of Social Workers
- www.nationalhumanservices.org: National Organization for Human Services
- www.sswaa.org: School Social Work Association of America

Additional Resources from www.films.com

A Second Look at Careers

- VHS/DVD/Digital On-Demand
- Viewable/printable instructor's guide online
- Preview clip online at www.filmsmediagroup.com
- Order #: 24604

We've taken 40 occupations from the *Children's Dictionary of Occupations* and brought them to life using real people at work. Students learn about the tools of the trade and the tasks performed on the job. They hear from workers who will tell them how to prepare for each job, including the education and training needed. Best of all, this fast-paced video set encourages students to begin thinking about the future world of work and is an excellent introduction to career days, job fairs, or classroom units on careers. *Careers include* • Aircraft Mechanic • Accountant • Broadcast Technician • Butcher • Carpenter • Chemist • Chiropractor • Dancer • Dentist • EMT • Economist • Farmer • Flight Attendant • Glazier • Home Appliance Repairer • Home Health Aide • Industrial Designer • Information Clerk • Janitor • Judge • Kitchen Worker • Landscape Architect • Lawyer • Mail Carrier • Manicurist • Musician • Nuclear Medicine Technologist • Optometrist • Physical Therapist • Quality Assurance Inspector • Real Estate Agent • Respiratory Therapist • Secretary • Telephone Line Installer • Urban Planner • Vehicle Washer/ Equipment Cleaner • Writer • X-Ray Technologist • Yeoman (Armed Services) • Zoologist. (Two videos, 33 minutes total) © 2000

The Complete Career Clusters

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to all applicable standards
- Order #: 36947

Covering 16 broad occupational categories, the Career Clusters system offers information on practically every job there is! Each and every Cluster is represented in this outstanding 16-part series—a perfect companion to the Career Clusters Poster Set. Correlates to all applicable standards. A Cambridge Educational Production. The 16-part series includes *Education & Training; Health Services; Information Technology Services; Scientific, Engineering & Technical Services; Transportation, Distribution & Logistics; Law, Public Safety & Security; Agriculture, Food & Natural Resources; Manufacturing; The Arts, Audio Visual Technology & Communications; Hospitality & Tourism; Architecture & Construction; Human Services; Marketing, Sales & Service; Government & Public Administration; Business, Management & Administration; Finance*. (16-24 minutes each) © 2007

Cambridge Career Center

- CD-ROM (Windows and Macintosh)
- Preview clip online at www.filmsmediagroup.com
- Correlates to the Life Work standards published in "What Work Requires of Schools" from the Secretary's Commission on Achieving Necessary Skills (SCANS) and The National Career Development Standards.
- Order #: 32736

From aerospace engineer to umpire, the Cambridge Career Center introduces students to more than 1,100 different careers and helps them discover which ones might be right for them. This interactive CD-ROM uses version 5.0 of the U.S. Department of Labor's Occupational Information Network (successor to the time-honored Dictionary of Occupational Titles) — America's primary source of career information. © 2004

Career Clusters Poster Set

- Sixteen 17" x 22" posters
- Correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee
- Order #: 36989

Set includes: Agriculture, Food & Natural Resources; Arts, A/V Technology & Communications; Business, Management & Administration; Architecture & Construction; Education & Training; Finance; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety & Security; Manufacturing; Government & Public Administration; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics. © 2003

The Road to Success: Stories of Career Satisfaction in Popular Fields

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to all applicable educational standards
- Recommended by *Booklist*, *Video Librarian*, and *Educational Media Reviews Online*.
- Order #: 36911

What does Virginia Jose, an art educator at South Bronx Preparatory School, have in common with Paul Orfalea, founder of Kinko's? Or Michele Speer, Nurse Coordinator for the Women's Breast Center at Stamford Hospital, with Brightcove cofounder Bob Mason? Each has created her or his own personal road to career success, overcoming challenges and uncertainties along the way. Use this ten-part series to introduce your students to 22 real people who in following their hearts have found lasting satisfaction in their work. The series includes *Spotlight on Careers in the Arts*; *Spotlight on Careers in Travel and Hospitality*; *Spotlight on Careers in Education*; *Spotlight on Careers in Medicine*; *Spotlight on Careers in Housing and Real Estate*; *Spotlight on Careers in Science*; *Spotlight on Careers in Entrepreneurship*; *Spotlight on Careers in Food*; *Spotlight on Careers in Fitness and Sports*; *Spotlight on Careers in Technology*. (16-21 minutes each) © 2007